

ACADEMIC STUDIES
IN SOCIAL SCIENCES

Editors

Prof. Dr. Hasan BABACAN
Assoc. Prof. Dr. Meriç ERASLAN
Assoc. Prof. Dr. Abidin TEMİZER

ISBN 978-9940-46-009-9



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First Edition •© March 2020 /Cetinje-Montenegro

ISBN • 978-9940-46-009-9

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Ivpe Cetinje, Montenegro

PREFACE

The specialist as we know in the modern age is a creation of modernity. Up until the modern age, scholars were known for their expertise in social areas. From Avicenna (Ibn-i Sina) and Hezarfen Ahmet Celebi to Leonardo da Vinci and Galileo many Medieval, Renaissance and Enlightenment scholars were polymath, mastering knowledge from several fields. The needs of the modern age created specialists focusing deeply on one field. At the convergence of post-modernism and the age of the internet, social, cultural and economic realities of increasingly diverse societies have created a new need for the revival of polymath. Emerging globalization in the post-Cold War triggered rapid social change that cannot be explained from the perspective of a single discipline. This reality increased the focus on social science studies.

In this book, there are studies of scientists working on in various fields of Social Sciences and Humanities. These fields are listed under the titles of Accounting, Banking, Communication, Economics, Philology, Fine Arts, International Relations, Management and Strategy, Marketing, Management and Organization, Philosophy and Tourism.

It is our sincerest wish that these valuable works of our scientists will contribute to the scientific world.

From Editors

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CHAPTER - I

THE DYNAMICS OF TRANSITION OF MULTI-PARTY LIFE IN TURKEY

Gökhan KÖMÜR¹ & İsmail DURSUNOĞLU²

INTRODUCTION

Turkey met with the parliamentary system in 1876. After an unsuccessful attempt, a pluralistic democratic culture was built with the Second Constitutional Monarchy. However, this ended with the authoritarian rule of the Party of Union and Progress (PUP). Nevertheless, the pluralist parliamentary practice of the Second Constitutional Monarchy set an example for the Republic. In the period of the Single Party, the revolutions of the Republic were prioritized, and democracy was postponed for this cause. The Progressive Republican Party, which was formed by its own dynamics, was closed in relation to the Sheikh Sait Rebellion on the grounds that it threatened the regime. Then a new party called “Free Republican Party” (FRP) was established but closed when it went out of the planned position or in other words, came a candidate for power. Turkey for years was been ruled by a Single Party period. The state, which seeks its place in the new world order after World War II, was seen the transition to democracy compulsory.

In fact, Turkey experienced a multiparty life by the Second Constitutional Monarchy. The political lines formed here are still used to make sense of today’s political structure. The struggle between the statist and centralist center and the liberal and decentralized periphery, which started with the Party of Union and Progress (PUP) and the Ahrar Party, continued until today under the name of different parties. As a matter of fact, the Democratic Party, which came to power with multi-party life, took its place in the political history as a periphery movement. This study is the subject of Turkey’s multi-party life transition to life. The first part of the study includes political parties and party systems, and the second part contains the transition process to multi-party life. The second chapter is divided into unsuccessful experiences, the Democratic Party, and the reasons for the transition to multi-party life. In the study, as a method, a review was made from the sources in the literature. The aim of the study is to discuss the reasons for the multi-party life transition that reflects an important point in the Turkey’s democratic history. Thus, it is aimed to make a contribution to the democratic culture.

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1. POLITICAL PARTIES AND PARTY SYSTEMS

When the political party is mentioned, the first thing that comes to mind is the concept of an organization that struggles with power. The meaning that comes from this first definition is the fact that the aim of the party in establishment is to provide power and that it establishes an organization to achieve this goal and so it has an organization (Cam, 1997: 415). In this respect, we can define political parties as organizations that are gathered around a program or an ideology and have a permanent organization aiming to have or share political power (Kapani, 2013: 176). Political parties, which are the most important tools for democratic life, are classified within themselves. Accordingly, three separate systems are considered as *single-party system*, *two-party system*, and *multi-party system*.

The Single Party System is divided into two groups as the Real Single Party System and the Apparently Single Party System inside it. *The Real Single Party* is the case where there is only one party in the political system. This party may be totalitarian as well as authoritarian. The difference between the two is the first one in the political field while the second one is oppressive in every aspect of life. The Apparently Single Party System is divided into two: *Dominant One Party* and *Hegemonic One Party*. It should be stated immediately that the dominant single party is an example of a multi-party system. The dominant single party is the situation that the same party wins the elections permanently, however there are many parties in the political system and the possibility that each of these parties becomes in power. The meaning of this continuity can be discussed. In the Hegemonic Single Party, there are other parties in the political system rather than the ruling party. However, these parties are like a satellite for a democratic image. These parties are not likely to be in power.

The Two-Party System is actually an example of a multi-party system. It is not the case that there are only two parties in the political system. It is a system in which political power is constantly passing in other hands between the two parties. Considering the point that stands out in the definition of the party system is the possibility or status of coming to the power. According to this definition, the *Multi-Party System* is the party system in which many parties can be in power or there is such a possibility. This system divides into two as Moderate and Extreme Multi-Party System. The PUP is a political action formed by its dynamics for multi-party transition in the example of Turkey. However, it is not possible to say the same for the FRP. At least its aim of establishment reflects the understanding of hegemonic single party. The Party was closed down because it was seen that it could be out of this role or that it was likely to exit. In Turkey, it would not be wrong to give the AK Party an example to

the dominant single party, and the real single party, the Republican People's Party (RPP). An example of a two-party system in terms of democratic political culture is between 1950 and 1960. Alliances emerging with the new system of government for today can be discussed on this axis.

2. MULTI-PARTY LIFE IN TURKEY: DEMOCRATIC PARTY

Turkey managed the transition to multi-party life in 1946 that tried twice before. The fact that international conjuncture marked the transition to democracy and that economic and social unrest experienced at home carried multi-party life, namely a new party, into the Turkey's agenda. Such legal arrangements as the National Protection Law and Wealth Tax Law were effective in this social unrest. As a result of these practices, economic distress started, and in addition to the oppressive administration of the Single Party, the dissatisfaction of the people increased more (Kirkpinar, 2002: 86).

The expected opportunity for social opposition to turn into political opposition emerged in the Land Reform Law and Budget negotiations in 1945. In this process, a group of deputies, especially Adnan Menderes, casted a vote of rejection in the budget vote, and this was the first sign of the separation (Erogul, 2014: 12). However, the real breakdown occurred in the Farmer's Grounding Law, which was then discussed in the Parliament. Celal Bayar, Adnan Menderes, Fuat Koprulu, and Refik Koraltan entered a motion of the "quartet-declaration" against this law, and this declaration became the starting point of the new party. Later, preparations began for the new party, and the party entered in the political life on 7 January 1946 under the name of "the Democratic Party" (DP). The Party accepted loyalty to the basic principles of the state on the condition that it is reinterpreted (Ahmad, 2011: 128), and appeared in the presence of the people with a liberal and democratic identity.

In the general elections held in 1950, the DP succeeded to be the sole ruler. The Party ruled again in 1954 and 1957 alone. The Party, which advocated freedom in economy, religion, and social life, took steps towards it. In the first years of the Party, economic development was respected by the nation. However, the economic contraction, shifting of the axis, and putting pressure on the opposition caused the Party to decline. While the Party was expelled from the power by the 1960 Coup (May 27), it succeeded in gaining a place in political history both with this aspect and with the slogan "*Enough is enough! Nation speaks!*"

3. THE REASONS FOR TRANSITION TO MULTI-PARTY LIFE

3.1. International Factors

Considering the external factors, it is possible to talk about a number of interconnected reasons. After WWII, it needed to be protected by the West

because the Soviet Union (USSR), which became a global power, demanded several lands in Turkey and the base from the Bosphorus. Additionally, in the newly formed world reality, the desire to join the United Nations as a founder and the demand for economic assistance from the West came to the fore (Cufali, 2004: 14). However, in order to stand by the West, the democratic order of the West had to be adopted. For this reason, the single-party philosophy was revisited, and arrangements were made for the needs of society.

After the WWII, such fascist regimes as Germany and Italy were defeated. The states that ruled with liberal democracy like the USA, the UK, and France were victorious. The post-war world is divided into two, “the Capitalist West” and “the Socialist East”. The democratic Western bloc, which overcame fascism, did not adopt single-party authoritarian regimes. In other words, this block emerging as a model included capitalism economically and multiparty liberal democracy politically. It was requested based on this reason already that Turkey, economically capitalist, went into multi-party life politically. In short, it was asked from the one-party capitalist Turkey to pass into multi-party life and to be proper to the *free* world politically (Sancaktar, 2012: 51).

Turkey wanted to get involved in this new Western values and the system of states that emerged as a result of the WWII. From this point of view, it wanted to be a founding member of the United Nations, which would be the continuation of the League of Nations, and to protect itself (Cufali, 2004: 14). Then there was the USSR threat on the one hand and Turkey set close relations with Germany in the years when Germany maintained the lead in the battle. If Germany would defeat in the war and the fascist regime would collapse in this country, it could drag Turkey in loneliness in the international arena (Karatepe, 1997: 111). Turkey continued rapprochement towards the West in order to prevent from this loneliness and to take measures the threat of the Cold War beginning at the end of the WWII. Event President Inonu had given guarantee to go in the multi-party life in this process for showing his political seriousness (Berber, 2012: 131).

One of Turkey’s most important objective was to become a member of NATO in this period. The issue to be considered here is the diversity what mean the memberships of UN and NATO then in Turkey. It is true that Turkey was eager to escape from the loneliness to be member of the UN. But the UN had not only the Western states but also the USSR under the organization. Looking at NATO, it is seen to be a bloc completely. For this reason, Turkey’s presence in the Western block is a condition related to a NATO in one level. While Turkey was becoming a member of NATO, the transition process to a multiparty system was not seen as a Western imposition at home. But Turkey was perceived in the wrong way. All the

NATO-member countries had already gone into multi-party life. Turkey, wanting to become a member of NATO in this why, aimed to take samples of the systems of other member states. The transition to the multi-party system became a necessity for integration with the West and other institutions. It is undeniable for the importance of external factors in the emergence of multi-party political life in Turkey, but these factors have never showed itself in a manner oppressive and coercive. However, there have been different interpreters of this situation, and it has been expressed as RPP's policy of looking *cute* to the United States (Haytoglu, 1997: 50).

3.2.2. Economic Factors

Turkey did not participate in the WWII actually but felt the negative effects of war. During the war, military expenditures made affected the economy of the country. In Turkey that did not join at the war, the emergence of expensiveness, profiteering, and manipulations that did not occur even in the countries where did not participate in the war led to growing discontent against the ruling RPP's government (Haytoglu, 1997: 51).

Economic policies implemented during the war years produced impressive results for the social structure. Stocking and profiteering emerging in the early years of the war quickly increased the wealth of the urban bourgeoisie who practiced it. When "the National Protection Law" enacted to stimulate the economy was applied to support only the rich merchants, these people accelerated the increase of their wealth. Rich landlords who wanted to take advantage of this situation increased their capital to a great volume by selling their products at very high prices. During the war, while the peasants, workers, artisans, and civil servants became increasingly poor, the rich landowners and bourgeoisie added wealth to their wealth. The balance between prices and wages completely deteriorated, and major differences occurred against wages. However, the increasing tax burden was on the shoulders of the villagers, artisans, workers, and civil servants. This situation led to the rapid impoverishment of the social classes/groups in mention. The circles reacting to the poverty phase and seeking its reason in the government faced harsh attitudes of the RPP's government (Sancaktar, 2012: 51).

The receiving of the Wealth Tax from merchants, property owners, and large landlords caused conflicts of interest within the RPP, and this became an important factor in the separation of large landowners from the RPP (Haytoglu, 1997: 51). The "war rich" class that emerged after the war disturbed the high rulers of the country, especially President Inonu. They searched for ways of transferring these unjust gains to the treasury which was badly in need then (Timur, 2003: 25). The Wealth Tax received many criticisms both with the legal structure of the law and the abuses in practice.

The Law on Soil Tax, which has a similar characteristic, was considered for taxation of the agricultural sector and was enacted immediately after the adoption of the Wealth Tax. According to the law, all agricultural products were taxed. This tax began to be collected from the owner before the products matured. This tax damaged especially the peasants who could not gain from their products and only consumed. Farmers and peasants were oppressed also here. This situation caused this circle to cool down from RPP. The majority of the deputies did not participate in the voting of these bills. This was an indication of significant contradiction within the party, at least discontent (Cavdar, 2008a: 433-435).

Another law enacted at that time was “The Farmer’s Grounding Law” (FGL), which was first discussed on May 14, 1945. This law essentially foresaw to provide for a sufficient amount of land for the families of farmers who have any or less land to survive. The lands to be distributed to the farmer is primarily the land owned by the state, but not used for public service, and the other lands owned by foundations, private administrations, and municipalities. In addition, the lands in private property were included under the law. This law led to a resistance within the RPP. The deputies who were major landowners in the RPP strongly opposed this article of the law (Demirel, 2013: 45). The most violent objections came from Adnan Menderes, the deputy of Aydın Province, and Refik Koraltan, the deputy of Mersin Province, who were then major landowners. These two members would be under the roof the Democratic Party that would be established later. Because of the above-mentioned economic reasons, some unrest appeared both in the society and the party, and this contributed to the formation of the opposition

3.3. Political Factors

The Village Institutes established at the beginning of the WWII (1940) and the Land Reform wanted to be realized clearly demonstrated that the RPP was not homogeneous structure. During the voting of the Law on the Village Institutes, the MPs showed their reactions “tacit” and so many MPs did not participate in the voting. The opposition within the RPP was not limited to these laws, but the religious demands of a number of MPs within the RPP led to the idea of “reform in religion”. These deputies stated that the state administration should not have such Presidency of Religious Affairs in a laicistic government that completely separated state affairs from religious affairs. They also stated to be regulated the Qur’an and the religious practices in the original Turkish language and to be reformed the method and the time of worship. Opposition voices raised against these people within the party and argued that the reconsideration of religious affairs of the state was not correct. Also it was stated that reformation should be only cultural (Sahin, no date: 2).

There was only one party in the country, but there were two major factions within it: the ruling Inonuists and the opposition Bayarists. The deputies who did not like Ismet Inonu's policies started to gather around Celal Bayar. During this period of time, Turkey had signed the United Nations Charter in San Francisco, which was established on such principles as peace, equality, stability, and sovereignty, in the changing world order mentioned before. The content of the Charter was envisaging the passing of Turkey into democratic order. This situation served both of the factions within the RPP. The Bayarists' faction of opposition in this way would have the opportunity to unite in a separate organization and to form a separate party and so they would have the opportunity to fight openly with the Inonuists. The Inonuists' faction of government would be able to get rid of their opponents inside the party in this manner and they could easily pick over the people that they did not trust in the party (Gologlu, 1982: 27). In the light of all these developments, the expected opposition movement emerged in the parliamentary debates of the 1945 budget and the Farmer's Grounding Law in the Assembly during the transition process of multi-party life. In these negotiations, many people made criticisms by taking the floor, but only Adnan Menderes in his criticisms mentioned about "national sovereignty", "parliamentary superiority", and "democratic regime" (Karatepe, 1997: 113-114). The opposition within the RPP, which started with the negotiations on the Farmer's Grounding Law, emerged clearly during the negotiations of the Budget Law in 1945 and the pioneers of the opposition appeared in this way. Thanks to this law, Adnan Menderes, Refik Koraltan, and Emin Sazak strongly criticized the government and the economic course of the country. In addition to these three MPs, Celal Bayar and Fuat Koprulu also voted against the budget when the budgetary votes started (Demirel, 2013: 46).

The new internal and external dynamics after the war started to put great pressure on the RPP power. Ismet Inonu, who correctly analyzed these pressures and new developments after the war, signaled important steps to be taken for democratization and liberalization in his speech made on May 19, 1945 (Sancaktar, 2012: 53). The opposition deputies Celal Bayar, Adnan Menderes, Refik Koraltan, and Fuat Koprulu, who took power from this speech of Inonu, entered a resolution of the "quartet-declaration" in the days when the Farmer's Grounding Law was enacted. In the resolution, these deputies demanded "*In the TGNA, which is the only manifestation place of national sovereignty, some amendments to be made for some laws that prevent the freely born and realization of a genuine inspection and limit the populist spirit of the Constitution and the immediate execution of amendments which the reasons of the party bylaw necessitates*" (Cavdar, 2008a: 455). The quartet-declaration was discussed in the RPP parliamentary group for hours and rejected. The rejection of the resolution strengthened the opinion of the RPP's dissidents about leaving the party

and forming a different party. Inonu, by referring to the owners of the “quartet-declaration”, expressed “*They should not do it inside the party and they should come in front of us; let them organize their organizations and enter the struggle as a separate party*” (Demirel, 2013: 47). Ismet Inonu made a special effort to ensure that a separate party was formed by excluding the opposition group that appeared within the party (Kara, no date: 73). Adnan Menderes and Fuat Koprulu and then Refik Koraltan were expelled from membership of the RPP because of their attitudes, behaviors, and speeches in the Assembly, as well as their articles in the newspapers. Celal Bayar protested this situation and resigned firstly from the deputyship and then from the RPP. Thus, these MPs completely disconnected from the RPP (Gologlu, 1982: 36).

In line with all these developments, Celal Bayar officially announced in an interview on December 1, 1945 that they were attempting to form a new party with his friends. A few days after this announcement, Ismet Inonu called Celal Bayar to the Palace of Presidency for meal. The two politicians, in this dinner, agreed at important points (Cavdar, 2008a: 455). The three points reached are as follows (Sancaktar, 2012: 53-54):

1. To be accepted by the Western Europe and the USA, it is necessary to keep up with the new world order. In this direction, it is inevitable to start multi-party life. At this point, however, it is necessary to avoid the path opened by the Great Leader Ataturk and escaping from the reactionary movements in particular.

2. It is going to be acted together in international policies.

3. The RPP management is not going to cause any problem for the new party to be established.

In the transition process to multi-party life, considering the unsuccessful attempts of the past period, a secure opposition was requested to develop secular and democratic regime and to protect reforms. For this purpose, Celal Bayar, who fulfilled Ismet Inonu’s worries, had no doubt about his commitment to the regime, and emerged from the RPP, was thought to be an ideal opposition party leader (Demir, 2011: 15-16).

3.4. Social Factors

The RPP had applied patronizing changes during 20 years from the date of its establishment. These changes had been deemed necessary for an endless empire to become a living nation state. But this had not lead to any significant improvement in the lives of ordinary people and alienated them from the Kemalist regime. A growing and voicing opposition had started to emerge in the country (Ahmad, 2010: 25). In this atmosphere, the WWII had begun, and the troubled and dangerous days had been back. The state affairs had begun to deteriorate day by day; public unrest and intolerance

had rapidly increased. Neither the pressures and intimidations in the social and political spheres nor the austerity policies in the economic sphere had been able to prevent complaints from society that were becoming more and more violent. The country had been governed by a full understanding of the police state. Corruption in state affairs had increased, and hunger and poverty had reached final limits. In short, the Turkish people had remained hungry and poor. At first, martial law had been declared in the six cities where Istanbul was, and the authoritarian governors had been appointed to many cities, including Ankara (Gologlu, 1982: 25).

The small producers in rural areas (low-landed farmers, sharecroppers, shareholders, and wage-workers), briefly the peasants, had been oppressed and exploited by the ruling power and the feudal lords supported by the state and the large landowners. The poor villagers living in rural areas had been pressured for various reasons, especially road tax, and the villagers who did not pay their taxes had been employed in return for their taxes (Cavdar, 2008b:16). In addition, two state institutions established to help the villagers, the Grain Office and the Forestry Enterprises, had become a burden for the villagers over time and played a crucial role in the peasant's attitude towards the government in 1940-1946. The obligation to sell land products to the state had increased the villager's resentment against the government and the RPP (Karpas, 2010: 192-193).

With the Labor Law adopted in 1936, although the working class had very limited rights, they had not benefited from such rights as collective bargaining, strike, establishing trade unions, and contract. On the other hand, they had also lost some of its guarantees by the National Protection Law. Such burdens as overtime work, liability, adherence to work, etc. had further increased their exploitation. Due to inflation, their real wages had fallen to 50-60% of pre-war levels. Expectancy, scarcity, and helplessness in the face of the black market had reached incredible dimensions (Cavdar, 2008a: 447). Traders and industrialists had become the most profitable part of the war; black market, profiteering, and inflation had strengthened this segment of society. A social layer like the war riches of the WWI had been formed. Although the National Protection Law had contained harsh provisions, these laws had been mainly applied to workers, small tradesmen, and peasants. However, merchants and industrialists had been afraid of this law. This section, which had added wealth to its wealth during the war, had accepted the Wealth Tax as a warning and withdrew its support from the RPP (Cavdar, 2008a: 447).

At that time, intellectuals had not have a very important place. The interest of the intellectuals in politics had increased between 1946 and 1950, but this interest had weakened, when professional politicians and interest groups had become more dominant. The intellectuals had believed that they would fulfill their duties by governing the masses and staying in

a position on top of them instead of finding the necessary ways for the education and development of the people (an idea left from the period of the Ottoman State and the Single Party Rule). Thus, intellectuals had maintained their intellectual loneliness by differentiating themselves from the public and seeing themselves above the people (Karpat, 2010: 218).

The RPP tried to protect its civil servants in an inflationary atmosphere. During the war, prices increased and the situation of civil servants worsened when there was a lack of basic foodstuffs (Timur, 2003: 26). The state passed a law as a remedy and it provided coal, clothes, sugar, oil, and rice to its officials. Thus, on the one hand the poor people fluttered in poverty and on the other side the officers living in existence were at the same time. The Government preferred to protect their personnel. During the war years, the state had a falling out with the people, and the people believed that itself was abused. This situation was effective in the struggle against the multi-party system (Karpat, 2010: 219).

The troubles experienced during the war period, of workers, peasants, and civil servants; The National Protection Law and the Wealth Tax caused the emergence of rich landlords as opposites (Cavdar, 2008a: 447). The people facing every kind of bans for many years started to look for an opposition party and leader (Durc, 2010: 75). Inonu, considering the possibility of a social explosion in the country, felt the need to open a safety valve to prevent such a situation from occurring (Kara, no date: 71). Thus, he returned to the experiences of the recent past, remembered the movement of the Free Party Movement, and entered this effort to make the experiment appropriate to the conditions of the day (Timur, 2003: 30). Both the economically dominant classes and the poor masses of people and the intellectuals took a definite attitude towards the RPP at the end of the war, while all these developments were taking place in the country. This social opposition turned into a political opposition with the Democratic Party.

CONCLUSION

Turkey experiences a significant change in terms of modernization along with the Republic. Modernization beginning in the Ottoman State becomes more radical with the Republic. While the new state adopts secularism in the intellectual sphere as the elements of modernism, it fails to realize liberalism in the economic sphere and democracy in the administrative sphere for a while. Due to the idea of consolidating the Republic with the Revolutions, the existence of the opposition is perceived as a threat. However, during this period, practices such as ballot boxes and votes are made for the people to learn democratic practices. The fact that an authoritarian understanding is adopted instead of transition to multi-

party life after 1930 and that it expands to the state-party integration in 1936 reflects a negative understanding in terms of democracy.

Turkey passes the multi-party life after the WWII yet. In this preference, the necessities of international conjuncture and new world order emerge as the main factor. In addition, the transition to democracy has been made due to such reasons like the intention of preemptive steps against the social opposition with a new party at home, the idea of eliminating the internal opposition, the idea that democracy is an inevitable choice, and the reaction of the people to the Single Party Administration. This choice is one of important milestones in Turkey for democratic life. The people's administration, which the Democratic Party achieved with the slogan "*Enough is enough! Nation speaks!*", is interpreted as a victory of democracy. Turkish democracy from time to time attempts to reproduce and define itself by referring to this period. In one aspect, the transition to democracy also is a historical background in maintaining democracy.

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CHAPTER - II

A REBELLION TO TRADITIONAL BEAUTY FORMS IN ADVERTISEMENT: EXPLICATION OF DOVE – CAMPAIGN REGARDING MY BEAUTY IS BEYOND NUMBERS ACCORDING TO ELABORATION LIKELIHOOD MODEL

Gonca KÖSE*

INTRODUCTION

Advertisement has a great role in human life as a lifestyle transmitter, attitude and behavior shaper; purchasing and consumption guide. The advertisement presents remarkable images, ideas, and concepts in a very planned and conscious manner and presents them to target consumers in order to realize their goals and objectives such as buying, consuming, creating a new attitude, changing existing attitudes. For this reason, advertisement is the main way of communication between brands and their target consumers. In today's economic and social life, it is very difficult to achieve the attention of target consumers even to a few of the unbelievably intense and similar advertising messages. To cope with this situation, equipping the advertising messages with remarkable elements makes it easier to perceive the messages more easily, quickly and permanently. This conceptual phenomenon appears as an advertisement or message appeals in academic literature directly affects the continuity and frequency of communication between brand and its target consumers when it is designed effectively. Beauty has been the strongest element of attraction in the point of attractiveness. Beauty is one of the unique factors that help the perception of the advertising message and reach the purpose of the advertisement. The body, in which beauty is represented by physical attraction, perfected and idealized, is used for many product advertisements because the perception of beauty reflected by physical attraction affects the power of advertising communication. From the past to the modern period, the phenomenon of beauty has been used within the framework of certain standards over women's representations. While the imposed traditional beauty perception associated with flawless beauty, ideal physical dimensions (90-60-90), woman/women with a sexy body is still used effectively in many advertising messages today, brands that reject the stereotyped standards and the tradition have begun to show up slowly, even though their numbers do not exceed five fingers of one hand. Dove

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comes first among these brands. The Dove brand completely refused the standardized beauty approach in marketing and advertisement strategies and reshaped the perception of beauty.

In this context, in the first part of the study, the conceptual framework of beauty from past to present will be theoretically examined, and then Dove's "my beauty is beyond numbers" campaign will be interpreted according to the elaboration likelihood model.

Concept of Beauty

Undoubtedly, beauty has been one of the important concepts that are thought, discussed, defined and interpreted in all periods of social life. During the ages, the phenomenon of beauty has been shaped according to the culture of the period it belongs to. Also, the fact that the concept of beauty is seen and used in advertisements as a consumption principle is a sales technique that has been used for a long time. The concept of beauty, which is both the subject and the object of life practices, which is affected by temporal changes and affects these changes, is defined in different ways in the literature.

The concept of beauty is considered as the study of the aesthetic history of man and the "body of the human as an aesthetic object" within this historical process (Kesim and Kar, 2016, 191). The definitions made about beauty are complex-looking and socially dependent on situational effects, ranging from a very broad spectrum to definitions based on concrete foundations, such as an example of what is better than a very peculiar philosophical definition, such as a phenomenon that pleases the senses or exalts the mind (Langmeyer and Shank, 1994, 28). In the Turkish Language Association's Big Turkish Dictionary, descriptions such as easy on the eye and ear, admirable, opposite of ugly; good, nice; thing that conforms to what is expected and evokes the thought of success, beautiful girl or woman, queen of beauty; delightful used to describe beauty (cited by Uğur Bakır from tdkterim.com.tr, 2017, 21). According to Umberto Eco, beauty (2006, 122) consists of the appropriate ratio and the things that inspire us are called "beautiful" (cited by İnceoğlu and Kar, 2016, 81). On the other hand, the concept of beauty has different meanings in many languages. In English "beauty" means the desired, the long-awaited object, and in Greek "To kalon" means idea; ideal. In Hebrew "Yapha" means gloss; freshness, and in Japanese "Wabi-sabi" means modesty; imperfection (Sartwell, 2004, 12). Hence, due to the cultural structures of different countries, the phenomenon of beauty has been shaped.

According to Eyupoğlun (1991, 308), the word "beautiful" followed a historical and linguistic adventure that turned from "gözel" (it is a Turkish word, combining with göz-eye and el-hand) to "güzel" (beautiful in Turkish) from time to time. For example; Plato dealt with the

concept of beauty and nobility from the view of moral, which can be perceived by 5 sense organs, and he used these word for men. (Holliday and Taylor, 2006, 230-231). While Plato tackled the concept of beauty during his youth with ethical values such as goodness and honesty, he defines this concept based on geometric proportions in his old age (Tunalı, 2001, 144). According to Lord and Putrevu (2009, 3), beauty, which refers to concepts such as elegance, position, sexuality, is intertwined with concepts such as prestige, image, beyond physical properties.

Scruton (2009, 9) expresses the effect of the phenomenon of beauty on human life as follows: “Beauty can be peaceful, disturbing, sacred, and abundant; it can be exciting, attractive, inspiring, chilling. It can affect us unlimitedly. Beauty has never been indifferent, beauty wants to be noticed, it speaks directly like the voice of a sincere friend. If there are people indifferent to beauty somewhere, it is certain that the beauty in that place is not actually noticed.” While Heraclitus defines beauty as accord, concord, and harmony, Socrates sees beauty as the same as good (Şentuna, 1997). At the same time, Socrates evaluated beauty in three sections as ideal beauty, spiritual beauty, and functional beauty; and explained that beauty is not only about what is apparent, but with the senses that allow a closeness between the artwork and the audience, that is, with the sight and hearing, rather than touching, tasting and smelling (Eco, 2006, 48). Aristotle also explains beauty with “mathematics”. According to him, beauty is a proportional order with a certain size. The objective criteria of the beautiful are order, proportion, and limitedness. Order is the harmonious union of the parts that make up the whole. The ratio is that the parts are in correct and appropriate proportion with each other (Tunalı, 2009, 169). In addition to the descriptions of the beauty in the ancient Greek and medieval philosophers; Sigmund Freud, who is accepted as the founder of psychoanalysis, accepted the concept of beauty (2000, 22) as a phenomenon fed sexual stimulation; and stated that the beauty is a sexual stimulus. As can be seen, the concept of beauty has been dealt with in many ways, both in terms of meaning and function; and it has preserved its place in personal and social life with a quality attributed to time, cultural values and conditions. Undoubtedly, the phenomenon of beauty, which has turned into a universal consumption object with its economic dimension, has turned into a big industry targeting women in the communication age we are in.

Advertisement, Media, Beauty and Consumption

The advertisements are an important object of the ideology of consumption and a marketing communication tool that contains irresistible promises for women of all ages and genders who aim to flourish. The understanding of beauty, which has been turned into a passion for women with attractive visual and audio advertising messages, aims to make

women have aesthetic concerns for a better physical appearance. Beauty imposition that is seen, wanted and unlimited desired is supported by the media serving the consumer economy and is a source of attraction for women who want to be in the foreground only with their appearance.

At this point, the media undertakes an important function by determining what is remarkable and what society should see and hear (Kaypakoglu, 2004, 93-94). The media is a powerful producer/transmitter/carrier of today's beauty ideal, whose borders are predetermined, and it is the only way of providing mass communication (Sezgin and Şenol, 2010, 460). In advertisements prepared for newspapers, television, magazines and various digital platforms, many subjects from health to fashion, from business life to sexuality and motherhood are prepared by using the body appeal of women. The views of Timisi regarding the female image in the advertisements are as follows:

“While female body is identified with its individual identity in advertisements, having a beautiful and well-groomed body is also seen as a prerequisite for being a good mother and wife. While the slim, athletic and beautiful woman is presented as a social ideal, the image of “young women at all ages” created through the consumer products used to have this body is the key to individual success. Slimness is presented as an ideal that must be reached for women in advertisements, while it is emphasized that such women are successful, competitive, and go-getter. (1997, 40).”

Gorschenek (1994) states that as well as women who are shown in advertisements as a good wife and a good mother, there are women-only represented in beauty and sexuality and the only problem of these women in life is to be beautiful and to seduce all men. According to Bakır (2017, 141), beauty is linked to being in shape, to be well-groomed and young, to make up, to reshape the body if necessary, and to follow the fashion at all times. For example, when especially cosmetic ads are examined, the phenomenon of being beautiful is seen at the basis of brand promises (Oğuz, 2010, 188). However, whether the presented beauty is real beauty or not has led to discussions. For this reason, there are many criticisms that the beauty transferred through the media is not real and stereotyped (Küçükdoğan, 2014, 49).

Therefore, women who aim to achieve the beauty criteria, which are considered to be perfect by reducing the beauty to the body alone, are provoked through mass media channeled to consumption culture. By transforming the absolute reality of beauty to pleasure, the phenomenon of beauty is shaped in the fictional world of advertisement and leads women to very serious consumption behavior.

Having this pleasure is continuing with the media in an endless cycle, and thus, the appeal of consumption is always kept alive. Thus, all the parameters that the woman can enjoy in the name of beauty are seen as

a worthwhile persuasion phenomenon for the woman.

Beauty Approach and Persuasive Communication in Advertisement

Advertisement is a communication practice focused on persuasion, which is blended with a variety of remarkable verbal, visual, and audio elements in order to provide information, change the existing attitude, create a new attitude, and guide it to purchasing behavior. The mentioned communication practice takes part, especially in advertisements. Advertisements aiming to influence and direct the emotional, cognitive and behavioral processes of individuals are built on creative strategies and take their place in social life directly and indirectly. Therefore, it is inevitable that every product, brand, service that is the subject of advertisement is associated with the concept of persuasion. Especially in the advertisement, the phenomenon of beauty is reflected by using physical attraction and individuals are trying to be convinced. Therefore, the concept of persuasion and persuasive communication, and persuasion theories will be included in the study in order to understand the relationship and importance of the persuasion concept with the beauty approach.

In this context, according to Aristotle, who discussed the phenomenon of persuasion for the first time, persuasion is defined as influencing and directing someone in the desired direction, using elements such as ideas, effective appeal, reliability and evidence (Ross, 1990). Persuasion is a process that tries to change the apparent values, aspirations, beliefs, and actions of others (O'Shaughnessy and O'Shaughnessy, 2004, 5), and it is intended to affect the attitudes of the individual with a positive or negative reactive tendency towards an object, person, institution or event (Ajzen, 2005, 3). According to Perloff (2014), persuasion, which is a psychological process that uses message information to change or maintain the behavior, intentions, emotions, opinions (Amik, 2000, 35), is a symbolic process that communicators try to persuade with message transfer by providing a free choice environment to change other people's attitudes or behaviors towards a particular subject. In this definition, 5 important points attract attention (Bir and Suher, 2017, 16, cited from Perloff, 2014):

“Persuasion is a symbolic process. The persuasion process includes symbols, words, pictures or non-verbal signs. Persuasion involves an effort to influence. Not all persuasion attempts may be successful, but persuasion is closely related to the effort to influence another person. People actually persuade themselves to change their attitudes and behaviors. Persuasion is about the transmission of a message. Persuasion is a communication activity, according to other forms of social effects, a message must be conveyed in order for persuasion to occur. Finally, the

choice must be made freely during the persuasion process.”

According to Gas and Seiter (2011), persuasion is the state of involvement in the act of creating, developing, reinforcing or eliminating beliefs, attitudes, tendencies, motives and/or behaviors within the limits of a certain communication context. Persuasion (Gerçik, 2015, 144), communication management that aims to influence people's choices without putting pressure on them, is an effort to influence individuals in a conscious and planned way (Madran, 2012, 15). Persuasion is actions to create a positive attitude and behavior about a particular subject or situation or to change the existing one (Babacan, 2015, 47). The realization of behavior in the desired direction means that persuasion/compliance behavior occurs. Persuasion, i.e. compliance behavior, is that an individual changes his behavior or beliefs with respect to other person or persons without any explicit request (Sakallı, 2016, 32).

Based on persuasion definitions, it is possible to state that advertisers use “persuasive communication” practices on consumers to create effective communication and advertising environment (Darıcı, 2013, 16). The effects of persuasive communication are also manifested by changes in the level of knowledge, attitude and open behavior of the buyer (Yüksel, 2013, 144). In persuasive communication, persuasive strategies can also be shaped through the source, message, channel, and target that form the basic elements of communication (Gürüz and Temel Eğinli, 2016, 97). In the persuasive communication process, McGuire made a classification in the form of input variables and output variables of communication (1984, 314-315):

- **Communication Input Variables:**
 - Source variables: Reliability (Specialty, righteousness), Attractiveness (Liking, similarity, sincerity), Power (Number, agreement, etc.)
 - Message variables: Style (determinedness, swiftness, vividness, etc.) Type of charm, Specialty, Righteousness, Attractiveness, Disagreement, Single-Double Sided Message, Charm of Message, Type of Argument, Information, messages included or removed, organization, Recurrence
 - Channel variables: Number and type of sensory methods, Direct or mediated, Verbal or nonverbal, Content
 - Receiver variables: Number of Participants, Demography, Personality, Talents
 - Target variables: Information - attitude-behavior, Instant or delayed, Change or resist
- **Communication Output Variables:**
 - Exposure to communication,
 - Participation,

- Liking, being interested,
- Understanding (learning what is it),
- Skill acquisition (Learning how to do it),
- Transmitter (Attitude change)
- Continuation of the change,
- Research and acquisition of a new attitude,
- Decision suitable for recovery,
- Acting as decided,
- *Strengthening these actions,*
- Post-behavior reinforcement

When the literature is examined in order to explain the effect of persuasive communication in the advertisement, it is seen that there are various theoretical approaches developed by many researchers. Many of these approaches are based on the assumption that an individual's beliefs about some person, group, subject, object or behavior will determine the individual's attitudes and behaviors towards that person, group, subject, object or behavior. Understanding the models is a guide for setting communication goals, achieving these goals and creating message strategies (Donovan and Henley, 2010, 125). In Kenzie's work called "A Practitioner's Guide to Persuasion: An Overview of 15 Selected Persuasion Theories, Models and Frameworks", it can be possible to see the theoretical categories of persuasion theories in Table 1.

Table 1: *Theoretical Category of Persuasion Theories*

Theoretical category	Theories discussed
Message effects models	Message learning approach
Yale Model of Persuasion	Fear Appeals: Protection Motivation Theory Extended Parallel Process Model Language Expectancy Theory
Attitude-behavior approaches	Theory of Planned Behavior
Cognitive processing theories	Elaboration Likelihood Model Heuristic-Systematic Model Social Judgment Theory
Consistency theories	Balance Theory

Cognitive Dissonance Theory

Inoculation theory

Inoculation theory

Functional approaches

Functional approaches

Source: Cameron, K. A. (2008). A Practitioner's Guide to Persuasion: An Overview of 15 Selected Persuasion Theories, Models and Frameworks. *Patient Education and Counseling*, 74, 310.

The theoretical categories above are the most commonly used categories in the creation of persuasive message strategies in advertisements. In accordance with the scope of our study, The Elaboration Likelihood Model, which is a functional approach from cognitive process models, will be examined in detail and then, the Dove's "My beauty is beyond numbers" campaign will be interpreted according to the model of probability detailing.

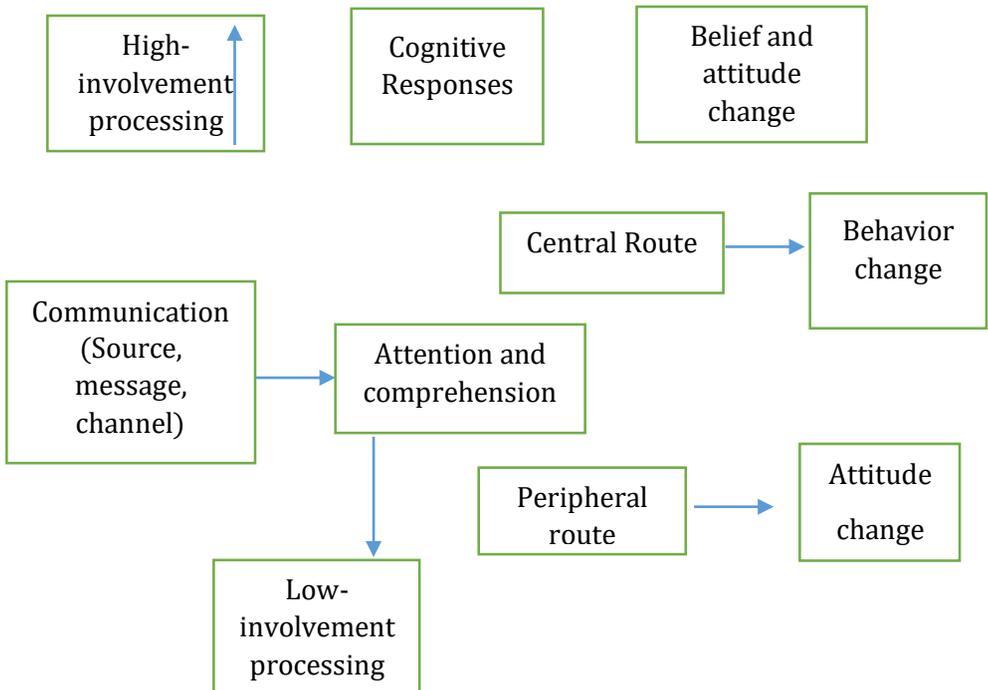
Method

Elaboration Likelihood Model

One of the important models focusing on the cognitive processes of the target consumers and contributing to their persuasion is the elaboration likelihood model. This model which emerged with the work of Richard Petty in 1977 and later supported with the book written by Petty and Cacioppo (1981), was developed in the period when a single process was advocated in the realization of persuasion before 1980 and they claimed that there was more than one process that was effective in persuasion (Kıymalıoğlu, 2014, 170). One of the most important dual-process theories developed in 1980 and beyond is the elaboration/detailing likelihood model (Petty and Brinol, 2008). This model, which is also conceptualized as an elaboration likelihood model (ELM), is formulated to explain under which conditions and how different attributes of persuasion messages shape the effect of persuasion (Cameron, 2008, 312). In other words, this model is concerned with the processes underlying the change in object-related judgments, the variables that affect these processes, and the power of judgments that result from these processes (Petty and Wegener, 1999, 42). By nature, beyond the attention to or perception of the arguments in the message, the model of detailed examination likelihood model (Tam and Ho, 2005, 274), which involves the individual producing his own thoughts in response to the information he is exposed, predicts when, why and how variables are effective in attitude change (Keys et al., 2009, 191). There are two ways of processing in ELM that lead to detailing (Taillard, 2000, 158; Solomon et al., 2006, 196; Cameron, 2008, 312; Keys et al., 2009, 191-192). These two ways of processing are central processing

and environmental processing.

Central processing occurs when audience members are knowledgeable about a particular subject, motivated, believe that an argument has a personal interest, and can process this information in a message, and the recipient of the message goes into systematic thinking (Freeman and Spyridakis, 2004, 241; Cameron, 2008, 312). In central processing, viewers have the ability to process the message as well as being motivated and the change of attitude is the result of the process of handling the message logically. The important point in central processing is that this process includes detailed thinking (Kıymalıoğlu, 2014, 170-171). Detailing in environmental processing is very low and the recipient uses a cognitive/mental shortcut to evaluate the message (Cameron, 2008, 312). In other words, the target audience of the message tends to process clues that are not directly related to the message, rather than to consider the content of the message more comprehensively (Hill, 2015, 7). The clues may be the physical features of the communicator/source, the audio, verbal or syntactic characteristics of the stimulus, or other features of the persuasive attempt that are not argument related (Taillard, 2000, 158). In terms of environmental persuasion, environmental clues are the determinants of attitude change. These clues include enough factors to cause an attitude change without any active thinking activity related to the subject or object in the persuasion environment (Kıymalıoğlu, 2014, 171). (See: Figure 1)



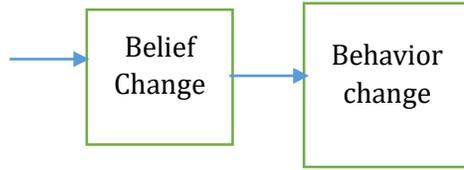


Figure-1: Elaboration Likelihood Model

Source: Solomon, R. M. (2009). Consumer Behavior Buying, Having, and Being. New Jersey: Prentice Hall, s. 337.

According to the elaboration likelihood model, there are two factors that determine how the person evaluates the persuasion message and makes the cognitive effort in this regard. These are motivation and ability (Kıymalıoğlu, 2014, 171). Petty and Cacioppo argue that data processing is determined by a variety of factors such as motivation, reliability of the resource, need for cognition, interest, and participation (Hill, 2015, 7). Motivation is that the target audience is prepared, willing and interested in the message process, and activates message processing and stimulation (Hallahan, 2000, 466). It can be said that someone with motivation will think and study in detail and therefore perform the detailed process (Sakallı, 2016, 152-153). Talent; highly skilled or knowledgeable individuals process more efficient and schematic information than low-skilled individuals (Hallahan, 2000, 466-467). The targeted factors affecting the detailing are the content of the message, the argument and information the message has, and the repetition of the message, the factors for the message are the source's expertise, authority, reliability, attractive and being a person recognized by the target audience (Durmaz, 2011, 48-57).

According to the elaboration likelihood model, the physical attraction of the source in the persuasion process in the advertisements is accepted as the central or environmental hint. In this context, physical attractiveness may be an effective source-related quality in case of the high or low affinity of the consumer in the purchasing process according to the elaboration likelihood model (Bakır, 2017, 222).

In the light of the information so far, Dove's "My beauty is beyond numbers" campaign will be interpreted based on the elaboration likelihood model. The biggest reason for the Dove brand to be included in the study is that this brand aims to change the stereotypical perception of beauty, which is a revolt to the traditional beauty approach. In this context, the aim of the study is to interpret the beauty according to the model of the type of cognitive meanings on Dove, which changes the beauty narrative by itself, which opposes the reflection of the beauty by limiting it to physical beauty criteria, and the possibility of detailing the radical change in the perspective of beauty. The reason for elaboration likelihood model to be preferred in

the current study is that the researches that this model is used the most are in the fields of marketing and advertisement, that the feature that is the subject of the highest number of studies to influence the possibility of detailing is involvement and that the factors that are involved in the elaboration process and which are discussed in the highest number of studies are claim power and source credibility (Kıymahoğlu, 2014, 187).

Result of the Research

“Dove - My Beauty is Beyond Numbers” Campaign



Picture 1: A scene from the TV advertisement of the Dove

My beauty is beyond numbers campaign, launched by the Dove brand, was launched in 2018 (See: Picture 1). The advertisement narration of the campaign is as follows: The advertisement starts with a woman says: "34, the number of my tattoos, not my size," on a cobblestone street. Then the advertisement continuous with a woman walking down the school staircase says: "90-60-90 is my exam results, not my body size"; a woman carrying her baby in the home says: "9, the months I spent with my daughter, not the weight I lost"; a woman dancing in the entertainment

venue says: “9/8, my favorite rhythm, not my score out of ten”; a woman celebrating henna night and taking a selfie says: “92, my friends who are with me on my happiest day, not my likes”; a woman celebrating her birthday says: “26, the age I feel myself, not my age”; a woman who goes on stage and plays an instrument says: “170, the songs in my repertoire, not my height”; a woman in front of the historical clock tower says: “35, the places I visited, not the place where my beauty came from” and then every woman’s job (student, officer, musician, store manager) is displayed on the screen and it ends with the discourse of “My beauty is beyond numbers”

The advertisement consists of women of different ages and physical characteristics who reflect their lives as they are. In the advertisement film, which is a revolt against the figures that identified with ideal beauty and creates social pressure on beauty, the ideal beauty patterns imposed on many women from different segments of society are emphasized regardless of education, age, socio-economic level. In the campaign, which is almost a revolt against the figures identified with ideal beauty, the standardize and perfect physical beauty perception was tried to be destroyed. The main idea of the campaign is emphasized that the numerical patterns imposed on women on a social basis have much more valuable meanings than physical beauty.

According to the elaboration likelihood model, the message source has great importance in terms of persuasive communication. The fact that the source, i.e. the women in the advertisements is from life, contributes to the sincere and real meaning of the target audience's attribution to the advertising message. Therefore, when the persuasion message that the source represents much more than the figures of the real beauty is evaluated in terms of central processing in elaboration likelihood model, the ability of the target audience to process the message cognitively evaluated the transmitted message logically and aimed at the change of attitude towards the perception of beauty. The fact that the target audience has a positive tendency towards the message source in terms of central processing increases the probability of processing the information in the message. Emotions and thoughts contrary to the perception of beauty imposed on women in the advertisement were associated with the personality of the Dove brand in target women and the level of involvement in the brand was tried to be increased. In addition, the relationship established by the target women between the brand and their own lives also affects their interest in the advertising message and the importance they give, and with the discourse of “My beauty is beyond numbers”, women are provided with stimulation, motivation, cognitive and emotional evaluation.

The fact that the Dove brand chooses women from different ages and professions in the advertisement includes trust, similarity, sincerity,

naturalness and honesty for women who have similarities with these women in the advertisement considering the source variables. Therefore, the persuasive messages that destroy the beauty patterns linked to the source provide high involvement in the brand and strengthen the trust in the brand. The emphasis of attention and credibility in the advertisement by destroying the traditional perspective on beauty perception affects the depth of information processing of target women and supports their high interest in the brand.

It is an undeniable fact that beauty expresses inner importance and personal meaning for every woman. From this point of view, the content of the message, the repetition of the message in different ways with different sources, and the change of belief and attitude that the perception of beauty identified with the numbers is independent of the numbers are aimed. The discourse of “My beauty is beyond numbers” towards the current target is motivating the desire to process new information and elaboration processes at the point where women are exposed to advertising messages.

Conclusion and Evaluation

The trend towards consumption continues to increase day by day in the world of extremism we live in. Advertisement is undoubtedly one of the only tools to trigger consumer consumption and manipulate consumer attitudes and behaviors. Advertisement, which imposes the continuity and necessity of consumption, has an indispensable quality in which brands are passionately connected. Advertising messages encompassing social life create artificial needs beyond just fulfillment of basic needs and trigger the consumption of hedonic consumption. In fact, the phenomenon of beauty has always taken its place in the advertisement as an important consumption variable.

Until now, beauty has been reflected as the object of desire for women in the advertisement, and this has been limited only to physical beauty. When it comes to beauty, the effort to create a uniform female model with perfect skin and body perception still continues today and it is a known fact that beauty gives pleasure for every woman. The use of women whose physical dimensions are ideal, well-groomed and sexy in the advertisement creates charm and fuels the desire to be like women in the advertisement. This situation caused the models, which are admirable with their beauty and proper physics in all newspapers, magazines and television commercials, to appear in advertisements. Ultimately, the desire to be like, to look like, to be favorable like the beautiful and attractive model or actors seen in the advertisement, has brought along a transformation of the beauty created in the advertisement and imposed socially.

Many brands continue to use models and celebrities as a persuasion strategy to attract and arouse curiosity the attention of the target audience and turn it into a ritual. However, one of the brands trying to destroy the stereotypical traditional beauty perception in the advertisement is Dove. The Dove brand has redefined beauty and reflected its revolutionary perspective on beauty to its advertisements.

In the study, Dove's "My beauty is beyond numbers" campaign was handled and it was seen that the advertisement content and discourse about beauty are quite different from the standard beauty approaches. The most striking aspect of the campaign is that the numerical expressions used in the advertisement for age, weight, height and size more precious meanings and values rather than physical beauty. For example; expressions such as "334, the number of my tattoos, not my size", "90-60-90 is my exam results, not my body size", "9, the months I spent with my daughter, not the weight I lost" and the fact that women in advertisement are students, civil servants and musicians is beyond the definition of traditional beauty in the advertisement. Dove conveyed the knowledge and skills, talents and achievements of women with the symbolic figures she used in the advertisement and mentioned the real beauty.

Dove's "My beauty is beyond numbers" campaign has been tried to be interpreted by taking into account the elaboration likelihood model, which is an important persuasion theory. Aiming to change the cognitive, affective and behavioral responses of women in beauty in the advertisement, Dove built the persuasive communication approach on the "beyond figures" discourse to attract and motivate different women. In the advertisement, remarkable, understandable and motivating verbal and visual appeal elements have been used in consideration of the features of the target audience, the quality of the advertising message, the environmental, psychological and cultural factors, thereby enabling target women to process and stimulate the advertising message and create high interest.

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CHAPTER - III

TERRACOTTA MONEY BOXES IN THE OTTOMAN PERIOD

Hasan UÇAR*

INTRODUCTION

The money box, or *kumbara*, is defined as a, “small container used to save money that is made of metal, earth, or plastic which has a hole whose purpose is to insert metallic or paper money” (Türkçe Sözlük 2, 1988). Among the other types of terracotta artifacts, the money boxes hold a different place in terms of both its forms and functions. It is derived from the Persian word “*hum*”, which means up small jar. *Humpare* has been named after putting money into the this small jar (Mustafa Ibn Ibrahim, 2015: 18). This name was believed to have been converted into the word, *kumbara*, which has continued to be used into the present day. In addition to this widespread opinion, the word *kumbara*—whose direct translation means *deep pot*—is based on the etymology of the Altaic language. The common idea is that it was formed by the combination of the word, *kum*, meaning hollow, with the word, *bara*, indicating a container (Usmanova, 2008: 100-102); thus, coming together to create the word, *kumbara*.

Terracotta money box influenced the shape and name of the metal *humbara*, or *kumbara* an important war material of the Ottoman Empire. (Fig. 1, 2). The weapon *humbara*, which is quite similar in shape with terracotta money boxes, were further developed once various flammable materials were placed inside, which was common in the Alexandria siege of 1478 (Aydüz 2011: 14-15). The person who handled the *humbara*, by means of a military mortar, was called a *humbaracı* (Halaçoğlu 1998: 349-35).

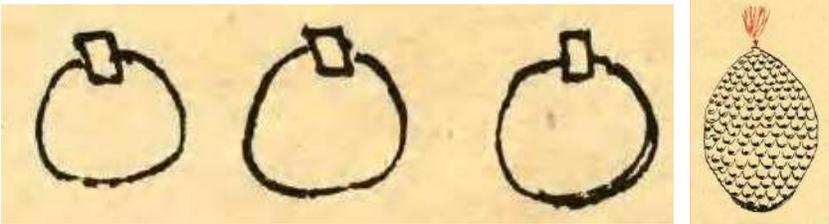


Fig.1,2- Humbara (from Fenni Humbara)

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If the excavations are not taken into consideration, the use of the term *humbara* or *kumbara* in publications and documents, is usually intended to mean the weapon form. The most important similarity in the shape and form of money boxes, which were used for two distinctly different functions, is the chamber openings. These openings differ completely from other clay vessels. The openings were made narrow to ensure removing money that was put into the *kumbara* was difficult, as well as, to ensure that the gunpowder inside the *humbara* did not spill out while also being more effective when detonated. It could be stated that money boxes with these properties are examples of the narrowest chamber opening ceramics when compared to other closed ceramics of the Ottoman Period. One of the most important commonality of both the weapon *humbara* and the money box (*kumbara*) is that they are disposable. Once both of the containers are broken their function is then terminated.

The invention of money and its widespread use in trade made it one of the most valuable universal materials; its importance also revealed the necessity to protect it. This requirement was usually resolved by creating container sizes in proportion to the amount of metal money they would hold. According to Minarovicova, when considering the discovered hoard, the materials of these vessels are quite diverse. Among the materials, the most frequently identified are terracotta, stone, ceramic, glass, tin, and bronze or copper pots. Metal money was also put into containers made from leather, fabric, wood, or metal. Among the types of pots, the preferred type is the jar (2002: 33). Similar storage patterns are also seen in the Ottoman Period. The banking system was not similar to the systems of modern times, which is what required the coins be stored in these containers and usually hidden by burying them in locations that very few people knew about (Talu 1948: 8).

Before the evaluation of the characteristics of the shape of Ottoman Period terracotta money boxes, the use of money boxes prior to the Ottomans will be reviewed, along with a brief evaluation of these money box forms which will reveal the evolution of this container type. It will also allow us to determine whether a universal form of money box was created, similar to how metal coins that were placed into it have a standard form. Altogether, these assessments will partially reveal the origin of the Ottoman money box.

As mentioned above, different materials and types of artifacts were used to collect, transport, and store metal coins. The items, except for the money box, were not intended to be used solely for money. These money boxes have a special place among the other types of containers in terms of being designed intentionally for money.

I.PRE-OTTOMAN MONEY BOX USAGE

There is not enough information about the first examples of money boxes. Early examples of these objects can be found between the Hellenistic and Roman Periods. The fact that one of the earliest examples was found in the ancient city of Prien, in Anatolia, makes these objects even more special for Anatolia (Graeven, 1901: 167) (**Fig. 3**).



Fig.3-Prien money box.
(Graeven, 1991:167)



Fig.4-Example of clay bulla (envelope) holding clay tokens (MS 4636, found at Umma, dated to 8500-3500 BCE
(<http://mathscitech.org/articles/mathematics-uruk-susa>)

The lack of knowledge concerning early examples of money boxes has naturally raised questions about their origin. Were the first examples produced after the invention of money?

Although the answers to this question is unknown, it can be stated that popular small-scale objects such as money pouches or terracotta containers could have been used for the transportation of metal coins until the use of paper money became widespread. Since the removal of coins can only occur through the breaking of the money box, this leads us to the idea that its application was created for the use of other materials—before the invention of money. At this point, the similarities between clay *bulla* (a clay object that has been stamped with a seal and may contain tokens) and the terracotta money boxes, from some perspectives, is quite remarkable. Could these *bulla*, which had been used long before the invention of money, be seen as prototypes for the money box? (**Fig. 4**) Although we cannot confirm this as certain, it should not be seen as a coincidence that the circular-shaped *bullas* and the mostly-circular-shaped money boxes both had to be broken in order to remove the materials contained within. It was impossible to remove the tokens from the *bullas* without breaking them, precisely as when removing coins from the money boxes (Raffaelli, 2013: 267). Therefore, it would be more appropriate to say that the construction of the money box did not occur directly after the invention of money, but rather, that the money box was derived from previous objects that served a similar use.

It is known that money boxes were not only intended for children to gain an awareness of saving in the Roman Period. Figured and written examples provide further information about their intended functions. These money boxes were also used to hold gratuities, which were later distributed at the end of the year—a task which was performed by slaves and lower class people. There is another remarkable money box, located in the Vatican Gregorian Museum, which has an inscription on the shield that the figure holds; one of the sentences read, “*This bring me a happy and fortunate new year.*” From this inscription, it is understood that some money boxes were used as a way to distribute a New Year’s gift, which became a tradition in later periods (Thrift, 1928: 13). In the Early Period of China, the purpose of money boxes was to prevent corruption and bribery. For both official and business purposes, money that was collected was required to be placed into the money box. Over time, these objects were seen as an appropriate vehicle to also accumulate and conceal money. An important example, that documents money boxes being made for children is dated to 867 A.D. in the Middle Ages. From an inscription on this Chinese produced money box, it is understood that it was made to celebrate the birthday of an 8-year-old child (1).

The most important periods for these types of ceramic artifacts, which are similar in shape but functionally different from other ceramic types, are the Hellenistic and Roman Periods. In parallel with the work of H. Graeven, four main types were identified and these types were used in later studies (Graeven, 1901; Robinson, 1924: 239; Cheilik, 1963: 70). One type is the horizontal, rectangular money box in the form of a chest. The second type, is vase-shaped and is the most commonly seen; it is produced similarly to the shape of today, which is fashioned by a wheel and left mostly without decoration (**Fig. 5,6**). A third type, is a circular shape reminiscent of the body of Roman lamps: a circular medallion form with the top and bottom having flat surfaces. The fourth type, is a beehive shaped, or circular temple shaped, money box.



Fig.5- Roman Period money bank (Graeven, 1901:170)



Fig. 6-Roman period Money box (Alanyalı 2013)

After the Roman Period, the simplification of the shape and decorations of money boxes is significant. Examples from the Middle Ages continued to be fashioned, generally, as type two. The available artifacts from that period show that the Byzantine Period money boxes continued this preference for type two (**Fig. 7**) (Koilkou, 2002: 377, cat. 462, 463).



Fig.7- Byzantine Period money boxes (Koilkou, 2002)

Although the variety of forms after the Middle Ages were revived, the basic model is mostly based on type two. The money box had mostly lost its original appearance during that time, due to the addition of various forms on top of the original form. Especially after the production of pig-shaped money boxes, the production of money boxes in different animal forms also increased, therefore emphasizing the relationship between child and money box (Lovett, 1905: Fig. 3, 6, 8). Considering the Ottoman examples, it should be stated that animal-shaped money boxes were not found among the other existing artifacts. Islam being the most important factor for this.

II. OTTOMAN MONEY BOX

There is little available information that can be found about Turkish-Islamic Period terracotta money boxes. This in turn leads to a lack of definitive conclusions about their periodic development or changes. The dating of Ottoman artifacts to the Late Period also prevents a comprehensive evaluation of the formal characteristics of early examples.

Three pear-shaped body piggy bank, which may belong to the Seljuk Period in Konya Karatay Museum, are dated to 12-13 centuries (**Fig. 8a**) (Özcan, 2019: 61-63). A spherical-shaped unglazed money box, dated to the Aydınoğulları Period was found in a bath including coins dated to the same period (**Fig. 8b**), has been essential in providing information about the form of the money boxes in the Principalities Period (Pfeiffer-Taş, 2011:100). Another circular bodied, unglazed money box was found in Ayasuluk, which will further consolidate the assumptions about the common forms of money boxes in the Middle Ages (Pfeiffer Taş, 2019:184). One of the unique aspects of this money box was the presence

of Early Ottoman and Italian coins. This indicates that money boxes were used as a transportation device for international trade. The important point here is that, in the same way that money transported inside the money boxes became standardized for commercial trade between countries, the money box types also became standardized.

Considering the money boxes in the National Museum of Tatarstan and the Azov Archaeological



Fig.8a- Seljuk period money box from Karatay Museum (Özcan, 2019); **Fig.8b** - Money box and coins fom Ayasuluk. (Pfeiffer-Taş 2011)

Museum (2) (**Fig. 9,10**), it can be seen that during the Middle Ages, in Anatolia and its surrounding environments, the form of money boxes became universalized—similar to how the coins carried inside them had been standardized. This suggests that the Early Ottoman Period money box examples could be similar to the shape of the Ayasuluk money boxes.



Fig. 9- Money banks in the National Museum of Tatarstan (Руденко, 2017)

Fig. 10- Money banks in the the Azov Archaeological Museum (<https://www.nvgazeta.ru/news/12381/493550/> (06.4.2019)

Considering the studies on Ottoman ceramics, the low number of ceramic money boxes, when compared to other types of pottery, is noticeable. The reasons for this is quite diverse and interrelated: once a ceramic money box is filled with money, that money can only be removed

by breaking the money box; during this process they are thoroughly shattered, especially small-sized containers, making it difficult to determine the form type from the multiple pieces found at excavation sites. Another reason for the low number of ceramic money boxes is that these types of containers were produced without decoration, since their function had been completed once they were crushed and emptied. Therefore, money boxes in their entirety do not exist, similar to the collections of China, İznik, or Kütahya and other manufactured ceramic types. An important reason for the decreased number of money boxes is that the need for this type of container was also reduced by the use of other items. Considering that money was not only accumulated but also transported, it is certain that the most popular method to carry money during the Ottoman Period, was the pouch (3). These pouches, which are named according to the technique and the material used, were not as fragile and more useful in terms of portability compared to the money box. Although they are made from a different material and have a chamber-like structure, the spherical form of a general pouch clearly reveals the resemblance between pouches and the circular body of clay money boxes.

II.1. Technique and Form

A few examples of excavations in different regions provide a general assessment of the shape of the Ottoman Period money box. The introduction of unpublished examples to the world of science in the excavations will, of course, contribute to the formation of different groups. Terracotta money boxes with a height of around 6-9 cm, belonging to the Ottoman Period, is one of the smallest vessels among the other ceramic types. In general terms, one of the most similar types of money boxes, whose functions are still controversial, are sphero-conical vessels that were often used during the 11th-14th centuries (4). Another type is the terracotta and the metal inkwell, which are often a smaller size (5).

The fabric of the clay for the closed-form money box is generally red; all of the identified samples are *unslipped* and unglazed. The production of this type of vessel, usually unglazed and unadorned, is due to the fact that it was usually not reused after the money has been emptied. It can be understood from the accessible, partially intact examples that the slit area where the money was inserted also eased the breaking process of the money box.

If there were no geographical limitations, in the past and the present, different techniques, used for other ceramics, could have been used in the production of money boxes. These other techniques include the pottery wheel, hand forming, and mold forming methods. The most preferred one among them being the pottery wheel; the Ottoman money boxes were made by this method. While a small number of money box

examples are generally similar to each other, the shape and position of the base forms, bodies, and slit (where the money is inserted) can vary. Although they are similar to each other, the numerical shortage of money boxes is an obstacle in determining all of the different types. Located within the group of closed vessels, this container type generally has a body, bottom, and slit similar to the examples from Roman and Byzantine Periods (6), Europe (7), and China (8). The Ottoman Period money boxes made from clay red fabric are grouped as oval, pear, and spherical.

1.Oval Body Money Boxes: There are three different types in this group: Type 1 is the with *pedestal, oval body* and *nipple* money box (**Fig. 11**). They have an oval body on a conical base and their slit is more distinct from others types. In this group, the slit is orientated both horizontally and vertically due to a nipple underneath. Type 2 is the *flat bottom, oval body, nipple-tipped* money box (**Fig. 12**). The body shapes of this type of money boxes are the same as the Type 1; however, the nipples are less defined and the location of the slit is similar to Type 1. Type 3 is the *flat bottomed, oval body, non-nipple* money box (**Fig. 13**). The lower part of this horizontal body type is standard because of the bottom shape. The oval body is more prominent due to the top and bottom surfaces having similar forms. The slit on this type of money box is located on the top which is in line with its horizontal axis and is consistent in terms of both position and direction. These types can be recognized in parallel with the fact that there is no nipple tip on Type 3 money boxes. In one example, the top surface of the money box is characterized by a circular groove. Examples of oval bodied money boxes are found in Belgrade, from the 16th-17th centuries (Bıkcic, 2003: 91); Izmir Agorasi excavations (Ersoy, 2015: 94; Gök, 2017: 146-147); and in Istanbul from the 18th-19th centuries (Polat, 2018: 89-90; Polat, 2019).

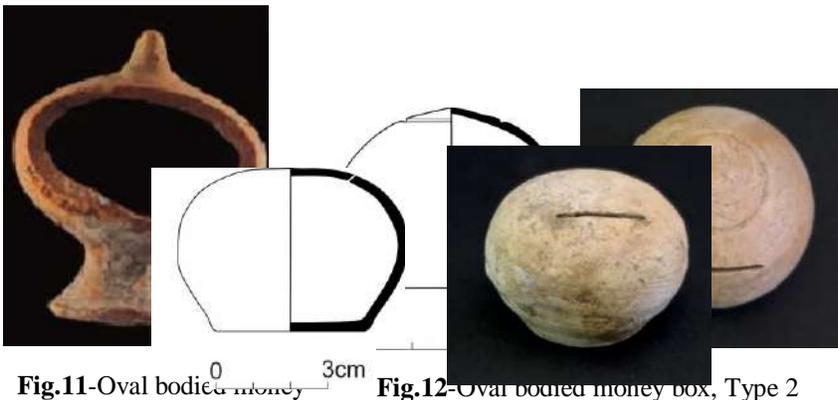


Fig.11-Oval bodied money box, Type 1. (**Fig.12**-Oval bodied money box, Type 2
Fig.13-Oval bodied money box, Type 3
(Polat, 2018)

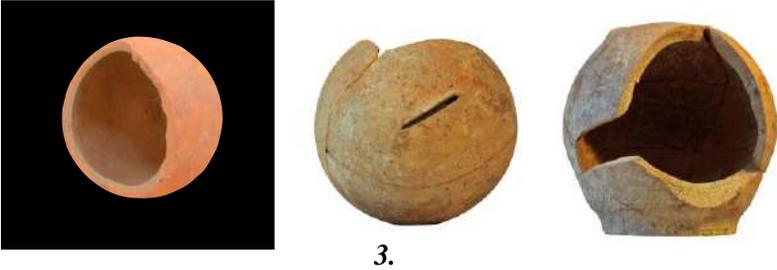
2. Spherical Body Boxes: There are two different types within this group. The examples of Type 1 which has a *base, spherical body* and *nipple tips* were discovered in excavations such as Agora of Izmir, Tire Kutu Han, Yemiş Kapanı, and Kütahya (**Fig. 14**). Type 2 money boxes, which are dated to the 18th-19th centuries (although similar to Type 1 with its base form) has more of a spherical body and the nipples that are on the top are unclear in some examples (Gök, 2017:146-147); (Uçar & Uçar, 2018: 14, Tablo 5, i,k; Metin, Duğan, Togay, Uygun, & Çeri, 2017: 146, Fot.17). The nipple on the top is what required that the slit be aligned both horizontally and vertically at the shoulder level.

Type 2 is the *flat bottom, spherical body, non-nipple* money boxes (**Fig. 15**). Among the findings at the Edirne Zindanaltı and the Yemiş Kapanı excavations, the money box did not have nipples, as in some of the other spherical bodied money boxes, and in their place slits were located. (Yılmaz, 2012: 171).

In an example of Type 1, a circular opening is noticed on the other side of the slit. This situation is quite surprising since it is not usually seen in terracotta money boxes. The first assumption for this special opening comes from the widespread use of paper money; it is thought that paper money may have been rolled and inserted into the opening. The reason that directs this thought are the similar circular openings found in the metal money boxes of the early 20th century. In these money boxes, a circular hole was made for paper moneys to be put into the money box. The position and appearance of the opening in the terracotta money boxes are very similar to those found in metal money boxes. However, given the size of the terracotta money box, it could be assumed that this hole was not for placing paper money inside. At approximately 8 cm. in height, it is certain that large amounts of paper money could not have been loaded into the money box. A narrower hole on another money box (with a pear body) suggests that their function might be different (9). For terracotta pots, the money box is one of the closed forms. Therefore (in addition to the slit for inserting money) a second, much narrower, circular aperture could have been created in order for the money box to be dried evenly. Thus, allowing the inner and outer faces of the container to be dried and baked in a more balanced manner



Fig. 14- Spherical bodied money boxes, Type 1. Smyrna Agorasi (Gök 2017), Tire Kutu Han, Edirne Yemiş Kapanı (Uçar & Uçar, 2018)



3.

Fig. 15- Spherical bodied money boxes, Type 2. Tire Kutu Han Excavation (Uçar & Uçar, 2018) and Edirne Zindanaltı Excavation (Yılmaz 2012)

Pear-Shaped Money Boxes: In this group, *flat-bottomed, pear-shaped body* and *non-nipple* money boxes are seen as a single type (**Fig. 16**). The pear body is formed as a result of the narrower diameter of the bottom surface compared to the top surface. In this group, the slit is positioned horizontally at the highest point of the top. The examples of this type, from the excavation at Istanbul Saraçhane, were dated to the mid-16th-17th centuries (Hayes, 1992: 298); examples from the excavations at Marmaray Üsküdar were dated to the 18th-19th centuries (Polat, 2018: 400-401).

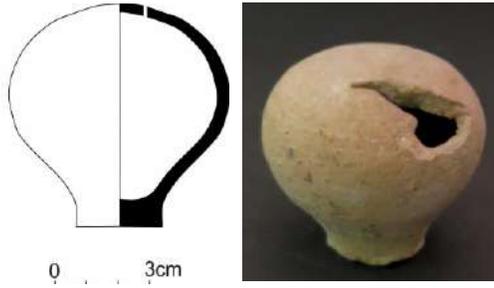


Fig. 16-Pear-shaped money box (Polat, 2019)

II.2.Decoration

Ottoman terracotta money boxes are quite plain in terms of decoration. In only a few examples, around the slit circular sgraffito marking are evident. As far as can be determined, the Ottoman money boxes were unglazed. Of course, this does not mean that glazing was never produced. The fact that the money boxes were not used a second time after the money and coins were extracted, is reason they were produced without decoration and left unglazed. These features are more evident in the Ottoman ceramic money boxes.

II.3.Function

Were the Ottoman Period money boxes produced only for children to accumulation money? The inadequate number of existing examples and written documents makes this question difficult to answer. In some examples from China and Europe, it is easily understood from the writing on those money boxes were designed for children. In such examples, it is clear that the form and decorative features were added specifically for children. It is also known that some money boxes were only used for storing coins, from an example that was filled with coins and found in a bath from the Principalities Period (Pfeiffer-Taş, 2011:100). Since the Ottoman Period money boxes are generally produced in a similar fashion, the relationship between form and purpose remain uncertain. In other words, the formal characteristics of money boxes are far from answering the question of whether they were produced for adults or children.

If we look at the examples from archaeological excavations and the locations in which they were found, the fact that the Ottoman Period examples were found in commercial structures, suggests that they could have been used for a different purpose than the money boxes made from children. The most important document supporting this idea is the text on a money box found in the Tire Kutu Han excavation (Uçar & Uçar, 2018: 26). On the surface of that money box, the Ottoman word, “Nüzur” and the

number, “100” are written in ink on the rough surface. These markings mean that the 100 coins inside the money box were to be used as a charity. By looking at this example, could the artifacts found in the commercial structures be seen as prototypes of the charity boxes found in many stores and shopping centers of today? Although we cannot say this for certain, metal money boxes—such as the Kızılay money box from the last periods of the Ottoman Empire and the Republican Period—were used as charity collecting containers (Karal Akgün & Uluğtekin, 2001: 163). This proves that the money box in the Ottoman Empire was not produced only on the basis of the child-money relationship. The charity collecting money boxes, which were built for institutions such as Kızılay and the Turkish Aeronautical Association, it could be concluded that this tradition may have come from the terracotta money boxes of the Ottoman Empire since they have such similar purposes.

II.IV.Decreased Production

In 1840, with the production of paper money, named *kaima*, slowly beginning to find its place in the Ottoman Empire, became commonly used in every part of society after the second half of the century (Pamuk, 2010: 226-229). This change in the form of money did not result in a drastic change to the use of coins in Anatolia, which had been used for centuries, but did cause multiple changes in the structure of the goods in which it was accumulated and transported. In addition to the slits where coins were inserted, especially in metal money boxes, a second circular hole in the surface of the money box allowed both paper and coins to be deposited. Examples of this can be seen in the metal, charity collecting money boxes such as the Hilal-i Ahmer or Şirket-i Hayriye examples, which are frequently available in the late 19th century and before the Republic of Turkey was formed. During that time, metal money boxes with these forms had begun to rival the terracotta money boxes, which has been produced by traditional methods and materials for thousands of years (**Fig. 17**).

In a narrative account from the humor writer, novelist, and journalist E. E. Talu (1886-1956), his childhood terracotta money box was very important (10). This narrative discusses how traditional money box were produced and who produced them. Another important point of these narratives is the generalization of the money box form by the end of the 19th century. This shows that from the Middle Ages the money box form has remained unchanged until the 20th century. E. Talu states, “*For example, most of the money boxes from my childhood were made from terracotta. Potters made them. They were called kumbara, which means ‘hand grenades’ because of their shape, as they look like tiny hand grenades. On the top of this circular thing was a hole large enough to insert money; it was rough but still cute. Alas, it rather fragile. Those who are more prone to extravagance, unlike those prone to frugality, would*

smash the money box with a stone and squander the money that had been accumulated inside.” (Talu, 1948: 8).



Fig. 17-Metal money box-

<https://www.nevmuzayedecilik.com/osmanli-kumbara-19-yysonu-20-x-13-x-9-cm.html> (07.4.2019)

In the first quarter of the 20th century, the vertical, vase-shaped money box form began to be replaced by a new type that did not have to be broken (so it could be used multiple times) and was designed in a more horizontal position; this form change gained momentum in the Republic Period. These types of money boxes were used both for charity and advertising purposes by institutions such as Himaye-i Etfal (Sarıkaya, 2007: 332). These money boxes were also shown in advertisements to represent saving money, by İşbank, and then later other banks (11). The awareness of saving money was emphasized by the image of the money box; the public was encouraged to own a money box and save money through children magazines, plays, and newspapers—the attitude of frugality became symbolized by the money box (Duman & Dođdu 2015: 212); (Duman & Varnalı, 2013: 1543); (Tuđluođlu, 2017: 276). Thus, the use of metal money boxes, which became widespread in the last period of the Ottoman Empire, had increased over time with the advancement of technology; in effect, decreasing the production of single-use terracotta money boxes. Although the material used was traditionally red, as in some of the Kütahya examples (Fig.18), the money boxes that had had clay of white fabric and were decorated were produced during the Republic Period (Gök, 2015:221).



Fig.18- Kütahya ware Money box (Gök, 2015)

III.REAPPEARANCE

Today, although the widespread use of digital money boxes has begun to interrupt the metal money box tradition, the production of terracotta money boxes from traditional methods has continued in ceramic workshops since the end of the 20th century (**Fig.19**). The reproduction of old forms is very important in terms of maintaining tradition. Although the shape of the contemporary money box is similar to the examples from the Middle Ages and later, due to the diameter of the coins placed in them and the circulation of coins, they are produced in a larger size (**Fig.20**). The most significant element are the differences in the handles when comparing the Ottoman Period money boxes and modern money boxes. Ottoman examples were designed to fit into the palm. In these money boxes, the nipples were a non-functional element; while, the size of the modern money box is much larger and cannot be held in the palm once filled with coins, which is why they were made with handles (Buner, 2015: 48, Fot.3); (Sökmen, 2015:70, Res.10d); (Koçak, 2015:78, Fot.16); (Ölçer, 2018: 68, Şek.13); (Çetintaş, 2018: 435, Şek.5)



Fig.19- Modern terracotta money boxes



Fig.20- The breaking of the modern money box.

IV.RESULT

Due to the invention of and the need to carry money, Ottoman Period money box examples were produced for the purpose of transporting, accumulating, or storing money; they are similar to their contemporaries as well as those from earlier eras. In this similarity, it was effective to use the object in which it was put in trade in other countries. The existence of both Ottoman and other country coins in the same piggy bank can be shown as evidence of this situation. Considering the existing finds, decorated money boxes, such as those seen from other cultures, have not been found in the Ottoman Empire. In only a few distinct examples, sgraffito decoration is found around of the slit. Since the Ottoman Period money boxes are generally produced in a similar fashion, the relationship between form and purpose remain uncertain. In other words, the formal characteristics of money boxes are far from answering the question of whether they were produced for adults or children. This container form, which has lost its importance due to the widespread use of paper money, is now being produced again in order to enable children to accumulate and save money. Considering the larger size and the elements of its shape, it can confidently be stated that the Ottoman money box was the pioneer of the modern money box.

Notes

1. For further information see.<http://primaltrek.com/blog/2011/06/04/ancient-chinese-money-boxes/>(14.12.2018)
- 2- For further information and visuals see, Руденко 2017: 693,Рис. 22;
- 3- For further information and examples about Ottoman Money purses see., Özbağı & Kayadibi 2000: 52-59;Ülkü 2007:275-282;Özçitak 2010: 88-103.

- 4- Further information for this subject see. Çeken, 2013.
- 5- For information and examples see, Acar 2015:138-139.
- 6- For examples which are in Roman Period see., White 1981: 303; Alanyalı 2013: 128; Bejarano Osorio & Bustamante Alvarez 2016: 137.
- 7- For information and examples see, Haslam:1975:183; Pearce & Alan 1988: 144, 99/379,380; Ireland 1998:135-136; Lyczak 2015: 253-255; David & Munby 1985:75-76; Holling 1971:80, Fig.5/Q1.
- 8- For some of examples see.
<http://collection.sina.com.cn/jczs/20140424/1751150080.shtml>
(14.12.2018)
- 9- For examples which has same features money boxes apart from Ottoman see. <http://www.chipstone.org/images.php/541/Ceramics-in-America-2013/A-Hole-in-One?-or,-In-Search-of-Money-Banks-and-Christmas-Boxes.14.12.2018>
- 10- For further information about E. E. Talu see., Çetin 1995.
- 11- For further information see. Özdemir 2018:30; For further information and photographs about İşbankası money boxes. Akçura 2008

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CHAPTER - IV

HOW THE NARRATOR IS INVISIBLE IN HOLLYWOOD CINEMA

ŞENOL ÇÖM*

INTRODUCTION

Although cinema was invented only a century ago, it has experienced a successful development process which cannot be ignored. At that moment child are grown with effects of television before they start speaking. In the process from its first days to nowadays a mutual perception has been developed between movie makers and audiences. Thus, narrative techniques in cinema have been learned automatically by adults.

In this study, development process of the classical narrative techniques in cinema, the concepts of storyline and diegesis-mimemis which are the basics of classical narrative techniques will be explained clearly. The study also will focus on the elements which canalize audiences, who embrace this process consciously, to reach identification and catharsis in the movie.

Because of topic's wide context, the process will be explained from the ancient theatre to first feature films. The concept of kind which is a specific topic will be taken in hand in terms of mutual perceptions formed among movie makers and audiences for a long time.

In the last part of the study, movie AVATAR will be analyzed by using "Freytag Pyramid" which was designed by well-known author and novelists Gustav Freytag to summarize dramatic structure of texts.

THE CONCEPTS OF MIMESIS AND DIEGESIS

When it is called cinema, at first popular cinema recurs to the people's mind and when it is called popular cinema, movies produced by using technology and rules of Hollywood recurs to the people's mind. Hollywood which is able to produce movies suitable with expectations of audiences from all over the world has a classical narrative structure which goes to ancient theatre, Aristoteles and Plato. The concepts of Diegesis and Mimesis which form the skeleton of classical narrative structure are the two main elements for understanding to drama its roots go to thousands years ago.

There are two main methods for transferring or telling an event-story to a person or group of people by narrators. Plato says in his masterpiece

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“State” that “There is one way which works only with imitating to tell a story or poem. As you say, tragedy and comedy and the last one is poet’s own way (Plato, 2002, p. 101). By transferring these sentences Plato explained the concepts of Mimesis which works with imitating and Diegesis which is the own way of narrative. Similarly, Plato, Aristoteles says that “In fact whether an artists’ skill or an specialty coming from custom some kinds of arts imitate something by using colors and mimics; others use voices (Aristoteles, 2012, p. 17)”. With this explanation Aristoteles states poet’s reciting a poem as “Diegesis” and by pointing imitation, he points the concept of “Mimesis”. Aristoteles says that Mimesis can be separated in terms of mediums used for imitation, objects which are imitated and imitation styles (Yaren, 2013, p. 167-168).

Etymologically, Mimesis comes from “Mimeisthai” in Greek and its meaning is imitation. However, first usage form of the word is “Mimos” and it was used about dance as “dancer”, “actor”, “joker”. According to J. B. Hofmann the word does not come from Greek in terms of origin. Hofmann finds a relation with the word “Maia” from Hindi and he points that this word was probably produced from the root of word “mai” or “mi”. These Hindi roots have always meanings such as “trick, deception, like”³.

It is seen that the concept of Mimemisis does not mean to transfer a story-event-poem one-on-one by imitating them. Burak Bakır emphasizes a point which has escaped notices in terms of definition of Mimesis. He said that “initially Mimesis was thought as reflection of reality or taking photo of reality. The problem cannot be defined easily only by showing every detail as real, because such a definition of argumentations about Mimesis can ignore the basic difference among reality and naturalism” (Bakır, 2008, p. 69). That is, Mimesis among reality and naturalism is not the reproduction of the reality; it is reproduction of reality by using a new and deceptive way.

If the concepts of Diegesis and Mimesis which consist of epic and dramatic basics of verbalism are summarized briefly, Diegesis is the extent of word and experiences in narrative are perceived by transference of a narrator. Extent of eyes in Mimesis has no narrator and there is a new element but perceivers perceive simultaneously the story without do not knowing the existence of narrators (Ünal, 2008, p. 37).

These two differences in verbalism are separated in two parts as Dramatic and Epizootic (Contemporary) narrative styles by Akyürek. The basic difference among these two verbalism styles depends on identification and purification/ fear (Catharsis) (Akyürek, 2008, p. 288). Audiences in dramatic verbalism are passive. Storyline takes audiences

³ https://www.academia.edu/2548970/Platonun_Mimesis_Kavrami_Uzerine_Bir_Inceleme

away to the final and it does not give permission to audiences for thinking and criticizing the process. In Epizootic verbalism audiences are wanted to be active and identification is kept under control. It is not aimed that audiences are not wanted to reach Catharsis.

Mimesis	Screening / Imitation	Direct Submission	Secret Narrator
Diegesis	Narrating / Explanation	Indirect Representation	Narrator

Figure 1: Basic differences among Mimesis and Diegesis

STORYLINE

Ayşen Ersümer explains the separation between story and storyline as follows: “Story states the chronological line of events, on the other hand; storyline is the arrangement of the story according to influence wanted to create in movie and chain of causation (Ersümer, 2013, p. 12). Russian formalists define this separation as Fable (Reality) and Sjuzet (Storyline). Fable gives answer the question of “what happened in reality” and Sjuzet (Storyline) gives answer the question of “how readers can learn what happened before” (Yaren, p. 173).

Popular cinema embraced and developed by Hollywood has been shaped by using Mimesis one of the verbalism styles mentioned before and instead of telling the story Mimesis uses presentation styles to transfer the story to audiences. In his masterpiece *Poetics*, Aristoteles mentions 6 different elements of tragedy which can be implemented to all kinds of dramas. First three of them explain the vehicles and styles of Mimesis. First one is diction (Leksis) in which verbalism and actors are used together, second one is appearance (Opsis) and third one is musical element (Melos). Second trinity of Aristoteles is about objects represented by these vehicles. Storyline (Mitos); Character (Ethe) and thought (Diyanoya) which is intellectual or religious content of the game (Esslin, 1996, p. 87-88). When Aristoteles explains storyline one of these elements, he embraces that tragedy is an imitation of an action which has both start and finish. Aristoteles emphasizes importance of story and storyline in tragedy with this sentence: “If another poet character supports each other inside the verbalism and thought, tragedy cannot fulfill his homework given by us. Although there is weakness of the elements mentioned before, tragedy which has a story and natural structure of events is superior than others” (Aristoteles, p. 33).

Aristoteles says that “forming a storyline is the most important and the first rule in tragedy and story which is processed as a whole structure has start and finish. Somehow eyes can detect easily big substances; similarly story should have a suitable length for the formation of remind power”. Correspondingly, Rudolf Arnheim says for cinema that “to display all events would be unnecessary, boring and vulgar; concurrence of the event is cut by different episodes which are realized in different atmospheres but at the same time. With using this way, inconsistent things in terms of time could not be added sequentially and only relevant moments for the event are shown. A good scenario for a good movie should be planned in such a way, relevant things should be realized in the shortest moment in interval of scenario” (Arnheim, 2010, p. 26).

Aristoteles analyzing storyline in terms of structure says that “tragedy is consists of recognition, problem and solution realized around a pathetic (Emotional) event (Aristoteles, p. 44). With a similar statement, Feridun Akyürek summarizes the storyline that it consists of so many parts which are introduction (display), development, fiction conflict, knot, increase of motion, peak level, decrease of motion and final to situate storylines in motion structure.

Display is the most important part of narrative. It introduces personalities and by determining a hero target with conscious it starts the desire to reach this hero target when it gives order. In the part of development, hero desires to meet face to face with some obstacles. This goes on to develop until the peak level of intensity (Climax) in drama (Gündeş, 2003, p. 49).

Fiction Conflict is defined as the struggle of person in film scenario against others, nature, society, social environment or social rules and values (Akyürek, 2008, p. 122). Fiction conflict of main character can be not only physical against others but also it can be psychological against himself/herself. Fiction conflict wakes audiences up a feeling to make a choice or decision. The final of movie is important for audiences in terms of understanding the rightness of decision made by audiences and fates of characters identified by audiences (Korz, 2011, p. 139-140).

Knot: “It is emotional points which come into picture when tension and curiosity go up, situations become complex and complicated, while the storyline is developing (Akyürek, p. 127). The last high point of dramatic tension is called the peak level before dramatic tension start to decrease. Aristoteles called the peak level as return of fortune and from this point to the last of narration is defined by Aristoteles as solution (Aristoteles, p. 62).

The Events realized in the dramatic narration which is shaped in the frame of this formula should continue and develop logically. Foss says

about this subject that “dramatization is to shape complicated and fortuitous events. It is a kind of shaping that everything should be clear and understandable and connections between events must be compulsory inside the frames of unidentified dramatic space (Foss, 2009, p. 151).

Dramatic narration is to production of pleasure suitable with core of the story which is shaped around an action having a starting and finish (Aristoteles, p. 78). Ersümer emphasizes that the reason of fulfilling all of these rules is to “create reflection similar with reality” and he also explains this reflection with the sentences of S. T. Coleridge as “Audiences accept spontaneously this fiction as reality although they know that this is a play”. According to Ersümer, this illusion is a voluntary deception (Ersümer, p. 48).

CHARACTER AND THE RULES OF THREE UNITY

Similarly with drama, the aim in classical narration cinema is to tell stories in the frame of storyline. In classical narration, this is fulfilled through characters. The main aim is to transfer the story because of this what characters do in the story is important than what they are. Aristoteles says that “when character is taken in hand, I understand to give meaning to people in storyline in terms of a special feature” (Aristoteles, p. 31).

Seymour Chatman says that some formalists and structuralists take characters in hand as the products of storylines, having functional status similarly with Aristoteles. Briefly, they claim that instead of personage, characters should take in hand as actant and they also claims that taking characters in hand as real beings are not realistic. With a similar statement, Vladimir Propp says that “characters are the products of what they are demanded by a Russian fairytale” (Chatman, 2008, p. 103). Bakır accepts that telling the direct experiences of character with using his/her statements without an outside narrator and canalizing audiences by character are the most important mechanism to form identification in narration cinema (Bakır, p. 67).

The elements for necessary in order to form this identification are togetherness of action, time and place. The basic principles guaranteeing the invisibility of narrator are collected under the title of “Three Togetherness Law (In time, place and action)” (Ünal, p. 40). “If an audience identify with the character’s point of view, audience should comprehend the place and time in which character is with a suitable way. ‘the most important’ thing in Three Togetherness Law is that character must be formed around a specific action and on the other hand it demands actions of the main character within an entirety with from starting to final of narration”.

Aristoteles says that story should be designed as consistent and suitable with the logic at the beginning. “The results of character’s action increase the tension of audiences if storyline does not include unnecessary details. In classical narration, audiences are demanded to accept the illusion of reality instead of thinking. The main principle providing this illusion is character. Even if the movie is processed in an imaginary place and time, this illusion of reality still goes on and the most important thing in this situation is the coherence of character’s actions. “In the final, audiences realize the identification with these actions, feel excitement and reach catharsis” (Bakır, p. 67-68).

If it is necessary to emphasize the mental purification processes of audiences in the movie with another statement, attractiveness of the movie depending on intense feelings over both visual levels and auditory levels makes it so powerful psychological force. Audiences’ attractions are drawn to the movie and they associate themselves with characters in the movie in terms of emotion and the reflection on the screen combines with psychological life of audiences. Consequently, audiences can turn into characters watching the movie because of unconscious identification processes (Indick, 2007, p. 9). That is why; audiences can experience similar psychological development and catharsis process which are experienced by characters of the movie.

Characters in classical narration come out with their characteristic features and without a deeply psychological analysis, characters fulfill their roles and behaviors suitable with storyline (Yaren, p. 176). Qualification of character highlighted in storyline hides its other features. Beside this, in order to make main character as understandable in classical narration some opponent characters are created. Highlighted qualification of character and definition of character out of opponent characters are two main important elements to make easy identification of audiences with character. Main character in classical narration is that it sustains the story, relates other characters with events and it is the main identification element for audiences. The movie is formed around these characters and at first audiences look for the main character in the movie and that they realize identification with him/her. At that point, classical narration cinema is adventure of main character (Ersümer, p. 89).

Point of view is the one of the elements for identification of audiences with main character of the movie. Chatman points that director has two options to emphasize the character’s point of view. At the first option, actor is situated in a part of the frame and this strengthens connections of audiences with the character. Character appearing from his/her back or profile turns to a direction and then audiences turn to same direction. Another way is that by using fiction techniques, direction to which character looks is collected with topic areas. Thus, we perceive that we

look to screen to which character looks at the same time. Chatman says that if director wants, he/she can situate camera in the eyes of the characters and thanks to this he/she can identify completely overlooks of audiences with character's overlooks (Chatman, p. 149-150).

FILMIC TIME AND FICTION

In his masterpiece *Poetics*, Aristoteles points that tragedy is the imitation of an action which has unity and time period (Aristoteles, 35). Onaran defines the real time as physical time and this physical time goes on chronologically and accelerating or flashback is not possible for physical time. However, filmic time is different and it is a toy in the hands of director and scenarist (Onaran, 2012, p. 22). Pudovkin the first definer of filmic time says that "the time coming into picture after cutting and uniting different movie parts is not the real time comprising actions realized in front of the camera. This is a new time, that is, filmic time" (Quoted by Demir, 1994, p. 36). Today every kind of movie is fulfilled in the line of standard time period. For example, life story of Nelson Mandela who is 95 years old has been turned into a movie, which is 135 minutes, under the title of "Mandela: A long way going to Freedom". This power of movie is emphasized by Simten Gündeş (Gündeş, p. 19) by quoting from Vayone and Yalçın Demir (Demir, p. 8) also emphasized same idea with sentence of "Movie is the art of time" quoted by Herbert Read. Filmic time in classical narration movies is formed on the perception of illusion similar with at that moment under the control of director. "Events are situated chronologically in the content by movie... Past and even future are processed as realizing at that moment" (Demir, p. 21).

Usage of time has close relation with monumental structure. Usage of time in classical narration serves for identification of audiences with the movie. "Classical narration movies do not give permission to any question' coming into picture in audiences' mind when filmic time is formed (Topçu, 2004, p.89). Movie is the entire of images recorded as parts and fiction is the most important part to form filmic time in movie. "Filming part by part gives us to select camera angles for every emotions and story points. Consequently, these parts are designed chronologically to get more influence on audiences. If we must record movies as entire without any parts, this influence is not possible and that is why; movies would not be effective as much as today they are (Murch, 2007, p. 7).

Metz defines the fiction as illusion consisting basics of every cinema kind and he also states that perception ability is a phenomenon to provide audiences to see the place as whole which is shown repeatedly (Metz, 2012, p. 149). Every director knowing this perception ability is to side with audiences understanding them deeply and rightly. This purpose turns

visual, auditory and fictional story of cinema, perception of audiences and mechanism of this perception into a suitable form (Sokolov, 2007, p. 43).

Main factor in classical narration is storyline and it was mentioned before that this storyline was formed according to events realized around the main character. Cinematic possibilities such as framing, light, voice, depth of field are used to direct audiences around main character. Classical narration does not give permission to audiences for option and with cuttings and close shots audiences are directed to the point to which they are wanted to look for a while. "Transition methods in close shots and camera movements create the meaning wanted to form on the perception by directors. When Close shots to character's face are implemented, perception of audiences for subject standing other side of setting and audience's losing interests are not possible (Kabadayı, 2013, p. 87). Thereby, all factors which can damage the storyline are got rid of movie time. Acquaintanceship feeling to picture, which audiences watch, draws the attention of audiences in to the movie. "So many times, having feeling of being face to face with the reality is the most attractive side of the cinema. We laugh or cry with the men and women on the screen. Cinema introduces us with human as personally or completely" (Onaran, p. 6).

Gael Chandler who is professional about fiction answers "the question of which kind of details must be taken in hand seriously by editors while they are making fiction": "Generally they should look for the cooperation points which take in its position in setting". There are so many elements which must be rhythmic and generally they are in rhythmic positions: "Direction of camera, eye level, camera angle, framing, setting, voice, weather report, costume, make-up, lighting, color and action". (Chandler, 2011, p. 36)

Walter Murch who is a fiction artist says that cutting which provides the six rules for fiction determined by Murch is the ideal cutting for fiction: "1- It is suitable with the momentary feeling. 2- It develops the story. 3- It realizes at the right and interesting time in terms of rhythmic. 4- Pursuing with eyes is about focus point of audiences with position and movement of audiences in the frames. 5- It respects planarity which is to transfer three-dimensional side of the world in to two dimensions by using photography. 6- It is demanded to obey the continuity rules of three dimensional the world. All rules taken in hand by Murch is to prevent audiences from losing their attentions to movie. With a similar statement, Gael Chandler "orientation cuttings consist of the cuttings done by fiction experts. Why? because orientation cuttings provide directors to continuity of story and psychical relations, narrative flow of events. Orientation cuttings are used for the smooth cuttings which are not noticed by audiences. This style is called "invisible fiction" and audiences have story and characters snatched according to intention of fiction experts (Chandler, p. 25). The most

important factor which must be emphasized here is that identification/illusion which audiences experience is not a deception. According to Ersümer's quotation from theatre theorist S.T. Coloride, illusion is the acceptance of audiences about the scenario which is not real as a real for a while (Ersümer, p. 48).

CLASSICAL NARRATION CINEMA AND KIND

Kind is defines as "a kind of art or its branch displaying special structure" in the dictionary of Turkish Language Association. Nilgün Abisel takes this definition in hand within a wide perception: "the word of kind which tells an artistic concept is used for defining the word 'genre' from French origin. In fact, 'genre' is generally used to give meaning for the "existence and subjects groups which have similarities and mutual features (Abisel, 1999, p. 13-14).

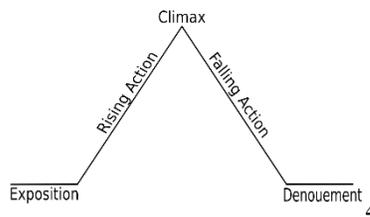
Ersümer says that to "classical narration cinema" means "kind cinema" (Ersümer, p. 173). Kind movies tell the story by creating illusion and forming imitation of the story, this is called "Mimetic". "Kind movie is not telling a story, it is animation, that is, drama. Thereby, it has specific places and characters. Characters transfer the story according to a determined storyline. A kind movie should depend on the principles that are well-structured storylines, well-organized causality in to detect good and bad characters, linear time flow. Likewise, Dauglas Pye states the narration traditions in Holywood as linearity, psychological participation, dramatic unity of time and space, illusion (Abisel, p. 58).

Kind movies in the process from the first years of cinema to at that moment have been realized with the restoration of movies which had high watching rates. A director who wants to make a kind movie, he/she should think the audiences because of the costs of movies more than an artist of writer. Director has no option for not taking audiences into account: the phenomenon of kind in cinema is determined under the commercial and popular circumstances (Özden, 2004, p. 216). It is seen that the main element is the equilibrium among audiences wanting to watch movies suitable their likes and producers wanting to make these kinds of movies.

An estimated storyline, cliché characters etc. are a communication vehicle which has formed with some mutual perception among producers and audiences for many years. Audiences who go to watch a movie completed according to standards for classical narration structure form a conscious illusion to feelings which they want to experience: Place, costume, music, and movie with happy endings. When the movie achieves these expectations, audiences realize identification with characters and believe the story of the movie.

Analysis of Movie 'Avatar' in The Frame of Freytag Pyramid

By drawing the lines of dramatic narration structure, German author Gustav Freytag expresses that dramatic structure consists of 5 parts. Ong summarizes the structure of the pyramid like this: "today readers, who are accustomed to the culture of writing and publication, want the realization of events' increases and decreases on a conscious line which is called "Freytag Pyramid". Similarly with the shape of Pyramid, at first events in narration are hampered and then tension in narration reaches on its peak level. At this point conscious become enlightened, flow of the events become upside-down and tension start to decrease and then narration ends with the denouement of twist (Ong, 1999, p. 168).



Storyline of Movie

Filmic time progresses as chronologically and at the beginning Jake's visit to his death brother in morg and dealing with the directors of the company were given as coming back into time by using flashback. The storyline of the movie develops in causality from beginning to end. Because of Jake's brother's death and his rhythmic DNA structure with his brother are the reasons for directors of the company to select Jake. It is emphasized importantly that if Jake did not need money and did not have disabilities, he would not accept this duty.

Similarly, because of Jake's being a soldier not a scientistst was presented as the reason of demand of Na'vis to investigate a different kind of person. Next setting of the movie continues the results of previous

⁴ [http://en.wikipedia.org/wiki/Plot_\(narrative\)](http://en.wikipedia.org/wiki/Plot_(narrative))

setting. Unobtainium deposits which are important for the company are under the treehouse where Na'vis live and this is the most important factor for conflicts' coming into picture. At the same time if Na'vis were reflected as a society which are heedless to their cultural values and fearful, the tension wanted to produce in the movie could not be increased because they did not cause any trouble for the treehouse. Total time of the movie is 162 minutes and it was formed as suitable with to dramatic narration structure. If the movie is divided into episodes in terms of Freytag Pyramide:

EXPOSITION

At first the movie 'Avatar' does not have any Hollywood stars except Sigourney Weaver who plays out as Dr. Augustine. That is why; none of the actors in the movie can be evaluated by looking to their previous performances. In order to know the details about the characters, we should follow the positions of them in the storyline.

A normal audience can understand Jake Sully's being main character in the first five minutes of the movie. We come out from frozen cabin along with Jake Sully and we learn so many secrets about a planet with him. This results from Jake's not having any information about Pandora and Avatar project. In fact, information given to Jake at beginning of the movie was given to us, that is, audiences.

By emphasizing the behaviors of Dr. Augustine to gun and gunman so many times in the movie, it is wanted audiences to believe that Dr. Augustine is antimilitarist and environmentalist. Dr. Augustine made a response to Jake's joining the project and then Selfridge called Dr. Augustine to his room and Dr. gave detailed information about Unobtainium. In fact, this information is given indirectly to audiences without noticing. In this setting, audiences know Selfridge as company director who wants to protect interests of the company.

One another information about Pandora given to audiences indirectly was realized in the meeting conducted by Colonel Quaritch for newcomers. In this meeting, audiences can learn something about the planet Pandora and they can also learn something about the Colonel by looking his wound on his head. After attacking of a wild animal, Jake was alone in a scientific tour in Pandora and this gave opportunity of getting information about the planet to audiences with using Jake's eyes. Consequently, Jake got acquainted with Na'vi Princess and he got a chance to join "savage". Ignorance of Jake about Na'vi and Pandora gives opportunity to audiences for getting information about them. With a vehicle like a digital tablet, leaders of Na'vi were introduced to Jake. Mo'at, Eytukan, Tsutey, Neytiri... Except these names, we could not see other Na'vi members in close shot. Except the characters who are important for continuity of the

storyline and dramatic structure, other Na'vi people are reflected as a group like a décor.

INSTIGATION

The most important factor activating main character in Exposition section is that Jake is paralyzed person. This is important for two points:

- 1- Jake turns into a person who can walk and run in the body of avatar in that project.
- 2- If Jake gives detailed intelligence to the Colonel, he can obtain enough money for the treatment of his foots.

Upward Action

After Jake's being lost in his first tour with scientists, Jake found himself in a situation that action always increases. Movie processes into the environment which is shaped by Jake's actions among Na'vi and Humanity. Actions experienced by Jake in the movie are categorized under the three titles:

- 1) The avatar body of Jake's has passed so many difficult tests conducted by Na'vi.
- 2) Actions developed in the process of Jake's responsibilities against Colonel Quaritch, research team and Dr. Augustine.
- 3) Jake started to have positive feelings against Na'vi after his first relations with them in avatar body and Jake has confusions about his responsibilities to people and positive feelings against Na'vi.

Complication

In the middle of the movie Jake says these sentences after going out collocation machine: "Everything has reversed anymore, I feel the time with Na'vis as real and I feel the time with people as a dream". Initially Jake said that removing from tree house to a news place is the lost of time; his experiences with them has changed his ideas. Because of education by Neytiri and his getting the status of "Ometicaya", If he wanted, he could obtain the possibility of treatment for his foots but he did not want and he stayed over there. Because his emotional connections with Na'vis have increased and become powerful and Jake wants to warn Na'vis about next attack.

At this point Jake warned Na'vis befor attacks against tree house but because of Jake's knowing this attack in the beginning, he lost his reliability in the minds of Na'vis. On the other hand Jake was perceived by the colonel as unreliable and he became unwanted person on the planet.

Peak

After becoming unwanted person by two sides, Jake was arrested with Dr. Augustine and her research team. However, pilot Trudy saved them from this situation and they escaped from the military zone by using a helicopter and they carried the mobile collocation machine in the region of souls tree where the colonel and his mans cannot reach this region.

Jake wants to control dangerous animal Toruk in order to regain the reliability of Na'vis and he achieved this aim. After that he came to Na'vis while they were organizing a religious ceremony and Na'vis accepted and welcomed him respectfully. Clashes in the movie has reached at peak level at this point and two sides gathered their all powers and started a mortal war. At the beginning the war looks like among coequal powers but presentations of death of "good characters" with dramatic music have changed the situation against Na'vis. When everything almost finishes, fate of Na'vis changes and with a miracles of "Eywa" whom Na'vis believe every kind of creatures on Pandora started to battle against the Colonel and his soldiers. This situation changed the way of war among people and Na'vis.

Flashback

Including the main spacecraft, people lost so many spacecrafts and Na'vis gained a definite victory against people. However, Colonel Quaritch realized a last personal attack and he was killed by Neytiri.

After the setting in which Colonel Quatrigh was killed, directors of the company and people in the planet were loaded to spacecrafts and they started to their journey to the world.

Dissolution

Jake made his last record to his video block and emphasized that I will not return to this planet again and today is my birthday". After this setting, we watch the Na'vis organizing a religious ceremony around the souls tree and Jake's body. This is a kind of collocation in which Jake will not return to his human body and will stay in the body of avatar anymore. We understand the death of Jake by Neytiri who took of the mask on Jake's face. In the final, Jake's avatar body is reflected with close shot and he opens his eyes in his avatar body and the movie ends.

Conclusion

Popular movies known as Hollywood movies are formed according to fundamental principles of dramatic narration structure. The basic of dramatic narration structure depends on Mimetic narration, that is, illusion. Illusion in popular movies is reflected to audiences by using actors, decors, costumes, make up, etc. Planet Pandora in the movie Avatar is formed as

suitable with the structures of fantastic movies. So big trees, different creatures, Na'vis about whom audiences don't know anything before in terms of cultural and psychical features are suitable with expectations of audiences who want to watch a this kind of movie.

Another factor of Mimetic narration is that story is told by ending the existence of narrators in popular movies using classical narration structures. At the beginning audiences or perceivers enters consciously to cinema hall, but they forget the reality that they watch a movie. Audiences realize an identification with the desire subjects forcing main characters of movies to move and actions of main characters for obtaining this desire. Audiences lost their conscious that they feel actions and events in movies as real and they embrace the illusion produced in movies as dream. At the end of movies, audiences reach the purification (Catharsis) by identification with characters of movies.

The most important factor providing identification of audiences with characters is hidden of narrators. Cinema hides narrators by using characters acting according to the storyline of movies. Audiences always continue the storyline of movies formed according to causality and they cannot find any possibility for thinking. Framing and motions of camera are realized as suitable with motions of main character. Details which are not wanted to be seen in the movie cannot find any place in the movie. In the movie of Avatar analyzed in the content of this study, we cannot see Na'vi women in close shot except Neytiri and her mother because this is not necessary for storyline of the movie. Jake Sully must be fall in love with Neytiri and other women are situated out of narration with using framing styles and depth of field or they are represented in a group or crowded not to be noticed.

Aristoteles states that every tragedy should have an start and finish and in order not to lose their evocation power tragedies have time limitation. These are necessary rules for forming a traditional cinema narration. Filmic time in movie is arranged by fiction process. Three mounts in real time in which Jake Sully lives in the movie Avatar after mobile collocation process is emphasized by using two different methods. First of these methods emphasizes the date which appears on the camera screen used by Jake to record for his video block. Second one emphasizes passing of time by displaying Jake's beard elongation. Every detail which are not necessary for narration is removed from filmic time and narration is designed to form an illusion of at that moment. Frames and angles of camera prevent audiences from losing their attention and they are arranged according to not give permission to audiences to ask any question. Consequently, alienation of audiences is avoided and identification with movie is provided.

The effects of movies which is aimed by classical narration cinema on audiences are parallel with the experiences tested by Jake Sully in the movie Avatar. If Jake who entered the body of avatar is taken in hand as an audience, his sentences of "Everything has reversed, avatar is real and here is a dream" are similar with audiences' sentences after watching movies. Audiences under the effects of movie is woke up by a break taken for commercial purposes. Audiences coming back to cinema hall enters again the body of avatar similarly Jake Sully and they experience an identification with main character of the movie. At the end of the movie, situation of Jake Sully, who abandoned his human body forever and turned into avatar, are similar with audiences who reached to catharsis.

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CHAPTER - V

SOCIAL MEDIA AND JOURNALISM

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INTRODUCTION AND OVERVIEW

Journalism has been defined as the “*activity of gathering, assessing, creating, and presenting news and information*” but the advent of social media and the internet has made journalism to be more contextualized, disseminated, and co-produced by the reporter and the receiver. Social media journalism is now the emerging and popular trend of collecting, producing, distributing, and consuming news and information on platforms like Twitter, Facebook, Instagram, and others which are in addition to the conventional news platforms of radio, print, and broadcast. These media focused on research and content while the new concept of social media journalism emphasizes on form and production. The origin and the journey of social media journalism, its specifications, pros and cons, applications and the future prospects are both interesting and important to discuss to chart the overall probabilities in the field of journalism which is now on the junction of convergence between the producers and the consumers of news.

The Concept of Social Media Journalism

Social media journalism is the modern way of collecting, producing, distributing, and developing news and information. As the name suggests, social media plays an important role in this form of journalism, which is faster and responsive, but inaccurate and often developed out of mass opinion, rather than truth and facts. Social media journalism, therefore, encompasses a variety of web-related applications, technology and platforms used by media reporters, agencies, and even unemployed and unprofessional bloggers, writers, etc. to develop content on various topics and share these on social media platforms like Twitter, Instagram, Facebook, and so on.

Social media journalism is, to a great extent, similar to online journalism which is the online version of traditional journalism. Online journalism has the conventional news agencies and reporters working full-time or part-time to report top news and stories on the online news sites of

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typical news agencies like the New York Times, The Economics, etc. It is, however, to be noted that the degree of professionalism, operationalization, and accuracy in online journalism and social media journalism are on the opposite ends of the continuum. Social media journalism includes platforms like Facebook, Snapchat, LinkedIn, etc., online content-sharing sites such as YouTube, online discussion forums, micro-blogging sites like Twitter, and search engines like Yahoo, Google, Baidu, and so on. Social media is also used by global population which may or may not be an expert or even a learned person in journalism.

As such, while expert and specialized reporters and professional journalists who are associated with a news agency or a professional institute may also be using social media journalism as one of the modes of information sharing for immediacy benefits of social media platforms. In all other cases, it is the general public which expresses its views, opinions, beliefs, perceptions about certain topics and situations and it is widely spread through the social media features of like, comment, post, share, and news-and-story feed which results in unprofessional social media journalism. Alejandro (2010) conducted a survey of social media usage in news gathering and reporting for a sample of chief editors in different parts of the world. The survey revealed that most of the respondents agreed that social media is a valuable tool in driving traffic to the news site, branding, and breaking news.

History and the journey of social media journalism

News consumption in the satellite era was totally different and it is now characterized by news gathering, production and dissemination through Web 2.0 tools that offer creativity, personalization, openness, and many-to-many conversation. Journalism and conversation are converging with the interconnection of bloggers and readers who are increasingly using the social media and micro-blogging tools for a number of functions and activities. If the conventional journalism and media is to be considered, it was limited to a geographical boundary with typical publishing processes using a printing press. There was a limited circulation of the printed newspaper, magazine or other evening flyer. In the case of broadcast too, the equipment and the installations need to transmit the signals to other places was pretty costly and labor-intensive which made it limited to a number of households, region or territory.

The cons of traditional media gave rise to the modern social media journalism. The traditional media was one-way and had no public voice integrated in the process of seeking, disseminating, or interpreting news.

Traditional media was also supposed to be imposed or forceful at times because the public was made to see the adverts and news, even if they did not want to. There was no feedback opportunity or the possibility of word-of-mouth which made even incorrect news to be perceived and believed to be true by the public, only because the public had no means to verify the news. These fallacies in the traditional media coupled with the newly identified scope and benefits of the internet and social media platforms gave rise to what is known as ‘social media journalism’ today.

The new model of social media journalism connects users to a global and free platform of accessing, publishing, and spreading content where even the devices are smart. Social media journalism makes an individual capable of being a news agency if he has a camera in hand, this new form of journalism promotes self-publishing and creative expression of one’s thoughts which when reaching to a large group of people becomes news. This social media journalism is challenging the notions that traditional media is authoritative and objective as the interconnectedness of the multiple media, their openness and bulk usage, and its integration into mainstream journalism are changing and making news to be more open-sourced and non-linear in nature (Beckett, 2008).

The conventional journalism process was marked by a lead or a hint of a story to be further investigated into and developed into a full-fledged article/report by the journalist. Today, the news or information is already lying somewhere in the social media news space and the journalists are to find a different angle to present the story to beat competition and stay relevant in the market. The stories under social media journalism are not outlet-driven but people-drive and may be second, third, or even fourth-hand through some Facebook post, Tweet, or blog share.

Social media journalism has primarily involved from the concept of ‘trending’ on social media platforms which gives an idea to the journalists as to what is being liked by the public and which news or stories would be popular. Social media journalism requires journalists to be on their toes and find real-time information. More importantly, social media journalism offers information in bits as soon as it available and the journalists are not supposed to wait for the story to be completed, else it will be termed as ‘unresponsive and slow’ in social media journalism jargon.

Specifications and Aspects of Social Media Journalism

There has been a lot of research and study on the emergence and the dynamics of social media journalism as it is seen today. A social media survey by ING News Netherlands (2015) revealed that more than 50% of

the journalists now use social media as the primary source of information and data gathering because social media platforms help them gauge the public's opinion and perspectives on diverse topics. The survey also revealed that almost half of the respondents agreed that they instantly post/publish news on social media as it gives the facility to edit it later, while 20% of the respondents were against this practice and argued that news should always be published after verification. In the cross-cultural perspective, the same survey results revealed that the German Journalists consider the social media information to be unreliable while their American counterparts find social media as a reliable source of information.

Harper (2010) further asserts that Facebook and Twitter are the most common tools used by journalists and editors, with the former dominating the news space on social media. Bunz (2009) highlights that the trend of blogging in traditional news scape has caught up fast with news reporters and media journalists who add that social media is a useful tool to reach out to the audience and make way for citizen journalism. Johnston (2016) explains that this tectonic shift in the traditional journalism segment has been brought about by user-generated content (UGC) and the 'digital first' race which pressurizes reporters and journalists to be multi-skilled at using the various facets of social media to their advantage.

“Being capable of processing user-generated content and being able to navigate social media platforms which audiences inhabit are becoming core skills which journalists need to possess and maintain” (Johnston, 2016) is the current need of the hour and a senior-level command given to the journalists these days which makes them engage in social media news collection and navigation process for images, stories, information, and details. While it may be considered that user-generated content is replacing journalism, it is actually making conventional journalism to be more diverse. There is the advent of new tools, more positions such as Twitter correspondents, compressed news cycle and other strategic and operational changes featuring the current social media journalism.

Social media journalism is also supposed to be enhancing the socialization aspect for journalists who are increasingly using this mode for beat reporting and looking for new and unique stories. Augmented audience and better distribution are cited to be the major changes brought in by social media journalism. As for the journalists, they are freer and more equipped with the desired resources to get engaged with specific audiences, perform their roles, and enhance content creation. Adornato (2016) asserts that in the modern newsrooms, social media is one of the

decisive factors when choosing which information and news to cover based on the social media popularity and the mass opinion about it.

Social media, therefore, is an 'add-on' to the conventional journalism as it adds an extra layer of information to the already available information. This added layer is the layer of people's beliefs, popular opinions and public perspective which the journalists use when drafting and delivering their stories and news. Social media has converted the public from being the consumers of the content to becoming the creator and publishers of it. Social media mars the geographical boundaries in the process of socialization and hence, social media journalism enables people to create global online communities to share information, facilitate relationship building, and democratize news content (Pradhan & Kumari, 2018).

Pros and Cons of Social Media Journalism to the Society and People

The advantages and disadvantages of social media to the society and the people can be understood by discussing its specific pros and cons with respect to its various aspects like social media journalism for reporting, citizen journalism, and the overall effect of social media on journalism, and so on. These categorized pros and cons of social media journalism are discussed as below:

⇒ Advantages and Disadvantages of Citizen Journalism

Citizen journalism refers to the participatory medium which social media journalism has provided to the society at large. Now every individual is capable of producing and disseminating information which may be his personal belief or a story of his neighborhood. Hudson (2017) opines that this form of journalism, facilitated by social media has provided an active voice to the people wherein the public is now open to assess and evaluate the news and information presented to it and even make changes or add new information or different perspective to the same news. Earlier, the public was forced to believe in whatever was presented to it, as it did not have the power or the medium to check the facts or challenge the information's authenticity or source validity. Social media journalism and citizen journalism in particular has allowed the audience to assume the role of a critic, a co-producer, and a disseminator too.

The biggest advantage of citizen journalism through social media is witnessed when the underprivileged and the local communities are able to raise their voices, take active part in the public decision making process and bring political and economic reforms, only because social media journalism has provided them the opportunity to be a part of the bigger

picture and affect changes in their broader political and economic context. These local communities are now able to attract the attention of the world towards their poverty, unemployment, lack of education, denial of human rights, and other social issues that have forced the global media and the business world to take note and provide ways and means to tackle these inequalities. One of its apt examples can be seen in the Syria-Iran war when multiple Syrian refugees and their families posted videos and plea Tweets, asking for support and global attention to rescue them. This made the world aware of the grave situations they were in and led to an awakening amongst different cultures for better harmony and coordination.

Despite these advantages, citizen journalism also brings with it certain pitfalls. The first of these is the illegitimacy or the lack of authenticity associated with the personal accounts of citizen journalists who may manipulate information to achieve higher ratings or popularity on social media. This fake or false news may further be manipulated by the like-minded and it may be dangerous in the long-run as such rumored news may result in violence. There may be citizen journalists using the tactic of deceit to attract attention and sympathy and may result in the loss or wastage of resources that could have otherwise been utilized in a more useful manner. While a minimal deceit is justified, more of it may lead to political, cultural or economic clashes that may jeopardize global peace and harmony.

⇒ ***Advantages and Disadvantages of Social Media Journalism on the Function of Reporting***

It is not surprising that the modern journalists are increasingly using social media tools and platforms like Facebook, Twitter, Instagram, Snap chat, and others to remain abreast of the latest happenings around them and get their hands on interesting and unique stories and news to present to the world. This form of reporting adopted by the modern journalists is more individualistic, open, and prone to speculations. On the positive side, the social media and the other micro-blogging platforms offer the unique advantage of second-by-second update of changes in a news or story which can be effectively captured by a professional journalist and turned into a mature story for the society.

The most interesting benefit of using social media tools like Twitter and Facebook is the opportunity to get hands on small, real-life, and mostly unknown stories of the common man which are an insightful read for the public. Facebook, on the other hand, helps capture public opinion which is critically essential at deciphering the pulse of the society at the given

moment and working upon some urgent as well as optional issues, such as terrorism, political corruption, education reforms, and so on.

On the negative side of the social media reporting is the dilemma of speed versus accuracy which most modern journalists are trapped into. With a vast pool of information and details being added to it every second, it is almost impossible for a reporter or journalist to verify the actual source of information or hold himself back to let the story complete before disseminating it on social media. In a gross mistake by the London's Telegraph, the fake profile of Pakistan's former Prime Minister Benazir's Bhutto's son- Bilawal Bhutto Zardari was used to take some quotes on Islam and post it on social media pages (Maderazo, 2008). The identification of the fake profile and its usage by a legal and reputed news outlet turned into a massive social media joke and the credibility and reliability of the agency was at risk.

There is a clutter of information, links, posts, videos, and other details on the internet which may make a journalist lose his thoughts and patience and unconsciously, resort to unethical course of action when prioritizing speed over accuracy. There are top management pressures, obligations to remain updated and competitive, desire to succeed, and other inner and outer battles which may serve as the breeding ground for ignorance, denial, or the lack of common sense for journalists trying to find truth from the indefinite clutter on social media.

Even more, there has been so stiff competition in the media and journalism industry today that even the established and reputed news agencies and houses are willing to risk their legacy for accuracy and credibility for being the first in publishing breaking news on the internet. They are willing to include falsified facts and incorrect information, only to be on the top and have increased market share, thus promoting the breach of ethics and professional integrity at large.

The Advantages and Disadvantages of “Social Media” on Journalism

The mainstream or traditional journalism has been made more dynamic, accessible, open, and collaborative with the help of social media. Traditional journalists and reporters can no longer force the public to believe in stories and news they have presented and there is the emergence of open-sourced journalism. Social media has made journalism to cross boundaries which were earlier not possible with print and broadcast techniques. The world has become smaller and the society is aware of the latest and minutest details on what is happening at every nook and corner

of the world. People can take part, reveal any falsified statements, question the news agencies, or make them present the truth with the help of social media. While social media has been this helpful, it has some negative impact too on journalism.

The social media platforms and the internet are now bombarded with news and there is so much information that it is almost next to impossible to find out fake news from the real one. Sometimes, even fake news by a citizen journalist may be taken up by a professional and legitimate journalist and developed into a story that may hamper the journalist and his agency's efforts at establishing and maintaining credibility and reliability with the audiences. Angelo (2019) asserts that the presence of a news agency or reporters on multiple social media platforms is also important as the same information or news from the same source should be seen by the public, otherwise it easily comes to the notice of the society for discrepancies and damages the degree of trust between the news agency and the public.

Twitter and Facebook which are the most common and popular social media platforms have made the journalists dig in for breaking news from interview sources and personal tweets of celebrities and eminent personalities in various fields. Sometimes, these journalists even copy those personal tweets or make comments on it which becomes news from their news agency's or public account. Citizen or anonymous sources are now rampant on social media which may break news, even before it gets officially confirmed, for example, the death announcement of Whitney Houston- a popular singer (Lin, 2012).

Advantages and Disadvantages of Digital Journalism

Digital journalism refers to the use of the internet and social media platforms for information sharing and marketing as well. The pros of digital journalism have been faster, responsive, real-time and updated access to information across the globe which makes the public more informed and aware and well-equipped to take important decisions on public welfare matters. The advent of interactive media like forums, discussion boards and others have supplemented this benefit by making the public engaged in the process of critical thinking and sharing their opinion on the topic. With the help of digital journalism, there are more eyewitnesses, better evidences and proofs, and enhanced awareness on diverse topics that have improved the overall social fabric and the government's view of responsibility towards the people at large.

On the other hand, typical news agencies, print newspapers and magazines and other businesses are facing loss of readership, subscriptions, and other revenue-earning sources, thus directing them to bankruptcy. It has made the individual more centered on his personal beliefs by following like-minded people and getting prone to be easily influenced by illegitimate, unethical or immoral thoughts posted and shared by others with malicious intent. These malicious sources have led to an increase in criminal and illegal activities as people are spreading and believing in fake and falsified news and getting over-confident or over-excited. True journalism has been hampered by digital journalism as anyone can get any false detail to a piece of news and make it popular. By the time the fallacy is detected, it is already in the conscious/sub-conscious mind of the reader/s and it is easier for the criminals to influence people with this change of opinion and the incorrect frame of mind.

Overall, social media has a number of benefits and challenges. In terms of benefits, the instances of criminal prosecution, awareness of laws and their respective implementation has increased in the last few years as social media journalism has spread awareness and freedom of expression. The domain of education has been revolutionized as students are able to learn from different parts of the world and there is better learning and collaborative knowledge management that is making students more skilled, advanced, and culturally sensitive. The social fabric in general has improved as people can now chat and communicate with their near and dear ones in real-time and get updated about events and happenings.

The employment rate has also increased as social media journalism has led to the emergence of several new job types, positions and earning opportunities in an entirely new virtual sector. However, most of the print jobs in traditional journalism have been lost and there is a flurry of vacancies for people in social marketing, digital experience, use of search engine optimization, and other technology-related skills than conventional journalism or media education and degree. This marks a tectonic shift in the way journalism education is seen because the desired competences, skills, and abilities of candidates are now focused on their internet-handling skills, virtual networks and ability to manage social clutter, and experience in writing engaging stories in the fewest of words.

On the contrary, the readership on traditional media has declined due to widespread social media journalism. The lack of authenticity, validation of source, and accuracy in facts are the major drawbacks of social media journalism which the traditional media offered to the public. Possibilities of misinformation, misunderstanding, fake news, false news, rumors,

deceit, etc. are very high in the case of social media journalism that are capable of creating conflicts, violence, and other mishap in the society. The excessive use and penetration of social media in the lives of people has made the addicted to getting news and information from the internet, thus making them less likely to read articles, newspapers, or stories for verification. As such, people easily believe in false news and take unethical or immoral decisions that affect their relations. This habit of using social media for recreation, adventure, journalism, news and others has reduced the overall productivity of people as they use the internet for the whole of the day and fail to utilize other resources.

Examples and Applications About Social Media Journalism

There have been multiple examples of how social media journalism has surpassed immediacy, responsiveness, and accurate information sharing. The instances of Iran-Syria war, fast criminal prosecutions of rape culprits in India and others demonstrate how social media journalism has been useful and helpful in catching the social evil and serving justice to the people. While there have been examples of social media benefits, there are also the instances of social media shortcomings and immature applications of its tools that have led to serious consequences for the people, organizations and the society as a whole. In 2008, a citizen journalist for CNN reported that Steve Jobs, the CEO of Apple had a severe heart attack and that he has been rushed to the hospital. The source of information was unknown, and the story spread too fast on social media to be controlled in time. As a result, the stocks of Apple Inc. were negatively impacted, and the investors were afraid of losing their leader.

This made Apple's US stock reach the lowest and it only recovered when the false news were removed from social media. In another social media journalism incident in 2010, Lady Gaga was falsely reported to have suffered serious leg injury and the news spread globally through tweets and Facebook shares. Later, the official label of Lady Gaga announced that it was untrue, and the story was discredited later. By the time this was done, there had already been damage to Lady Gaga's public image and the popularity of her official label.

The Future of Social Media Journalism

The future of social media journalism is both bright and filled with suspicion and anticipations. Known as the 'fifth estate', the major issue associated with the unprecedented rise of social media journalism is the lapse of ethics and the breaches in professional integrity and the loss of trust in the profession of journalism. It is both obvious and agreeable that

if the readers have lost their trust on one medium of journalism, they are more likely to condemn and abandon the other media sources for journalism as well, thus extending this loss of trust to the multi-media journalism industry which actually thrives on the confidence of the public. There have been various examples where jobs are being cut in this industry, number of non-certified citizen journalists are increasing, membership revenues are declining, students are no longer interested in pursuing full-fledged journalism degree and courses, and there is an overall decrease in the number of registered news agencies and media institutions. This marks a crisis situation for the entire industry.

The overall definition of professionalism and its core are at risk with social media journalism as propaganda, misinformation, fake news and deceit as the cons of social media *“have become a truly global problem; extending beyond the political sphere to all aspects of information, including climate change, entertainment and many other issues”*. There is the lack of authority and governing laws and regulations for the citizen journalists that have made social journalism to be the irresponsible and corrupt face of journalism. There have been cases in the Middle-East nations where the government has curbed the citizens’ rights to freedom of expression, their right to communication, and their right to access information. Thus, in the future, there is the risk of public not believing in the profession of journalism at all, be it print, broadcast, or even social media, only because of the lack of regulation and the development of a code of ethics to curb the fallacies associated with its use.

The widespread and lightning speed adoption of social media for journalism was facilitated by the fact that there was an unfair agreement between the government and the traditional media outlets. This lack of trust paved the way for the emergence of social media journalism and makes it obvious that the subsequent migration to alternative media and journalism platforms would be faster if the current rate of loss of trust, faith and confidence continues. Social media has almost eliminated the role of an editor to mediate the relationship between the news producer and the news consumer. In such circumstances, the traditional roles of gatekeeping, interpreting, and news gathering, and dissemination has been shifted from few professional and experienced ones to the large number of unprofessional and inexperienced citizens who play with the profession at their whims and fancies. The essential role of gatekeeping in this profession, as such, has lost its significance and the accountability for fair news coverage because the number of gates has gone out of control.

There is the growing discontentment against citizen journalists who are making improper and uncontrolled use of their autonomy and freedom of expression. But the question arises if the professionals used their degree of autonomy properly that gave rise to the current situation? The professionals in the traditional media were bound with too many restrictions that the citizens had to take control in their hands. Thus, the problem lies in the structure and the application of knowledge and expertise by the professionals in making rational judgments in journalism. This makes it apparent that the solution to the problem and the future of journalism through social media lie in the collaboration between online and offline journalists in a more open and participatory manner with clearly established rules, regulations, and code of conduct. The mainstream news agencies should focus on accuracy and credibility than the volume or the speed of news to exploit the bigger benefits of social media.

The current face of journalism has lost the essential values of objectivity, impartiality and accountability. The modern citizen journalists are posting and publishing any information without restriction or moral guidance and the professional publishers choose to remain silent to not risk their reputation. This poor quality of journalism is further eroding the tenet of democracy that was the foundation for true journalism. Citizens, in the wake of excessive and unfiltered news are getting more anxious, frustrated, inactive and apathetic, instead of being more informed, self-conscious and self-responsible. The future of social media journalism is bleak and full of unethical challenges such as lack of editorial and fact-checking, invasion in privacy, increase in violations pertaining to plagiarism and copyright regulations, loss of accountability and logical and moral coverage of news, increase in rumors and deception, and hidden conflicts leading to violence and criminal activities.

The current weaknesses in the social media journalism domain are both a wake-up call and an opportunity for the entire profession of journalism to emerge as more trustworthy and credible by being more relevant, transparent, and value-driven in the sense that people get true facts about stories and events and they are made more informed and logical than apathetic. The role of ethics in journalism is paramount and it will continue serving as the sustainable practice and the role model of establishing trust, confidence and faith in the public. The professional journalists' interpretations and mainstream journalism verification and validation are necessary at the five levels, namely individual, routine, organizational, extra media and the ideological. Social media journalism, in contrast, is free from these layers and hence, every citizen is free to add his

interpretation on any topic or news. There should be more focus placed on the establishment and the development of global laws and constraints that help create a universal set of values, principles and mode of practice for both online and offline journalists.

Self-regulation, practice, conscious, common sense and collaboration would be the keys to sustainability and ethics in social media journalism for the future. There may be new models proposed but the fundamental notions of respect, dignity, privacy, and accountability would remain the same. Education and awareness on the role of journalism, along with increased interest of students in this profession would help increase the number of certified and professional gatekeepers. This will in turn help reduce the clutter of misinformation, deceit, and other fallacies that are embedded in the core of social media journalism. Last but not the least would be the governing role of the political institutions or the government that helps create job opportunities and vacancies in the mainstream media and also frame appropriate laws, policies and regulations for news collection and dissemination by citizens.

The future of social media journalism may be turned brighter with better employment prospects if the blurred line of ethics and sustainability are cleared and the mainstream media and professionals are granted greater autonomy in exercising their rights and putting their verified perspectives before uncertified citizen journalists do so. Having these action steps and policy reforms would stand to eliminate the pitfalls and ethical dilemmas in social media journalism and open up a whole new world of opportunities and better information sharing for all.

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CHAPTER - VI

SOCIAL MEDIA AS A SOCIAL SUPPORT AT BREASTFEEDING PROCESS: INSTAGRAM CASE⁵

Zeynep Gazali DEMİRTAŞ** & Rukiye ÇELİK***

"The baby should be fed with breast milk as much as possible. Because Breastmilk is the most similar nutrient to the blood that feeds it while the baby is in the womb." Avicenna (980–1037).

INTRODUCTION

Breastfeeding, which is a unique food source in every age and in every culture in the child's nutrition, is a food that responds alone to all the needs of the baby from birth (AAP, 1997: 1035). Breastfeeding, which is suitable for infants' growth and natural nutrition, is regarded as a universal fact in all forms of nutrition (Onbaşı, 2009: 3).

The studies have proven that breastfeeding has many benefits for both mother and baby in short and long term health. Breastfeeding decreases the incidence of sudden infant mortality syndrome by 50% (Vennemann et al., 2009: 406) and reduces the risk of gastrointestinal tract infection and atopic eczema (Kramer et al., 2008: 578).

Infants who receive breast milk in the first 6 months of life are protected against bacterial meningitis (Cochi et al., 1986), Urinary tract infections (Pisacane VD, 2002), ulcerative colitis (Rigas et al., 1993) and various infections. In addition, it has been revealed that breastfeeding has increased cognitive and educational success (Horwood and Fergusson, 1998; Horta et al., 2015: 14). The World Health Organization and the American Academy of Pediatrics recommend that infants only feed on breast milk in the first 6 months of life, and breastfeeding continues up to 2 years with complementary nutrients (Kramer and Kakuma, 2002). However, the World Health Organization reports that only 38% of children younger than 6 months are fed only by breastfeeding in developing countries today (WHO, UNISEF, WABA, 2008).

In Turkey, breastfeeding is a very common practice that is given importance by mothers. In our country, there is no doubt that mothers with breastfeeding are the most ideal nutritional form of breast milk nutrition in

⁵ This study has published summarily in Cemil Meric 10. International Social Sciences and Sport Congress Abstracts Book.

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a traditional event. However, as in many countries of the world, the problem arises in our country to start breastfeeding and to continue breastfeeding. According to the Turkish Population and Health Survey 2013, 96% of all children are breastfeeding, while the first two years of their life are breast milk-fed children's rate of 58% (TNSA, 2013). In addition, only 50% of children nursing in our country have been breastfeeding within the first hour after birth. Breastfeeding in the first hour after birth was found to be more common among children born with the help of hospital or healthcare staff (Tnsa, 2013: 157-158). Although breastfeeding rates are high in Turkey, it is seen that there are problems with the correct breastfeeding practices.

Although breastfeeding is a natural occurrence, most mothers are having difficulties in initiating and continuing this process and need breastfeeding counseling and family-environment support for a successful breastfeeding. Mothers and mothers need active social support so that breastfeeding can be started and maintained properly.

Social support is defined as a social network where a person sees love and help from others, such as family, relatives and friends, and can receive help and guidance (Schrag and Tieszen, 2014: 316). However, with the developing technology, mothers also benefit from the Internet technologies for the convenience of providing information, and therefore nowadays social media platforms are widely regarded as a source of social support (Baker and Yang, 2018: 31-32).

In recent years, the interest in social media platforms is increasing in order to provide breastfeeding among pregnant and new mothers and to obtain and strengthen the knowledge of lactation (Wambach and Riordan, 2014: 21). Most breastfeeding mothers are looking for their breastfeeding information primarily on social media (Demirtas and Celik, 2017). Although social media platforms vary in terms of the correctness and reliability of the information on breastfeeding (Shaikh and Scott, 2005: 175) mothers and mothers candidates are able to provide information and support for breastfeeding, time and It offers attractive alternative opportunities for breastfeeding training and support (Pate, 2009: 642).

Today, many people apply to social media platforms for support and information on health issues, participate in chat groups, read treatment options and learn more about health problems on thousands of websites. Although many sites have accurate and up-to-date information, research also shows that some websites have inaccurate, misleading or conflicting information (Beniback and Pluye, 2003: 381). Nevertheless, research reports that more than half of those seeking health information on the Internet have positively influenced treatment decisions (Zulfikar, 2014: 51).

Social media platforms are becoming indispensable to the users everyday, in the fields of health and social support. In this study, in support of breastfeeding information and breastfeeding process, the determination of the criteria that mothers and mothers receive in social support and the social media that enters our lives together with developing communication technologies is the role of social is intended to investigate.

1. METHOD

1.1. Purpose and Procedure

The aim of the study is to identify the role that the information plays in terms of breastfeeding and breast-feeding in a social media platform.

The universe of the study was selected as the nursing 85000 mother, who had a child between the ages of 0-2 and who actively followed the index page of the nursing mother. No samples were selected in the study and all members were reached by online questionnaire. 940 return from mother. The number of figures represented in the known universes was sufficient for the study because it was a fairly high sampling figure. The data of the responders was evaluated by frequency and differential analysis.

1.2. Data Collection Tool

The questionnaire used in the study is based on Gündoğan's (2012) breast-feeding questionnaire which measures the knowledge of the use of the Internet for health purposes in Turkey (www.socialtouch.com.tr) created using. The survey includes demographic information and statements about the sources of breastfeeding knowledge.

1.3. Findings

1.3.1. Demographic Findings of Participants

Demographic characteristics of the participants are shown in Table 1.

Table 1. Demographic characteristics of participants in research

Variables	Number	%
Age (Yıl)		
20-24	156	16,6
25-30	513	54,6
31-35	234	24,9
36-40	34	3,6
41-45	3	3
Total	940	100
Number of Children Owned		

1	766	81,6
2	144	15,3
3	26	2,8
4>	4	0,4
Child Breastfeeding Status		
Yes	936	99,6
No	4	4
First Food Given To Baby After Birth		
Sweetened water	12	1,3
Breast milk	826	87,9
Baby food	102	10,9
Total	940	100.0

16% of the participants were in the 20-24 age range, 54.6% in the 25-30 age range, 25% in the 31-35 age range and 3% in the 41-45 age range. While 81% of mothers surveyed had a child, 15% had 2 children and 2% had 3 children. 99% of mothers who participated in the study stated that they breastfeed their children, while 1.3% of mothers gave sugar water to their babies, 10% of their babies as the first nutritional food. As we have mentioned in the literature, mother's milk is not a problem in giving babies in Turkey. However, they have problems starting and sustaining their babies.

1.3.2. Scale Findings

Averages of scale expressions are shown in Table 2.

Table 2. Participants ' findings on scale

Expression No.	\bar{x}	SS
5. Before birth, where did you get the information about breastfeeding and breast milk?	3,6 61	1,1 43
6. What extent do you trust the information you receive?	4,0 03	0,8 05
7. How did the information you receive from these sources affect your breastfeeding process?	4,3 05	0,8 86
8. What source did you receive most during breastfeeding?	2,7 93	0,7 34
9. What is the strongest source that positively affects your breastfeeding process?	2,8 80	0,9 23
10. Which one did you consult the most when you were having a problem with breastfeeding?	2,6 98	1,0 91
11. What is the fate of social media for you to acquire breastfeeding information?	3,8 96	0,7 82
12. How often do you investigate the issues related to breastfeeding and breast milk from social media?	4,2 75	0,7 43
13. In which part of the breastfeeding process did you search for information in online resources?	2,6 18	1,0 37
14. At what rate did the physicians inform you during breastfeeding?	2,9 70	1,0 74

15. At what rate did the nurse inform you during breastfeeding?	3,4 78	1,0 68
16. At what rate did social media inform you during breastfeeding?	3,9 08	0,8 53
17. At what rate did the family inform you during breastfeeding?	3,3 38	1,1 01
18. What percentage of relatives-friends did you inform during breastfeeding?	2,9 16	1,0 19

When the average of the questionnaires of the participants is taken into consideration, it is observed that the participants receive information from the most social media related to breastfeeding and breast-fed, frequently research about breastfeeding and breast-fed issues in the social media, rely on this information significantly. This information significantly positively affects their process of breastfeeding and the most powerful source of breastfeeding is social media.

It has been determined that the period during which the participants conducted their research in social media was mostly pre-natal and lohusal periods. In addition, taking into account the statements of the participants, it turns out that the physicians who are concerned with breastfeeding and nursing are partially informed, the midwives and nurses are not informed or misinformed, the parents are partially informed, and the social media are significantly informed.

In addition, social media is seen as a source where participants are informed significantly during breastfeeding. Nurse and family partially informed themselves expressed participants, physicians and relatives-friends stated that they did not informed themselves.

1.3.3. Findings Of Difference Analysis

In this section, the findings of difference analysis are included according to the demographic characteristics of the participants. Differences in breast feeding status of participants are shown in Table 3.

Table 3. Differences in breast feeding status of participants

	Breastfeedg Status	\bar{x}	SS
How often do you investigate the issues related to breastfeeding and breast milk from social media?	Yes (N=936)	4,2 75	0,7 40
	No (N=4)	4,2 50	1,5 00
Independent Samples T Test $t = 4,357, p = 0,000$			

There was a significant difference between the average of the respondents' responses to the social media and how frequently the

participants investigated the breast-feeding issues ($t=4,357, p=0,000$). It has been revealed that breast-feeding mothers have more research on breast-feeding in social media than not breast-feeding mothers. It is remarkable that this difference is in line with the literature. Difference analysis according to the first food given by the participants to the baby after the birth are shown in Table 4.

Table 4. Difference analysis according to the first food given by the participants to the baby after the birth

	Food Given After Birth	\bar{x}	SS
What extent do you trust the information you receive?	Sweetened Water (N=12)	4,2 50	0,7 53
	Breast Milk (N=825)	4,0 25	0,7 91
	Baby Food (N=102)	3,7 94	0,8 93
	Total (N=940)	4,0 03	0,8 05
	ANOVA $f = 4,372, p = 0,013$		
How did the information you receive from these sources affect your breastfeeding process?	Sweetened Water (N=12)	4,3 33	0,7 78
	Breast Milk (N=825)	4,3 51	0,8 54
	Baby Food (N=102)	3,9 31	1,0 55
	Total (N=940)	4,3 05	0,8 86
	ANOVA $f = 10,393, p = 0,000$		
At what rate did the physicians inform you during breastfeeding?	Sweetened Water (N=12)	2,7 50	1,2 15
	Breast Milk (N=825)	3,0 06	1,0 87
	Baby Food (N=102)	2,7 05	,90 7
	Total (N=940)	2,9 70	1,0 74
	ANOVA $f = 3,824 p = 0,022$		

A significant difference was found between the average of the respondents' responses to the information they received based on the first nutrition they gave to their babies after birth ($f=4.372, p=0.013$). This difference between the two groups to see the forward analysis of the difference between the mothers who give sugary water after birth as the first food and the mothers who breastfeed a significant difference was found between. It is important to remember that the mother's milk is not as good as the mother's milk.

There was a significant difference between the mean of the answers to the question "How did the information you receive from these sources affect your breastfeeding process" ($f=10,393$, $p=0,000$) compared to the first dose given to the baby ($f=10,393$, $p = 0,000$). This difference was found to be among the mothers who first gave the baby formula and the mothers who first gave the baby breast milk. The mother's milk is more than enough to meet the baby's nutritional needs.

The mean of the answers to the question "How much did the doctors have informed you during breastfeeding?" was found to be a significant difference in the first food given to the baby ($f=3,824$, $p=0,022$). This significant difference was observed between breast milk and Formula. According to the American Academy of Pediatrics, breastfed babies are more likely to be fed than fed infants. It is important to remember that breastfeeding is the best way to keep your baby healthy and healthy. Although physicians inform mothers and mothers candidates in part during the breastfeeding process, the information received from physicians positively affects mothers ' breastfeeding processes. Difference analysis according to the number of children participants are shown in Table 5.

Table 5. Difference analysis according to the number of children participants

	Number of Children Owned	\bar{x}	SS
What source did you receive most during breastfeeding?	1 (N=766)	2,7 80	0,7 36
	2 (N=144)	2,8 19	0,7 35
	3 (N=26)	3,0 00	0,6 92
	4> (N=4)	3,0 00	0,0 00
	Total (N=940)	2,8 81	0,9 32
ANOVA $f = 3,038$, $p = 0,000$			
What is the fate of social media for you to acquire breastfeeding knowledge?	1 (N=766)	3,9 15	0,7 80
	2 (N=144)	3,8 26	0,7 96
	3 (N=26)	3,7 30	0,8 27
	4> (N=4)	4,0 00	0,0 00
	Total (N=940)	3,8 96	0,7 82
ANOVA $f = 0,935$, $p = 0,016$			
In which part of the breastfeeding process did you search for information in online resources?	1 (N=766)	2,6 20	1,0 30

2 (N=144)	2,5 27	1,0 96
3 (N=26)	3,0 76	,74 4
4> (N=4)	2,3 33	1,5 27
Total (N=940)	2,6 17	1,0 37
ANOVA $f = 2,143$, $p = 0,030$		

According to the averages of the answers given to the question "What source of information did you receive most during breastfeeding?", there was a significant difference between the number of children ($f = 3,038$, $p = 0,000$). In the analysis to determine which of the two groups this difference is between, mothers who have 1 child are often looking for information on family and social media; It has been seen that mothers who have 4 children are mostly looking for information in social media. Mothers with only one child receive information from their families and social media, while mothers with more experienced children are only seeking information from social media.

According to the average of the responses given by the participants on the importance of social media in obtaining breastfeeding information, there was a significant difference between mothers in the case of mothers having children ($f = 0,935$, $p = 0,016$). In the analysis to determine which of the two groups this diversity is between, there has been a difference between mothers with 1 child and mothers with children 4 and over. Accordingly, social media for mothers who have children of 4 or more is more important than mothers who have 1 child. Mothers who have more children and who can be called as experienced only receive information on social media and give importance to social media, as well as mothers who have 1 child and are informed about social networks. Social media is important for mothers with 1 child as a source, it is a little more important for mothers who have 4 children.

According to the number of children the participants had, "in which part of the breastfeeding process did you search for information in online resources?" There was a significant difference between the average number of children ($f = 2,143$, $p = 0,030$). It was found between mothers with 1 child and mothers with 3 children. accordingly; Mothers with 1 child are getting information from online sources during pregnancy, while mothers with 3 children are seeking information during the period. Difference analysis according to age of participants are shown in Table 6.

Table 6. Difference analysis according to age of participants

	Age Groups	\bar{x}	SS
How did the information you received from these sources affect your breastfeeding process?	20-24 (N=156)	4,3 33	0,86 01
	25-30 (N=513)	4,3 13	0,92 54
	31-35 (N=234)	4,2 86	0,82 81
	36-40 (N=34)	4,2 05	0,84 49
	41-45 (N=3)	4,0 00	0,00 00
	Total (N=940)	4,3 05	0,88 6
	ANOVA $f = 0,273$, $p = 0,000$		
When you had a problem with breastfeeding, which one did you consult most?	20-24 (N=156)	2,8 14	1,09 4
	25-30 (N=513)	2,6 68	1,08 0
	31-35 (N=234)	2,6 96	1,11 4
	36-40 (N=34)	2,6 17	1,12 8
	41-45 (N=3)	3,0 00	0,00 0
	Total (N=940)	2,6 98	1,09 1
	ANOVA $f = 637$, $p = 0,000$		
What process did you search for information in online resources?	20-24 (N=156)	2,4 61	1,01 8
	25-30 (N=513)	2,5 96	1,03 5
	31-35 (N=234)	2,7 73	1,02 5
	36-40 (N=34)	2,5 58	1,07 8
	41-45 (N=3)	3,0 00	1,73 2
	Total (N=940)	2,6 18	1,03 7
	ANOVA $f = 2,402$, $p = 0,033$		

There was a significant difference in age groups between the average of the respondents' responses to how the information they acquired affected the breastfeeding process ($f = 0,273$, $p = 0,000$). This difference has been observed between the age group of 20-24 and the 41-45 age group. According to this, the information acquired by mothers in the age

of 20-24 was more positive in the breastfeeding process than the mothers of the 41-45 age group. There was a significant difference between the 25-30 age group and the 41-45 age group between the average of the respondents' answers to which they consulted most when they experienced a problem ($f = 637$, $p = 0,000$). Accordingly, when the 25-30 age group is experiencing a problem, most of the midwives-nurses and social media are working; Participants in the 41-45 age group are most consulted with social media when experiencing a problem.

Initially considering the average values of the midwives and nurses inform themselves or misinterpreted mothers, the information they receive from the social media to give babies a positive contribution to breastfeeding. 36-40 age group is the only source of information for mothers among mothers as social media. For this reason, the mothers and mothers who do not receive adequate support from health service providers, as an alternative to social media, health service providers can be said that they are not sufficient for breastfeeding.

There was a significant difference between the average of the answers given to the question "In which period you searched for information in online resources" ($f = 2,402$, $p = ,033$). This difference has been determined to be between the 20-24 and 36-40 age groups. According to this, the 20-24 age group searches the most pre-birth sources in the online; Most of the 36-40 age group is searching during the period. It can be said that mothers who are among the 20-24 age group seek information about breastfeeding before birth, and that the baby contributes positively to breast milk nutrition.

CONCLUSION

Breastfeeding mothers, the age of children, the first food they give to infants, although the period of information search for breastfeeding differs, breastfeeding mothers often do research from social media, they do research in breastfeeding processes contributes positively. When we look at the research data, it is said that the way mothers who want to give their baby breast milk and who want to learn about it, are somehow meeting social media. Most of the participants are looking for information about breastfeeding during pre-natal and maternity periods. There are differences between age groups between the information search periods and the status of having children. Mothers who will have their first children are looking for breastfeeding information prior to childbirth, and those who have children of 3 and over are seeking information about breastfeeding from social media during periods of clothe. Those who have their first children are looking for information on the knowledge of breastfeeding from social media and their families, and their families are partly informing

themselves. Thus, social media is an important medium in obtaining breastfeeding information.

When we look at the distribution of knowledge between mothers' age groups and showing the success of breastfeeding, mothers in the age of 20-25 have stated that they consulted most of the midwife-nurses and social media for breastfeeding information. Midwives and nurses inform themselves or misinterpreted mothers, the information they receive from social media, the babies in the breast milk to give a positive contribution. 36-40 age group is the only source of information for mothers among mothers as social media.

This research shows that mothers use social media as a social support in obtaining information during breastfeeding. The findings show that women are actively seeking information as a way to adapt to their new roles as mothers both during pregnancy and in the post-natal period, while social media is an important social support.

Traditional sources of information the physician, midwife-nurse, family, friends and relatives of mothers and mothers are not enough to support candidates. Given the prevalence of Internet access, social media stands out as an unlimited source of information for mothers, and is looking for social media that mothers don't support from healthcare providers and families. Internet resources, blogs, social media channels to communicate with other mothers and share experiences, watch online videos, to reach the writings of breastfeeding specialists, 7/24 Home Comfort provides. Nearly all of the respondents reported that they were using social media for information and support for their breastfeeding questions. The use of social media as a form of support for mothers may be a remarkable finding, but the long-term benefits and losses of social media use among mother and mother candidates are unknown. The resources that provide social support are of paramount importance to the initiation and sustaining of breastfeeding. On the other hand, it is more than the health service provider of mothers to mention that social media has a positive impact on breastfeeding, pointing out deficiencies in providing information and support for healthcare providers. It is partly the role of physicians informing maternal candidates, but mothers informed by the physician are more successful in breastfeeding processes. Therefore, physicians, mothers and mothers should be encouraged to inform the candidates for maternal and maternal birth follow-up, the midwives-nurses should be re-informed about breastfeeding, mothers and mothers should be given breastfeeding trainings before birth and These trainings should be followed.

As a result; It is clear that mothers need a social support in order to continue breastfeeding and to maintain their breast. Health workers are inadequate to inform their mothers, and mothers are directed to social

media as a source of information. With the new arrangements to be made by the Ministry of Health, arrangements should be made to breastfeed mothers through social media accounts in accordance with the requirements of the age.

This study revealed that the maternal and maternal candidates had a positive effect on the breastfeeding processes of the information they acquired and acquired from social media as a social support. During breastfeeding, social media is the first resource to be referred to for information and it will increase in this case by increasing Internet access. For this reason, it is necessary to supervise and regulate health-care information in social media, which is a source of trust by mothers and mothers.

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CHAPTER - VII

INVESTIGATION OF THE RELATIONSHIP BETWEEN SOCIAL ANXIETY AND PARENTAL ATTITUDES IN ADOLESCENTS

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Binnaz KIRAN*** & Alim KAYA******

INTRODUCTION

Anxiety is a feeling that every individual can experience from time to time and a disorder frequently addressed in various aspects. Social anxiety was first addressed in 1901 by the French psychiatrist Paul Hartenberg (Hartenberg, 1901; cited by Fairbrother, 2002) and is defined as anxiety or fear of a person in a single or multiple social situation in which individuals fear of being evaluated and treated negatively by others (fear of humiliation, fear of shame or exclusion by others) (DSM V, 2013). On the basis of social anxiety, although the person is willing to leave a positive impression on other people, there is a fear that the person cannot trust himself / herself, that is, the fear of being evaluated negatively by other people (Dilbaz, 1997). Social anxiety, which starts in primary school age and continues into adolescence, may cause the person to be prone to other anxiety disorders. For example, studies show that social anxiety is associated with depression (Solmaz, Sayar, Ozer, Ozturk and Acar, 2000; Binbay and Koyuncu, 2012; Ozcan, Subası, Budak, Celik, Gurel, & Yıldız, 2013), and these individuals with social anxiety usually resort to harmful coping methods to control social anxiety. Among these harmful methods are computer game addiction (Canogullari and Güçray, 2017; Karaca, Gök, Kalay, Başbuğ, Hekim, Onan, & Barlas. 2015), cyber bullying (Ates & Guler, 2016), substance abuse (Akgün, Subaşı- Baybuğa & Kublay, 2012) and alcohol use (Evren, 2010).

It is commonly accepted that genetic and environmental risk factors play an important role in the development and progress of social anxiety. In addition to genetic factors, personal traits that are prone to internalization\ such as learning-related conditioning, cognitive structures, are known to be the risk factors that can facilitate the emergence of social anxiety in the socialization process of the individual. The relationship of the individual with his/her parents is one of the most important risk factors

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in the socialization process (Lieb, Wittchen, Höfler, Fuetsch, Stein & Merikangas, 2000).

Social anxiety can be determined by the relationship with mother and father at an early age. The child, whose autonomy is not supported by their parents, and who are facing rejection by their parents, may feel that their attempts to integrate with others and to be autonomous will result in emotional abandonment and rejection. Children can develop social anxiety as a result of this feeling of emotional abandonment (Türkçapar, 1999). Children with high levels of anxiety have lower levels of social skills than that of their peers, and consider themselves to be socially less able (Cartwright-Hatton, Tschernitz and Gomersall, 2005). The sense of social inadequacy leads to intense anxiety in these individuals when they are in unfamiliar environments.

Parental attitudes, which is an important risk factor in the development of social anxiety (Lieb et al., 2000), are frequently discussed, evaluated and classified in the literature. Yavuzer (2001) classifies parental attitudes as authoritarian indulgent, or neglectful, free (child-centered family), unbalanced, overprotective, perfectionist, accepting, reassuring, and democratic parental attitude. On the other hand according to Baumrind (1980), the parental attitudes is divided into three categories: democratic / balanced, authoritarian (or authoritative) and permissive.

The level of anxiety in children is determined by several factors such as, whether the parents are strictive/supervisory and protective, and the attention/warmth the parents show to their children (Güvenderge Doksat, Ersoy, Önal Sönmez & Doksat, 2018; Rapee & Spence, 2004; Wood, McLeod, Sigman, Hwang & Chu, 2003). Many individuals with social anxiety fear that being independent and meeting with new people will upset their parent and will risk losing their parents love. When child initiated autonomy attempts are not encouraged, the child can avoid contact with other people as they might fear being rejected (Turkçapar, 1999). Therefore, the amount of encouragement by parent are important to support the child's individuality as well as acceptance/involvement and strictness/supervision attitudes, and how much they support the child's psychological autonomy.

There are many international studies investigating the relationship between social anxiety and parental attitudes (Knappe, Beesdo and Fehm 2009; Spokas and Heimberg, 2009; Dobre, Rădulescu, Gabor, Gherasim & Vas, 2014; Mousavi, Low & Hashim, 2016). In Turkey, however, there is a limited number of research study and no research has been done to explain the relationship among social anxiety levels of children and parental attitudes (acceptance/involvement, psychological autonomy and strictness/ supervision). In this study, Structural Equational Model (SEM)

is used to test the causal relationships between latent and indicator variables. The aim of SEM is to determine whether the theoretical model is supported by data or whether the model complies with the data. The purpose of this study is to provide a model to explain the social anxiety levels of the study group by sub-dimensions of parental attitudes. To be more specific, the aim of this study is to investigate the relationship among adolescents' social anxiety levels and their perceived parental attitudes. The research question of this study was "What is the relationship between social anxiety levels of adolescents and parental attitudes (acceptance, interest, psychological autonomy and supervision)?" The following hypotheses were tested within the framework of this problem:

Hypothesis 1: Social anxiety levels decrease as their perceptions related to their parents' acceptance/involvement attitudes increase.

Hypothesis 2: As the perceptions of adolescents' psychological autonomy supported by their parents increase, social anxiety levels decrease.

Hypothesis 3: Social anxiety increases as adolescents perceptions of their parents' attitudes towards strictness/supervision increase.

Methodology

Type of Research

This study is a correlational study designed to reveal a model that is thought to explain the relationship between social anxiety and parental attitudes of secondary school students.

Study Group

A total of 727 students from 4 different secondary schools participated in the study. About 22 participants were excluded from the analysis due to issues related to completing forms. The analyses were performed on a total of 705 (368 female; 337 male) students.

Data Collection Tools

Two separate measurement tools were used to obtain the research data. In the following section, information about the psychometric properties of vehicles are described.

Parental Attitude Scale: The scale, developed by Lamborn et al. (1991), consists of three subscales. These subscales are acceptance/involvement, strictness/supervision and psychological autonomy subscales. The acceptance/involvement subscale measures to what degree children perceive their parents as loving, relevant, and participatory. The control subscale aims to measure children perception of their parents and classify parents as controlling and supervisory. Lastly, the psychological autonomy

subscale aims to measure children perception of their parents' democratic attitude, and how much they are encouraged to express their individuality. The test-retest reliability and Cronbach's alpha internal consistency coefficients in the elementary school age group of the scale, which adapted to Turkish by Yılmaz (2000), were; .74 and .65 for acceptance/involvement subscale, .93 and .75 for strictness/supervision subscale; for psychological autonomy subscale is .79 and .67 respectively. Similar scale validity was calculated as .87 by the researcher. Acceptance/involvement subscale has 9 items, strictness/supervision subscale has 8 items, and psychological autonomy subscale has 9 items. The first and third sub-scale items are 4-point Likert-type scale, two items on the second sub-scale are presented on 7-degree scale, and the other items are on the 3-point Likert-type scale. In this study, the Cronbach's alpha internal consistency coefficient of the scale was calculated as .67 for the acceptance/involvement subscale, .56 for the psychological autonomy subscale and .63 for the strictness/supervision subscale.

Social Anxiety Scale for Children (SASC): The scale was developed by La Greca et al. (1993; as cited in Demir et al. 2000). The scale is self-report, 5-point Likert-type scale. Demir et al. (2000) adapted the Turkish version of the scale for age group between 13 and 16 years old students. In the original form of the scale, there is a fear of negative evaluation and disturbance in new environments and social discomfort / avoidance components but in its Turkish adaptation study, the scale is one-dimensional and is evaluated based on a single total score. The scores range varies between 18 and 90, and higher scores means higher level of social anxiety. The internal consistency coefficient (Cronbach α) of the scale was calculated as 0,81. Additionally, internal consistency coefficient was calculated as .85.

Data Analysis

After the scales were administered, data were analyzed for descriptive statistics and the mean and standard deviations for demographic characteristics of the individuals in study group were calculated. Then, the structural model was constructed based on the data obtained from the two scales, and the relationships between the independent variables and the dependent variables were analyzed. SPSS 20.0 and LISREL 8.72 statistical package programs were used to analyze the data and construct the structural equation model.

Structural Equation Modeling (SEM) is a statistical modeling technique used to test causal relationships between latent and indicator variables (Hoyle, 1995, Kline, 2005). SEM is one of the second generation data analysis techniques (Bagozzi and Fornell, 1982), which is used for similar purposes and is one of the first generation statistical techniques. It provides

comprehensive analysis of the variables and their relationship to latent constructs (Anderson and Gerbing, 1988). SEM can provide more accurate results than other statistical methods because it takes measurement errors into account (Bayram, 2010).

The aim of SEM is to determine whether the theoretical model is supported by data or the proposed model complies with the data. SEM is particularly effective in testing complex models. SEM has many features such as conducting several analyzes at once, recommending new arrangements for the network of relationships in the model examined, facilitating the analysis of the mediation effects, and taking into account measurement errors. For this reason, SEM has become the preferred technique in the development process of modeling in the problem statement.

Findings / Results

The mean and standard deviation for acceptance/involvement, strictness/supervision and psychological autonomy subscale and social anxiety of the participants were estimated first as total and then by gender. The results are presented in Table 1.

Table 1

Mean and standard deviation values of the study group from the scales applied.

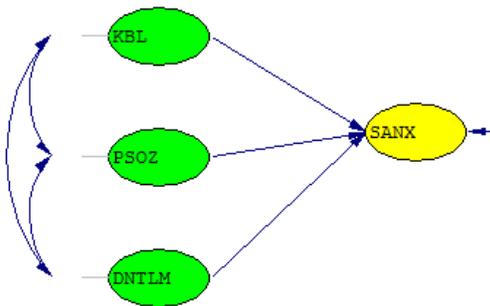
Variable	Gender	N	\bar{X}	Ss
Social Anxiety	Female	368	44,45	12,81
	Male	337	41,79	12,96
	Total	705	43,18	12,94
Acceptance/involvement	Female	368	28,08	4,30
	Male	337	28,29	3,81
	Total	705	28,18	4,07
Strictness/supervision	Female	368	28,25	3,18
	Male	337	26,55	4,26
	Total	705	27,44	3,83
Psychological autonomy	Female	368	22,8770	4,78
	Male	337	22,6479	5,00
	Total	705	22,76	4,89

Table 1 shows the descriptive of the study group based on gender. While the social anxiety and strictness/supervision point averages are higher for female students, psychological autonomy and

acceptance/involvement scores are somewhat similar both male and female. Acceptance/involvement show similar patterns for both males and females with 28,29 and 28,25 respectively. Social anxiety levels for females was higher ($\bar{X}=44,45$) than it was for males ($\bar{X}=41,79$)

The results of structural equation model revealed 4 latent variables; (1) sub-dimensions of parental attitude scale: acceptance / involvement, (2) psychological autonomy and strictness / supervision, (3) independent latent variables, and (4) social latency-dependent latent variable. The sub-dimensions of parental attitude scale were used to explain the social anxiety levels of the study group.

The origin and the structures of the relationships in this model is determined by the current literature. There are plenty of studies in the literature on this subject (Knappe, Beesdo and Fehm 2009; Spokas and Heimberg, 2009; Dobre, Rădulescu, Gabor, Gherasim and Vas, 2014; Mousavi, Low and Hashim, 2016). Within the scope of the research, the model was established by considering factors and variables in the related literature. Our hypothesis were that (1) the social anxiety levels decrease as the perceptions of adolescents about parent's acceptance/involvement and supporting psychological autonomy increase and (2) their social anxiety level will increase as their parents' strictness/supervision increases.



KBL: Acceptance/involvement

PSÖZ: Psychological autonomy

DNTLM: Strictness/supervision

SANX: Social Anxiety

*Figure 1.*Structural model created with Social Anxiety and Parent Attitude Scale subscales.

In order to determine the goodness of fit of the Model established by SEM, the fit indices were obtained within the framework of criterias as presented in Table 3.

Table 2.

Values of some fit indexes for the established SEM model

Fit indices	Perfect fit	Acceptable fit
RMSEA	$0,00 \leq \text{RMSEA} \leq 0,05$	$0,05 \leq \text{RMSEA} \leq 0,10$
NNFI	$0,95 \leq \text{NNFI} \leq 1$	$0,90 \leq \text{NNFI} \leq 0,95$
CFI	$0,95 \leq \text{CFI} \leq 1$	$0,90 \leq \text{CFI} \leq 0,95$
SRMR	$0,00 \leq \text{SRMR} \leq 0,05$	$0,05 \leq \text{SRMR} \leq 0,10$

(Schermelleh-Engel and Moosbrugger, 2003; Klein, 2005)

Fit indices obtained for each model are presented in Table 3.

Table 3.

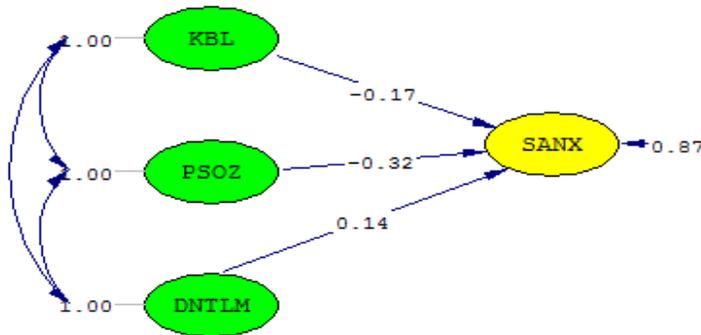
Cohesion Coefficients Obtained Based on the Established Model.

	df	χ^2	p	RMSEA	CFI	SRMR	NNFI
Model1	896	3892.43	<0.001	0.069	0.83	0.076	0.82
Model2	813	3558.40	<0.001	0.069	0.84	0.074	0.83
Model3	811	2344.81	<0.001	0.052	0.90	0.053	0.90

The structural model, shown in Figure 1, was first tested with 44 indicator variables and 4 latent variables. Based on the results of the first analysis (Table 2), it was determined that the compliance level of the model 1 was low. The t values of the coefficients and the results of the modification index were examined. Item 3 in the acceptance / involvement subscale (Mother and father force me to do the best of everything I do) and item 2 which predicts the latent variable of psychological autonomy (My parents say that I should not discuss with the grandparents) were not related significantly. Therefore, these two items were excluded from the model, and the structural model shown in Figure 1 was retested with 42 indicator variables (8 items of acceptance / involvement, 8 items of psychological autonomy, 8 items of strictness/supervision and 18 social anxiety) and 4 latent variables. The fit indices of the Model 2 are presented in Table 2. The compliance level of the model 2 was determined to be low, and the results of the modification index were examined. There is evidence that the modification sub-scale of the 12th item (My parents let me decide for myself what I want to do.) in the psychological autonomy subscale is related to the sub-dimension of acceptance /involvement. Additionally,

there is a significant fit of the error covariances of the 19th (In general, do your parents allow you to go with friends in school time during the week?) and 20th items (Generally, do your parents allow you to go somewhere with your friends on weekends at school time?). When the error covariances are related, the fit of these two items improved. The measurements for both items are interdependent, in other words, they are influenced by each other. Model 3 was obtained after modification suggestions.

Examination Table 1, which includes the compliance criteria of SEM, reveals that the fit indexes obtained for the Model 3 structural model met all the conditions and it is a statistically significant model. The fit indices of the model are within acceptable limits. Apart from these criteria, the value of $\chi^2_{811}=2344,81$; $\chi^2/sd =2,89 < 3$ is a statistics used in determining the model suitability and it is another indication that the model is appropriate. So the model installed is valid for the entire data set. The structural model obtained for Model 3 is shown in figure 2.



KBL: Acceptance/involvement

PSÖZ: Psychological autonomy

DNTLM: Strictness/supervision

SANX: Social Anxiety

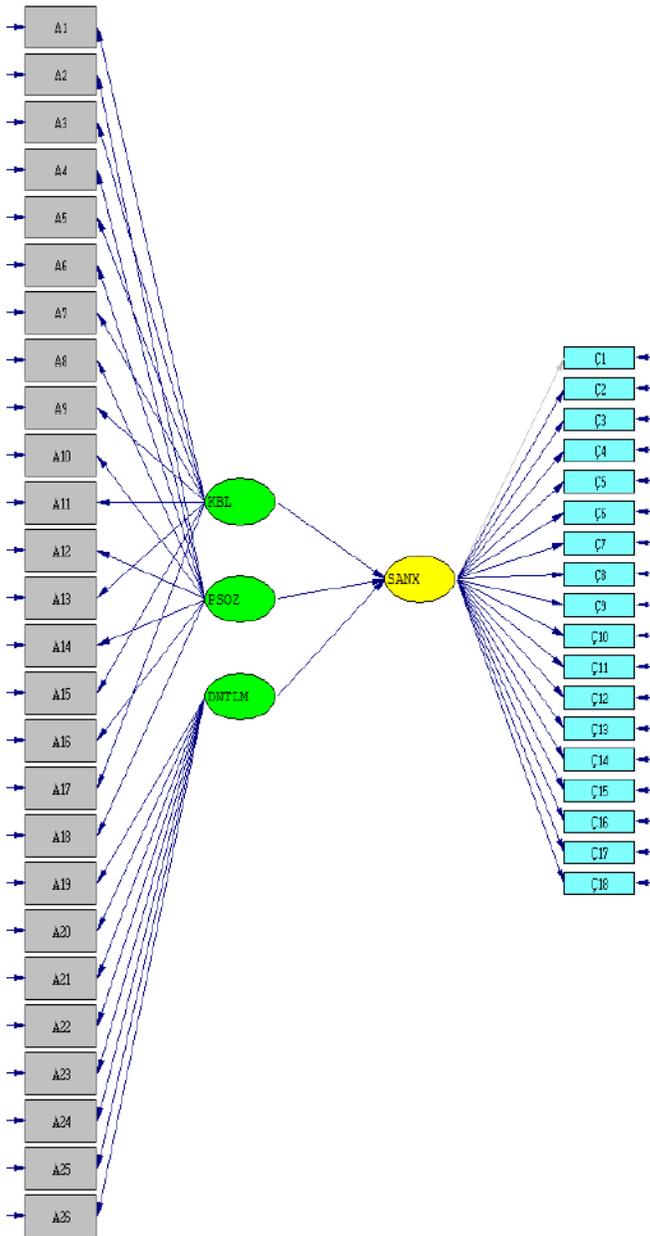
Figure 2. The structural model of Model 3

The results of the standard parameter estimations and t statistic values used in the testing of hypothesis tests of SEM in Figure 2 are presented in Table 4.

Standard parameter estimations and t statistic values used to test hypothesis tests of SEM.

Hypotheses	Paths	Std. Par. Est.	T Statistics	Result
Hypothesis 1	Acceptance/ involvement - Social anxiety	-0,17	-2.49	Confirmed
Hypothesis 2	Psychological autonomy - Social anxiety	-0,32	-4.10	Confirmed
Hypothesis 3	Strictness/supervision - Social anxiety	0,14	2.14	Confirmed

When Table 4 is examined, the relationships among the sub-dimensions of parental attitudes, acceptance/involvement, psychological autonomy, strictness/supervision and social anxiety levels are statistically significant, and thus the hypotheses established are confirmed. In the Structural Equation Model, standardized parameter estimates (factor weights), which bind to the variable variables themselves, are indicated by λ . When the connections in the model are examined, the relationship among acceptance / involvement, psychological autonomy and social anxiety is statistically significant and the direction of this relationship is negative. The relationship between strictness / supervision and social anxiety is also statistically significant and the direction of the relationship is positive. The regression equation obtained for the defined model were formed based on these values as following:



KBL: Acceptance/involvement

PSÖZ: Psychological autonomy

DNTLM: Strictness/supervision

SANX: Social Anxiety

Figure 2. Structural Model of Social Anxiety and Parental Attitudes

Discussion and Conclusion

This study attempts to explain the relationship between social anxiety levels of adolescents and perceived parental attitudes (acceptance/involvement, psychological autonomy and strictness/supervision) with a structural equation model. The data analysis in this study confirmed the hypothesis of the study. However, item 2 (My parents say I should not discuss it with the elders) and item 3 (My parents force me to do the best of everything I do) of the Parental Attitude Scale did not fit well within the model as they are not statistically significant in the model. Based on the results, the level of acceptance/involvement and psychological autonomy attitudes increased as the levels of social anxiety decreased, and the levels of social anxiety increased as the level of strictness/supervision from parental attitudes increased.

The research studies examining the relationship between social anxiety and parental attitudes in children are consistent with the results obtained in this study. Among them, Steinberg et al. (1994) found that children raised in families with a competent or democratic / balanced attitude have more social cohesion than children raised in parents with authoritarian, irrelevant or permissive parental attitudes. McLeod, Wood and Weisz (2007) concluded that the strictness / perceived supervision and support for psychological autonomy from parents further explain social anxiety. Zarra-Nezhad, Aunola, Kiuru, Mullola, and Moazami-Goodarzi (2015) stated that when the authoritarian parental attitudes toward children such as accusations, restraining behaviors, restraining their emotions are intensively employed, these types of behavior can lead to anxiety and depression in children (more prominent in adolescents). According to Ambrose (2013), mothers' negative reactions to children made it difficult for children to regulate their own feelings. In addition, mothers' negative attitudes and behaviors can weaken the development of basic social skills such as cooperation in the category of prosocial behavior, self-control, self-confidence, low anxiety and taking responsibility.

Generally, parental attitudes (overprotective, rejecting and involved parental attitudes) are associated with social anxiety. As the overprotective and denial attitude increases, the level of social anxiety increases. On the other hand, as the involved attitude increases, the level of social anxiety decreases and this is consistent with other studies in the literature (Knappe, Beesdo and Fehm 2009; Spokas and Heimberg, 2009; Dobre, Rădulescu, Gabor, Gherasim and Vas; 2014; Mousavi, Low and Hashim, 2016). Similarly, in another study by Erkan, Güçray and Çam (2002), the relationship between parental attitudes, fear of being evaluated negatively and social avoidance and restlessness were examined. Similarly, Erkan, Güçray and Çam (2002) found that the levels fear of negative evaluation, social avoidance and unrest were high in adolescents who were exposed to

protective / demanding and authoritarian parental attitudes while the levels of these patterns were low in adolescents raised with a democratic parental attitudes.

In the parental attitudes literature (REFERENCE lazım), there is an emphasis on the positive effects of parents' democratic-supportive attitudes and behaviors. The supportive behavior and positive attitudes of parents reduce their children's anxiety and antisocial behaviors by improving their problem solving skills and self-esteem (Bartholomeu, Montiel, Fiamngi and Machado, 2016). Additionally, according to Günalp (2007), parents' democratic attitudes increase the self-confidence of their children. Children with parents authoritarian attitudes are detrimental to the problem solving skills of their children and they usually have high levels of social anxiety. Therefore, authoritarian attitudes in general increase social anxiety. (Bozaslan and Kaya, 2011). Kaya, Bozaslan and Genç's (2012) research also supports these results. According to their study, the social anxiety levels of the children with highly democratic parents has lower levels of social anxiety while the social anxiety levels of the children of parents who have inconsistent and irrelevant parental attitudes are high. Additionally, the social anxiety levels of the children with authoritarian parents are relatively high. The parental attitudes can determine the relationship skills through the anxiety levels and this impact on anxiety levels of individuals affect their social relationship skills.

Parents' support for their children and their positive attitudes towards their children enable them to build social relationships without fear of fear and criticism. Parents' attitudes thus affect social competence and social anxiety levels in children and adolescents. Kılıç, Var, and Bantand (2015) stated that the effects of parental attitudes on individuals are not only limited to childhood, but also continue to be related to social skills and indirectly social concerns of the individual later in life.

Supporting parents' attitudes decrease their children's social anxiety while the opposite attitudes increase children's social anxiety. Due to the importance of parent attitudes on child's development, studies are conducted in many parts of the world today and policies are being developed to support parents (Give some examples here). In general, it is accepted that awareness-raising activities are carried out in order to develop a positive attitude involving parents in the development programs (Boyd, Barnett, Bodrova, Leong, & Gomby, 2005). Therefore, it is recommended to organize trainings for parents. It is thought that it would be more effective to give these trainings not only as knowledge transfer but also in a practical way.

Acknowledgements

A part of this study was presented as an oral presentation at 26th International Conference on Educational Sciences which was held on April 20-23, 2017.

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CHAPTER - VIII

TEACHER AWARENESS ON INCLUSIVE EDUCATION ABOUT SYRIAN IMMIGRANT STUDENTS

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INTRODUCTION

In 2011, people who are in a difficult situation due to internal conflicts began in Syria have fled to Turkey. Although the wave of migration is about to complete its eighth year, the people who took refuge in Turkey is not possible to return to their country in the short term. The fact that the immigration from Syria until today has made Turkish teaching as a foreign language an important area and necessitated the training of the emergency personnel in this field. Therewithal with the immigration wave we live in, the problems of education that cannot be brought to the fore in the first stage have started to come to the forefront as the time progresses. For the children of Syrian families who have been uneducated for a long time, there is a risk that unforeseen problems will arise in the future.

The Directorate for Migration and Refugee Services records the statistical documents of immigration wave. In 2017 the territory of Turkey recorded 50 217 Syrians were caught in the irregular immigration status. In addition, the number of Syrian refugees registered as of 29 August 2017 is 3.552.303 (GİR, 2017). The number of registered Syrian refugees by age and gender in Turkey is given in the table below.

Table 1: Migration Statistics Report Registered Syrian Migrant

AGE	MALE	FEMALE	TOTAL
0-4	279.938	261.367	541.305
5-9	247.534	232.308	479.842
10-18	349.753	303.221	652.974
19-24	312.136	221.516	533.652
25-34	357.755	262.041	619.796
35-44	189.086	155.643	344.729

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45-59	135.600	130.103	265.703
60-90+	54.265	58.037	112.302
TOTAL	1.926.067	1.626.236	3.552.303

Ref: *GİR*, 2017

In November 8, 2018, the number of Syrians in Turkey has been registered a total of 3,594,232 people per month increased by 8,494 people (Ministry of Interior, 2018). Most of this figure is composed of children. According to UNICEF's data, 54% (1,471,958) of Syrian refugees in Turkey is children (UNICEF, 2016). Such a huge wave of migration has of course caused some major problems. For example, immigrant children need training. Education is the right of every child and the countries education system must also respond to the educational needs of people of different ethnic backgrounds (Şeker & Aslan, 2015). Children away from education are hosting a major risk for the future of the Syrian people as well as for Turkey (Yavuz & Mızrak, 2016:194). In case these children continue their education, a number of difficulties arise both for themselves and for the education system. These children have to make additional efforts to adapt to the school due to their sudden and difficult migration processes, different historical and cultural characteristics, and not sharing a common language. (Yavuz & Mızrak, 2016:177). The most important factor that will facilitate the integration process will be the Turkish education. It is very important that children learn Turkish and be included in the education system.

Following the fact of immigration, the Ministry of National Education (2013) has announced the publication of an circular titled Education Services for Syrian Citizens Under Temporary Protection in Turkey:

- to provide education to ensure that children do not lose year,
- coordination of education services is the responsibility of MoNE,
- the appointment of teachers who are more than the norms in the provinces, if not enough, the appointment of the Arabic-speaking people,
- assignment of teachers or in accordance with the conditions who want to give education,
- if they want to training in the Turkish curriculum they can receive,
- Turkish and vocational training courses for those who want to learn Turkish,
- children who have residence permit can enrollment in schools.

In this context, it is aimed to give Turkish language education to the children in order to enable them to follow the course curriculum and to communicate with their peers in Turkey. Because the problems in learning Turkish will delay the adaptation to society.

It should be ensured that all students in schools and classrooms are fully involved in the education process. Education is the right of every child as one of the most fundamental human rights and is protected by law.

The debate on inclusive approach in education has come up with discussions that try to justify the views of children who have not had the opportunity to be educated despite all laws and efforts, or who have been deprived of these opportunities for various reasons.

Especially opinions on the necessity of children with disabilities or special needs in formal education institutions and processes have been the focus of discussions on inclusive education. Today, however, educational approaches have accepted the necessity of taking into account student interest, needs and individual differences. In this context, the scope of the inclusive education approach has expanded. Many issues ranging from social, cultural and individual differences to gender inequality, differences in learning styles to needs diversity are related to inclusive education.

What is aimed by inclusive education is that all students, whether disadvantaged or not, are able to benefit from educational opportunities on the same educational environment. The most important feature of this practice is to eliminate the phenomenon of exclusion among students. Each individual has different interests, needs and characteristics, thought structure, appearance, social and cultural structure. It should be acknowledged that all these differences are not a deficiency but rather a richness and diversity for the classroom environment. These differences should be seen as an advantage and should be accepted as enriching the educational environment.

Inclusive education takes place in a common learning environment; In other words, it is the educational environment where students from different backgrounds and different abilities learn together in the same environment. Inclusive education is closely related to how students develop and design schools, classrooms, programs and activities to learn and participate together.

On 13 December 2006, the United Nations General Assembly adopted the Convention on the Rights of Persons with Disabilities (CRPD). The aim of the Convention is to support, defend and strengthen the human rights of persons with disabilities. While the CRPD does not create new rights for persons with disabilities, it introduces new concepts necessary for the realization of a right. It aims to make a meaningful difference in the lives of disabled people and their families in the world.

Article 24 of the Convention on the Rights of Persons with Disabilities prohibits discrimination against children with disabilities and entitles them to the right to inclusive education. This provision focuses on removing barriers to participation in classes in public schools and thus encouraging inclusion in society as a whole.

Countries in the Convention have an obligation to provide access to inclusive general education, in particular with non-disabled peers. Thus, the right to inclusive education is explicitly stated for the first time in international human rights law.

Inclusive education is a training program in which all children can participate in general classes with the support of their peers to achieve success in their neighborhood schools, regardless of what problems they may have (Bui, Quirk, Almazan ve Valenti, 2010; Alquraini ve Gut, 2012). Inclusive education is seen as the key strategy of education, which involves everyone by the UNESCO-based Education For All (EFA). This process includes the common vision of all children of the learning age and the changes that are important for content, approach, structure and strategies with the belief that educating all children is the responsibility of the states (UNESCO 2005).

While inclusive education is closely related to the right to education for children with disabilities, it is not limited to the right to education of children in this group only; In a broader sense, it is a necessary approach to ensure the right to education for all children who are disadvantaged for different reasons (UNICEF, 2012). These disadvantaged children constitute a very large mass. Within this mass; religious, ethnic and cultural minorities, immigrants, refugees and asylum seekers, girls, low-income families, disabled people, AIDS patients, etc. many people are involved.

In order to be able to talk about inclusive education, first of all, it is necessary to tolerate the physical, cognitive, academic, social and emotional differences and diversity of individuals and to see them as wealth. However, this approach does not mean to ignore the special circumstances and training of individuals with special needs in general education classes.

Some of the inclusive education definitions are very limited and some are larger. For example, some opinions define inclusive education within the framework of disability and special education concepts, in which children with disabilities should participate in education processes together with other children, while some opinions focus on the concept of diversity in the context of individual characteristics and differences of students, and define that inclusive education should be an approach that can meet the different needs of students (Westwood, 2013).

In addition, students at all levels, from gifted to mentally disabled, are within the boundaries of inclusive education. Each of these students has different families and socio-economic levels, different life experiences and experiences, different cultural structures, and often different native language (Westwood, 2013: 10). For instances, in Turkey emigrant Syrian children whose native language is not Turkish are also considered as one of the disadvantaged groups in schools.

In order to achieve a gain, the current situation needs to be determined first. For example, it is assumed that a student who passes 2nd grade reaches first class achievements since the program structure is spiral way. Thus, each process is structured upon the completion of the previous period and thus the achievements of the previous period are considered sufficient for the current situation. In other words, the child in grade 2 is considered to have 1st grade achievements. According to the official procedure, when a student in the educational institutions starts the first grade of primary education, it is assumed that the basic development of the student's listening and speaking skills is completed for the Turkish course.

When a class teacher says to his first grade students; *We're going to do a painting lesson tomorrow. Please do not forget your paints and notebooks!* He thinks that they will understand this directive. If there are students whose mother tongue is not Turkish, how should the teacher transfer this information? So how does a child who is starting to school with about 2000 words in this class and a child who does not speak even a word Turkish, will be affected by the process of gaining reading and writing language skills as expected? Primary school teachers or Turkish teachers who are faced with such problems need to create multiple learning environments by considering mixed student levels and plan the educational process with an inclusive approach.

2. AIM, IMPORTANCE AND LIMITATIONS

2.1. Aim

The aim of the study is to determine the awareness of teachers about the inclusive education approach in Turkish teaching. It has been researched for this purpose;

- ✓ demographics of teachers,
- ✓ what their experiences on the subject,
- ✓ what are the problems teachers face in the classroom,
- ✓ what they do as a solution to the problems and
- ✓ their views on what should be done in addition to personal efforts.

2.2. Importance

In fact, although an important part of the inclusive education literature has centered on children with disabilities and special needs, in recent years, many studies on gender and socio-economic status have been considered as factors that cause multiple disadvantages, and also, depending on the reasons such as language, religion, ethnicity and migration, studies have started to multiply.

Researchers often felt and researched that education to the classrooms in which the disadvantaged groups were included would be adversely affected and success would be lower (Bui & others, 2010; Dupois & others, 2006). However, the findings revealed that neither the

teaching nor the students' time to attend the course varied between the inclusive and non-inclusive classes. In fact, both disabled and non-disabled students learn more when they are together. Numerous studies over the past thirty years have shown that students with disabilities have higher achievement and improved skills through inclusive education, and their non-disabled peers benefit from being in the classroom together, too (Bui & others, 2010; Dupuis, Barclay, Holms, Platt, Shaha, & Lewis, 2006; Newman, 2006; Alquraini & Gut, 2012). On the contrary, the studies show that disadvantaged students are more useful for those who are not the disadvantage of their presence in the classroom and offers various learning opportunities to the whole students.

- ✓ One of them is the indirect increase in the performance of the student who helps his / her friend with cooperative coaching practices.
- ✓ Another is that the tendency of teachers to teach in a larger learning method (visual, auditory and kinesthetic) when they take account of disadvantaged learners in the classroom is more beneficial for all students (McManis, 2017).

In this context, this study will help to understand the readiness levels to the teachers and teaching process in Turkish language classes where non-Turkish Syrian children are in the classroom. Thus, it is important to reveal the need for an inclusive education approach. Because the understanding of the current situation is necessary for planning the work and improvements related to the subject.

2.3. Limitations

The aim of this study is to determine the readiness levels and course process of the teachers when Syrian students are in the Turkish classes. Study is limited to:

- ✓ Turkish lessons taught in MEB schools,
- ✓ 4 primary school teachers and 8 Turkish teachers,
- ✓ data obtained from interviews as data collection tools.

3. METHOD

3.1. Research pattern

The research is designed as a survey research in descriptive research methods. Survey and interview methods are used in screening studies aiming to collect data to identify or identify certain characteristics of a group (Büyüköztürk & other. 2016: 14). The focus group interview was used in this study. The aim of the focus group interviews is to gain in-depth, detailed and multi-dimensional qualitative information about the perspectives, experiences, perceptions, feelings, attitudes, and habits of participants about their perspectives, experiences, thoughts, perceptions, feelings, and habits (Bowling, 2002; Stewart & Shamdasani, 1990; Gibbs,

1997; Krueger, 1994; Kitzinger, 1994; Kitzinger, 1995). The aim is not to make sense of meaning; not generalization; it is not an explanation about the participants, but how the participants perceive the situation (Kreuger, 1994). That is to do a kind of perception operation. As there is no concern of generalization in focus group interviews, which is a qualitative data collection method, there is no need to digitize (Fern, 2001).

3.2. Study group

The study group of this study consisted of 12 teachers. All of the teachers volunteered to attend the focus group interview. 8 of the 12 teachers participating in the interview are Turkish teachers and 4 of them work as primary school teachers. The youngest of the participants has been teaching for 2 years and the most experienced has been teaching for 11 years.

3.3. Data collection and analysis

The research data were obtained by the researcher at the focus group interview on 08.08.2018. The teachers, researcher and a reporter were gathered to interview in the in-service training hall. In fact, 22 teachers were invited to the interview but 12 teachers attended. The interview was started at 17:30 pm and was finished at 19:00.

During the first half-hour participants met each other and introduced themselves. The researcher tried to create a comfortable conversation environment. In order to prevent data loss, the participants were asked for permission to record voice with the mobile phone. Instead, the notes were taken separately by the researcher and reporter during the interview. However, some participants did not like this idea. Instead, the notes were taken separately by the researcher and reporter during the interview.

While preparing the interview form, the opinions of two academicians who are experts in the subject area were consulted and evaluated about the clarity of the questions, the comprehensibility and the capacity to serve the study.

The questions of the semi-structured interview form prepared by the researcher consist of two parts.

The participants were asked the warm-up questions as follows;

- *What is your branch? Which city do you come from?*
- *How many years have you been teaching?*
- *Have you ever taught anyone who is not a native Turkish speaker?*

The answers to the questions were meticulously recorded in the interview forms. While recording, the names of the participants were not used, they were coded according to their rows (1-2-3-... 12) and their branches (TÖ-SÖ). In the second part, the following main questions were asked to serve the aim of the research;

- *Have you ever heard of Inclusive Education?*

Drilling Question: Where did you hear? What was it related to?

- *What kind of problems do you have with your students in Turkish courses?*

Drilling question: What matters?

- *What do you do to solve the problems?*

Drilling Question: Do you think you can be efficient? Yes, what level? No, why not?

- *What do you think should be done to solve these problems?*

Drilling question: Who do you think should be done?

The interview lasted about 40 minutes longer than the planned time. The reason for this is the need for teachers to share the problems they face and the situations in which they are helpless. It is important for the participants to express their views freely during the discussions. Therefore, the researcher preferred not to interfere with the time-out. Moreover, it was observed that all participants discussed the process carefully. The notes recorded after the interview were arranged and the data were subjected to content analysis. The answers to the questions were examined separately by the researcher, the reporter and a field expert, and the codes were determined by consensus. Finally, codes and themes were formed and the findings were interpreted.

The following measures were taken to ensure the validity and reliability of the study:

For internal validity = getting expert opinions, direct quotation

For external validity = explanation of data collection process, explanation of data analysis process, explanation of working group

For internal reliability = two individual notes to avoid data loss, direct quotation

For external reliability = discussion of the subject in accordance with the interview rules, taking measures to prevent data loss during the interview.

4. FINDINGS AND COMMENTS

The findings are discussed in five sections, as in the structure given below.

- information of participants,
 - *What is your branch? Which city do you come from?*
 - *How many years have you been teaching?*
 - *Have you ever taught anyone who is not a native Turkish speaker?*
- readiness levels of participants,
 - *Have you ever heard of Inclusive Education?*
- problems faced by participants in the courses,

- *What kind of problems do you have with your students in Turkish courses?*
- solutions of the participants,
 - *What do you do to solve the problems?*
- suggestions of participants about how to solve problems,
 - *What do you think should be done to solve these problems?*

1. The information of the teachers involved in the focus group interview is given below.

Table 1. *Information of participants*

Province	Number	Branch
Mersin	4	3 Turkish teachers, 1 primary school teacher
Hatay	3	3 Turkish teachers
Gaziantep	2	2 primary school teachers
Ankara	1	1 Turkish teacher
Urfa	1	1 primary school teacher
İzmir	1	1 Turkish teacher
Total	12 participants	8 Turkish teachers 4 primary school teachers

The teaching time of 12 participants (8 Turkish teachers and 4 primary school teachers) is between 2 and 11 years. According to the information obtained from the warm-up questions in the interview it was determined that, 2 of the teachers have got a certificate on Teaching Turkish as a Foreign Language, and in the first wave of migration, they served more than a year to teach Turkish to Syrian students who were placed in tent cities. In addition, it was understood that there were Syrian students in the classes taught by 8 teachers. Under these conditions, it can be said that they have semi-experience. 2 teachers reported that there were no Syrian students in their schools yet. It is natural for these teachers to have difficulties in classes with Syrian students, because they were trained to teach Turkish to Turkish-speaking students and even they did not receive information in the universities about the inclusive education approach.

2. 12 teachers who were interviewed were asked whether they had previously heard Inclusive Education in order to learn their knowledge about it.

Table 2. *Readiness levels of participants*

Theme	Code
Positive	Yes (3)
Negative	No (9)
Total	12 participants

3 of the participants stated that they know the inclusive education but 9 participants not.

A teacher described inclusive education as follows:

TÖ7- The problem in our country is certain. This is why we came here... Syrian children will be with our children in the schools. I understand how to integrate them into our coverage and we will integrate them. This is a problem for us.

One teacher explains that there are inclusion students in their class and that they should be inclusive:

SÖ3- Last year, i mean the year before the last one I had an inclusive student in my class. Kid was very smart but hyperactive, he was on medication too. The previous school didn't want him because he was deranging class rules, can't stand still and he was hurting his friends. He came to our school. The other teacher said his class was too crowded and didn't take him. My kids are nice... So he was with us for a year. In the beginning, I had some difficulties but our counselor helped me a lot... He told me that the more inclusive I be the more included he would get with the others. For example he never took notes while others were but I didn't meddle, I mean I didn't force him...It was understood that teachers did not know enough about the inclusive education approach or did not have proper knowledge. It was determined that inclusive education was considered by teachers to integrate or take mental or physical disabled individuals into classes.

3. Although the content of the study was Turkish lessons, it was seen that the participants were much more general about the problems. In this case, the problems raised were grouped under different themes.

Table 3. Problems faced by participants in the courses

Theme	Code
Related to the course	difference in letters, language level difference, weakness of vocabulary, cultural differences, shortage of communication, shyness, distrust, using slang, lack of focus and differences of language skills levels
Inside the classroom	discrepancy between age of students in the classroom, weakness of vocabulary, cultural differences, shortage of communication, common language deprivation, differences in personal care, negative bias, different lifestyles
Outside the classroom	Grouping among themselves, economic differences, cultural differences, differences in family structure, lack of common language
Peer relations	Prejudiced behaviors, outbursts of anger, exclusion, othering, common language deprivation, lack of belonging

Related to the parents	Disregard, overuse of classroom environment, prejudice, intolerance, political reckoning, language difference
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As can be seen from Table 3, participants reported the problems themes in; Related to the course, Inside the classroom, Outside the classroom, Peer relations and Related to the parents. However, since the subject of the research is related to Turkish education, these problems are discussed in priority and more detailed.

A teacher stated the problems with the Turkish lessons as follows:
SÖ9- Only knowing a few Turkish words, not literate... It was very hard. We had to start with the letters. I took care of him after class as well. It wasn't the kid's fault. For years it was Arabic everywhere for him, then suddenly everything went upside down. Am I supposed to throw away the curriculum and modify everything for him. What happens to the rest of the class then? You say open your books, but he does not understand ...

Another teacher who spoke immediately after this teacher also stated as follows:

TÖ11- Mine are older and their Turkish isn't that bad but it still didn't work... Grammar rules, proverbs and phrases, their world, their perspectives to be more precise was different than ours and it didn't feel like we were speaking the same language. We study the books, there is a curriculum. How can I take care of these kids distinctively. My students know the adjectives for example. When I say adjective all of them understand it except Syrian kids. I don't know what does it mean in Arabic, of course and so we need an interpreter in the classrooms.

Another participant reported the problems in the course as follows:

TÖ2: To be honest, while we can't even deal with the kids who are already in our classes and have big level gaps between them, I can't comprehend how we are going to teach our classes with those kids... Think about it, especially the eighth grade... What are these kids going to do while we're racing against time doing tests... The child's native language is not Turkish, but I am going to give him a test...Really?

The problems experienced by the participants were determined as; difference in letters, language level difference, weakness of vocabulary, cultural differences, shortage of communication, shyness, distrust, using slang, lack of focus and differences of language skills levels. It can be said that all these problems will also adversely affect the classroom environment in Turkish courses.

A participant reported about the problems inside the class as follows:

SÖ9- They were new in Turkey. Their financial situation wasn't bad I think... But the kid was older than the others. I had to make him sit in the back, since he was tall of course. My kids were small next to him.

Another one expressed the problems inside the class as follows:

TÖ1- These kids are victims. In Turkish lessons, it is impossible for them to compete with the others who are native Turkish speakers. On top of it all, the young can be very cruel sometimes. No one even wants to sit next to them. Parents would keep them out of class if they could. Under these circumstances, two groups are prejudiced against one another and these kids are getting alienated. It's sad but true... They can get timid, shy or aggressive.

A participant stated that there were problems outside the classroom as well as the students who had problems in the classroom and he said:

TÖ5- They felt so left out, they all gathered together in recess, all the foreign students in school. They were like magnets to each other. Grouping up among themselves. It was reasonable of course, they speak the same language. Similar family structures, same culture, same history...

The participants who talked about problems related to peer relations mentioned the problems as follows:

SÖ3- Children always get along quickly, but the situation is a bit different because they don't know each other's language so they can't communicate fully. In fact, their behavior is even different actually.

Participants who addressed problems with parents also reported that as follows:

TÖ5- Actually, since parents were aware of the situation, they refrained from coming to school. They either are not interested in their children's education or they are hesitant to come to the school. If you don't speak Arabic, there's no point of them coming though... And there is also this situation with our parents... They are not moderate at all. As if these kids had a choice. We constantly had problems with complaints from the parents. We also have them to deal with...

No matter what kind of problems the participants talked about, it was determined that they mentioned the language and culture differences in absolute terms. The elements of language and culture are complementary and indispensable. In this context, it can be said that the main source of the problems is primarily related to teaching Turkish.

4. At this stage, the participants explained how they solved the problems in the previous question or what they did to solve. When the speeches were examined, it was seen that the solutions reported by the

participants were different than the source persons. In the following table, themes are created with this approach.

Table 4. *Solutions of the participants*

Theme	Code
Individually	Group work, drama, dialogue texts, extra special homework, classroom seating, post-course work, home visits, peer coaching
School management supported	Balanced distribution, special classes, post-course courses, guidance service
Colleague cooperation	Resource sharing, culture promotion days
Parent cooperation	Homework control, family visits, meeting
Student cooperation	Peer counseling, coaching

When they examined how they produce solutions to their problems, it was understood that teachers first used their own personal solutions. One participant expressed his personal efforts as follows:

SÖ12: At first, when he came to my class I didn't know what to do. There were three of them and one was better at turkish than others. He understood me a little better. When I wanted to tell something to the others, I would tell him and he would translate. They adapted quite fast actually. I had them sit next to my kids so that my kids would help them with the lessons and told them to help out. I even paired them with my students whom I trusted the most so they would coach them

Another participant explained how he found solutions for his students s follows:

TÖ5: I bought story books to help them improve on their reading skills. In recess I looked at their books and notebooks and corrected their mistakes. We raised money for additional books for them so they would catch up with the rest of the class. I gave them extra homework.

The participants reported that they also received support from the school administration to solve their problems. One participant also stated as follows:

SÖ8: Our principal is always just with people. Students and teachers alike... While enrolling kids in, he checks number of Syrian kids in each class and divide them equally. In some schools all the Syrian

kids get put in the same class. It's very difficult that way. Additional classes opened after school hours in the school. They learn turkish and teachers help them with their homework... Principal is very important.

In the problems that they cannot cope with themselves, it is determined that they get support from the students firstly, then they apply to the school management and colleague cooperation and in some cases they try to get family support.

5. When the participants were asked their opinions about what should be done about the subject, they reported that solutions should be handled in two different periods before starting school and after starting school. However, almost all of the teachers stated that Turkish language proficiency needs to be developed for, during one year if necessary, children who do not have Turkish as their mother tongue before starting school.

Table 5. *Suggestions of participants about how to solve problems*

Theme	Code
Before the school	Pre-school Turkish education, course, drama education
After the school	Special classes, post-course courses, guidance service

In order to solve the problems, teachers think that especially in pre-school period it is compulsorily to give separate education for these children to improve their vocabulary and listening and speaking skills to be close to the language level of their peers. According to teachers opinions, it means that children should be enrolled in language courses first and then should be taken to schools. Thus, it can be said that teachers have lack of knowledge and competence to deal with language disability students. Unfortunately, in this case, it is not possible to talk about inclusive education. In this context, teachers should receive support training. Because most of these opinions are due to the fact that teachers cannot feel safe because they think that they do not have knowledge and competence about inclusive education.

5. CONCLUSION

It was determined that 2 of the 12 teachers interviewed received education in teaching Turkish as a Foreign Language, 8 teachers taught in

the classes of Syrian students, and 2 teachers did not teach in the classroom where there were yet any Syrian students.

A large wave of immigrants lived in Turkey, schools and teachers are confronted with the reality of (language disadvantaged) thousands of non-native Turkish students. The inclusion of Syrian children in the Turkish Education System will facilitate the integration process of these children. However, the main source is the language skills that will enable them to communicate with their peers and the community. Turkish language education must be given in order to be able to follow the course curriculum and to communicate with peers in our country. Because the problems in learning Turkish will delay the adaptation to society.

However, in the face of this fact, especially the primary school teachers and Turkish teachers are concerned about how to teach with these students whose native language is not Turkish. It was determined that inclusive education was considered by teachers to integrate or take mental or physical disabled individuals into classes. Of course, it is not possible to talk about inclusive context, inclusive program and inclusive course contents without even understanding who is covered with inclusive education.

Teachers try to do by following the programs appropriate to the class level as usual. However, in the classes where the students mother tongue is not Turkish are not able to successfully implement the program. So they say that the source of the problem is that students do not know Turkish. As a result, they need to learn about inclusive education approaches and practices in order to make these courses.

In order to solve the problems experienced in the classrooms, it was determined that the teachers received support from their students, school administrators and colleagues in addition to their own efforts and they tried to reach out to the parents to help.

In the last part of the interview, almost all of the teachers stated that Turkish language proficiency should be developed for one year if there is no Turkish language before starting school. In this context, it can be said that the teachers think that the problems can be solved by giving Turkish courses to the students before they start to schools and being together with the other students.

Teachers remain silent or have negative attitudes about inclusive education practices (de Boer, Pijl and Minnaert, 2011). Most of these reactions are due to the fact that teachers cannot feel safe because they think that they do not have knowledge and competence about inclusive education. In this context, teachers should receive support training. Studies and trainings on this subject will relax the teachers and facilitate the work of the teachers by creating self-confidence.

According to the findings of the study, it was understood that teachers did not have sufficient knowledge about the inclusive education

approach and did not feel ready for this process. In addition, it was observed that sometimes teachers felt inadequacy and questioned their professional qualifications. As a result, teacher workshops and in-service trainings should be increased and more teachers should be involved in trainings on inclusive education.

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CHAPTER - IX

AN ACTION RESEARCH ON GETTING GIFTED PRIMARY SCHOOL 4TH GRADE STUDENTS TO ACQUIRE ENTREPRENEURSHIP SKILLS THROUGH CREATIVE DRAMA METHOD*

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INTRODUCTION

An important pillar of economic development is based on increasing the number of new enterprises and entrepreneurs. Entrepreneurs play an important role in ensuring social development, increasing employment, increasing prosperity, and improving competition (Uluyol, 2013). The emergence of new entrepreneurs means a direct economic gain for countries through new business opportunities, added value, and taxes. Recent literature has shown that only providing economic incentives, legal regulations or some tax advantages is not sufficient for the emergence of new enterprises and entrepreneurs; and that entrepreneurship training should be expanded to increase the number of entrepreneurs.

Together with the evaluation of entrepreneurship as a discipline, the view that it is hereditary has changed over time, and as a result, the idea that entrepreneurship cannot be learned has been abandoned and, thus, the view that entrepreneurship education can be given has started to be accepted (Tağraf & Halis, 2008: 92). The research revealed that entrepreneurship cannot only be acquired with the emergence of some individual characteristics but also with the effect of education and environment (Erarslan, 2011). In addition, the social structure and technological infrastructure of the environment the person is in and the pursued economic activities affect the preference of entrepreneurship (Ersoy, 2010).

Entrepreneurs are the ones who establish modern enterprises, create employment for the welfare level of the countries and prevent unemployment and, above all, produce goods and services for the domestic production of national demands (Kazaferoğlu, 2017). Therefore,

* This work is derived from the master's thesis.

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entrepreneurship is of great importance in economic terms. However, it would be a wrong perspective to consider getting individuals to acquire entrepreneurship skills only for obtaining economic outputs. Behaviors such as the desire of a child to be the head of the class, his/her desire to solve a difficult question that the teacher asked on the board, his/her ability to convince his/her peers to play the game s/he would like to play, his/her ability to be a mediator within the group, being able to see the problems of the environment s/he is in and look for solutions are all directly related to entrepreneurship skills. Therefore, entrepreneurship education should be treated with different dimensions.

When the literature is examined, it is seen that there is no agreed model on how entrepreneurship education should be (Rasmussen & Sorheim, 2006). The aim of entrepreneurship education is to reveal some hidden features regarding the entrepreneurial potential of a person and to ensure his/her awareness (Çetinkaya Bozkurt & Alparslan, 2013: 12). It is seen that there are different practices around the world regarding when entrepreneurship training should be given. It seems that in Turkey, entrepreneurship training is mainly provided in university programs. It is observed that, other than this, governmental and non-governmental organizations such as Small and Medium Enterprises Development Organization (KOSGEB) provide entrepreneurship training from time to time. There are no permanent education programs at high school, secondary school, and primary school level. However, many researches mention the advantages of providing entrepreneurship training at an early age. “The acquisition of entrepreneurial skills starting from primary school will be important in the construction of a society that is self-confident and productive by the training of equally entrepreneurial individuals in our education system, which is generally focused on training civil servants. Because people who have completed their education graduate from higher education at the age of 22-28 on average. This age range is actually too late to get the individuals to acquire entrepreneurial skills (Tarhan & Kılıç, 2017: 1975). Therefore, providing entrepreneurship education appropriate to the level of students starting from primary education may increase the number of entrepreneurs in the long term. In order to ensure that students feel confident and are self-confident regarding the situations they may face in the future, they should have studies aimed at entrepreneurship in primary school programs (Ememe, Ezeh & Ekemezie, 2013).

Entrepreneurship training for the gifted is an important issue that should be considered. The gifted always have the potential to put forth new ideas, inventions and designs by their nature. However, the ideas, inventions or

designs put forward do not constitute a direct economic value. In order for an idea, invention or design to become an economic value, it has to go through a number of processes such as market research, business plan preparation, finding and persuading investors, branding and promotion. However, a person who brings out an idea, invention or design must possess the desire and tendency to convert his/her invention into a commercial product. Nevertheless, the researches reveal that, while the information obtained by students at Science and Art Training Centers (BILSEM) aimed at contributing to their economic prosperity is expected to increase towards upper class level, it decreases (Göz, 2019: 138). This reveals the weakness of the entrepreneurial dimension of the support training services provided at BILSEM. These gifted people, each of whom are potential entrepreneurs, should be informed about these processes and their entrepreneurship attitudes and tendencies should be developed. For these reasons, it is thought that new research is needed to develop entrepreneurship skills of the gifted.

1. THE AIM OF THE RESEARCH

The main purpose of this research was to develop entrepreneurial skills of gifted primary school students through activities structured with creative drama method. In line with this aim, it was aimed to develop, implement and evaluate the effectiveness of activities structured with the method of creative drama on the entrepreneurial skills of gifted primary school students.

Problem Statement

The problem statement of the research was designed as “what is the effect of activities structured with creative drama method on the entrepreneurship skills of gifted primary school students?” Within the framework of this problem, the sub-problems of the research were identified.

Sub-Problems of the Research

1. What is the effect of entrepreneurial activities structured by creative drama method on the entrepreneurial competence of gifted students?
2. What kind of changes occurred in the drawings of gifted students related to their career choices as a result of the entrepreneurial activities structured with the creative drama method?

2. METHOD

2.1. Research Design

Action research is a research method in which there is no obligation to prove something and which aims at problem solving, evaluating and even finding new ideas and understanding how it works (Johnson, 2015: 43). Yıldırım and Şimşek (2016: 74) defined action research as a process-oriented research model which the teacher who performs the application to understand or solve the problems in practice carries out alone or with a researcher.

Action research is carried out in several stages. There are different recommendations in the literature about the stages of action research. In this study, Ferrance's (2000: 9) action research cycle is taken into consideration. Ferrance's proposal summarizes the stages put forward by other authors (Beyhan, 2013: 75).



Figure 1. Action Research Cycle (Ferrance, 2000)

As shown in Figure 1, the first step in action research is the identification of the problem. After defining the problem, the data are collected, which is followed by the stages of their analysis and interpretation. Then an action plan is prepared and implemented and the results of the application are evaluated. In the last stage, corrections are made regarding the plan implemented if necessary, and the next step is planned. The duration of this cycle may vary depending on the problem.

2.2. Study Group

This action research was conducted with 8 (6 boys, 2 girls) primary school 4th grade students attending a support training program at a science and art training center (BILSEM), which provides education to gifted students in the Eastern Black Sea Region. It was known that students had not participated in long-term creative drama activities before the research.

The study group consisted of the researcher's own students. Since the sample size chosen is small in the research conducted by teachers, it is aimed to improve the current practice rather than generalizing the results. Because of this approach, the results obtained from the study of a researcher teacher can only be a hypothesis, which s/he can test in his/her own class for another teacher (Küçük, 2002: 13). Furthermore, action researchers concentrate on obtaining information that will enable them to change the circumstances of a particular situation, which they are also involved in personally, rather than looking for sound generalizations (Büyükoztürk, Çakmak, Akgün, Karadeniz & Demirel, 2010).

2.3. Data Collection and Analysis

2.3.1. Data Collection Tools

Qualitative and quantitative data collection tools were used together in this research. Qualitative data collection tools were structured by the researcher. Although action research is a qualitative research, while qualitative data is sufficient for questioning and developing some educational practices throughout this method, in some cases it is appropriate to use quantitative data (Glanz, 1999 cited in Küçük, 2002).

Entrepreneurship Competencies Scale

It is an entrepreneurial competence measurement tool developed as an “Instrument for Measuring Entrepreneurship Competence in Primary School Level,” within the scope of ASTEE- Development Project of Measurement Tools and Indicators for Entrepreneurship Education and adopted into Turkish by Ataseven (2016). The scale consists of five sub-dimensions. These dimensions were structured as “entrepreneurial skills, entrepreneurial attitudes, entrepreneurial knowledge, entrepreneurial education efficiency, entrepreneurial intentions”. It is the only quantitative measurement tool in the study. The scale is a five-point Likert-type scale that is scored as “strongly disagree, disagree, undecided, agree, strongly agree“. The five-level determination scale is the most effective for the third and higher grade levels (Johnson, 2015: 103). Ataseven (2016) conducted the translation of the scale into Turkish, post-translation pilot application, and validity and reliability studies. The scale was applied to the students before and after the application in paper-pencil format.

Drawings

This method is an effective method frequently used in terms of revealing children's feelings and thoughts in educational and psychology

researches (Okyay, 2008). Before and after the entrepreneurship training structured with creative drama, children were asked to draw a picture about "one day at work" and to answer three questions about the drawings they made after the drawings. According to Halmatov (2015), judgments obtained from the pictures are supported by the open-ended questions.

2.3.2. Data Analysis

This is an action research that uses both quantitative and qualitative data collection tools. The quantitative data of the research were obtained with the "Entrepreneurship Competence Scale". The scale was applied to the students as pre-test and post-test. Pre-test and post-test scores were analyzed with SPSS package program. Since the number of students who participated in the study was eight, Wilcoxon Signed Ranks Test, which is one of the non-parametric tests, was used in the analysis of the data.

Qualitative data of the research were obtained by students' drawings. The data obtained from the measurement form were analyzed with descriptive analysis method.

3. FINDINGS

3.1. What is the effect of entrepreneurial activities structured by creative drama method on the entrepreneurial competences of gifted students?

"Wilcoxon Signed Rank Test" was applied to test the significance of the difference between pre-test and post-test scores of the "Entrepreneurship Competencies Scale," applied before and after the sessions with the study group. The analyses were performed both on the total scores and on the sub-dimensions of the scale.

Table 1. Wilcoxon Signed Ranks Test Results regarding both Pre-Test and Post-Test Scores of Entrepreneurship Competencies Total Score Levels

Pre-test - Post-test	N	Mean Rank	Rank Sum	Z	p
Negative Rank	0	0	0		
Positive Rank	8	4.5	36	-2.524	0.012
Equal	0				

As shown in Table 1, as a result of the non-parametric Wilcoxon Signed Rank Test conducted in order to test the significance of the difference between the pre-test and post-test scores, the difference between the rank

averages of pre-test and post-test scores was found to be statistically significant ($Z = -2.524$; $p < 0.05$). This significance was realized in favor of post-test scores.

Table 2. Wilcoxon Signed Rank Test Results regarding both Pre-Test and Post-Test Scores of Entrepreneurship Attitudes Total Score Levels

Pre-test - Post-test	N	Mean Rank	Rank Sum	Z	p
Negative Rank	1	1	1		
Positive Rank	7	5	35	2.386	0.017
Equal	0				

As is seen in Table 2, there is a statistically significant difference between the mean and total ranks of the scores of entrepreneurship attitudes scores, which are the first sub-dimension of the scale, before and after the application. It is seen that this difference observed is in favor of positive ranks, i.e. post-test scores ($Z = 2.386$; $p < 0.05$). According to this finding, it can be said that creative drama method has a significant effect on increasing entrepreneurship attitudes of students.

Table 3. Wilcoxon Signed Rank Test Results regarding both Pre-Test and Post-Test Scores of Entrepreneurship Education Total Score Levels

Pre-test - Post-test	N	Mean Rank	Rank Sum	Z	p
Negative Rank	1	1.5	1		
Positive Rank	7	4.93	35	2.316	0.021
Equal	0				

In Table 3, it is seen that there is a significant difference in favor of post-test scores between the pre- and post-application entrepreneurship education scores, which is another sub-dimension of the scale ($Z = 2.316$; $p < 0,05$).

Table 4. Wilcoxon Signed Rank Test Results regarding both Pre-Test and Post-Test Scores of Entrepreneurship Knowledge Total Score Levels

Pre-test - Post-test	N	Mean Rank	Rank Sum	Z	p
Negative Rank	1	8	8		
Positive Rank	7	4	28	1.436	0.151
Equal	0				

Table 4 shows the statistical findings related to the third sub-dimension of the scale, which is the entrepreneurship knowledge dimension. According to this finding, it is seen that the study did not cause a significant difference between the pre-test and post-test scores ($Z = 1.436$; $p > 0.05$).

Table 5. Wilcoxon Signed Rank Test Results regarding both Pre-Test and Post-Test Scores of Entrepreneurship Skills Total Score Levels

Pre-test - Post-test	N	Mean Rank	Rank Sum	Z	p
Negative Rank	1	1	1		
Positive Rank	7	5	35	2.533	0.011
Equal	0				

When the Table 5 is examined, it is seen that a significant difference was formed as a result of the comparison of pre-test and post-test scores in the entrepreneurship skills scores, which is the fourth sub-dimension of the scale and that this significance is in favor of the post-test scores ($Z = 2.533$; $p < 0.5$).

Table 6. Wilcoxon Signed Rank Test Results regarding both Pre-Test and Post-Test Scores of Entrepreneurship Intentions Total Score Levels

Pre-test - Post-test	N	Mean Rank	Rank Sum	Z	p
Negative Rank	3	2.33	7		
Positive Rank	3	4.37	14	0.736	0.462
Equal	2				

Table 6 presents the statistical findings related to the fifth sub-dimension of the scale, which is the entrepreneurial intentions dimension. According

to this finding, it is seen that the study did not cause a significant difference between the pre-test and post-test scores ($Z = 0.736$; $p > 0.05$).

As a result of the quantitative data obtained from the study, it was found that the entrepreneurship education given by creative drama method led to a significant change in favor of the application in the sub-dimensions of "entrepreneurship attitudes, entrepreneurship education and entrepreneurship skills" and did not form a significant change in the dimensions of "entrepreneurship knowledge and entrepreneurial intentions."

3.2. What kind of changes occurred in the drawings of gifted students related to their career choices as a result of the entrepreneurial activities structured with the creative drama method?

The findings related to this sub-problem were obtained as a result of the data obtained through the drawings form developed by the researcher. Eight gifted students who formed the study group were asked to make a painting on the subject "one day at work" before and after the application. The participants were asked to answer 3 questions about their drawings. These questions are "What is being done in this workplace? ", "Who is in this workplace, what are their duties?" and "What is your duty in this workplace?" The students' drawings before and after the application and their answers to the questions about their drawings are shown separately for each participant in this section.

Comparison of the drawings and responses of S1 about career choice before and after the application

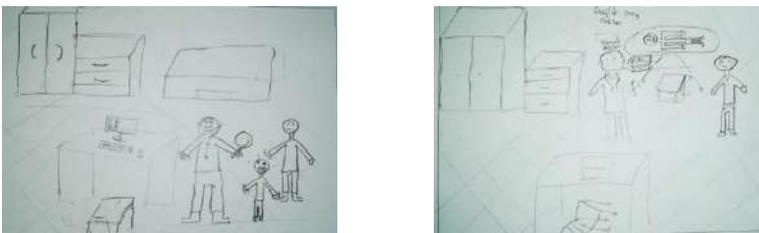


Figure 2. The drawings of S1 before and after the application

Figure 2 shows the drawings that S1 made before and after the activities. S1 depicted himself/herself as a doctor examining patients in a hospital room in both drawings. The figures and composition in both paintings are largely similar.

Table 7. S1's Answers to Questions regarding the Drawings S/he Made Before and After the Application

Questions	Pre-Application	Post-Application
What is being done at this workplace?	This is a hospital, people are being examined here. The patient is prescribed. Drug names are written on the prescription.	In general, people are being treated.
Who is in this workplace, what are their duties?	There's a nurse and a doctor. The doctor's duty is to examine people, give them prescriptions. The nurse's duty is to help the doctor.	There are doctors. Doctors treat people and prescribe medicine they will take at home.
What is your duty in this workplace?	It is to examine people, to give them prescriptions.	To treat children and prescribe which drugs they will take.

Table 7 shows the answers given to the questions about the drawings made by S1 before and after the application. There is no change in the occupational preference of S1 after the application.

Comparison of the drawings drawn by S2 about his/her career choice and responses before and after the application

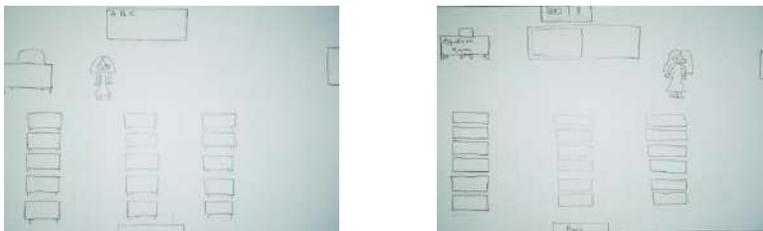


Figure 3. Career choice drawings of S2 before and after the application

Figure 3 shows the drawings made by S2 before and after the application. In both paintings, S2 depicted himself/herself as an art teacher. The figures and composition in both paintings are largely similar.

Table 8. S2's Answers to Questions regarding the Drawings S/he Made Before and After the Application

Questions	Pre-Application	Post-Application
What is being done at this workplace?	In the classroom, the teachers are teaching a lesson to the students.	Children are being educated.
Who is in this workplace, what are their duties?	There are teachers. They give lessons to children, play games and educate them.	There are teachers. Their duties are to educate children and prepare them for the future. To prepare children for the future.
What is your duty in this workplace?	To give lessons to children and to educate them in the best way.	To ensure that they have a profession that suits their needs and abilities in the future.

Table 8 shows the answers given to the questions about the drawings made by S2 before and after the application. There is no change in the occupational preference of S2 after the application.

Comparison of the pictures drawn by S3 about his/her career choice and his/her responses before and after the application

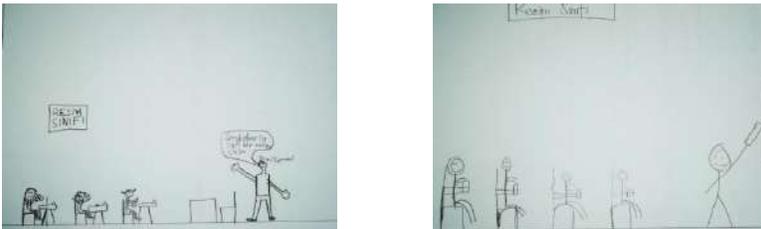


Figure 4. Career choice drawings of S3 before and after the application

Figure 4 shows the drawings made by S3 before and after the application. In both paintings, S3 is found to depict himself/herself as an art teacher. The figures and composition in both paintings are largely similar.

Table 9. S3's Answers to the Questions regarding the Drawings S/he Made Before and After Application

Questions	Pre-Application	Post-Application
What is being done at this workplace?	Children are given different lessons.	The kids are told something.
Who is in this workplace, what are their duties?	There are teachers. Their task is to teach children different things.	There are teachers. Their task is to teach children.
What is your duty in this workplace?	I'm an art teacher. I get the students to paint.	Teaching children to draw.

Table 9 shows the answers given by S3 to the questions about the drawings s/he made before and after the application. No change is observed in the occupational preference of S3 after the application.

Comparison of the pictures drawn by S4 about his/her career choice and his/her responses before and after the application

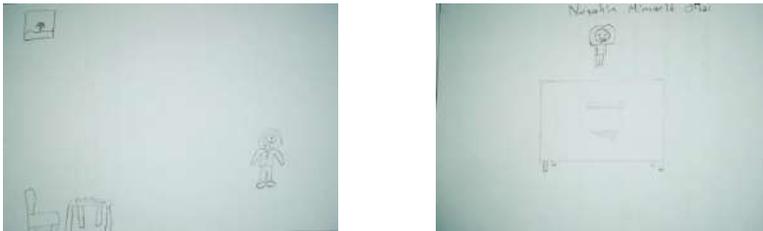


Figure 5. Career choice drawings of S4 before and after the application

Figure 5 shows the drawings made by S4 before and after the application. The drawings made by S4 before and after the application are different from each other.

Table 10. S4's Answers to the Questions regarding the Drawings S/he Made Before and After the Application

Questions	Pre-Application	Post-Application
What is being done at this workplace?	Children are taught painting.	New workplaces, houses, etc. are drawn from the interior and exterior.
Who is in this workplace, what are their duties?	I teach children painting. Some people like me also teach painting.	Engineers draw pictures of new workplaces, homes, etc. from the interior and exterior.
What is your duty in this workplace?	Teaching children to draw.	I draw pictures of things like new buildings from the interior and exterior carefully.

Table 10 shows the answers given by S4 to the questions about the drawings s/he made before and after the application. S4 portrayed himself/herself as an art teacher before the application. After the application, s/he drew himself/herself as an architect. In his/her second drawing, s/he stated that s/he had his/her own workplace and that other people also worked in this workplace. A person's opening his/her own workplace and engaging in commercial activities is directly related to entrepreneurship. Therefore, it is seen that there was a change in S4's career choice as a result of entrepreneurial training and that s/he considers starting a business in line with his/her abilities.

Comparison of the pictures and responses of S5 about his/her career choice before and after the application



Figure 6. Career choice drawings of S5 before and after the application

Figure 6 shows the drawings that S5 made before and after the application. There are some differences in the drawings made by S5 before and after the application. Although there are similar figures, in the second picture, a sign on which "dinosaur for sale" is written draws attention.

Table 11. S5's Answers to the Questions regarding the Drawings S/he Made Before and After Application

Questions	Pre-Application	Post-Application
What is being done at this workplace?	Dinosaurs are brought to life with a method that I developed together with S7.	Dinosaurs are produced and sold. They are also displayed.
Who is in this workplace, what are their duties?	There are genetic engineers and scientists. They regulate genes.	Me and S7. We advertise, we make sales, we hire and train staff. We bring dinosaurs to life.
What is your duty in this workplace?	I deal with the birth and education of dinosaurs. I also perform gene regulation.	Selling, educating, recruiting and training staff, introducing, bringing dinosaurs to life.

Table 11 shows the answers given by S5 to the questions about the drawings s/he made before and after the application. S5, who depicted him/herself as a scientist before the application, stated that s/he dealt with the birth and education of dinosaurs and that only dinosaurs were brought to life in the workplace. After the application, s/he described the workplace as a place where dinosaurs are produced and sold and their duties as "selling, educating, introducing, bringing dinosaurs to life." Although there is no difference in terms of career choice in the drawings of S5, it is seen that various commercial activities have started to be realized in the workplace where s/he works.

Comparison of the pictures and responses of S6 about his/her career choice before and after the application



Figure 7. Career choice drawings of S6 before and after the application

Figure 7 shows the drawings that S6 made before and after the application. S6 used the same space and composition in both of his/her drawings. The only thing that draws attention in his/her drawing after the application is that there are both “general” and "TAF Head" expressions on the table.

Table 12. S6's Answers to the Questions regarding the Drawings S/he Made Before and After Application

Questions	Pre-Application	Post-Application
What is being done at this workplace?	This is the headquarters. Here, measures are taken against terrorists who are opposed to the state. Attack plans are prepared against threats coming from enemies and sent to other authorities.	The two jobs are combined in an office. I am both the Head of the Turkish Armed Forces and the General.
Who is in this workplace, what are their duties?	There are soldiers, officers, sergeants, colonels, generals and those with other ranks. Their task is to solve problems such as terrorist attacks against the state and conflicts and prevent the attacks of enemies.	There are my secretaries, counselors, deputy generals and me.
What is your duty in this workplace?	To discipline and train soldiers. To make war plans. To evaluate the plans and send them to authorized persons.	I'm organizing the tasks of the assistants in the office. I control and manage the factory and armies from the office remotely. I sell defense weapons to states at TDI.

Table 12 shows the answers given by S6 to the questions about the drawings s/he made before and after the application. Before the application, S6 portrayed himself/herself as an officer in the headquarters and stated his duties as "training soldiers, preparing war plans etc." In his drawing after the application, he depicted himself both as the general and

the head of TAF, which he fictionally established. After the application, he used the word “office” instead of “headquarters” to explain his duties and used expressions such as “I control and manage factories and armies, sell arms, etc.” Although there is no significant difference in the career choice of S6 as in S5 after the application, he is observed to be oriented towards various commercial activities, which can be associated with entrepreneurship.

Comparison of the pictures drawn by S7 about his/her career choice and responses before and after the application

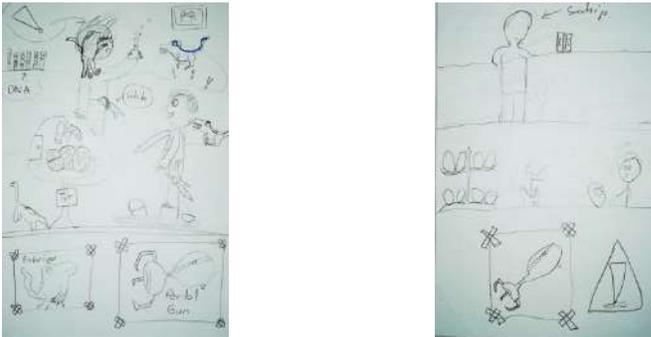


Figure 8. Career choice drawings of S7 before and after the application

Figure 8 shows the drawings that S7 made before and after the application. The drawings of S7 before and after the application show similarities in terms of space and composition. Both drawings show that there is a laboratory environment in which various scientific activities are carried out.

Table 13. S7's Answers to the Questions regarding the Drawings S/he Made Before and After the Application

Questions	Pre-Application	Post-Application
What is being done at this workplace?	In this workplace, things that no one has ever invented are invented.	Dinosaurs are brought back to life and put in a cage. They are exhibited and money is earned.
Who is in this workplace, what are their duties?	For now, I am in this workplace together with S5. We're both making new discoveries. Our missions are almost the same.	Me and S5. Our duties are almost the same. It's S5's duty to train dinosaurs and put them in a cage.
What is your duty in this workplace?	To make new inventions.	To deal with dinosaurs etc.

Table 13 shows the answers given to the questions about the drawings made by S7 before and after the application. S/He stated that new inventions were made in the workplace before the application and that his/her duty was also to make new inventions. S/He stated that after the application, dinosaurs were brought back to life in the workplace and money was earned by their exhibition. S7, who stated that s/he conducted this work together with S5, explained his/her task as educating with dinosaurs. Although there was no significant change in the career preference of S7 as it was with S5 and S6, it was emphasized that money was started to be made in the workplace after the application. After this application, it can be said that S7 made explanations that could be associated with various entrepreneurship forms.

Comparison of the pictures and responses of S8 about his/her career choice before and after the application

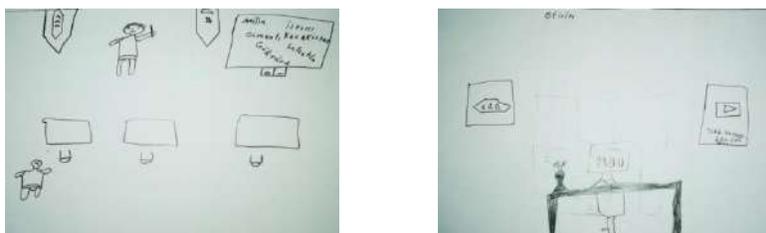


Figure 9. Career choice drawings of S8 before and after the application

Figure 9 shows the drawings that S8 made before and after the application. It was seen that whereas S8 drew him/herself teaching history

lessons in a space before the application, s/he was in an office after the application.

Table 14. S8's Answers to the Questions regarding the Drawings S/he Made Before and After Application

Questions	Pre-Application	Post-Application
What is being done at this workplace?	A history lesson is taught.	A video is being shot.
Who is in this workplace, what are their duties?	Me and the kids. I teach children.	There's me. My job is to shoot videos, edit, adjust clip art.
What is your duty in this workplace?	Teaching history...	children I own the workplace. I'm shooting videos about history. The name of the office is "History 1914".

Table 14 shows the answers given by S8 to the questions about the drawings s/he made before and after the application. Prior to practice, T8 explained him/herself as a history teacher in a classroom. The drawing s/he makes after the application differs greatly from his/her first drawing. T8 stated in his/her post-application drawing that s/he was a person who shot videos in an office called "History 1914" in which videos about history were shot. Although there was a change in the drawing after the application, it should not be considered to be a change that can be directly associated with entrepreneurship.

When the findings obtained from the drawings are examined, it is seen that there are student drawings, which have no differences between the pre-test and post-test drawings, that are completely differentiated or have undergone some changes. In this case, a finding, which reveals that entrepreneurship education structured by creative drama method alone affects the career choices of gifted students, cannot be mentioned.

Conclusion and Discussion

In this study, it was aimed to develop entrepreneurial skills of gifted primary school students with activities structured by creative drama method. During the five-week entrepreneurship training, activities developed were evaluated using both quantitative and qualitative assessment tools. As a result of the findings obtained with the measurement tools, various results have been reached regarding the research. The results

obtained in this section and the relationship between these results and the literature were compared and discussed.

What is the effect of entrepreneurial activities structured by creative drama method on the entrepreneurial competence of gifted students?

The results of the first sub-problem were obtained with the findings acquired with the "Entrepreneurship Competencies Scale," which is the quantitative measurement tool used in the research. The scale was applied to the students before and after the application. When the total scores of the entrepreneurship qualifications scale were examined, it was seen that there was a significant difference in the entrepreneurship qualifications of the students and that this difference was in favor of the data obtained after the application. When the data obtained for each sub-dimension of the scale were examined, there was a significant difference in entrepreneurship attitudes, entrepreneurship training and entrepreneurship skills sub-dimensions after the application, but the change in entrepreneurship knowledge and entrepreneurship intentions sub-dimensions was not significant. In this context, it can be said that entrepreneurial activities structured with creative drama method are effective in improving the entrepreneurial competence of gifted primary school students. This result is consistent with the opinions of teachers in a study conducted by Çelik et al. (2015). In the related research, it is seen that the opinions of the teachers who argue that student-centered methods and techniques are effective in developing creative thinking and entrepreneurship skills are largely included (Çelik, Gürpınar, Başer & Erdoğan, 2015).

What kind of changes occurred in the drawings of gifted students related to their career choices as a result of the entrepreneurial activities structured with the creative drama method?

No generalizable finding indicating that entrepreneurship training given to gifted students directly affects students' career choices was determined. Before the application, the students made drawings showing that they were teachers (4), scientists (2), doctors (1) and soldiers (1). There was no change in the drawings of the three students after the application. The two students who participated in the research directly changed their career preferences and drew an office environment in which they ran their own businesses in their drawings after the application. Among the students who participated in the study, 3 of them made drawings which revealed that they would exhibit some entrepreneurship characteristics in the works that they would conduct in their future lives, although they did not make any

changes in their career preferences. Therefore, it was concluded that entrepreneurship education structured with creative drama method is not sufficient alone to change the career preferences of gifted students. In a study conducted with gifted secondary school students (Özçelik & Akagündüz, 2018), the students were given STEM education and regarding the findings concerning whether they were oriented towards STEM professions or not, the number of those who wanted to have a profession in STEM fields increased from 48% to 64% after training. In the related research, some changes occurred in the students' career preferences, but the change remained limited. In this context, it can be said that the education that gifted students receive is effective among the elements determining the career preferences of the gifted, but that it is not a determinant alone.

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CHAPTER - X

THE PRINCIPLES OF ADULT LEARNING ON THE BASIS OF THE DIFFERENCES BETWEEN ANDRAGOGY AND PEDAGOGY

Necmettin KÜRTÜL* & Soner ARIK**

INTRODUCTION

Compared to other sciences, andragogy is a fairly new science. Typically, adult learning theories focus on behavioral change and experience. From this point of view, the resulting complexities provide differentiations in certain theories and inferential concepts.

Andragogy has long standing and rich applications theoretically but it started to develop systematically only in the 19th century. Its most productive and intensive development period was the second half of the 20th century. Recently, andragogy has become a relatively independent science discipline. A problematic issue for andragogy is that it has a systematic nature, making it more than the result of other theoretical debates. When it comes to andragogy, it is seen that people have different understandings.

Andragogy is among the most commonly used adult learning framework and it is described as both an art and a science which helps adults learn (Knowles et al., 1984). The term was introduced to American adult educators in the late 1960s (Merriam, 2001). Knowles (1980) raised four assumptions about adult students and then compared andragogical framework with pedagogy and teaching arts and science to children. Later, a fifth assumption was added to the framework by Knowles and his colleagues (Knowles et al., 1984).

1. THE PURPOSE OF THE STUDY

There is an ongoing argument in the current literature whether andragogy is quite different concept or method versus pedagogy. In this

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sense, the purpose of this study is to determine the principles of adult learning on the basis of the differences between andragogy and pedagogy.

2. THE SIGNIFICANCE OF THE STUDY

Andragogy has very long and rich theoretical applications, but its systematic development began in the 19th century it experienced its most productive and intensive development in the second half of the 21st century. In this context, andragogy has, to some extent, become an independent science discipline. Andragogy has a systematic nature and this makes it more than the result of other theoretical debates. In the field of andragogy, it is seen that scientists have different understandings. In this context, andragogy, which is defined as the art and science of helping adults learn, is among the most common areas of implementation in adult learning. This study is thought to be significant in that it tries to set a clear understanding of andragogy finding out the common points of various understandings about the issue and to put forward useful recommendations on practical terms.

3. METHOD

This research is a qualitative research which is designed as a case study. In this research, document scanning method was conducted. In document scanning method, data is obtained through the examination of related available resources. When the resources are mentioned, written works such as books, articles, newspapers, documents, minutes, memoirs, biography, etc. should be taken into consideration in the first place. The method of document scanning involves finding, reading, taking notes and evaluating for a specific purpose (Karasar, 2002). Madge (1965, p. 91) and Duverger (1973) describe this technique as “documentary observation”. Rummel (1968) and a good number of researchers have described this method as the “document method”. Another researcher called this method as a systematic review of existing documents or a data source (Best, 1959, p.118). In document scanning method, the targeted information is obtained by analyzing written texts that contain information about the subject or cases that are the subjects of the study. Document scanning is a data collection method that every researcher should refer to (Madge, 1965 p.75).

4. LITERATURE REVIEW

Andragogy is considered as a pedagogical discipline by some. However, others regard it as an independent science within the general

scientific framework of teaching and learning. On the other hand, some other scientists consider it as an adult learning theory. It was first introduced by Malcolm Knowles, who began to name his studies on adult education as andragogy in the late 1960s (Knowles, 1980). Knowles revealed in this studies that instructors should pay attention to the issues that students are really interested in rather than focusing on what the learners believe are relevant to themselves.

4.1. The Concepts related to Andragogy

According to Knowles (1980; 1984), co-operative interactions between teachers and learners are the best educational experiences during which the teacher guides the learners to develop their potentials. Considering his own observations, Knowles developed the andragogical framework on the basis of five assumptions.

According to these five assumptions; adults are individuals who;

- are self-oriented learners,
- add very rich experiences to the education environment,
- have readiness to learn in learning environments,
- are problem-centred learners,
- are self-motivated from internal factors (Knowles, 1980).

Andragogy is a complex science, art and approach to adult education. This multi-faceted educational field was described with andragogical method by Malcolm Knowles in 1968 and it has been standing on its own structure since then. There are several assumptions about adult learners in the Andragogical Model. First of all, it adopts and associates the concept of self-concept with adult learning approach to model learning.

4.1.1. Learning Concept

The adult students are supposed to make personal decisions in daily life which mostly affect other individuals. They are also presumed to determine their learning goals self-directedly.

4.1.2. Learner Experiences

Adults attend learning situations to be activated with extensive prior knowledge and experience. In addition, they also attach great importance to direct experience in the learning process.

4.1.3. Readiness to Learn

It is assumed that adults feel ready to learn when they need to know something in order that they can do something more effectively.

4.1.4. Adaptation to Learning

It is assumed that adults learn with a task or problem-centered approach since they often attend a learning situation when they feel a need in their lives. This is completely opposite to the subject-centered approach to education related to traditional pedagogical approach.

4.1.5. Motivation in Learning

The andragogical model acknowledges that the strongest motivation of the adults is internal, although they give a number of reactions to external motivations such as business introductions. Knowles described a process that aims to create an appropriate physical and psychological climate for learning including mutual respect, cooperation, support, openness, or entertainment, and let the learners participate in the planning process (Knowles et al., 1984), which enables self-direction by personally identifying the means, sources, practices and learning assessment tools of adult learners (Knowles, 1975). Andragogy continued to receive remarkable criticism in the 1980s; nevertheless, academicians with a retrospective perspective claim that adult education practises have an undeniable effects (Pratt, 1993; Merriam, 2001).

4.1.6. Self-directed Learning

Self-direction in learning has been among the most challenging assumptions in andragogy. However, a separate theory has developed and several researches have been conducted on self-directed learning (SCI). Allen Tough (1971) focused on making a comprehensive description of the CSD and started a long-standing research into the issue. An important part of the empirical research related to this issue emphasized a feature called Preparation for Self-Esteem, which is most commonly measured by the 'Self-Learning Learning Scale' (Guglielmino, 1997). Nevertheless, several studies revealed that self-direction could be a situational variable but not a permanent student feature (Pratt, 1988; Candy, 1991).

Although the research related to the Self-Oriented Learning (SOL) has autonomy in adult learning to some extent, faculty and staff need to be adapted both to the same individual and to different contexts of diversity and support levels so that they can facilitate adult learning. In this sense,

Grow's (1991) description of the Enhanced Self-Oriented Learning model serves as a guide for university instructors. In this model, growth defines four stages of self-directedness among higher education students and summarizes the possible roles of a teacher such as coach, guide, facilitator, counselor based on each of the phases of the student.

4.1.7. Transformational Learning

Transformational Learning Theory was proposed and revised by Mezirow (2000) and andragogy provides an alternative to those who question whether it solely represents the theory of transformational learning. This theory emerged from the research Mezirow conducted with women re-educated in higher education. It defines transformational learning as; "Transformational learning refers to the process in which we transform our reference frameworks (perspectives, mind habits, mind-behaviors) to make them more acceptable, distinguishing and open. It is emotionally changeable and reflective so they can produce beliefs and opinions to prove it correct or right to direct the action (Mezirow, 2000, pp. 7-8).

For this reason, adult learners, who see the teaching staff as the basis of the source of knowledge, can begin to understand through transformational learning that they themselves can also produce information. Kegan (2000) compares transformational learning (changes in what we know) with informative learning (the changes we know) and suggests that we are experiencing potentially significant changes that do not lead to a fundamental shift in our reference frameworks. Perspective transformation is often described as being triggered by an important life event referred to as a puzzled dilemma by Mezirow.

However, further research has shown that transformation can occur in response to minor events in terms of a course that creates an opportunity for reflection and redirection, or to a growing disappointment resulting from an accumulation of internal dilemmas (Taylor, 2000).). The decision to return to university can be associated with transformational learning as one of several ways.

This may represent the final stage of action defined as one of the steps in transformational learning (Mezirow, 2000), or it may reflect only a part of what Clark (1993) described as a holistic condition when he or she consciously or unconsciously searched for something. He can act as the primary stimulus of life that is incomplete in his life or that is

transformational. According to Mezirow, the main objective of adult education is to make more independent and conscious choices and to promote these liberating conditions to strengthen itself (2000, p. 26).

Adult learning is a large formation including in-depth activities beyond the total of the activities conducted in educational institutions ranging from primary to post-secondary. Adults learn in many environments as well as homes, workplaces and various communities. The purpose of this learning is based on various goals such as personal development, increasing business knowledge and social problem solving (Merriam and Caffarella, 1999, p.318). Educators, philosophers, psychologists and scientists are increasingly and continuously interested in understanding the dynamics of learning. Learning is defined as the process that enables permanent changes in terms of experience, comprehending, attitude, skills and knowledge (Wittrock, 1977). While new information is acquired, the already existing knowledge is also processed throughout the learning process. Whether it is intentional or unintentional, adult students differ from one another in terms of awareness, perception, behavior, etc.

Unique life experiences, disadvantages, personality, learning styles and attitudes affect the learning capacity and participation levels of individuals. Some social changes such as technological innovations, family restructuring and sociocultural diversity affect how adults learn. It is of great importance to understand social content and the big picture in adult learning. It is possible to enable significant adult learning in various contexts outside an educational institution. People have the ability to expand their perspectives, adapt to their environments or change the structure of their environments through such resources as the media, travel, books, etc.

In theory, there is a recurring problem in the relationship between learning and experience, and the views of adult learning. In adult learning, learning is usually dependent on exploration, transformation and the search for making life more meaningful. In this sense, learners' experiences should have the highest value. Apart from being informed, educating is also a conscious process. Learners become confined to the mastery of teaching techniques rather than focusing on understanding the learning process. One's understanding of learning can be reflected by closely examining various theories'/theoreticians' opinions about different concepts and processes of adult learning.

4.2. Adult Learners

In determining the profile of an average adult student, it is revealed that the students actively tend to increase their knowledge. Being able to keep the balance between the time-consuming matters regarding learning and the challenging daily life tasks, adult learners do not find learning as a disturbance or a waste of time. On the contrary, learning emerges as a solution to any deficiency in real life situations. Adult learners often seek opportunities to increase their interest when it comes to dealing with the difficulties arising from the developments in their lives. Having intrinsic motivation, adult learners are defined as target-oriented students who attach value on learning itself and what they learn. In particular, adult students trust in new knowledge they have acquired in order to advance themselves towards a goal especially if they learn about a subject they are specifically interested in just for the purpose of increasing their self knowledge or gaining a special skill.

4.2.1. Characteristics of Adult Learners

Adult learners assume the responsibility for their own learning, which is a main distinguishing feature of them. In this respect, an appropriate learning process requires not trusting only a good trainer. In order for adult learners to access learning, they must take responsibility for the acquisition of new information and provide their own resources in accordance with the requirement instead of being confined to the resources provided for them. To control their learning process, adult learners evaluate the progress of their learning according to their individual goals. Why something should be learned and implemented is consistently integrated into the minds of self-directed adult learners. Motivation acts as an umbrella that holds many of the assumptions of the andragogical model.

Developmental psychology is of great importance in evaluating the assumptions that make up the model that compares adult learning and the characteristics of adolescent, or youth, learning. Although they are motivated both internally and externally, adult learners are often externally motivated to attend the field of education again by superficial reasons, or concrete goals. Any improvement in the level of education is defined as the most correct way to achieve these concrete goals regardless of what they are. Generally, the level of progress acquired with the diploma leads to a higher position, which itself is a self-motivating relationship that informally assures that the specific time and energy spent on the learner will result in a concrete success. However, for adult students, it is intrinsic

motivation that proves to be the most compelling fact. Intrinsic motivation depends on the primary motivation of adults to advance as an entity. Learning serves as a tool for an adult to achieve success in terms of such aspects as job satisfaction or self-esteem and to improve the quality of life. An adult's level of knowledge gives an invaluable sense of proficiency. Adult students must know what they are learning.

Whether it is related to external or internal motivation, it is very important for adult learners to discover values about the outcome of what they learn or do not learn. Motivation and recognition of why the things they must learn are important are directly proportional to each other. In this context, trainers should present the new knowledge in relation with the individual values and goals of the students. If adult students value what they learn, they are more motivated. In other words, adult motivation arises from the fact that adult students discover how valuable and important it is to learn a particular subject.

4.2.2. Instructional Reflections of Adult Learning

The theory of andragogy provides a variety of instructional inferences to achieve the most appropriate educational results. To approach the self-supervised nature of adult learners, instructors should act as a facilitator rather than just teaching, because the interactive learning environment is indispensable in the adult learning process. The trainers in adult learning can act as accessible references as well as mentors.

Trainers offer adult learners a support system that diminishes over time. However, this approach enables self-confidence without separating the student from the process. Learners' senses of autonomy improve in the environments where the supports that the trainers give to the learners gradually decrease. On the one hand, teachers act as experts whom the student has sufficient access to. On the other hand, they also allow the student to learn freely. In this sense, however minimum they are, the existing inputs of the instructors are not ignored when the student is disappointed with the learning process.

The resource and supporting role of trainers is very valuable for active learning process. Adult students benefit significantly from learning projects designed for them and they can control their learning speed according to their individual learning styles with self-directed learning projects. Knowles has always valued the experience in the training environment as a vital resource for both students and facilitators (Knowles,

1980). He pointed out the difference between the quality of adult experience and that of child experience according to their different roles in society and made both social and psychological definitions of an adult (Knowles, 1980).

In many cases, Knowles acknowledges that adults are the best source for each other, emphasizing that they will encourage competency-based group discussion and collaborative assignments. Knowles first considered pedagogy as a separate entity from andragogy. However, over time, he proposed the perspective of andragogy and pedagogy in a continuum according to the needs of the private learner, stating that both approaches could be appropriate according to the conditions (Knowles, 1984).

4.3. From Theory to Practice

Knowles (1980) mentions a process consisting of seven steps to apply the assumptions of andragogy. These steps are defined as the assessment of the learning experience quality for a learner and they include “creating a collaborative learning environment, planning mutual objectives, exploring student needs and interests, helping students formulate their learning objectives in line with their own needs and personal interests, designing sequential activities to achieve these goals, applying the preferred methods, materials and resources, and re-evaluating the requirements for continuous learning” (Knowles, 1980).

This assumption indicates that the education program should be more process-based so that it allows students to develop the content according to their specific needs. Students who can establish a link between daily life and learning experience in a virtual classroom emerge as knowledgeable individuals who have the ability to apply any acquired knowledge in other situations as well.

This was supported by Robinson (1992) in a study with adult students on the feasibility of the assumptions of Knowles' distance education program. Participants stated that they evaluated life experiences in the process of learning and enrolled in online courses so that they could learn comprehensive information about a specific topic and perform more effectively thanks to the that information (Robinson, 1992, p. 12).

Online facilitators should help students have control over the virtual classroom and allow learning and learning to learn practises besides understanding the guidance needs of learners. Similarly, students should

be willing to take advantage of available resources and fulfill their own responsibilities to get help when necessary (Burge, 1988, p. 15).

The personal goals of any student discussed above in the structuring of an online class should be defined so that any individual learner's needs can be addressed. In addition, several course assignments and group projects should provide students with the knowledge of their own experiences, requirements and needs for their theoretical concepts to be applied in real-life situations. A task that requires students to discuss the theoretical application of any theory to current or past life situations helps students put theory into practice and encourage them to share their individual experiences.

Andragogical assumptions should be used moderately according to course type and student preferences. Online course facilitators should understand the audience in terms of their needs, backgrounds, characteristics and expectations. Online courses should be carefully structured in order to increase the value of the course, providing flexibility with student input for course objectives and assignments, providing information about student experiences, and acting in accordance with institutional arrangements and requirements. Clear expectations for online communication should be provided for students to support online interaction. It should also support a high level of interaction and interdependence. Facilitators should be accessible for guidance so that students can be individually directed. Feedback from both the facilitator and the virtual environment should be frequently implemented and intimate to support a trust, mutual respect, and cooperative education environment, which is a on-line learning approach consistent with the andragogical assumptions and the process Knowles (1984) proposed to implement.

4.4. Perspectives for Adult Learning

The perspectives of different theories and theoreticians about adult learning may be understood by exploring their insights. From a behavioral point of view, a learner focuses on orientation, developing skills and changing behavior in adult education. Environmental guidance and observable behavioral change are emphasized as a key element in learning by behaviorists. It is claimed that learning is a hierarchical process which advocates that one shouldn't pass on to new information before fully acquiring the current target information. According to the behaviorists,

teachers set certain expectations and follow the progress of the students so that they can manage and control the learning environment.

As for teaching strategy practices, behaviorists emphasize the importance of setting clear objectives and determining specific strategies that will lead to the desired goal. Positive rewarding and frequent feedback about their progress to the students by the teacher can be given as some examples of these strategies. Merriam and Caffarella (1991, p. 28) stated that the behavioral orientation towards learning emphasizes a large number of educational practices including adult learning. The practice of Skinner's theory appears to be particularly relevant in education. According to Skinner, education ultimately aims to uncover the behaviors that will ensure the survival of the human species, societies and individuals. The role of teachers is to designate the appropriate behaviors to achieve these goals and to design an environment that eliminates undesired behaviors.

On the other hand, according to the cognitive and constructivist perspectives of adult learning revealed by several researchers, the learning process emphasizes the importance of the teachers' understanding the students' viewpoints and mental processes. For example, Piaget states that individuals act differently from the perceptive motor towards formal procedures involving metacognition. Kelly's (1955) theory of personal structures claims that a person is a scientist and that individuals perceive themselves and the surrounding environment creating personal and temporary theories and models that guide them to predict and control events. Therefore, new experiences can change the perspectives of individuals.

Understanding the new information coming from the environment is the process of reorganizing the experience. Teachers should be able to help their students connect old knowledge and experiences with new ideas. They should also create activities and guide students. Mental processes, thus, provide a balance between new knowledge and the conceptual structures that underlie the knowledge. Trainers may give general explanations prior to the main source of information; which can be used as a tool to help learners link previous information to new information. This approach creates a deeper level of learning through critical thinking, questioning and discussing influences in different contexts.

Briggs (1988, p. 187) states that students should first become conscious of "their motives and intentions, their own cognitive resources, and all the demands of the academic tasks; and second that they are able to

control and monitor their consequent performance if the aim is to achieve learning at a deeper level". It is recommended that learners should be given the opportunity to test themselves to see if they can evaluate information in their own words and achieve their goals eventually.

The cognitive and constructivist point of view towards learners emphasizes the importance of students. This perspective reveals the relationship between the readiness to learn and the way to find the meaning between the pre-knowledge and the new knowledge. In this approach, educators are supposed to understand how students perceive or interpret the work they see individually so that they can influence learners about how they approach the task.

Several behavioral and cognitive views of adult learning are included within social learning theory. Ideas about learning, motivation and cognitive mediation are synthesized in Albert Bandura's (1977; 1986) social learning theory. The theory defines learning as the interaction among cognitive, behavioral and environmental factors and emphasizes that students' expectations and their environments' cognitive mediation help them learn. Bandura reveals how individuals' learning approaches and learning outcomes are affected by their beliefs about their abilities.

Bandura emphasizes that individuals learn attitudes, beliefs and behaviors observing others. In this context, individuals learn attitudes, beliefs and behaviors. They make decisions based on their social experiences they gained in the process of cognitive mediation, which is considered the most important dynamic process creating social awareness and reality cognitive models. In this way, they learn the possible actions and their probable consequences.

Two concepts that have gained importance in the development of adult learning are spatial cognition and cognitive apprenticeship. Spatial cognition is the skill that occurs when a skill or concept is used in a particular situation and when a new social group requires a meaning which has not occurred before such as the adoption of a system of behavior or beliefs. The cognitive apprenticeship approach includes six elements; modeling, coaching, scaffolding, expression, reflection and discovery.

The humanist learning approach emphasizes the importance of the effective field since it affects learning. Besides being a behavioral and cognitive process, learning is also a personal growth and development process. Humanist psychologists regard choice, freedom, creativity and

self-realization as important aspects of meaningful learning. Rather than conceptualizing them from a mechanistic point of view, the humanist theory claims that individuals are complex and that their perceptions result from their experiences.

Maslow (1954) developed a motivation theory based on needs hierarchy and emphasized that lower requirements need to be met first so that higher requirements can be met. He sees the need for self-realization as the individual's full potential desire. Similarly, many theorists who conducted studies on adult education ranging from humane psychology to philosophy also underlined the learners' needs and interests as a basis for cooperative learning approach (Freire, 1970; Kidd, 1974; Knowles, 1980; Cross, 1981; Mezirow, 1981).

Transformational learning has become the focus of study in both theoretical and practical aspects of adult education over the past two decades. Existing values, attitudes and beliefs require profound changes in the actions of individuals. Freire's (1970) theory of critical education, Mezirow's (1978; 1981) theory of transformation and Daloz's (1984) holistic perspective dealt with transformative learning in adults from different dimensions and came up with various ideas that have been applied to adult education contexts. These ideas include literacy education, social change movements, environmental education, women's awareness groups at work and critical media literacy.

As an adult-specific theory, Mezirow's theory of transformation underlines the necessity to develop a comprehensive theory of adult education. It gives the basic role to critical thinking in the context of transforming our experience into learning. His thought casts a critical challenge to academic beliefs by critiquing assumptions that critically reflect the central task of adult education. His theoretical suggestions were primarily tagged with andragogy and they caused journalists to initiate a series of attacks against andragogists.

Whether it is a bachelor's, master's degree or vocational training, adult learning process can be improved by understanding how and under which conditions individuals learn most effectively. In this context, andragogy, self-directed learning and transformational learning are three important elements that contribute to the increasing knowledge about adult learning theory. Opinions about conscious learning, established cognition, feminist pedagogy and adult learning process can be examined in terms of what might contribute to adult learning theory.

4.5. Limitations of Andragogy

Historically, it is difficult to classify andragogy as the principles underlying andragogy are not limited to the educational practices in adult education situations. Andragogy is called as “adult education theory, adult learning theory, adult learning technology theory, adult education method, adult education technique and a number of assumptions”. With so many terms, the place of adult education in a post-modern geography is still a problematic issue.

In recent years, much debate has emerged about the importance of the subject as a result of the studies and practices related to adult education of post-modernism and postmodernity. There are a number of problems that result from lifelong learning, which deals with a number of changes that have occurred. Lifelong learning can be built as a contemporary situation after education. Studies on adult education bring about the importance of the post-modern framework along with debates.

Most people perceive andragogy as the growth of the post-industrial consumer-oriented society in the context of the wealth of information that is pioneered by the globalization of capitalist economic relations and new technologies (Harvey, 1989). However, it is also described as a kind of analysis of structural deterioration and post-structuralism. Such a belief causes andragogy to be considered as a challenge to the fundamental certainties in thoughts and actions (Lemert, 1997). Moreover, some claim that andragogy encourages consumerism and consumeristic lifestyle (Featherstone, 1991).

Some believe to open up new social movements and radical and emancipatory forms of politics related to gender, race, ethnicity, and sexuality. Most people believe that the postmodern lifestyle has undermined the traditional commitment of adult education to social action and its cohesion with marginalized groups such as working-class organizations. It is considered by others that learning for one’s own sake and for personal development undermines its commitment to liberal education. However, some people believe that postmodernism provides a number of areas of concepts and practices for understanding and interacting with wider adult learning practices. It has become an area that allows adult education to be defined in a way that covers the diversity of adult learning practices from a contemporary perspective that points to postmodern conditions.

4.6. Technology-Based Adult Education

“Trends and Problem Alerts” and “New Opinions in Adult Learning” by Susan Imel (1999) have shown that the three domains are the newest applications that contribute to adult learning; transformational learning, technology-based adult learning and cooperative learning. Transformational learning has been the main focus of research and theoretical development since the late 1980s. There are several studies that include critical analysis of literature (Taylor, 1998), discussion of theoretical perspectives (Dirx, 1998), the relationship between transformational learning and adult development (Hopson and Welbourne, 1998), and the definition of transformational learning in practice (Livingston and Roth, 1998).

Technological developments have been influential in the formation of research and theory on adult learning in which technology is both a distribution system and a content area. It can be used in technology-based educational designs to make the principles of adult learning theory more effective. In technology-based teaching, any development should be used to facilitate the use of andragoji. The issues about the use of technology include the flexibility it provides in that learners can follow the courses at any time and place at their own learning pace. The use of technology also provides students logical explanations about they can adapt to the lessons or materials that they want to learn, and shows them the ways to eliminate inappropriate or pre-learned materials. Technology-based learning should use these explanations to facilitate interactive design, learner-centered and self-directed learning so that it can meet the needs of adult learners. Educators who develop their courses on the basis of adult education concepts are recommended to act as facilitators in learning.

Educators should apply the student inputs to the educational designs they have made and formulate technology-based courses that can be easily adapted when presenting the topics they teach. In that case, the developed course designs will not only be technologically feasible but also effective from the student's point of view. Malcolm Knowles' andragogy theory enables teachers to act as facilitators who can configure lessons as part of a learning environment for adult students.

Intra-group learning has a long history in adult education. However, unlike individual learning, the subjects concentrate on the group process, which helps students to move towards community learning. Technology also has an undeniable effect on group learning.

Transformational learning in adult education, tertiary education and continuing education has been the most studied and debated theory in adult education for over 25 years. Most importantly, the literature focuses on the work of Jack Mezirow's transformative learning theory both conceptually and empirically (1991; 2000). Transformational learning, which is in part a developmental theory, provides a unique adult, abstract and idealized learning theory based on the nature of human communication. However, it is more concerned with the understanding of learning as the process of using previous interpretations to obtain a revised interpretation of one's experiences that will help to direct future actions. (Mezirow, 1996, p. 162).

The theoretical frameworks for second language learning offer various perspectives. Analyzing errors in language education reveals that students who map the target language according to their native language create a language, or a set of rules. Correcting errors helps the students understand the new language. Adult education and literacy theories provide a more appropriate framework for second language learning than those related to child development. Acquisition and learning processes involve understanding and communication, and conscious monitoring of language use (metacognition) respectively. Acquisition processes, which are considered more critical than learning processes, should be supported by vocabulary and grammar exercises. Many language researchers emphasize the relationships between language skills.

4.7. Class Environment in Adult Learning

Considering the needs and wants of adult learners, a large number of studies suggest that the content of the course be relevant to adult learners' lives, and that they should have the potential to practice in their lives (Ross-Gordon, 1991; Bishop-Clark and Lynch, 1992; Donaldson, Flannery and Ross-Gordon, 1993; Migletti and Strange, 1998; Ross-Gordon and Brown-Haywood, 2000). However, it is understood from various concerns reported by adults that adult students are not a one-piece entity. Studies focused on adults in ethnic minority status point to the importance of course content related to their cultural background (Ross-Gordon and Brown-Haywood, 2000).

In addition, these studies suggest that the degree of class events that sustain ethnic pressure may hinder learning (Johnson-Bailey, 1998; Ross-Gordon and Brown-Haywood, 2000; Aiken, Cervero and Johnson-Bailey, 2001). Gender-based concerns including female students, teacher-student interaction (Ross-Gordon, 1991) and the flexibility of instructors in

making adjustments to adult student experiences (Donaldson, Flannery and Ross-Gordon, 1993) are also mentioned in the literature.

5. RECOMMENDATIONS ON ADULT LEARNING PRACTICES

When the theoretical framework and the research areas discussed are revised, there are issues that are recommended to be done in classroom practices with adult students in higher education. Opportunities should be provided for self-direction in the definition of personal goals of adults, the selection of learning strategies and the forms of evaluation. As Grow (1991) suggested in his self-directed learning phase model, the course content designed for adult students should be progressively graded, considering the background and learning in the developmental phase, and prior experiences and experiences in the use of a formal learning environment.

As for adult learners, the relationship between a broader environment and academic learning needs to be recognized and supported. An approach to this issue advocates that university-equivalent programs should be available to demonstrate learning equivalent to higher education courses. Another approach advocates the creation of opportunities within the classroom to connect students with the content of the course and the knowledge acquired in real life contexts.

It should be accepted that cognitive development continues throughout adulthood (Kegan, 1994). Cognitive development and growth should be mobilized through activities so that adults can cope better with poorly defined problems they face in daily life (King and Kitchener, 1994). It should be kept in mind that many adults experience events that change their lives just before or after enrollment in higher education institutions. Support should be given to these transitional periods, whether they are on campus programs or in community-based counseling programs. Course contents, including marginalized groups, should be designed to address students' cultural backgrounds.

Since adult students are involved in a large number of external cultures and traditionally participation in campus culture can be limited to a time or requirement, the classroom environment should be recognized as the focus of academic experience for adults. The opportunities to engage with lecturers and classmates should be maximized through teaching activities and activities related to the academic program, on campus or

through technology-mediated programs. For adult-oriented (flexible and sensitive) and teacher-centered (structured) learning environments, adult students should generally use course content design and teaching activities that balance blended preferences.

Most adult students may want to continue their education at a level equal to or higher than that of traditional age students, but they may not be at the same level as traditional learners with the skills of being academically successful. This applies in particular to those who are called unsatisfactory learners. Early success opportunities should be created to create trust. Adult students should be informed about the lessons and practice environments designed to develop individual awareness and academic learning strategies, and to learn the norms of academic knowledge communities. They also need instructors who take individual differences into account, understand students' personal concerns and can adapt to differences in learning styles, gender and culture and ethnic structures, avoiding excessive generalization and patterns.

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CHAPTER - XI

EVALUATION OF ENGLISH AS A FOREIGN LANGUAGE PROGRAM IN TURKEY

Serpil TEKİR*

INTRODUCTION

Curriculum evaluation is a continuous process to determine whether the planned teaching actions are effective or not. According to Brown (1989), this continuous process is so important in curriculum design that it keeps all the other elements together as a coherent body. In short, Brown (1989) considered evaluation as the most crucial part of the systematic language curriculum design, connecting all the other elements in the system. Similarly, Nunan (1988) emphasized the importance of curriculum evaluation by claiming that no curriculum model would be complete without an evaluation component.

The English as a Foreign Language (EFL) program that was evaluated in this research had been in use in an English preparatory program at a state university in Turkey more than 15 years. During that time, there had been several changes in the language teaching policies of the Ministry of National Education and in the English language curriculum used at high schools. As a result of all these changes, the learner profile at the preparatory program had changed to a great extent, and the program became practically obsolete with learners having different needs, language levels and readiness from they had 15 years ago. Therefore, it was believed that the current EFL program should be evaluated and some adaptations or amendments should be made to improve the program so that it can better meet the needs of the new group of learners.

In this curriculum evaluation study, it is aimed to evaluate the EFL program offered at a state university in central Turkey in terms of the four fundamental aspects: aims and objectives, course content and materials, course conduct and student assessment and outcomes by using a modified version of Bellon and Handler's (1982) evaluation model. The need for such a study was derived from the large number of students failing the English proficiency exam after finishing the program. Accordingly, the research aimed to evaluate the program to determine the areas that need improvement.

With this aim, the following research questions were sought throughout the evaluation study:

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1. What is the current status of the fundamental level program in terms of its four fundamental aspects: aims and objectives, course content and materials, course conduct, student assessment and outcomes?
2. How do the instructors and the students evaluate the program in terms of these four fundamental aspects?
3. What can be done to improve and strengthen the program in terms of these four fundamental aspects?

It is expected that the results of the research will lead to improvements in the program and the learning gains of the students attending the program. Another significant aspect of this study is that it will contribute to the literature on EFL program evaluation in Turkey. The research will provide a model for other EFL programs at higher education institutions who would be interested in subsequent research on curriculum evaluation using Bellon and Handler's model.

1. THEORETICAL FRAMEWORK

Curriculum evaluation is generally defined as the process of collecting information about a program to better understand how the program works and to make different kinds of decisions about the program. For example, depending on the evaluation results, it will be necessary to take action if the program does not respond to learner needs, if further teacher training is required for teachers working in the program, or if students are not learning sufficiently from it (Richards, 2003).

Depending on the purpose and focus of evaluation, different evaluation approaches and models have been proposed in literature. One of these models was proposed by Bellon and Handler in 1982. They introduced an model to improve and evaluate educational programs. The model comprises four main elements: goals, organization, operations and outcomes, and three crucial steps: the status descriptions, the analysis activities, and the cumulative improvement. A schematic representation of Bellon and Handler's framework is shown in Figure 1 below.

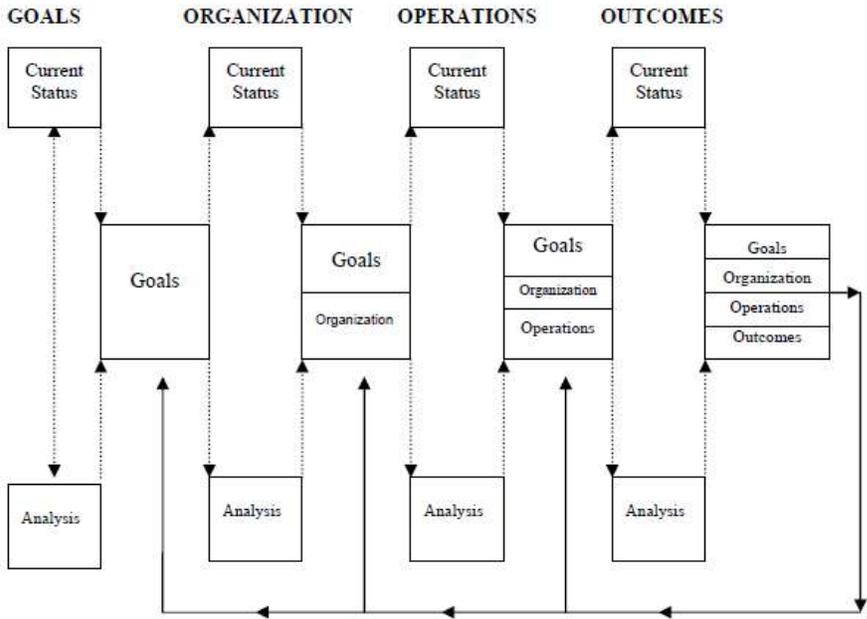


Figure 1: Visual representation of Bellon and Handler’s model

Bellon and Handler (1982) considered goals, organization, operations, and outcomes as the main dimensions or aspects of any curriculum, and they specify these four aspects as the four focus areas in their evaluation model. The first area, “goals”, deals with the desired outcomes and expectations of the program. The second focus area, “organization”, includes all resources (i.e., human resources, physical resources and time) in the organization, processes that are basic to organizational functioning like organizing the resources, decision making processes and planning processes, and the programs which have been developed to carry out important educational goals. The third area, “operations”, is focused on decisions related to learning experiences: curriculum (i.e., planned learning experiences) and instruction (i.e., unplanned, learning experiences actually taking place during the instruction). In other words, this phase of evaluation is concerned with the day to day functioning of the educational programs. “Outcomes” of the program represent the fourth focus area. Outcomes can be defined as the effects of a program on the participants and the educational setting in which the program operates.

Apart from these four basic elements of the Bellon and Handler’s (1982) course design and development framework, there are three other main components. “Status descriptions” are preliminary overviews which include some information about program goals, organization, operations, and outcomes and this information helps to provide a clear perspective

about the current state of the program. Status descriptions involve a combination of document analyses and interviews or surveys (Bellon & Handler, 1982). “*Analysis activities*” are the activities designed to analyze the worth and effectiveness of the current program. Curriculum goals, organization, operations and outcomes are assessed to identify what steps might be needed to improve the program. As a result of the interplay between the current status and analysis activities, some improvements and adjustments could be offered. Four cumulative improvement components are used to represent the gradual development of a set of recommendations and action plans. Following each major area of analysis, a clearer picture of the desired curriculum is obtained (Bellon & Handler, 1982).

In this study, to evaluate the fundamental EFL program, an adaptation of Bellon and Handler’s Model was used. However, to adapt it to the specific research context and the case program, some changes were done. In that sense, Bellon and Handler Model’s (1982) broader curriculum perspective was decreased into a course perspective in order to emphasize the specific components of a typical course. In other words, so as to conduct the evaluation at the course level rather than the broader curriculum level, the four focus areas (i.e., goals, organization, operations and outcomes) were changed into the four main components of a typical course: aims and objectives, course content and materials, course conduct and students assessment and outcomes.

1.1 Previous Evaluation Studies on English Language Teaching Programs in Higher Education

Here are some studies evaluating the English language teaching and/or improvement programs offered at higher education institutions, which will guide the present study evaluating the EFL program at a higher education institution. Erdem (1999) evaluated the English Language Curriculum at a private college by using the adapted version of Bellon and Handler’s (1982) model. Erdem (1999) collected data from the managers, school principles, teachers of English and students. She used observations, examinations of available documents, interviews with managers and principles and questionnaire for teachers. Results revealed the institutional need of a continuous curriculum evaluation system and the need for in-service training for the teachers. The researcher suggested that the current traditional teacher-centered curriculum should be replaced by a more learner-centered one.

Topçu (2005) examined the implementation of the theme-based curriculum used in a preparatory school at a state university. The research design of the study included questionnaires and focus group interviews with teachers and former students. The results indicated significant differences between the perceptions of teachers and students. Teachers

were found to be more negative about the program. In terms of the skills taught, reading skill appeared to be the most successfully developed one while writing skill seemed to be the most problematic area in the program.

Yel (2009) evaluated the English curricula for all grades at an Anatolian high school by using the adapted version of Bellon and Handler's (1982) model. The results of her study revealed that students' needs related to reading and writing skills were better met than their needs concerning listening and speaking skills. In talking about the course content and materials, students reported their dislike with the topics and content. It was suggested that the materials should be in line with the goals and approaches of the curriculum, and learners should be exposed to a variety of materials. Another suggestion was about the practice opportunities for speaking. The researcher recommended that more practice opportunities should be provided to the students via communicative tasks and activities.

Another study was conducted by Tunç (2010), which aimed to evaluate the effectiveness of a Preparatory School program used a state university through the perspectives of instructors and students. To this end, the CIPP (context, input, process, and product) evaluation model was utilized. 406 students attending the preparatory school and 12 instructors teaching in the program participated in her study. The data were gathered through a self-reported student questionnaire, interview schedule with instructors and written documents. Results indicated that the program partially served its purpose. The findings revealed that the program was overloaded, and the materials were not sufficient to give students enough chance to practice. Thus, it was suggested that more speaking and listening materials could be developed. As the students considered themselves less competent in listening and speaking skills, more audio-visual means were suggested to be made use of in the classroom in order to help students get more competent in listening skill.

Lastly, Mutlu (2018) evaluated the English as a foreign language (EFL) preparatory course on the basis of the modified version of Bellon and Handler's (1982) evaluation model. Her study followed a mixed methods design in which the data were collected through questionnaires, interviews and observations. The results revealed that although there are some inconsistencies between teachers' and students' perceptions especially in terms of the aspects of course content and assessment, overall the course was found to be effective with regard to the four fundamental aspects. At the end of her study, she made several recommendations such as the inclusion of more practice activities and various types of assessment methods to test student performance in the course and consideration of alignment between the testing and teaching procedures.

2.METHODOLOGY

2.1 Design of the Study

This evaluation study was designed as a case study that attempted to evaluate a fundamental EFL program offered by a preparatory school at a state university in central Turkey for the purpose of improvement. Preparatory program aims to provide the students at an English Medium Instruction (EMI) University whose level of English is below proficiency level with basic language skills so that they can pursue their undergraduate studies at the EMI university without major difficulty. To achieve this aim, the department runs a two-semester intensive program placing emphasis on reading, writing, listening and speaking. Students are placed in five groups according to their levels of English, namely, beginner, elementary, intermediate, upperintermediate and advanced groups. The focus of the study is the fundamental group, which started as the beginner group and then continued as the pre-intermediate group second term. A naturalistic inquiry approach was employed to evaluate the program of this group in the study as there was no use of any treatment or intervention. In this regard, this evaluation study followed a mixed methods design using both quantitative and qualitative methods.

2.2 Participants

The subjects that took part in the study were the students and instructors at the fundamental program. The fundamental program in the first term is alligned to A1 level and in the second term it is alligned to A2 level of Common European Framework for Languages (CEFL). The population of the study was 1070 students and 50 instructors. The questionnaires were given to 110 students present in six randomly selected classes. Of the 110 students, 52 were male while 58 were female, and of the 110 students, 29 were from Art and Science Department, 27 were from Faculty of Education, 27 from Engineering Department, 8 were from Architecture Department, and 12 were from Economics and Administrative Science Department. The remaining 7 students did not specify their departments. Also, the researcher interviewed 20 of these students who agreed to take part in the interview protocol. Of the 50 instructors teaching General English to the fundamental program, 21 instructors who volunteered to take part in the study were given semi-structured interviews. Of these instructors, only two were male, while the remaining 19 were female. All of the instructors were Turkish. Their ages ranged from 24 to 45 with a mean of 34 and their teaching experience ranged from 3 to 20 with a mean of 10 years.

2.3 Data Gathering Instruments

The study made use of both qualitative and quantitative data. Qualitative data were collected through interviews, observations, document analysis while the quantitative data were gathered by means of questionnaires.

2.3.1 Documents

In order to gain insight into program activity and to describe it more precisely curricular documents such as the EFL curriculum, fundamental group syllabus, span programmes, group materials (e.g. course books and hand outs) and assessment tools such as midterms, pop quizzes, writing portfolio tasks and speaking assessment tasks were analyzed to describe the current status of the program.

2.3.2 Course Evaluation Questionnaire

The course evaluation questionnaire was adapted from Erozan (2005). 110 students attending the fundamental EFL program were given a closed questionnaire aiming to gather information on their perceptions with regard to the worth that they give to the four aspects of the courses: course aims and objectives, course content and materials, course conduct and student outcome and assessment. The questionnaires were validated through taking expert opinions from two experts, one from the field of English language teaching and the other from educational sciences.

The questionnaire included five sections, which are related to student background, aims and objectives of the program, the course content and materials used in the program, course conduct and course assessment procedures in the program. On the questionnaire, there were only closed items and students were asked to rate their agreement to the given statements in each section on a 5 point Likert scale, where 5 represented 'strongly agree' and 1 represented 'strongly disagree'. The questionnaires were administered to 120 students.

2.3.3 Interview Schedules

In order to gather in-depth data about the students' and instructors' perceptions and suggestions concerning the four dimensions of the course, individual interviews were performed. The questions in the interviews aimed to gather data about the teachers' and students' opinions or evaluation of the procedures employed at each dimension of the program and their suggestions for the betterment of the program in each dimension. The interview schedules were adapted from Erozan (2005), and some questions were either deleted or combined with the others for the purposes of the present study.

2.3.4 Observations

The researcher conducted seven sessions of observation in seven different classes. The aim of the observations was to gather information concerning mainly the teaching-learning process and course conduct. Using an observation form, the researcher took notes on the tasks, activities, methods and tools used, student and teacher behavior, interaction type, feedback given and the general atmosphere of the classroom.

2.4 Data Analysis

2.4.1 Qualitative Data Analysis

In order to analyze the results from the interviews, first verbatim transcriptions of interviews were done. Then, content analysis for student and instructor interview was administered by the researcher. Initial coding of data was done and identification of themes was administered. Then using these themes all the transcriptions were checked again. In order to analyze the observations, the researcher used the key themes or issues from her notes on the the observation form. The researcher used these key themes from the observation sheet to cross check the questionnaire and interview results obtained from both instructors and students and also to comment on the the general course conduct at those levels. For the trustworthiness of the study, the researcher used peer debriefing and member checking strategies to ensure the credibility of the study. For that purpose, the researcher received the perception of another researcher in data collection, data analysis and data interpretation stages of the study as Bitsch (2005) suggests. For the credibility of the qualitative analysis, member checking strategy was used (Lincoln & Guba, 1981). Data and interpretations in the study were sent back to the participants so that they could check and evaluate the interpretation made and suggest changes if they were unhappy with it.

2.4.2 Quantitative Data Analysis

The quantitative data collected through closed surveys from students were analysed using descriptive statistics. The Likert scale data were analysed through presenting the frequencies, percentages and means for each item through the SPSS program version 18.

3. Results

3.1 Current Status of the Program

3.1.1 Course Aims and Objectives

In the general curriculum of the department, the main aim of the preparatory school is stated to enable students to use language skills in an integrated way (e.g., reading and/or listening information and responding

to it either verbally and in written mode); to use critical thinking skills to analyze and evaluate information in English; to be autonomous learners who acquire and continually use learning skills, habits and strategies that promote further independent learning; to become motivated and active language learners who can examine reasons for learning English and relate to learning needs; to have an understanding of ethics and cultural diversity, and to use current technology as integral components of their learning processes.

3.1.2 Course Content and Materials

The content analysis of the course materials (i.e. textbooks and supplementary materials), the span programmes, course policy sheets of the fundamental courses showed that commercial course books, reading books, grammar reference books, grammar handouts, writing handouts and homework practice handouts, which are developed by the material unit and program coordinators constitute the main course documents. The coordinators are the professionals who are responsible for designing the program, making sure that each instructor is implementing the program as planned and guiding the testers to prepare appropriate evaluation instruments for the objectives.

The course content is prepared by the coordinators based on the objectives of the group and the main course books. They prepare the syllabus in alignment with integrated-skill and communicative approach. Preparing the syllabus for their levels, coordinators check the sequence and the priority of the objectives in the curriculum. They examine the course book and place the materials in the syllabus according to the objectives.

3.1.3 Course Conduct

The teaching-learning process in each course is explained on the basis of the analysis of data obtained from teacher interviews as well as from observations. Interview results suggest that instructors use technology frequently to make their lesson more interesting, try to relate the topic or the teaching point to students' own life and create a student centred class atmosphere. As the most commonly used teaching methods and techniques, they mentioned using pair work, group work, homework assignment, and self correction.

Data received from observation coincide with the interview results. Observation results indicated that the classes are mostly student centred with teacher guidance. It was evident that instructors created an atmosphere encouraging student participation. It is also possible to state that teachers make use of a variety of techniques such as demonstration, recitation, question and answer, eliciting, scaffolding, brain storming and cooperative learning in their lesson. The common points that the researcher

had about the observed lessons are the learners' being actively involved in most of the class hour, the democratic classroom environment, interactive teaching, student-centered classroom with teacher guidance and effective use of technology in class.

3.1.4 Student Assessment and Outcomes

Analysis of the course policy sheets, exam tools (i.e. quizzes and midterms, writing portfolio tasks and speaking assessment tasks) revealed that fundamental group students are given two midterms, 20-25 quizzes, one writing portfolio grade, two speaking exam grades, and four instructor's grades in a semester. Mid-terms consist of reading comprehension, writing, listening, vocabulary and grammar components and are administered twice a semester. The date and time of these exams are announced in the academic calendar and group programs.

Pop-quizzes are unannounced exams which can be given any day or hour of class. Their duration is usually no more than 20 minutes. Announced quizzes can be administered at any time of the day stated in the announced group program. The contents of these tests are not announced beforehand. Pop-quizzes and announced quizzes can only be taken by students who are present in class when the exam arrives.

The Performance Grade is given by the class instructor. Students are observed by their instructor throughout a span and a Performance Grade is submitted on a regular basis. Written assignments, oral presentations, speaking skills and student portfolios are some of the tasks that can be assigned to assess a student's performance. For the evaluation of written performance of students, there is a writing section in each midterms. For their oral performance, there is a separate speaking exam after each midterm. For reliability purposes, two instructors grade the students' performance in these exams individually first and then they compare their grades to reach a final decision.

3.2 Analysis of the Program

3.2.1 Program Aims and Objectives

The mean scores of students' responses to the questions regarding the fulfillment of aims and objectives in the program range from 2.87 and 3.91. In looking further at the average means of the listed objectives in the questionnaire, critical thinking ($M= 3.91, SD=.78$), reading skill ($M=3.90, SD=.73$), writing skill ($M=3.82, SD= .77$), independent learning skills ($M=3.67, SD= .94$), listening skill ($M=3.63, SD=.88$) grammar ($M=3.75, SD= .73$) and vocabulary ($M=3.60, SD= .77$) are above the agreement level, while speaking skill seems not to be fulfilled with a 2.87 mean score and a .97 standard deviation.

Table 1. Means and Standard Deviations of the Objectives Perceived by Students

Objectives	M	SD
Writing	3.82	.77
Reading	3.90	.73
Listening	3.63	.88
Speaking	2.87	.97
Grammar	3.75	.73
Vocabulary	3.60	.77
Independent learning skills	3.67	.94
Critical thinking skills	3.91	.78

In the interviews held with students, all of the interviewees stated that the courses met their expectations and needs to a great extent. They expressed that the course helped them be more knowledgeable about grammar and vocabulary, yet they still feel insufficient in speaking in English. One of the students explained:

“I can not believe the improvement I have had in terms of language use and vocabulary since I came here. It is really unbelievable, but I still can not express myself in speaking and that makes me a bit discouraged, I know it takes more time to learn speaking ... may be our departments can do something for speaking. I think there should be separate speaking courses, I feel as if speaking is a bit neglected in the program. ”

Other students, similarly, explained that when they started the program, they all had an expectation for being able to speak fluently in English by the end of the year, but almost all sadly expressed their disappointment with their speaking ability. One of them said:

“... I fell that speaking is not a priority in the program. That can be because speaking is not tested in the proficiency exam. I do not feel I can speak in English at all. That’s really unfortunate.”

More than half of the students stated that they expected to be more competent in listening. They expressed feeling insufficient in listening because starting to practice the skill too late, not before the second term. They criticized the first term program for not providing them enough opportunity to practice real life like listening.

In the interviews, instructors made similar comments with the students on the listening objectives. All of the instructors claimed that teaching listening skill should have been started earlier, in the first term program. In addition, just like the students, the instructors considered the speaking skill to be the most neglected one in the program. They expressed their concerns by stating that there is no teaching hour allocated for speaking. One of the teachers claimed:

“I believe that we have achieved most of our aims in this program. However, speaking is really overshadowed by other skills. This may give students the message that speaking is not as important as other skills. Whenever we don’t have time to finish the tasks in the coursebook, we omit the speaking tasks in the coursebook. It is even suggested by the coordinators when we have time constraints. That’s just what should be expected. It is understandable that our students cannot speak.”

The most prominent point that the instructors made in the interviews is that in the first term program reading and listening skills were neglected since students were not given enough opportunity to practise these skills. Also, speaking is said to be ignored in both the first and the second term programs because there is no time allocated to the speaking skill in the program, no speaking material is given to the instructors by the administration and the coordinators tend to encourage teachers to omit the speaking parts of the coursebooks when they have difficulty in catching up with the program.

3.2.2 Course Content and Materials

Questionnaire results suggest that, students are generally positive towards the course content and materials as the mean scores of their responses range from 3.05 to 4.58.

Table 2. Students’ Opinions about the Course Content and Materials

Items	SA	A	NS	D	SD	M	SD
	f						
1. The course materials provided me with what I needed to know or do.	14	51	33	11	2	3.58	.90
2. The course materials were appropriate to my interests.	10	43	42	14	2	3.41	.89
3. The course materials have variety.	24	59	22	5	1	3.90	.82
4. The course materials are visually attractive.	12	40	38	19	2	3.37	.95
5. The topics and themes in the materials were interesting.	15	40	38	19	2	3.55	.92

Items	SA	A	NS	D	SD		
6. The topics are presented sequentially, i.e. building upon prior learning.	7	65	22	6	1	3.82	.79
7. Course materials are sufficient to improve my listening skills.	18	66	17	9	1	3.82	.83
8. Course materials are sufficient to improve my speaking skills.	5	33	41	27	5	3.05	.95
9. Course materials are sufficient to improve my writing skills.	25	62	16	7	1	3.93	.84
10. Course materials are sufficient to improve my reading skills.	36	64	6	4	1	4.17	.76
11. Course materials are sufficient to improve my grammar knowledge.	34	56	12	8	1	4.03	.89
12. Course materials are sufficient to improve my vocabulary knowledge.	31	56	21	2	-	4.52	.74
13. Course materials are appropriate to my level of English.	26	57	18	8	2	3.72	.92

SA: Strongly Agree, A: Agree, NS: Not Sure, D: Disagree, SD: Strongly Disagree

Students have somewhat positive attitude towards all of the items in the category of course content and material. The highest mean scores are for materials sufficiency for improving their vocabulary knowledge ($M = 4.52$, $SD = .74$), improving their reading skills ($M = 4.17$, $SD = .76$) and improving their grammar knowledge ($M = 4.03$, $SD = .89$). However, students seem to be not very satisfied with the materials' visual attractiveness ($M = 3.37$, $SD = .95$) and they are least sure about materials improving their speaking skill ($M = 3.05$, $SD = .95$).

Similar to the questionnaire results, students expressed positive attitudes towards course materials and content in the interviews. All of them expressed positive comments on the handouts, coursebooks and reading books prepared and published by the department. However, they stated some concerns about the commercially available coursebooks used in the program. Especially about the coursebook used in the first term program, all of the students expressed their deep dissatisfaction by stating that the book is totally useless. One of them even argued that:

"I could not understand why we used (the name of the coursebook used in the first term). We learn English for academic purposes, but the book seems to be designed for tourists."

Another important point that all students raised is that the topics in the reading books are quite informative and generally up to date, yet dull. Instructors, on the other hand, are fairly negative towards the books prepared and published by the department as they criticized the coursebooks for being both outdated and dull and they recommended the administration to change these books completely. About the coursebooks

of international publishing companies, all of the instructors shared the same idea that the coursebook used in the first term is entirely inappropriate for that particular group of learners, that is, learners of academic English. After this explanation, they stated that spending so much time on that book is complete waste of time for students. Interesting enough, most of the instructors asserted the idea that none of the coursebooks on the market will be completely appropriate for the learners at their department. One of them said:

“None of the coursebooks on the market are appropriate for our students. We need to teach them academic language, I mean academic vocabulary that they they will need at their departments and have them read texts related to their field of study ...”

Likewise, another instructor argued that:

“As the coursebooks are written for Common European Framework, which aims to teach English for survival purposes, none of the current coursebooks we use is appropriate for our students’ expectations, needs or interests. They learn English for academic purposes so they need course materials specially designed for their needs. In that sense, the materials prepared by the department are better; however, they have other disadvantages like being dull with no pictures or colour.”

Different from students, most instructors expressed their overriding concern about the handouts sent by the administration by suggesting that sending so many handouts and testing them on exams make the use of other materials especially the coursebooks redundant. One of them said:

“The administration should choose a coursebook that incorporates all the skills they want to improve. Why do we have to use the present coursebook if it requires to be supplemented in almost all language skills and areas like reading, writing and even grammar? If the administration is going to tell us to omit the writing sections, or the speaking sections and try to supplement the book with so many extra grammar and writing handouts and with additional reading books then what is the point in having students buy a coursebook?”

In a similar way, another instructor criticized the handouts by saying that:

“As we have too many supplementary handouts it gives the students a strong but wrong message that the coursebook is not good or sufficient enough for them. So students do not like or want to study it in class. They consider it as waste of time and ask us constantly not to study the coursebook in class. Although the reading books prepared by our department are more monotonous, they are widely appreciated by students probably because they are tested in exams. That is why, it is

hardy surprising that coursebooks have become virtually obsolete while handouts have increased their value among students.

Finally, almost all instructors criticized that the reading book used in the first term program is not a real reading book but rather a language practise book because the exercises in the book are designed to make students use language structures accurately without checking their comprehension. They also share the idea that the students attending the fundamental program do not have any real reading comprehension practice until the second term, which is too late.

3.2.3 Course Conduct

The results of the questionnaire show that the students' scores range from 3.50 to 4.40, which implies that they evaluated the teaching-learning process positively. Looking at the mean scores of the items in this section, it is possible to say that students are satisfied with teacher's use of audiovisual aids ($M= 4.23, SD= .88$), teaching methodology ($M= 4.15, SD= .91$), student correction ($M = 4.14, SD = .77$), board use ($M = 4.35, SD = .73$), time management ($M = 4.17, SD = .86$), encouragement to participate students in class ($M= 4.07, SD= .95$) and instruction giving ($M= 4.05, SD= .81$).

Table 3. Students' Opinions about the Teaching-Learning Process

Items	SA	A	NS	D	SD	M	SD
	f						
1. There was an efficient use of time in class.	43	51	12	3	2	4.17	.86
2. A variety of activities was used in the course.	26	49	21	12	2	3.77	.99
3. The teacher was teaching in an interesting way.	21	45	33	10	2	3.66	.95
4. It was easy to follow the teacher.	26	42	33	7	3	3.73	.98
5. The teacher's instructions were clear.	34	54	19	3	1	4.05	.81
6. The teaching methodology of the teacher was effective in our learning.	43	49	11	5	2	4.15	.91
7. The teacher was encouraging us to participate in the lessons.	40	49	13	5	3	4.07	.95
8. The teacher used audio-visual aids (OHP, video etc.) effectively in the lessons.	50	44	12	3	2	4.23	.88
9. The teacher was using the board effectively.	52	49	8	1	1	4.35	.73
10. The teacher corrected our mistakes in an effective way.	36	60	11	3	1	4.14	.77
11. The lessons were taught in an interesting way.	14	51	33	9	4	3.56	.94
12. We were giving sufficient feedback on our performance.	46	43	16	4	2	4.14	.92
Total						3.99	.92

SA: Strongly Agree, A: Agree, NS: Not Sure, D: Disagree, SD: Strongly Disagree

In line with the questionnaire results, in the interviews, most of the students strongly emphasized that their teachers have an effective teaching strategy. Most expressed their appreciation of the course conduct by pronouncing that their teachers are trying hard to involve them into lesson, encourage them to speak in English in lessons, guide them to figure out the language rules out of context and work collaboratively in class with their peers. On the other hand, two students criticized the huge distinction between the teaching styles of different instructors and one of them expressed that:

"In my first term class, our teacher used technology a lot, but this term my teacher has not used the computer or the projector even once."

The other student said:

"We played a lot of fun vocabulary games in the first term and that's how I could improve my vocabulary knowledge that much; however, this term my teacher never uses such activities. She just teaches whatever is on the book, nothing else."

Another common point in the student interviews was that they all appreciated teachers' sticking to English in lessons without switching to Turkish. All of the interviewed students seemed to be on common ground on the use of English in class. They claimed that their instructors encourage even force them to speak in English and even if they ask something in Turkish, the instructor answers it in English, without switching into Turkish. They accepted finding it a bit strange at first, but in time they got used to it and even appreciate it. Also, in the interviews, most of the students stated that they favour teachers' trying to make lessons more interesting for them by using a variety of activities to attract their attention and trying to keep them motivated all the time.

In the interviews with instructors, it appeared that they use a variety of activities in lessons such as discussions, shared writing, jig saw reading, pair and group works depending on the skill they aim to improve. They expressed trying to help students learn from others as well. Another point that brought up in the interviews is that instructors strive to motivate and engage all their students in learning rather than just transmitting information. Use of technology is another common theme in the interviews. Most of the instructors claimed using technology in their lessons to motivate students and to add a variety to their lesson. One of the instructors said:

“This generation of students was born in the digital age. These students have been bombarded by technological advances unlike any other generation. They have embraced it and if we as teachers do not use it, then we will just fall behind.”

3.2.4 Student Assessment and Outcomes

The mean scores of the items regarding the assessment and outcome component of the program are between 2.96 and 4.29. This suggests that while students are positive towards some of the items on this section, they are rather negative towards others. For instance, the majority of students thought that writing portfolio helped them improve their writing skill ($M = 4.29$, $SD = .84$), instructor's grade was fair ($M = 4.12$, $SD = 1.13$), the grading was fair ($M = 4.07$, $SD = .93$), and they received sufficient feedback on their performance in the tests ($M = 3.93$, $SD = .92$). However, they do not think the speaking exam results demonstrate their actual ability in speaking ($M = 3.09$, $SD = 1.10$).

Table 4. Perception of Students of the Assessment and Outcome Component of the Program

	<i>SA</i>	<i>A</i>	<i>NS</i>	<i>D</i>	<i>SD</i>	<i>M</i>	<i>SD</i>
	<i>f</i>					<i>M</i>	<i>SD</i>
1. Midterms and quizzes demonstrate my actual language development.	3	8	8	3	-	3.83	.97
2. The instructions on the tests have been clear.	8	13	-	-	-	4.23	.61
3. Midterms include all the skills to be improved.	5	12	2	2	-	3.52	.94
4. Speaking exam results demonstrate my actual proficiency / ability in speaking skills.	-	3	6	8	3	3.09	1.10
5. Writing portfolio has helped them improve my writing skill.	2	12	7	-	-	4.29	.84
6. Writing portfolio results demonstrate my actual proficiency / ability in writing skill.	2	6	9	4	-	3.73	.93
7. Quizz and midterm results demonstrate my actual proficiency / ability in reading skills.	1	12	4	4	-	3.53	.88
8. Quizz and midterm results demonstrate my actual proficiency / ability in listening skills.	2	9	5	5	-	3.59	.89
9. The grading has been fair.	4	11	4	2	-	2.96	.92
10. I have received sufficient feedback on their performance in the tests.	6	13	2	-	-	3.93	.92
11. Tests generally measure my grammar knowledge.	2	10	2	7	-	2.96	.92
12. Tests generally measure all the skills (reading, writing, listening and speaking) equally.	6	13	2	-	-	3.87	.86
13. Tests include a variety of questions/tasks.	5	12	2	1	-	3.87	.86
14. Tests results demonstrate my actual writing ability.	1	12	5	3	-	3.63	.
15. Tests results demonstrate my actual listening ability.	1	11	6	3	-	4.03	.88
16. Tests results demonstrate my actual reading ability.	3	11	4	3	-	3.61	.87
17. Instructor's grade has been fair.	6	9	4	1	1	4.12	1.03
Total						3.63	.55

In the interviews, when they were asked about the evaluation component of the program, students criticized the quizzes a lot claiming that although each quiz is different in terms of the number of questions, level of difficulty, timing, and the skill or knowledge tested, they are all evaluated out of 100 points, which they found unfair. Speaking exam is harshly criticized by the interviewed students. One of the students exclaimed that:

“We are given just 30 seconds to think about the topic, it is not enough and also sometimes our partner cannot respond to what we say. This certainly affects our performance. I think speaking exam is neither fair nor realistic. Therefore, it is not useful to assess our speaking skill.”

On the other hand, most of the students responded positively to the questions related to the content of the exams. One explained:

“The topics and texts on exams are so interesting that sometimes I even forget about the questions but focus on the text itself. They are both up to date and very informative.”

In the interviews, when the instructors were asked about the evaluation component of the program, they commented positively on tests stating that they include a variety of questions and tasks and all the skills to be improved. They also emphasized that grading is always fair except for the speaking exam. Interestingly, all of the instructors claimed that the speaking exam proved insufficient for assessing students’ oral skills. They further explained that in just three minutes, it is not rational to expect to see real performance of students especially when their anxiety is considered. Instead of sticking to a single exam, most of the interviewed instructors suggested using multiple tasks or alternative assessment methods like speaking portfolio or evaluating students’ progress in speaking in the long run throughout the term by monitoring their class performance.

3.3 Improvement

With the aim of answering the third research question, this section will discuss the suggestions of students and instructors for strengthening the EFL program in relation to four fundamental aspects.

3.3.1 Course Aims and Objectives

When students were asked to specify what other skills should be developed in the program, they suggested that the program should aim at improving students’ speaking skills in the first place. One of the students suggested having a separate speaking course and using a speaking coursebook. In line with students’ suggestion, most of the instructors asserted that speaking skill is underestimated and more importance should be attached to speaking skill in the program objectives and time allotment of the program. Similarly, instructors suggested using a speaking coursebook appropriate for the student profile or the handouts designed by the department to improve students’ speaking skills.

Regarding the aims and objectives of the program, both teachers and students proposed that listening and reading objectives in the first term program should be revised and realistic tasks and exercises that will check actual reading and listening comprehension should be included. The

majority of instructors expressed that reading objectives and teaching reading in the program should move beyond just reading the words accurately and fluently. It should engage students to really think about the text whatever their level is.

3.3.2 Course Content and Materials

When the students were asked to offer changes in relation to topics, themes and skills taught and the materials used in the program, most of the students expressed their satisfaction with the existing content and materials. However, they still put forward some valuable suggestions concerning course materials. To illustrate, they all strongly suggested changing the main coursebook used in the first term expressing that it is not appropriate to their needs and they could not learn much from the book. They also added experiencing a huge gap when they moved from the first coursebook to the second one in the second term program. Hence, they recommended that there should be a smooth transition between these two coursebooks.

Students commented on the mismatch between the contents of the first term and second term programs. They further explained that the first term program is too easy and they did not learn much from the program while the second term program is too loaded requiring them to memorize long lists of vocabulary items. They suggested that the contents and the requirements of the first and the second term components of the program should be aligned. As an alternative, they offered using some of the listening handouts used in the second term earlier in the first term. In that way, they will have less content to cover in the second term and also will start listening training earlier.

Instructors have a similar idea about the coursebook used in the first term. Mentioning that continuing with a pre-intermediate coursebook after finishing a beginner level coursebook is not logical, they suggested adding an elementary level coursebook in between the coursebooks and planning the time accordingly. Similar to students' suggestions, instructors claimed that in the first term program, students should be provided with realistic and real life like listening texts and reading materials. Waiting for the second term and then giving all the reading and listening practice materials as well as long lists of vocabulary items is not wise nor effective. They suggested that the first and second term programs should be revised and a balance between them should be maintained.

In addition, most of the instructors strongly suggested that course book selection should be done meticulously so that they will not need to be supported with loads of extra handouts. Otherwise, students will continue not to take course books seriously and want to study only the handouts in class as they are frequently tested in exams.

3.3.3 Course Conduct

Students are generally happy with the present situation of course conduct and suggested very few changes. One student said that it depends too much on the teacher. He went on explaining that the way his first term and second term teachers' conducting lessons was so different from each other that it took months for him to get used to and be involved in lesson. Another student with a similar concern said that each teacher uses writing portfolio tasks in a different way. He exemplifies that by saying:

“For example, my first term teacher did not ask us to use self checklist or the reflection part, but this term, the teacher forces us to do both tasks and I can't understand why they handle the same material in such a different way from each other.”

Similarly, regarding the course conduct some of the instructors complained that there is not a standard at the department. Like students, instructors also expressed feeling sorry for the differences in implementation of the writing portfolio. They talked about the difficulties they had in the second term when each of the students in their class were in a different class in the first term, so experienced a different portfolio implementation. As a solution, they suggested that the administration should set teaching benchmarks and make sure that they are met in each class by each instructor. Only in this way, they can make sure that each instructor conducts the writing portfolio in the same way.

3.3.4 Student Assessment and Course Outcomes

Most students gave favourable responses for assessment component of the program. However, they still suggested that they should have fewer number of quizzes and the present speaking exams should be terminated instead they can be observed and evaluated by their teacher for their classroom performance.

Instructors have a very similar idea about the quizzes. They stated that quizzes interfere with their teaching as they spend too much time for giving feedback and grading. For this reason, they suggested having fewer quizzes. About the portfolio assessment, although all of the instructors criticized it requiring a lot of time and effort, they accepted that it is certainly worth the effort. The only problem raised by the instructors as regards the writing portfolio is that each instructor carries it out differently and the method of assessment is not standardized. They offered the improvements should be made concerning the writing portfolio evaluation.

4. Discussion of Results

4.1 Course Aims and Objectives

Questionnaire results concerning the aims and objectives of the program revealed that the students evaluated the program mostly positively in achieving its objectives related to grammar, vocabulary, critical thinking, listening and reading. This finding of the study is line with the previous research. Topçu (2005) evaluated the theme based EFL program used at the same institution and suggested that the most achieved objective of the program is reading.

However, for the other skills the participants were not that sure. The qualitative data revealed that both groups of participants were not sure about the realization of listening and speaking objectives. They expressed some concerns about the listening skill in the first term program as there is incongruence between the teaching of listening in the first and second terms. Therefore, it seems necessary to revise the program especially the first term component in terms of teaching listening skill.

Additionally, there is a common agreement of all the stakeholders on the unfulfillment of the speaking objectives. In a similar way, Yel (2009) found that the program she evaluated had no positive effect on the students' listening or speaking skills. In another study, Tunç (2010) came across similar results. Evaluating the preparatory school program at a state univeristy, the researcher discovered that the students attending the program considered themselves less competent in listening and speaking skills.

As to the suggestions for the improvement of course aims and objectives, both teachers and students mentioned allocating specific teaching hours to speaking skill and teaching it in a systematic way by using a coursebook or using handouts prepared by the program coordinators or material unit. Similarly, it has been put forward by both groups of participants that the first term program should be improved in terms of the reading and especially listening skills. It was suggested that more realistic tasks and exercises checking students' actual reading and listening comprehension should be included. They also complained that teaching listening and reading strategies start too late. This again calls for amendments in the first term program as regards these two skills so that there will be a better balance between the first and second term programs and students will have more time to study and practise these language skills.

4.2 Course Content and Materials

Data analysis revealed that the skills of speaking and listening are under-represented in the program while reading skill is over-represented.

Likewise, Erozan (2005) evaluated the language improvement courses and concluded that more materials of input in listening and more opportunities to practice speaking was required. With respect to the materials, the instructors seem to be more critical than the students. It is important to note that students reported their satisfaction with the handouts prepared or provided by the material unit as well as the books prepared and published by the department while teachers commented about the handouts that they are too many in number and they become an obstacle for the effective use of coursebooks. They also regarded the coursebooks designed and published by the department as “dull” and “outdated”. In addition, both group of participants found the coursebook used in the first term program ineffective. Topçu (2005) obtained very similar results with his study. He found out that there was a dissatisfaction with the quality of the coursebooks and students found handouts much more useful than the coursebooks.

Moreover, most teachers described the reading book used in the first term as a grammar practice book rather than an actual reading book. They further commented that it does not help students improve their reading skill; but help them practise grammar. That’s why they all suggested changing the book urgently.

Instructors also objected to the idea of supplementing a coursebook with many other books and handouts. Instead, they strongly suggested finding a course book teaching English for academic purposes of this particular learner group so that it will not need to be supplemented with handouts or supplementary books.

4.3 Course Conduct

Students and instructors generally evaluated the teaching-learning process positively. Results indicated that the classes are mostly student centred, the teaching is inductive and the relevant to students lives, students were given strategy training, students are actively involved into class, there is encouragement for using English in class time and various methods like eliciting, guiding, question answer, demonstration, recitation, whole class participation were used frequently in class.

As to the suggestions on the improvement of the teaching-learning process, students recommended that instructors should use similar tasks and activities in class. Also, instructors put forth that the teaching process should be standardized at the department. It is acceptable that each teacher has a different teaching style; however, in order to meet the minimum standards in certain operations of the department like the implementation or evaluation of the writing portfolio, all instructors should be trained so that they are standard.

4.4 Student Assessment and Outcomes

The results revealed that students are satisfied with receiving sufficient feedback for their performance on exams and they are happy that the exams do not only test grammar knowledge but other areas and skills of language as well. However, in terms of correct measurement, speaking exam was criticized harshly. Both students and instructors stated that because of some other factors such as feeling anxious, having a limited time to think and speak, not understanding the task, and not having a cooperative partner in the exam, the speaking exam grades may not reflect students' actual performance. It was suggested that instead of a single task, multiple tasks or alternative assessment methods like speaking portfolio or evaluating student progress in speaking in the long run throughout the term by monitoring their class performance can be tried.

Another common comment is on the number of quizzes. Teachers stated that quizzes interfere with their teaching too much as they spend too much time for feedback and grading. Students criticized the quizzes by claiming that they are all evaluated out of 100 points, and lead to a demoralization as even with few minor mistakes they get poor grades. That is why, they suggested combining two or three quizzes, in other words, having fewer number of quizzes with more questions. Both participant group criticized the writing portfolio as an assessment tool and the differences in its implementation and assessment. Regarding the problem, they suggested having standardization in using and evaluating the writing portfolio throughout the department.

4.5 Suggestions for the EFL Fundamental Program

Based on the results of the present evaluation study, the following recommendations were made for the betterment of the EFL fundamental program:

1. More importance should be attached to speaking skill in the objectives and time allotment of the program. A speaking coursebook and/or handouts should be used.
2. Listening and reading objectives in the first term program should be revised and realistic tasks and exercises that check actual reading and listening comprehension should be regulated.
3. The listening handouts given at the second term program should be given much earlier, in the first semester. Students need to be trained in terms of listening and note taking strategies in smaller and more manageable steps in the first term.
4. The present reading book used in the first term program should be changes with a new book that includes real reading

comprehension questions and trains them to use reading subskills and strategies.

5. The course book used in the first term should be changed as well. Either another coursebook which teaches English for academic purposes and which will not need much supplement should be chosen or the department should have its own coursebook written considering its own objectives and the needs of their learners..
6. The wide gap between the first and second coursebooks used in the first term program should be filled.
7. The first term and second term programs should be aligned. The content, objectives, materials used in these programs should all cohere with each other and the transition between them needs to be smooth.
8. It is also suggested quite strongly that each material (i.e., the coursebooks, handouts, supplementary books) should be tested equally in exams. Otherwise, students will only focus on whichever ones are tested on exams and neglect the others.
9. Each teacher should be trained to implement the writing portfolio tasks and the assessment process in the same way so that there will be a standard use of this useful alternative assessment instrument.

5. Implications for Future Studies

Bellon and Handler's (1982) model was effective in providing multidimensional feedback about the program being evaluated. All of the data collection instruments giving different perspectives about the program provided valuable data. However, it could have been better to get the perceptions of the administrators (i.e., Department Chair, Assistant Chair and Academic Coordinators) and the graduates of the program, that is, the students who finished the EFL program and now studying at their departments. It can be recommended that future studies evaluating the same program can include these participant groups as well because their views could be very valuable in specifying the needs of the department and future needs of the students regarding language improvement. Also, more participants could provide more indepth perspectives about the program.

It is also important to note that as evaluation is an issue specific to a context, the use of the same evaluation model might yield different results in different programs. Therefore, it would be fair to call for more evaluation research in various contexts to better understand what contextual factors influence the quality of English teaching programs at higher education institutions.

Overall, this study is an important attempt to raise awareness of the importance of program evaluation for EFL programs by showing the application of a little-known yet very useful evaluation model in an English teaching program in a higher education context. By doing so, this study aimed to contribute to the lack of literature in the field of EFL program evaluation and to underline the need for similar evaluation studies done in different contexts.

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CHAPTER - XII

GEOHERITAGES OF THE SALİHLİ (MANİSA) DISTRICT

Ahmet Serdar AYTAÇ* & Tuncer DEMİR**

INTRODUCTION

Natural formations, which reflect the geological history of the Earth, differ from each other in terms of the landscape features, which cannot be created by humans and are under danger of extinction for various reasons. These features constitute geoh heritage areas (İnan, 2008) which are called geosites. They are natural formations that provide evidence of the geological and geomorphological phenomena that represent a certain process, event, time or result that is rare on earth and in the history of the earth's crust. Geosites are formed through natural events or processes that are of national and international importance, and are generally visually interesting formations, such as rocks, a stratigraphic sequence, fossil, mineral, structure and landform (Kazancı, 2010).

Geosites, which are unmatched natural formations, are potential tourism areas and they must be protected and should be handed down for the next generations. It is of great importance to identify, protect and integrate those special areas into the tourism sector. For these areas are particularly important in undeveloped/developing countries in terms of sustainable local socio-economic development.

Turkey is one of the richest countries in the world in terms of its diversity of geosites (Aytaç and Bozdağ 2017). However, studies on the determination of such rare areas are quite new and insufficient. It is important to include distinctive new geosites into the scientific literature in Turkey, which is considered as an open laboratory in terms of diversity of its landscape features. In this study, it is aimed to determine geo-heritage features in the Salihli District. In this respect, this study is an applied geomorphology study. Within the frame of the study, firstly, general geographical features of the area are introduced and afterwards geosites of the district and their significance will be presented.

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1. GENERAL GEOGRAPHICAL FEATURES OF THE STUDY AREA

The study area covers the administrative territories of Salihli district of Manisa Province in the Aegean region of Turkey. The Salihli District is situated in the central part of the Gediz graben in western Anatolia.

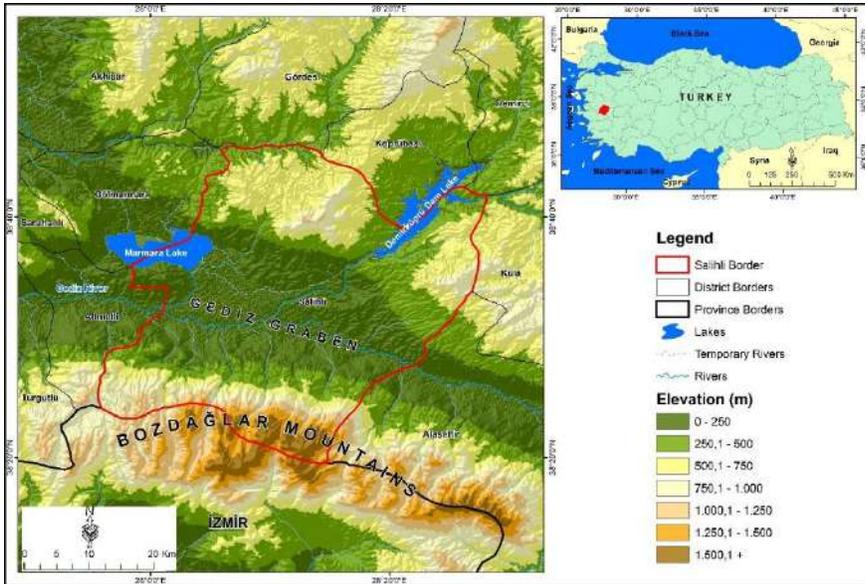


Fig 1. Location map of the study area

Western Turkey, where Salihli District is located, is one of the most spectacular and best-studied regions of the world where the continental lithosphere has been stretched following crustal thickening due to orogenic contraction. This region is of widespread active continental extension and forms the eastern part of the Aegean extensional province, which has been experiencing N–S directed extension since, at least, at the latest Oligocene– Early Miocene and is currently under the influence of forces exerted by subduction of the African Plate beneath the southern margin of Anatolian Plate along the Aegean-Cyprean subduction zone and the dextral slip on the North Anatolian Fault System. E– W-trending grabens in the region (e.g. Gediz and Büyük Menderes grabens) are the most prominent features of western Turkey and they dissect the Menderes Massif – one of the largest core complex in the World – into northern, central and southern submassifs, respectively (Ersoy et al., 2010; Bozkurt and Sözbilir, 2004).

The Gediz Graben is a c. 150-km-long, 3–40-km wide, approximately E–W-trending structure and forms one of the most prominent structural elements of western Turkey. This graben was formed

as a result of the active extensional tectonics that has been active in the Aegean region since Miocene. It is an actively growing asymmetric graben, with the active normal faults mainly located on the southern margin. Its southern margin has a distinctive topography that indicates the major graben- bounding fault system that is located on this side, while towards northward younging normal fault system have controlled the morphological development of the graben since Miocene. These geological processes have not only created fertile Salihli and Alaşehir plains, hot springs and gold deposits that attracted human settlements, but also cause natural disasters such as major earthquakes. All these geological issues can be followed in the history of the ancient city of Sardis and also continue today (Seyitoğlu et al., 2019). The Gediz graben, which is active at the present time, is a WNW - ESE trending half graben. The youngest graben fill is the sediment of the Salihli-Alaşehir plain. The initiation of the Gediz graben started with the activity of the Karadut fault which is the youngest detachment fault of the region. The footwall section of the Karadut fault consists of schists and marbles of the Menderes Massif. The hanging-wall section consists of rocks of the Menderes Massif and a Neogene sedimentary succession (Bozkurt and Sözbilir, 2004).

Salihli area is located in the central part of the Gediz graben and it has gained its general geomorphological appearance as a result of tectonism, climatic changes and the establishment of the Gediz River drainage system on the area. The Salihli district covers the middle section of the Gediz Graben and the Bozdağ Mountains, which were formed as a result of the fragmentation of the Menderes Massif with normal faults due to active extensional tectonic regimes in the region that led to formation of the Gediz graben and the Bozdağ horst. The area has a very complex structure in terms of its geology and tectonics, as a result of which, the area has very diverse landforms. From a tectonic and geological point of view, the area has a very complex geological and tectonic history, with the oldest units in the area mainly consist of the paleozoic Menderes massif metamorphics, that are generally composed of gneisses, schists and marbles. The Gediz graben was formed as a result of the active extensional tectonic regim and has continued to subside gradually, while the Bozdağ mountain range was uplifted since Miocene. The fluvial and colluvial materials that filling the Gediz Graben were deposited from the Bozdağ Mountains as well as by Gediz river and its tributaries draining Gördes, Selendi and Uşak-Güre Basins during the Neogene and Quaternary (Fig 2).

The northeastern part of the district is comprised by the Kula volcanic plateau, which is located in the northern uplifted block of the Gediz Graben. This area is one of the youngest volcanic fields in Turkey and provides an excellent example of an alkali basalt province in an area of active rifting. The average altitude in this area varies between 300-600

m. Various forms of lava flows and volcanic cones are associated with quaternary volcanic activity (Fig 2).

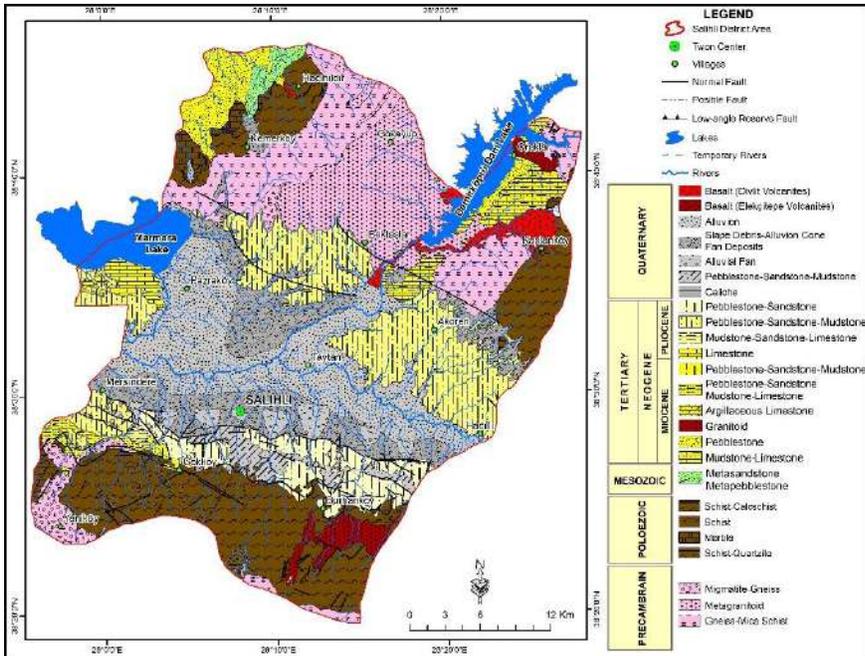


Fig 2. Geology map of the Salihli District

In the study area, the flat area forming the base of the Gediz graben is called as the Salihli Plain. The average altitude of the Salihli plain is 70 m a.s.l. around the Ahmetli District and Marmara Lake, which is also the lowest altitude in the graben but the altitudes varies between 70-120 m in the middle of the plain. Bozdağ, the highest point of which is the Bozdağ Summit with an altitude of 2159 meters, is situated just south of the plain. The southern boundary of the study area passes through the high slopes of the Bozdağ Mountains facing north. In this area the highest point of the study area is Kum Tepe, with an altitude of 2070 m (Fig 1).

The main river draining the Salihli District is the Gediz River. With a total length of 401km this river takes its source from the Murat Mountain in the east. The main tributaries of the Gediz are the Geren, Selendi and Alaşehir rivers and also some other small streams originating from the northern slopes of the Bozdağ mountains. The Demirköprü dam is located on the river and an important part of the reservoir is within the Salihli. With

an area of 56 km² the Marmara Lake is the only naturally formed lake in the Salihli. Almost half of this lake (22 km²) is located within the district and, with an average altitude of 79 m, it is of tectonic origin and its water is fresh.

In general, the climate of the Aegean Region has a [Mediterranean climate](#) along the coast, with hot, dry summers and mild to cool, wet winters and with a [semi-arid continental climate](#) in the interior, with hot, dry summers and mild rainy winters. The average annual temperature varies between 12-14°C. The average temperatures in July on the slopes of the Bozdağ Mountains facing north is 20-25°C, and it varies between 25-30°C in other parts of the Salihli. The average temperature in January is between 5-10°C in the lowlands. The average annual rainfall is some 500 to 530 mm, but extremes of 300 mm and 850 mm also occur. Precipitation is concentrated in the winter period. Precipitation in the area ranges from over 1 000 mm per year in the mountains to 500 mm per year near the Aegean coast.

The natural vegetation of the Salihli lowland areas up to 900m consists of red pine and maquis *Pinus brutia*, *Q.cocifera*, *O. Oleaster*, *A. Andrahe*, *P. Latifolia*, *P. Terebinthus*, *P. Lentiscus*, *N. Oleander* *J. Oxicedrus*, while areas above 900m consist of larch (*P. nigra*) and (*Quercus sp.*) oak. In the forest formation on the north-facing slopes of the Bozdağ Mountains, and within the valley, are moisture-bearing species such as chestnut (*C. Sativa*), ash (*F.angustifolia*) alder (*A. glutinosa*) and chitlembik (*C. tourneforti*) (Atalay and Mortan 2012, Koçman, 1989).

The Bozdağ Mountains and its vicinity constitutes the most important site in terms of its diversity of vegetation. In this area in addition to the Mediterranean species, there are also euxin species in the valley. The Marmara Lake and its vicinity constitutes the most important site in terms of its diversity of wild life within the Salihli. There are 394 plant species, 5 of which are endemic. This area has been declared *The Wetland of National Importance* by the Turkish National Wetland Commission in 2017. The Marmara Lake is home to 101 of the 421 birds species found in Turkey. The lake is also considered as an important environment for fish populations (Ministry of Agriculture and Forest, 2018). The fishes caught in the lake are sold by the Gölarmara and Surrounding Aquaculture Production and Evaluation Cooperative.

Depending on different climates, bedrock and topographical conditions, different types of soil can be seen in different parts of the Salihli. Generally, the Red Mediterranean Soil type (terra rossa) formed on limestone is seen under Mediterranean climate condition in the area, while brown forest soils dominate the main soil type on the slopes of Bozdağ higher than 1000 m. Andosols on the volcanic fields, colluvial soils on the foothills of the Bozdağ mountains and alluvial soils on the Salihli plain (Koçman 1989).

The Salihli District constitutes one of the rare areas of Turkey in terms of its rich historical, cultural and archaeological values. The area has been the home of human activity from prehistoric times to today. In the Salihli, where a human foot print dated to Holocene, there is a rich inheritance from the Prehistoric, Lydian, Roman, Beylik, and Ottoman periods.

The Salihli district form the most important human settlements within the study area. The population of the centre of the Salihli District is over one hundred thousand (111,698). According to data issued in 2017 the total population living within the study 160,810 (TUİK).

Since the earliest periods of history, the Salihli region, has been the subject of human settlement and was located on important trade routes, has different characteristics in terms of its socio-economic characteristics. The Salihli has favourable conditions, in terms of its climate, transportation and topographical features. While a significant portion of the active population in Salihli district (55%) is employed in the service sector, only 33% of the population works in the industry and other sectors. Here, brick factories, the textile industry and alcoholic beverage factories are considered among the important industrial facilities. In this area, the other important economic activity is agriculture and 12% of the population is employed within this sector. Seedless grapes are cultivated widely on the fertile soils of the Salihli Plain. A significant portion of the grown grapes are dried and exported and the rest is consumed in the form of grapes or used in wine production. Another agricultural product of the Salihli are cherries. A significant portion of the cherries grown on the slopes of the Bozdağ Mountains are exported. Other agricultural field products are cotton, olive, fruit, vegetable, and oil crops.

The Salihli is located by the main road which connects İzmir, the largest city of the Aegean region and the third largest city in Turkey, to Ankara and the interior of Anatolia. This situation has resulted in Salihli district become important stopping points. Salihli is also located on the

railway route that connects İzmir to Anatolia. The distance between Salihli and Izmir-Adnan Menderes Airport is 110 km. Considered from this aspect, the study area is located on a very busy road and is also quite convenient for transportation given its proximity to the Adnan Menderes Airport.

2. GEOHERITAGE OF THE STUDY AREA

The geosites within the Salihli District can be classified into seven types: Stratigraphic geosites, Structural geosites, Volcanic geosites, Fluvial geosites, Geoarcheological sites, Cultural Sites and some other geosites.

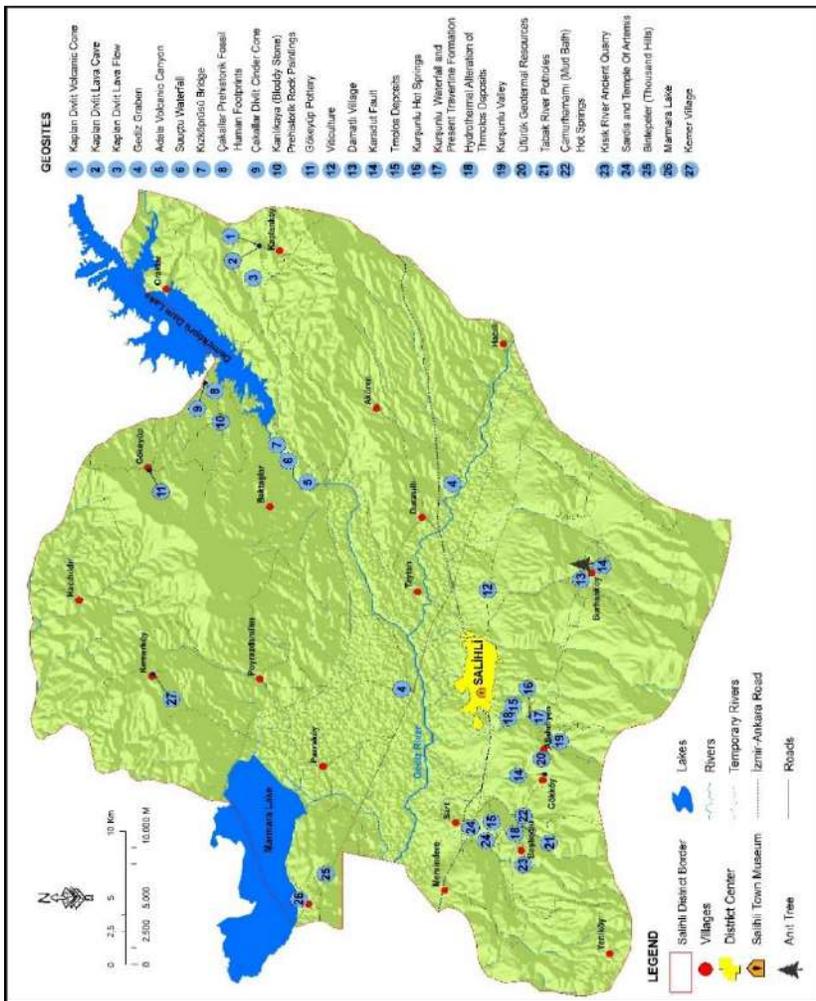


Fig 3. Geosite map of the Salihli District

2.1. Stratigraphic Geosites:

Stratigraphic geosites in the Salihli are associated with origin, composition, distribution and the succession of sediment layers that are important for geological evolution of the area or type sections that give a formation its name.

2.1.1. Tmolos Deposits:

Along the northern foot of the Bozdag Mountains there are fluvial fan deposits, which extend for approximately 110 kilometers in length. These are fan-shaped deposits, which were built up by streams having their sources in the uplifting Bozdağlar Mountains and which flow into the subsiding Gediz Graben. These fan deposits were formed in consequence of the vertical tectonic movements due to the on-going tectonic extension regime which has led to the present geomorphological appearance of western Anatolia. With an approximate north-south width of 3-5 km and a thickness of 400-500 m, these fan deposits began to form in Pliocene period and continued during the Quaternary (Koçman, 1989). These deposits, which are very poorly sorted and generally consist of sand, clay, marl and gneiss, schist, quartzite, and limestone pebbles, are very sensitive to erosion. Widespread erosional features (gully) and landslides are the main characteristics of these deposits. The lower parts of these deposits seem to be eroded by the streams and their upper parts collapse vertically and in consequence they retreat vertically (Parallel slope regression). (Atalay and Mortan 2012, Koçman, 1989). The ancient name of the Bozdag Mountains are Tmolos. For this reason this name given to the fan deposits (Fig 3).



Fig 4. Tmolos Deposit (Background Gediz Graben)

2.2. Structural Geosites :

Structural sites in the Salihli are associated with tectonic evolution of the region. The most important of these are the Gediz graben, The Karadut fault, and Marmara Lake.

2.2.1. The Karadut Fault

The southern edge of the Gediz Graben is bordered by the Karadut Fault. This is the fault surface which is exposed from Turgutlu to Alaşehir along approximately 150 km. The initiation of the Gediz graben has started with the activity of the Karadut fault which is the youngest detachment fault of the region. This is the main fault separating the neogene sediments of the Gediz Graben from metamorphic basements. As a low-angle detachment fault, the Karadut fault cut the Early Miocene granodiorite and produced a cataclastic - mylonitic zone of a regional extent. In the Gediz Graben there are two different rock associations, which are separated by the Karadut detachment fault. The basement is presented with the Menderes Massif rocks (mica-schist and gneiss) which are cut, under the Karadut Fault, by Middle Miocene aged intrusive rocks, composed of granodiorite. The Cenozoic aged sedimentary rocks are structurally and tectonically on top of the Menderes Massif rocks (Emre, 1996) (Fig 3).

2.2.2. The Gediz Graben:

The Gediz Graben is a c. 150-km-long, 3–40-km wide, approximately E–W-trending structure and forms one of the most prominent structural elements of western Turkey. This graben was formed as a result of the active extensional tectonics that has been active in the Aegean region since Miocene. It is an actively growing asymmetric graben, with the active normal faults mainly located on the southern margin. Its southern margin has a distinctive topography that indicates the major graben-bounding fault system that is located on this side, while towards northward some younger normal fault system have controlled the morphological development of the graben since Miocene. These geological processes have not only created fertile Salihli and Alaşehir plains, hot springs and gold deposits that attracted human settlements, but also cause natural disasters such as major earthquakes. All these geological issues can be followed in the history of the ancient city of Sardis and also continue today (Seyitoğlu et al., 2019). The Gediz graben, which is active at the present time, is a WNW - ESE trending half graben. The youngest graben fill is the sediment of the Salihli-Alaşehir plain. The initiation of the Gediz graben started with the activity of the Karadut

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The Gediz Graben is one of the grabens formed due to the tectonic movements in the region. It is thought that this graben began to form in consequence of the formation of the Karadut fault which is a separation fault. There are listric faults to either side of the graben which have caused the graben to intermittently collapse. From the mountainous areas towards the plain the age of these faults become younger. The difference in height between the base of the graben and the highest part of the Bozdag Mountains is about 2000 meters. This difference in elevation is remarkable, clearly indicating the severity of the tectonic movements in the neo-tectonic period (Emre, 1996; Bozkurt and Sözbilir, 2004) (Fig 3).

2.2.3. Gölarmara (Marmara Lake):

Marmara Lake which extends from 10 to 11 km from east to west and has a width of about 3 to 5 km covers an area of 56 km² and is 79 m. above sea level. In 1951, the water of the Gördes and Kum Rivers were led to the Marmara Lake which is a tectonic and shallow lake. The waters of the Gediz River are controlled, passing through the Adala Regulator. Today the water from the Marmara Lake is used for irrigation of the agricultural areas near Ahmetli district within the scope of the General Directorate of State Hydraulic Works. The lake also feeds the Menemen plain. The South-Eastern edge of the lake is elevated and a regulator has been made for use in watering. During the winter months, additional water from the Kum River and from the Demirköprü Dam are transferred to the lake. Moreover, the water is transferred through the Marmara Lake Regulator to Gediz (Gülersoy, 2013).

Marmara Lake was registered as an important wetland area in 2017 by the commission of the National Wetland Areas. The lake serves as an important wet land area for the feeding, sheltering and breeding of many bird species. It hosts 101 of the 421 bird species in Turkey. 39 of these species are local, 38 are summer migrants, 17 are winter migrants and 5 species are birds in transit. The Marmara Lake is the breeding area of the Dalmatian pelican which is in the LR list of the International Union for Conservation of Nature and Natural Resources Commission. The fish population of the lake is

also significant. Among the fish species in the lake are: *Cyprinus carpio*, *Sander lucioperca*, *Mugil cephalus* and *Salmo trutta*. The fish caught in the lake are sold by the Göl Marmara and Surrounding Aquaculture Production and Evaluation Cooperative. The lake has 394 plant species, 5 of which are endemic (Ministry of Agriculture and Forest, 2018) (Fig 3).



Fig 5. Marmara Lake

2.3. Volcanic Geosites

2.3.1. Çakallar cinder cone

The Çakallar cinder cone is located on the western shore of the Demirköprü Dam lake. It was formed in the third phase of Kula volcanism. There are two cinder cones in this area, named as Çakallar (384m) and Küçük Divlit (313m) (Gümüş, 2014) cones. The Çakallar cone was formed as volcanic activity, associated with a hydrovolcanic eruption, appeared and produced an ash layer covering an area of approximately 1 km radius. The hydrovolcanic ash layer directly buried the pre-existing topography that was composed of the metamorphic basement and some paleo-soil and people living there witnessed this phenomenon in the Bronze age (Fig 3) (Kayan, 1992; Ulusoy et Al., 2019).

2.3.2. Kaplan Divlit cinder cones

The Kaplan Divlit volcanoes were formed during the third phase of Kula volcanism. They consist of three adjacent volcano cones and all volcano-structures of these cones are fresh and well preserved due to their young ages (Fig 3).



Fig 6. Aerial photo of the Kaplan Divlit triple cones and their surrounding lava flow

2.3.3. Kaplan Divlit lava flow

Basaltic lava flows originating from the Kaplan volcanic cones cover an area of approximately 30 km² and flowed 10-12 km in SW direction.



Fig 7. Kaplan lava flow, originating from Kaplan Divlit

2.3.4. Kaplan Divlit lava caves

There are two spectacular lava caves in the craters and at the foot of the Kaplan Divlit there is a small lava tube in the lava flow (Fig 3).



Fig 8. Two lava cave within the crater of the Kaplan Divlit cone

2.4. Geosites associated with fluvial processes:

2.4.1. Adala volcanic canyon

The Adala volcanic canyon known also as “Hermos Canyon” lies 5km between the Demirköprü Dam and the Adala village of Salihli Town (Gümüş, 2014). This canyon was formed by the Gediz River splitting the lava flow. The canyon is a famous destination for outdoor activities.



Fig 9. Adala canyon formed by Gediz River

2.4.2. The Kurşunlu Valley:

The Kurşunlu stream receives its water from the Kırkoluk springs originating from higher up Bozdağlar and the stream joins the Gediz River in the north of the Gediz Plain. This stream, flowing through Paleozoic land and tmosols deposits along the northern slopes of the Bozdag Mountains flows through narrow and deep gorges as a result of vertical tectonic movement. Along the Kurşunlu valley it is possible to observe the litho-stratigraphic units which formed the Bozdag Mountains. This valley is also of great importance in terms of its flora, morphology and for its diverse landscape features (Fig 3).

2.4.3. Suuçtu Waterfall

The Suuçtu Waterfall is situated in the middle of the Adala Volcanic Canyon, on the basaltic lava flow deposits. It has a 25m fall of the Gediz River (Gümüş, 2014).



Fig 10.Suuçtu waterfall

2.4.4. The Kurşunlu Waterfall and Present Travertine formation:

This is an artificial waterfall which was constructed to control and regulate the flow of Kurşunlu stream. To the north of this waterfall, travertine deposits are being formed due to the precipitation of calcium bicarbonate in the water having its sources on either sides of the Kurşunlu valley (Fig 3).



Fig 11. Kurşunlu water fall



Fig 12. Present travertine formation

2.4.5. Tabak River Potholes:

There are three potholes at different levels at the lower course of the Tabak River which has its source at the summits of Bozdağ Mountains. These potholes were formed at the knick point in the longitudinal profile of the river. The diameter of the potholes is 3 meters and their depths are 1,5 to 2 meters (Fig 3).



Fig 13. Tabak river potholes

2.5. Other Geosites

Other geosites in the Salihli are associated with hydrothermal activity and geothermal resources.

2.5.1. The Mud Bath Hot springs (Çamur Hamamı):

The history of the thermal spring dates back to the Lydian Kingdom and gains its name from the sediments present. Today, the water of the spring is left to rest. And, after the sediment is precipitated, the hot water is used in the thermal baths. The water stemming from the thermal spring has a temperature of 52°C (Özen 2009). There is a bazaar near the bath where the local products are sold. A significant thermal facility exists near the spring (Fig 3).

2.5.2. The Kurşunlu Hot Springs:

The Kurşunlu Hot Springs are one of the most important 15 geothermal areas in Turkey. These hot springs, located beside the İzmir-Ankara highway, downstream of the Kurşunlu stream, are considered an important thermal tourism destination in western Turkey. Today almost all of the hot springs in the Kurşunlu Geothermal area has dried up, in consequence of the on-going hot water extraction activities. The ground surface temperatures of the water sources varies between 42-55°C., and the water extracted from the wells has a temperature of 51-114°C (Özen 2009). The hot water obtained from the wells is mainly used in the thermal resort as well as for heating buildings in the Salihli District. It is thought that the thermal water from these hot springs has positive effects on

rheumatism, in skin treatments, for respiratory diseases, for psychiatric disorders and in the treatment of calcification. In addition to these characteristics, this area is also known for being an important recreational (Fig 3).

2.5.3. Üfürük Geothermal Resource:

The Üfürük Geothermal Area is located between the Mud (Çamur) Bath and Gökköy. Apart from other geothermal resource, in this area carbon dioxide and hydrogen sulphide gases get out. Winter days vapour of the this gases can be observed. In consequence, this area is called Üfürük Resources, because the gases directly get out (Üfürük means blowing). The temperature of the water rising from these springs is 31 °C (Özen 2009). The amount of water depends upon the season (Fig 3).

2.5.4. Hydrothermal Alteration of Tmolos Deposits:

The Tmolos deposits extend like a continuous belt along the northern slopes of the Bozdağ Mountains. These deposits are faulted and tilted, and some hydrothermal alteration can be observed due to the effect of the water along the faulted zones. With its brownish reddish tints hydrothermal alteration to the Tmolos deposits can be observed forming an almost continuous belt at the contact point of the Tmolos deposits with the metamorphic basement which forms the nucleus of the Bozdağ Mountains, and in the vicinity of the Karadut separation fault (Fig 3).



Fig 14. Hydrothermal Alteration of Tmolos Deposits

2.6. Geoarcheological Sites

Unlike other archaeological/and historical sites, there are also some geoarcheological sites in the study area, which consist of formations or

sites, that are either associated directly with geological processes or archaeological elements that contain evidence of a number of geological events in the past or those that are subject to human activities but have markedly changed the topography. Some example of these are the Bintepeleler (Thousand Hills), Sardis and the Temple Of Artemis, Çakallar Prehistorik Human Footprints and Kısık River Ancient Quarry (Fig 3).

2.6.1. The Thousand Hills (Bintepeleler):

There are a group of important royal tombs which are termed Bintepe (Thousand Hills) on the road from Salihli to Akhisar, 8-10 km north of the Gediz River, within an area of some 74 square kilometers, Bin Tepe is the largest tumulus cemetery in Turkey. These 119 tumuli scattered across the area between the ancient city of Sardis and Marmara Lake belonged to the rulers of Lydia. The dimensions of these tombs vary depending upon the social status of their owners. Three of the largest burial mounds-tumulus are said to have belonged to the famous Lydian Kings, Giges, Alyattes and Ardys. The largest tumulus, 63m. high, which was compared by Herodotos to the Egyptian Pyramids, is thought to have been the burial place of King Giges. It is also the region of a major, newly-discovered Bronze Age kingdom contemporary with the Mycenaean Greeks, the Trojans, and the Hittites (Ürer, 2009, D.K.V.K.E, 1990). The Thousand Hills is on the tentative list for listing on the UNESCO World Heritage List. Thousand hills are evidence of the change that human has created in topography about 3 thousand years ago (Fig 3).



Fig 15. The Thousand Hills (Bintepeleler)

2.6.2. Sardis and the Temple of Artemis:

The city of Sardis, the history of which dates from nearly 1000 B.C. served as the capital city of the Lydian Kingdom. The city was the Provincial Centre during the Roman Period and became the Episcopal Centre in the Byzantine Period. Sardis, where money was invented for the first time in the human history was established on the road which links the Aegean coasts to Central Anatolia (Yükçü and Gönen, 2013). The most significant remains of the city are the Sacred Temple of Artemis and a gymnasium and a synagogue. The Temple of Artemis is recorded as being one of the greatest temples built in antiquity, the fourth largest Ionic temple of the ancient world. The small church behind the temple is thought to have been built in the 5th century A.D. After antiquity, the sacred placed was gradually abandoned and the stones of the temple were taken away be used in new construction as spolia and consequently these buildings became ruins in time. At the start of the 20th century (1914-1920), the temple was completely buried beneath the earth except for the upper parts of two of its columns (Ürer, 2009, D.K.V.K.E, 1978). This is extremely important in terms of indicating the large amount of erosion and deposition over the course of the past 1500 years. It is possible to see the traces of the restoration works that were carried out in response to the damage caused by earthquakes over the passage of the centuries and the temple is also important for recording in traces the physical evidence of the natural disasters in the region (Fig 3).

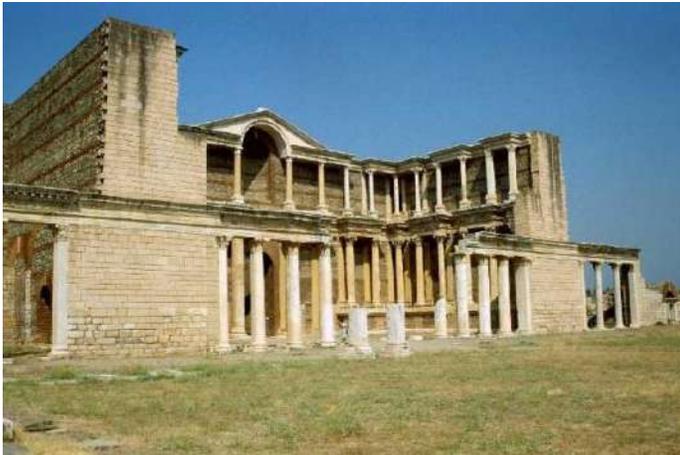


Fig 16. Sardis



Fig 17. Temple of Artemis (Background Tmolos hills)

2.6.3. Çakallar prehistoric fossil human footprints

The Çakallar volcanic area hosts unique prehistoric human footprints. These footprints, for the first time, were discovered by chance on a thin tuff layer covering the basement metamorphic bedrock during the construction of the Demirköprü Dam in 1954-1960. Around 200 footprints were found, about 60 of which were moved to the Natural History Museum of the MTA in Ankara. (Gümüş, 2014; Türe, 2018) (Fig 3).



Fig 18. On site view of human footprint

These footprints are interpreted as belonging to 3 Bronze Age people, two of whom were walking up to the hill while the third one was moving in the opposite direction, down to Gediz valley on a smoothly sloping hillside during or just immediately after the volcanic eruption (Gümüş, 2014). The footprints indicate a human who had (EU) a 40-41 (27 cm from toe to heel) size foot. (Ulusoy et. Al., 2019). According to recent research, the age of the footprints varies between 4000-4700. this period corresponds to the bronze age (Ulusoy et. Al., 2019). These footprints are the oldest proof of human and active volcanoes interaction in Turkey having great scientific, educational and touristic value (Gümüş, 2014).

2.6.4. Kısık (Mağara) River Ancient Quarry:

An ancient marble quarry is on the lower course of the Kısık River. This area is 3 km South of the ancient city of Sardis. The semi-finished parts of columns show that this quarry area was also used as an atelier and the finds of ceramic remains from antiquity provide further evidence of this. The in situ traces of the stone cutting methods employed by the quarry demonstrate that these quarries were worked to supply the stone for constructions in Sardis city (D.K.V.K.E, 2008) (Fig 3).



Fig 19. Kısık river ancient quarry

2.7.Cultural Sites

The study area is very rich with its historical and cultural heritage as this area is considered to have been an important region for human

activities since prehistoric times. In addition, the area is important with its traditional architecture, traditional forms of production and local products.

2.7.1. Kanlıkaya (Bloody Stone) prehistoric rock paintings/ pictograph

The Kanlıkaya area is located approximately 2 km west of Çakallar volcano. The paintings were drawn in reddish colour on to a gneissic rock boulder known as Kanlıkaya, meaning the “Bloody Stone” (Gümüş, 2014). Because of unequivocal evidence from the footprints that humans witnessed a volcanic eruption, this pictograph is uniquely significant among several prehistoric art pieces that are interpreted as illustrating an erupting volcano (Ulusoy et al. 2019) (Fig 3).



Fig 20. Prehistoric rock paintings on boulder (Kanlıkaya -bloody rock)

2.7.2. Kızköprüsü Bridge

Kız Köprüsü “Ladies Bridge” is located on Gediz (Hermos) River in Adala Volcanic Canyon, 3km north of Adala Town. The bridge was dated back to the Early Ottoman period. The bridge is 97.5 m long, 11.5m high and 3,4m wide and has 6 arches. Basalt, gneiss and schist were used in the construction of the bridge (Türe, 2018) (Fig 3).



Fig 21.Kızköprüsü Bridge on Gediz River

2.7.3. Damatlı Village:

Earth movements originating in Bozdağlar have affected the settlement of Damatlı village. Due to these movements there are cracks and subsidence that has affected many of the buildings of the historic village. One of the most important buildings in the village is the Damatlı Mosque. Its certain date of construction is unknown but from the inscriptions in the wall, it has been dated to end of the 13th century. The wooden carving on the wall and the hand-painted decoration are significant (Ürer, 2009). The 300-year old plane tree near the Damatlı Village Cemetery is a marker for geotourism in the area (Fig 3).

2.7.4. Kemer Village:

Kemer Village has the potential of being one of the most significant tourism centres of Salihli in terms of its historical background, its well-preserved settlement fabric and domestic architecture. Kemer village is an important rural settlement being prominent with its commercial aspect. A significant area for bonito fish and animal trade, the village still retains the appearance of a small traditional town. Saddle-making, shoe-making, forging, blacksmith, veterinary, hairdressing; dressmaking, grocery and drapery are among the trade and manufacturing activities which have been maintained for a long time in the village. The most important agricultural products of the village are sesame oil and halva. The most important evidence of the trade activities of the village are the warehouses where the tunny fish brought from the surrounding villages are stored and the fruit and vegetable depots (Ürer, 2009) (Fig 3).

An ancient trade road existed between Kemer Village and the plain, traces of which can be seen today. To the North of the village, there are the ruins of a castle and there are ceramic remains which are thought to belong to an ancient settlement named Nardi/Nardis/Daldis. The ancient marble remains with Greek inscriptions in Kemer Village lend support to this identification (Ürer, 2009).



Fig 22. Traditional Houses in Kemer Village

2.7.5. Viticulture:

The climate, the water, the soil and the air circulation of the area is suitable for viticulture and grapes are cultivated and in the Middle-Gediz Basin viticulture is practiced intensively, especially on the grainy terrain of the alluvial cones and fans between Salihli and Alaşehir. In the Gediz plain there are many vineyards and they provide an important source of income for the residents with seedless grapes generally cultivated. The vineyards in the region are certainly worth to seeing (Fig 3).



Fig 23. Viticulture

2.7.6. Gökeyüp pottery

The Gökeyüp Pottery industry dates back to ancient times in the Kula and Salihli region. Archaeological findings from the area are dated from prehistoric times to the Hellenistic era and the majority of them were transferred to the Roman period. The quality of the findings indicates the existence of very advanced techniques on pottery (Gümüş, 2014). Traditional / primitive pottery is still being done today in the Gökeyüp village which is the center of pottery in the region. There are many inhabitants whom still earning their life from pottery in the area. There are generally family businesses in the village and women play an important role in the pottery production. For making pottery, mica schist and gneiss are used as raw materials (Fig.3).



Fig 24.Traditional pottery producing process in Gökeyüp Village

3.CONCLUSION

In this study, it is aimed to determine geo-heritage features in the Salihli District. Within the scope of this research, in the Salihli district were determined twenty seven geosite. These areas consist of one stratigraphic, three structural, four volcanic, five fluvial, four geoarcheological, four other, six historical cultural sites.

The study area contains evidence from more than 200 million years of earth history, from the Paleozoic metamorphic rocks to prehistoric volcanic eruptions, and in this respect it is home to a very rich geodiversity and geoheritage. With all this richness, the area resembles a field laboratory in terms of the earth sciences. On the other hand the study area hosts various types of fault structures, examples of fluvial, volcanic landforms, evidence of erosional processes, and rocks and strata that formed over different geological periods. The study area has physical record of the earth's history, evidence of significant ongoing geological, geomorphologic and biological evolutionary processes. In addition, it contains unique, rare or amazing natural phenomena and landforms, and landscapes of aesthetic importance. Due to this outstanding geoheritage of international scientific, educational and aesthetic importance, the area might be an excellent place for geopark for scientific research, for education and for the exploration of natural phenomena.

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CHAPTER – XIII

MEDICAL SCHOOL STUDENTS' PERSPECTIVES ON MEDICAL ETHICS EDUCATION (Gazi University Sample)

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INTRODUCTION

Providing ethics education starting from elementary level is accepted by many sectors in recent years. In university education, ethics is the fundamental part of education of physician profession subject and object of which is especially human (Çobanoğlu, 2009). In the field literature (Mijaljica, 2014; Lowe et. al. 2001; Miyasaka, Akabayashi Kai & Ohi, 1999; Nicholas, 1999; Rhodes 2002; Mc Millan 2002; Ineichen, Christen, Tanner, 2017), while ethics education is referred as having a very important place in medical education, medical ethics has an important role among professional ethics (Gross, 2001; Çobanoğlu 2011). As a professional personal identity, physician identity refers to people who are equipped with information, skills and values to cure human beings. The aim of education given in medical school is to ensure that students are equipped not only with medical knowledge and skills but also with value system that is pre-condition for being a good physician (Çobanoğlu, 2009).

While performing his/her profession, physician may face problem clusters of medical ethics (euthanasia, abortion, brain death, organ transplantation, etc.). Physicians may benefit from consultation with a board established from expert members while making decisions. However, there may be urgent cases where minutes are important for a physician without time to consult the board. In this case, physician should make the most accurate decision in the shortest time and should do the necessary intervention. It is important to have advanced awareness about medical ethics problems among physicians. One of the objectives of medical ethics courses given in medical faculties is to create awareness about medical ethics problem clusters and ethical dilemmas that may arise and to prepare students for these issues before they start working at the clinic.

In this study, the objective is to determine opinions of Gazi University Faculty of Medicine students regarding medical ethics education.

1. MEDICAL ETHICS EDUCATION

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Reviewing the field literature, it is understood that medical ethics is considered as an indispensable part of medical education (Mijaļjica, 2014; Williams 2015; Çobanoğlu, Haberal & Çağlar 2005; Akdur, 2003; Kreß, 2009). Together with the developing technology, there is also an increase in the number of ethical problems and dilemmas experienced. With the introduction of ventilators in hospitals, concepts such as previously unknown brain death, euthanasia are now only two of today's current clusters of problems in medical ethics. Apart from these issues, ethical problems and dilemmas are experienced in subjects such as transplantation, auxiliary reproductive techniques, genetic research, abortion, etc., and new additions are introduced to them with each passing day. For example, one of the auxiliary reproductive techniques, the concept of surrogate motherhood leads to new ethical dilemmas in some communities. This situation can be exemplified with news bearing titles such as "World's first baby factory operationalized in India". According to this news, it can be seen that western mothers who cannot have a baby hire poor Indian women as surrogate mothers with the aim of having baby. In this practice, western couples' embryo is placed in surrogate mother's uterus. According news article, a mother benefiting from this practice defines this process as simple as giving a glass to an individual with sight problems (Hürriyet, 2013). Whereas, surrogate motherhood application has contains many ethical dilemmas. Despite knowing who the genetic mother is, there is a mother in question (surrogate mother) experiencing the process of pregnancy and this mother is considered completely as a machine. On the other hand, it is another perspective of this event that individuals with enough financial opportunities are able to have children by this way, and women with poor financial conditions (are obliged to) accept surrogate motherhood.

Due to ethical concerns, guides are prepared, and studies on this subject continue (Mercurio, 2009; Chervenak, 2009). Guides can be useful in terms of directing physicians, but it is considered impossible to apply the same practice for each phenomenon and to establish standards for achieving this practice. With medical ethics courses, the aim is to ensure that prospective physicians gain experience in terms of ethical decision making, develop awareness in terms of ethical issues and adapt new situations in the light of ethical education they receive. In addition to the years of learning, physicians argue the necessity of giving medical ethics education in the light of current cases especially in their field of expertise (Çobanoğlu, Tunçay & Aydoğdu, 2009; Helft, Eckles & Torbeck 2009; Inanc & Boyle, 2009).

Conducting scientific studies in medicine is important and necessary in terms of ensuring developments in this area. This is another of the requirements for the medical ethics training for prospective physicians. Studies in the field of medicine are carried out on animals and humans after

laboratory environment. While carrying studies and at the phase of publication of the research, certain ethical rules and principles should be adhered (Çobanoğlu, 2009 & Çobanoğlu, 2007). The main reason for unethical behavior in scientific studies is lack of knowledge on the subject (Çobanoğlu, Haberal & Çağlar 2005; Çobanoğlu 2007; Ertekin et. al. 2002). According to a study conducted on ethical susceptibility to medical research and publication, one of the variables affecting this sensitivity is state of receiving ethics education. It was found out that ethical sensitivity levels of individuals who received ethics education were higher compared to those who did not receive such education in the study (Çobanoğlu, Haberal & Çağlar 2005). In another study conducted on the subject, it was observed that the majority of faculty members found medical ethics education useful. In this research conducted at Gazi University Faculty of Medicine, it was determined that the majority of physicians agreed with the idea that “ethics is important in the field of medicine” and all physicians in management position considered ethics education useful (Çobanoğlu, Tunçay & Aydoğdu, 2009).

This research was conducted as descriptive with a view to determine medicine students’ opinions on medical ethics education. It is believed that this study will pave way to establishment of ethical education curriculum program by collecting information regarding current medical ethics education in universities and expectations in this regard.

Questions determined for this research are as follows:

- 1) What are medical school students’ opinions regarding medical ethics education?
- 2) Do personal characteristics of medical school students (age, grade, career objectives etc.) affect their views on medical ethics education?
- 3) Does receiving medical ethics education influence students’ views on medical ethics education?

2. MATERIALS AND METHODS

2.1. Research Population and Sample

The research was conducted with students studying Faculty of Medicine in Gazi University between June 3, 2008-February 8, 2011. For this research, written permission was received from Gazi University Faculty of Medicine with decree no.215 dated 5/26/2008 and from Gazi University Faculty of Medicine (official act dated 6/25/2008). The sample was determined with simple random sampling method among 1st-4th and 6th grade students attending Gazi University Faculty of Medicine. Together with 4th grade students, 5th grade students (6 people) receiving medical ethics course were also included in the study. For the research,

students were asked to fill out the questionnaire. 1262 students out of 1918 students filled the questionnaire; percentage of participation was 65.7%.

2.2. Preparation and Implementation of Data Collection Tool

The questionnaire used in the research was created by updating from studies conducted in 2006 by Çobanoğlu and Kayhan. The questionnaire was reviewed for use in Gazi University Faculty of Medicine. The scale used in the questionnaire was a scale, validity and reliability of which was statistically accepted. This scale, validity and reliability of which was developed by Churchill (1996) and accepted by many studies, was also renewed by Çobanoğlu and Kayhan.

Questionnaires were distributed to students by giving information about the study, and gathered by researchers immediately after application. Average time to fill in questionnaires was approximately 10 minutes. On first page of the questionnaire used to collect data, descriptive information about the research was added with a quality of informed consent. In first chapters of the questionnaire, they were requested to answer questions about their views on ethics and ethics education (e.g. Do you think ethics can be taught? Are ethical rules considered in your educational setting?), and in the second chapter, they were asked to give answers about their views on medical ethics education (e.g. Ethics is important in the field of medicine. Ethics should be explained to students in medical education) in accordance with scale provided to them (1=Do Not Agree Completely, 2=Disagree, 3=Neither Agree Nor Disagree, 4=Agree, 5=Strongly Agree.) In the last section, there were questions regarding personal information of participants. Preliminary application of the study was conducted on June 3, 2008 with 20 students from Gazi University Faculty of Medicine. After the preliminary application, no regulations were required on questionnaires; data obtained by the preliminary application was included in the study.

2.3. Assessment of Data

For the assessment of data obtained from the study, SPSS program, percentage calculations, T-Test and Chi-square test were used. Besides, obtained results were also evaluated statistically using ANOVA (Analysis of Variance) and Manova (Multiple Analysis of Variance) tests.

3. RESULTS

Of the students who participated in the study, 53.0% were female, 47.0% were male, 32.0% were in 21-22 age group and 28.0% were in 19-20 age group. 45.0% of them attended 1st grade, 30.0% of them attended 4th grade. 40.0% of students wanted to specialize in the field of surgery (Table 1).

The lowest score from the scale is 8, and the highest score is 40. Students' average scores were found as 33.07. Accordingly, it can be said that percentage of students who thought that medical ethics education was important, and their awareness on this issue were high.

In the study, it was determined that the majority of students (81.0%) found their ethical education useful. The majority of students (70.0%) thought that ethics can be teachable, while 17.0% of them were indecisive.

Table 1. Features of the Students (n=1262)

Features	N	%
Gender		
Female	670	53.0
Male	592	47.0
Age		
17-18	272	22.0
19-20	356	28.0
21-22	399	32.0
23-24	184	14.0
25 and above	51	4.0
Grade		
Phase I	569	45.0
Phase II	92	7.0
Phase III	155	12.5
Phase IV	380	30.0
Phase V	6	0.5
Phase VI	60	5.0
Field in which they aim to specialize		
Surgery	499	40.0
Internal Diseases	182	15.0
Child	127	10.0
Basic Sciences	18	1.0
Other	380	30.0
Indecisive	56	4.0
TOTAL	1262	100.0

It was observed that students *agreed* or *completely agreed* on statements asked to them (74.0%-89.0%), also that they strongly agree on one of these statements, "*Ethical is important in medicine*". In the study, 27.0% of the students indicated on this subject that they "agreed", 62.0% of them indicated that they "*totally agreed on the same idea*" (total 89.0%) (Table 2).

Table 2. Ethics is important in the field of medicine (n=1262)

Ethics is important in medicine	N	%
Do not completely agree	67	5.0
Disagree	21	2.0
Neither agree nor disagree	48	4.0
Agree	342	27.0
Totally agree	784	62.0
TOTAL	1262	100.0

One of data obtained in the study is that percentage of female students thinking that ethical education is useful (83.0%) was higher than that of male students (77.0%) ($p<0.05$). Distribution of students' thinking ethical education useful according to students' genders was also found significant as per t-test ($p<0.05$) conducted and their average scores ($p<0.00$).

Considering scores that students obtained from the scale as per their ages, it was observed that 17-18 age group achieved statistically more significant scores compared to 21-22 and 23-24 age groups. According to distributions of students' grades they attended, it was found that percentage of 1st-3rd grade students' finding ethics education useful (84.0% by 1st grade students, 86.0% by 2nd grade students) was found higher compared to 4th grade students, especially 5th and 6th grade students. Percentage of fourth grade students who found ethics education useful was 78.0%, and this rate was 64.0% among senior grade students (Table 3).

As a result of ANOVA tests, a statistically significant correlation was found between fields in which students wanted to specialize and their ideas of finding ethics education useful. Accordingly, all 2nd grade students who wanted to specialize in the field of Internal Diseases and Child Health and Diseases and all 4th grade students who wanted to specialize in the field of Basic Medical Sciences thought that ethics education was useful. In addition, 1st grade students who answered questions after the first ethics lesson and who wanted to specialize in the field of Basic Medical Sciences thought that ethics education was useful.

TABLE 3. The distribution of the idea of finding ethics education useful according to grades of students (n=1109)

Grade	State of Finding Ethics Education Useful*				TOTAL	
	Useful		Not Useful		N	%
	N	%	N	%		
Phase 1	380	82.0	81	18.0	461	100.0
Phase 2	77	89.0	10	11.0	87	100.0
Phase 3	112	82.0	25	18.0	137	100.0
Phase 4	286	78.0	79	22.0	365	100.0
Phase 5	4	67.0	2	33.0	6	100.0

Phase 6	34	64.0	19	36.0	53	100.0
TOTAL	893	81.0	216	19.0	1109	100.0

*This question was not answered by every student.

p=0.008

At the end of the research, opinions of students who took ethics education and of those who did not receive the course were found to be significantly different. Accordingly, 88.0% of students who received ethics education thought that ethics education was useful (p=0.00, Table 4). As a result of t test applied, obtained data was found significant (p=0.00). This result was also compatible with results of an ethics susceptibility study on medical research and publication conducted by Çobanoğlu et al. (2005).

TABLE 4. Distribution of students' opinions on teachability of ethics according to their state of receiving ethics education in previous year (n=1109)

State of Finding Ethics Education Useful*	State of Receiving Ethics Education				TOTAL	
	Received		Not Received		QUANTITY	%
	QUANTITY	%	QUANTITY	%		
Useful	558	62.0	335	37.0	893	100.0
Not Useful	78	36.0	138	64.0	216	100.0
TOTAL	636	57.0	473	43.0	1109	100.0

*This question was not answered by every participant.

p=0.00

5. DISCUSSION

As a justification for finding ethics education useful, some students also gave written a statement on questionnaires. Written expressions by Phase 4 students on this topic are as follows:

“Medicine is not just about knowledge. This one also has practice.”

“Knowledge of science in a medical school does not make a person a ‘doctor’.”

In addition, there were students who expressed the necessity of ethics education from different perspectives. Statement below by a Phase 4 student can be given as an example of this approach.

“Ethics cannot be taught, it is about way of growing, and it can only be revealed with education.”

From the statements above, it can be seen that students also refer to ethical awareness. After basic training taken in family and school life, students will receive medical ethics education and their awareness develops.

A Phase 3 student explained the necessity of medical ethics education with his/her own words as follows.

“Our profession is not only related to disease but about human beings, therefore ethics is a guide showing how to approach person humanly.”

According to distributions of students' grades they attended, it was found that percentage of 1st-3rd grade students' finding ethics education useful was found higher compared to 4th grade students, especially 5th and 6th grade students. This obtained result is associated with negative examples that students witnessed in clinical environment. Because students begin participate in clinic after the 3rd grade. Sharma et al. investigated ethical problems that medicine students faced. As a result of the study, it was understood that students had opportunities to observe ethical problems at the clinic outside of their theoretical ethics courses, and students referred to these observations as “secret ethics education” (Sharma et al., 2016).

In Gazi University Faculty of Medicine, medicine ethics course are given in 2nd and 3rd grades after the first grade. In the fourth grade, clinical trials that are consistent with clinical application courses (internal diseases, general surgery, child health and diseases, gynecologic diseases and obstetrics) are discussed as a practical course of ethics. In this course, students are asked to evaluate all aspects of cases, find ethical problems and decide on how their attitudes towards dilemmas will be as a physician. After this course, statements by some of Phase 4 students who filled out the questionnaire on the subject were as follows.

“It was a stimulating course in terms of a right approach.”

“It allows us to see cases not just like a disease; besides, we can see a human being with judgments and thoughts before ourselves.”

“There is always an intellectual council behind every act. It allowed us to think about how we should establish basics of value-related behaviors.”

“It reminds us that we are human beings, not machines in our intense pace.”

“I think that courses have contribution in teaching the approach to ‘ethical dilemmas’ in addition to being ‘a good physician’.”

In addition, expressions by 1st-term students who lived their first days in university show how important and necessary the medical ethics course is in terms of developing awareness on the subject.

“Now I am approaching my profession differently. I have assessed financial aspects more in choosing profession.”

“Medicine is a profession that elaborates people’s private diseases, associated with society and interests of people. Ethical rules regulate this. They make medicine a special profession.”

In a statement below given by a Phase 4 student, it shows us difficulties of situations which the student will face and experience dilemma.

“I proceeded from unconscious unconsciousness to conscious unconsciousness.”

For a student who wrote such statements after ethics education received until the fourth grade, it can be said that his/her ethical awareness improved, students realized that distinct decision should be made for each case and there were no standards decisions.

6. CONCLUSION

According to the data obtained, it is possible to conclude that prospective physicians have ethical awareness, and ethic education given in the development of this characteristic creates significant effects. It is known that there are differences among medical faculties in terms of curricula (Mijaljica, 2014).

It is considered that ethics education should also be organized in medical schools in Turkey, and standards should be implemented. Medical ethics course should be included in curriculum of medical faculties. Medical ethics course should be developed in parallel to medical education starting from 1st grade to higher grades. For example, while introductory courses to medical ethics are given to 1st grade students, courses for 4th graders should be supported with real ethical facts in an interactive way.

It is useful to maintain ethics education intermittently for physicians after graduation in addition to physicians’ studentship years. These trainings should be planned interactively in light of current cases. In this way, physicians will have opportunity to discuss ethical problems they experience during application, but also these trainings will be positive examples prospective intern physicians.

(This research involves students attending Gazi University Medical Faculty, it cannot be generalized to all medical faculty students, but this study bears informative quality about the issue.)

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CHAPTER – XIV

THE RELATIONSHIP BETWEEN TAX REVENUES AND ECONOMIC GROWTH: THE CASE OF TURKEY (1998-2018)

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INTRODUCTION

Taxes constitute the main source of finance for the state. There are two sectors in the economy, being private and public. Taxes are used to finance the public sector in the economy. Both sectors contribute to the growth of the national economy within the framework of production activities. The public sector produces semi-public goods and some private goods, foremost being pure public goods. In the context of public law, the main financing of goods and services, which are called public services and offered to the society, are taxes.

That the financing of public sector production is made with taxes means that taxes affect economic activities. In this context, it is important to investigate the effects of taxes on economic growth. This study aims to investigate the tax-economic growth relationship in Turkey. Taxes and economic growth are discussed for the period of 1998-2018 in Turkey.

1. Literature

There are many studies in the literature examining the relationship between tax and growth. Some of the studies regarding the relationship between tax and growth in Turkey and other countries are included in Table 1.

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Table 1: Literature Review

Author	Term/Country	Method	Findings
Marsden (1983)	1970-1979 20 Countries	OLS	Tax revenues have an impact on economic growth.
Branson and Lovell (2001)	1946-1995 New Zealand	OLS	The increase in tax revenues increases economic growth.
Mamatzakis (2005)	1960-2003 Greece	Unlimited VAR	Changes in tax revenues affect economic growth.
Durkaya and Ceylan (2006)	1980-2004 Turkey	Engle-Granger Granger Causality	Bi-directional causality applies between direct taxes and economic growth. However, no causal relationship was found between indirect taxes and economic growth.
Yılmaz and Tezcan (2007)	1980-2005 Turkey	Johansen-Juelius Cointegration	There is a long-term positive relationship between tax revenue and economic growth.
Acikgoz (2008)	1968-2006 Turkey	Granger Causality	There is a unidirectional causality relationship from direct taxes to growth.
Mucuk and Alptekin, (2008)	1975-2006 Turkey	VAR	There is a unidirectional causality from direct taxes to growth.
Kuştepelı and Bilman (2009)	1975-2004 Turkey	Johansen Cointegration	As the share of total taxes in GDP increases in the long run, economic growth decreases.
Göçer et al. (2010)	1924-2009 Turkey	ARDL	In the short and long term, indirect and direct taxes positively affect economic growth.
Taha et al. (2011)	1970-2009 Malaysia	Johansen-Juselius	There is a one-way causality between tax revenues and economic growth.

Ünlükaplan and Arısoy (2011)	1968-2006 Turkey	VAR	While economic growth is the Granger cause of tax burden in the short term, there is a bi-directional causality between economic growth and tax burden in the long run.
Mangır and Ertuğrul (2012)	1988-2011 Turkey	ARDL	There is a negative relationship between tax burden and economic growth in the short and long term.
Macek (2014)	2000-2011 OECD Countries	Panel Data Analysis	The rise in tax rates has a negative impact on economic growth.
Yavuz and Beşel (2015)	1960-2012 Turkey	Granger Causality	There is a unidirectional causality relationship from growth to tax revenues obtained from international trade.
Abdiyeva and Baygonuşova (2016)	1995-2014 Kyrgyzstan	VAR	A negative correlation was found between direct tax revenues and GDP. Moreover, the direction of the relationship between GDP and indirect tax revenues is positive.
Ahmad and Sial (2016)	1974-2010 Pakistan	ARDL	Total tax revenues have a statistically significant and negative effect on economic growth in the long run.
Terzi, Yurtkuran, (2016)	1980-2013 Turkey	VAR	There is a bidirectional causality relationship between indirect and direct tax revenues and growth.
Demir and Sever (2017)	1980-2014 11 OECD Countries	Panel Data Analysis	In the long term, the increase in direct taxes and in the short term the increase in direct, indirect and total taxes have a negative effect on economic growth.
Karayılmazlar and Göde (2017)	1965-2015 Turkey	VEC	Positive changes in tax burden affect economic growth negatively.
Organ and Ergen	1980-2015 Turkey	Bound Test	There is a negative relationship between tax burden and

(2017)				economic growth in the long term.
Topal (2017)	1971-2014 22 OECD Countries		Dynamic Panel Data Analysis	Whereas indirect taxes have a positive effect on the economy in the long term, the effect of direct taxes on economic growth is negative.
Bazgan (2018)	2009: 2017: Q2 Romania	Q2-	VAR	There is a positive correlation between indirect taxes and economic growth in the medium term.
Çelikay (2018)	2005-2014 Turkey		Cross Section Analysis	There is a long-term relationship between the tax burden by provinces and the economic growth rates of the provinces.
Baiardi et al. (2019)	1971-2014 OECD Countries		Panel Data Analysis	In the long run, the relationship between total tax burden and GDP per capita is statistically significant and negative.

2. Data Set and Method

In the study, the relationship between the data for the period 1998-2018 and economic growth and total tax revenues was examined in terms of the economy of Turkey. The data on total tax revenues (TAX) were obtained from the Revenue Administration database and the data on GDP, which represents economic growth, were obtained from TSI database. Logarithmic values (LTAX, LGDP) of the variables were used in the analysis in order to clearly see the changes in the variables.

In the study, initially, Augmented Dickey Fuller (ADF) unit root test will be applied on the variables within the scope of econometric analysis. Afterwards, Engle-Granger co-integration test will be performed to determine whether there is a long-term relationship between the variables. The short-term relationship between the variables will be tested with the error correction model (ECM). Finally, the causality relationship of the variables will be analyzed by Granger causality test.

In the analyses performed with time series, that the series are not stationary, i.e. that they involve unit root, causes the problem of false regression. Analyses conducted with series containing spurious regression

problem are not reliable (Gujarati, 2016). Unit root tests are performed in time series analyses in order to avoid false regression problem. In this study, ADF unit root test was used for testing the series in terms of being stationary. In the ADF unit root test, the stationary testing of the series is performed in the framework of three models:

$$\Delta Y_t = \beta_1 Y_{t-1} + \sum_{i=1}^p \alpha_i Y_{t-i} + \varepsilon_t \quad (1)$$

$$\Delta Y_t = \beta_0 + \beta_1 Y_{t-1} + \sum_{i=1}^p \alpha_i Y_{t-i} + \varepsilon_t \quad (2)$$

$$\Delta Y_t = \beta_0 + \beta_1 Y_{t-1} + \sum_{i=1}^p \alpha_i Y_{t-i} + \beta_2 trend Y_{t-1} + \sum_{i=1}^p \alpha_i Y_{t-i} \varepsilon_t \quad (3)$$

In the time series analysis, the long-term relationship between the series is analyzed by cointegration tests. It shows that the cointegration relationship between the series progresses together in the long run. The cointegration test developed by Engle and Granger (1987) tests whether there is a long-term relationship between the series with the same stationary level. The Engle-Granger cointegration test is based on whether the error terms of the predicted OLS model are stationary.

The cointegration of the series indicates that there is long-term equilibrium. However, cointegration tests do not reveal whether there is a balance between the series in the short term. The error correction model is used when analyzing the short-term relationship between the series (Tari, 2018).

Causality tests are used to determine whether there is any causality relationship between the series. In this study, causality test developed by Granger (1969) was used. The equations for the Granger causality test are as follows:

$$Y_t = \sum_{i=1}^p \theta_i Y_{t-i} + \sum_{i=1}^p \delta_i X_{t-i} + \varepsilon_{1t} \quad (4)$$

$$X_t = \sum_{i=1}^p \alpha_i X_{t-1} + \sum_{i=1}^p \beta_i Y_{t-i} + \varepsilon_t \quad (5)$$

3. Findings

The first of the findings obtained in this study is the results of ADF unit root test. The results of the ADF unit root test are given in Table 2. In the ADF unit root test, it is concluded that the series is stationary when the probability values for the test are lower than 0.10 at a significance level of 10%. In this case, the series unit does not contain root. When Table 2 is examined, it is seen that the series are not stationary in terms of the level values in the non-stable model but that they become stationary when the first difference is considered. In this case, it can be said that both the TAX variable and the GDP variable are stable at the first difference, i.e., I (1).

Table 2: ADF Unit Root Test Results

	No constant	
	ADF Test Statistics	Prob.*
LGDP	4.351923	0.9999
LTAX	1.062837	0.9180
D (LGDP)	-2.368830	0.0208
D (LTAX)	-1.795789	0.0696

Table 3 shows the results of Engle-Granger cointegration test conducted to determine the long-term relationship between the variables. When Table 3 is examined, it is concluded that the error terms are stationary at 5% significance level, i.e. the series are cointegrated.

Table 3: Engle-Granger Cointegration Test Results

		t-statistics	Prob.*
Test Statistics		-2.336835	0.0224
	1%	-2.692358	
Critical Values	5%	-1.960171	
	10%	-1.607051	

Another finding of the analysis is the error correction model estimation results. The estimation results of the error correction model are given in Table 4. In the table, the error term coefficient (-0.209276) appears to be between -1 and 0. This indicates that the error correction model operates consistently and that the error term coefficient is statistically significant. Furthermore, according to the error correction model estimation, approximately 20% of the deviation from the balance is improved in each period.

Table 4: Error Correction Model Estimation

Dependent Variable: D (LTAX)

Variables	Coefficient	Standard Error	t-statistics	Prob.
C	0.193957	0.041911	4.627781	0.0002
D (LGDP)	0.613207	0.710765	0.862742	0.4003
RESID01 (-1)	-0.209276	0.071502	-2.926858	0.0094

Finally, Granger causality test was applied to determine the causality relationship between the variables. Before the Granger causality test is performed, the optimal lag lengths of the variables must be found. The optimal lag lengths regarding the variables are given in Table 5. According to the table, three of the five information criteria identified the 1st delay as the optimal lag length. Therefore, the optimal lag length for the Granger causality test was determined as 1.

Table 5: Optimal Lag Lengths

Lag	LogL	LR	FPE	AIC	SC	HQ
0	53.62506	NA*	5.40e-06	-6.453133	-6.356559 *	-6.448187
1	58.01605	7.135352	5.19e-06 *	-6.502006 *	-6.212285	-6.487170 *
2	60.06022	2.810735	6.86e-06	-6.257527	-5.774659	-6.232800
3	62.40895	2.642327	9.16e-06	-6.051119	-5.375104	-6.016501
4	66.90246	3.931817	1.02a-05	-6.112807	-5.243645	-6.068299

Granger causality test findings regarding the study are given in Table 6. According to the table, there is a causality from GDP to total tax revenues. However, no causality from total tax revenues to GDP could be identified.

Table 6: Granger Causality Test Results

	Chi-Square	Prob.
Dependent Variable: D (LGDP)		
D (LTAX)	0.982551	0.3216
All	0.982551	0.3216
Dependent Variable: D (LTAX)		
D (LGDP)	8.455042	0.0036
All	8.455042	0.0036

4. Conclusion

In this study, based on the data belonging to the period of 1998-2018, the relationship between total tax revenues and economic growth was analyzed in terms of Turkey. In the first stage of the analysis, ADF unit root test was applied to the series to determine whether the series were stationary or not. The results of ADF unit root test showed that the variables were stationary in the first difference. The long-term relationship between the variables was then analyzed by Engle-Granger cointegration

test. Engle-Granger cointegration test results showed that variables were cointegrated. An error correction model was established for the analysis of the short-term relationship between variables. The error correction model estimated results showed that approximately 20% of the deviation from the balance improved in each period. Finally, the Granger causality test results showed that there is a causality from economic growth to total tax revenues.

When the findings obtained from the study are evaluated, the existence of both short-term and long-term relationships between total tax revenues and GDP shows that the variables affect each other for the period examined. This situation indicates that in Turkey the state cannot make the decisions regarding growth policies and tax policies independent from each other. In addition, the presence of a unidirectional causality from GDP to total tax revenues shows that the economic growth in Turkey regarding the period examined increased the total tax revenues. As a result, it may be said that tax revenues, which are an important source in the financing of the public sector in Turkey, will increase together with the growth of economy.

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CHAPTER – XV

AN EVALUATION OF FABLE: BRANKO ĆOPIĆ'S JEŽEVA KUĆICA (HEDGEHOG'S HOUSE)

Yasemin UZUN*

INTRODUCTION

Literary products are one of the most used materials in language education. They are the memory of society and play an important role in the transfer of culture and values. Studies on the use of literary products in language education have begun since the 20th century (Ungan, 2006).

Literary texts, especially fairy tales and fables are used in the education of children in terms of being fun and instructive. National and universal values are transferred with these literary genres easily. Literary genres help children to gain new values by guiding them towards good, beautiful and right (Kavcar, 1999). They should be used to increase children's vocabulary, accelerate their language development and make them a good reader (Ungan, 2006).

There are good reasons why the fable should be adapted to the use of children: "In the first place, it is short; the child has the pleasure of reading an entire story at one sitting. Then it is of animals, and animals are the natural companions of the child. Again, it is interesting and novel; it appeals to his imagination, for it represents the animal as having human properties; and it suggests a plain moral. It is true, the morality of the fable usually is a prudential one, but prudence is a virtue which comes early in the lessons of life" (Scudder, 2006).

The importance of fables for children is undeniable. "He is beginning to receive the impressions, which literature has made upon human life, and the early impressions which he thus receives will never become even consciously faint" (Scudder, 2006).

All societies transmit the message and values which they want to give to their citizens through the texts. The most interesting texts in children's literature are seen as fairy tales, stories and fables. "There are two forms of literary art which belong rightfully to the early period of childhood: the Fable and the Folk Story." (Scudder, 2006). Especially

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fables are the most preferred genres in children's literature due to both poetic style and content of animals.

The fable, which originates from the word “fabula” and means story in Latin, is a short and animated animal story that give a specific moral lesson (Oğuzkan, 2006). Fables are short narratives. The heroes of the fables are animals. This leads children to love fables and keep their attention alive and remember easily (Aytaş & Yalçın, 2014; Alptekin, 2005).

Fables are the oldest literary works like fairy tales. The fable as a genre begins with Aisopos (Aesop), who was thought to have lived between 620-650 B.C. in Western literature and Panchatantra tales, estimated to be compiled in Kashmir in 200 B.C. in Eastern literature in BC. However, they are thought to emerge independently of each other (Ungan, 2006).

Fable is a suitable genre that children will have the habit of reading by having fun (Ungan, 2006). It is one of the literary genres that 8-12 years old children read with pleasure. Fables facilitate “barely perceived events among children, such as self-esteem, humility, jealousy and sharing (Duran & Ercan, 2018).

According to Detlor, the duties of the fables in education are as follows (Duran & Ercan, 2018):

- a) Working with the fables allows children to develop their literacy skills.
- b) They build moral and ethical development.
- c) They develop cooperation in the classroom.
- d) They develop metaphor understanding.
- e) They associate ethical issues with real life.

At the end of a fable, there is generally a moral which is short and clear. The lesson that a fable teaches us is called a moral (Keller & Keating, 1993: 3).

Bosnia and Herzegovina writer Branko Ćopić’s fable named as Ježeva Kućica (Hedgehog's House) has been examined in terms of content in this study. This fable was written in 1949 Yugoslavian period. The author's works have been translated into many languages and filmed.

Ježeva Kućica (Hedgehog's House) was filmed in 2017 by Eva Cvijanović in Canada as a cartoon.

Branko Ćopić was a Bosnian Serb and Yugoslav writer (1915-1984). He is today remembered as a favorite writer of children stories from the school books. "Ćopić was one of the rare novelists who lived solely from his writings as, due to his popularity, his books were sold in millions of copies, both in Yugoslavia and abroad" (Vulićević, 2017). He wrote four novel (Prolom/The Break-out/1952, Gluvi baru /Silent Gunpowder/1957, Ne tuguj, bronzana stražo /Bronze Guards, Don't Mourn/1958, Osmo ofanziva/ The Eighth Offensive/1966) and nine novel for children (Orlovi rano lete/Eagles Fly Early/1957, Slavno vojevanje/Glorious Combat/1960, Bitka u Zlatnoj dolini/The Battle of Golden Valley, Magareće godine/"Donkey" Years, Balada o ribaru i mačku/ Ballad of the Fisherman and the Cat, Glava u klancu noge na vrancu /Head in the Col Legs on the Horse, Ježeva Kućica /Hedgehog's House/1949, Doživljaji mačka Toše /Adventures of Toscho the Cat, Bašta sljuzove boje /The Marshmallow Color Garden). Sixteen films and television series made after Ćopić's writings (Ćopić, 2007; Jakšić, 2012).

Ježeva Kućica (Hedgehog's House) analyzed in this study was written as a fable in 1949. The characteristics of the animals, their roles, the values to be transferred and the advice that will be given in this fable will be tried to be determined.

METHOD

Research Model

This research is carried out by using qualitative method. Document analysis, one of the qualitative research methods, was used in this study. Document analysis involves the analysis of written materials containing information about the event or facts that are targeted for investigation (Yıldırım ve Şimsek, 2005).

Population and Sample

Branko Ćopić's Ježeva Kućica (Hedgehog's House) fable was examined in terms of content in this study. Other works of the author are not included in the study. The English translation of Ježeva Kućica which was studied by Mirta Jakšić (2012), and Ježeva Kućica fable in Bosnian (2007) were used as sample.

Data Collection and Analysis

The characteristics of the animals in the fable were tried to be determined. Then the fable was tried to be evaluated thematically.

RESULTS

The main protagonist of Ježeva Kućica is a hedgehog called Ježurka Ježić. He is proud and brave. Other characters are a female fox (vixen) called Mica, a wolf, a bear and a wild boar.

The hedgehog known as a famous hunter walks in the forest whole day:

*“He can be seen **hunting**; that is his trade.*

***His three hundred spines** as sharp as a blade”*

Everybody who lives in the forest knows him as a good hunter:

“Ask both Wolf or Bear, or faint-hearted Ewe,

Hedgy the hunter is known by his crew

Hawk keeps his distance, Wolf guards his behind,

Snake, while sleeping, has Hedgy on her mind”

Everyone in the forest knows where the hedgehog lives. That is why the address in the letter Vixen wrote to him was very short:

*“**Address short**, letters round in color mauve:*

*To Sir Hedgehog **at the end of the grove.**”*

The hedgehog accepts Vixen's invitation and gets ready for the lunch. He sharpes the spines which can be used as weapon:

“Hedgy the Hedgehog is slyly squinting,

And whetting his spines till they are glinting.”

The hedgehog is also seen as a gentleman:

*“He bows with a smile, **such a gentleman,***

He greets her as politely as he can:”

Although the forest is quiet and beautiful at night, it is dangerous. The hedgehog always shines and sharpes his spines for defending and the

owl hoots during the night. These show that there is a dangerous situation in the forest:

*“Silence is broken when Owl starts to **hoot**:*

*The **hunt** begins and you birds better **scoot!**”*

The vixen invited the hedgehog to lunch and after the lunch she asked him to stay with her because of the time. The hedgehog does not accept to stay with her:

“My house is safe and I’m a host upright.

Don’t hurry. Why don’t you stay for the night?

That’s how clever vixen lures him to stay

*And **hedgehog resists her thinking**, no way:”*

Hedgehog is stubborn. He loves his house and defines it as a modest house:

“But hedgehog is stubborn and starts to foam:

Vixen, I still prefer my humble home!

There goes hedgehog mumbling while the stars shine:

*“**My house, the sweetest paradise of mine!**”*

The vixen does not understand why the hedgehog insists on going to his house. She thinks the hedgehog's house is more luxurious than hers:

“To get there if Hedgy’s in such a rush,

It surely must be a home very lush.”

“Feathers might be spread all over the floor,

*Baked larks might serve as a **ceiling decor.**”*

“That house, I am sure, is full of great wealth.

To see for myself I must move with stealth.”

The vixen is curious to see the hedgehog's house. She starts following him. In the meantime, a wolf comes across and asks the vixen where she is going. The vixen says that she wonders hedgehog's house. Then, the bear and wild boar join them. The reason why wolf, bear and

wild boar go to the hedgehog's house with the vixen is only for entertainment. They all use the same words at different times to indicate their wishes:

*"I'll come with you 'cause **I like a good prank.***

*I want to pick on that **silly old crank!**"*

Hedgehog finally reaches his home. The house is a modest house and there are leaves on the ground. It is not luxury but the hedgehog is very happy in his house. He symbolizes his home as freedom:

"As they finally catch up with hedgehog,

They see him standing by an old beech log.

Under it a hole that fills you with dread,

In it a floor bedding of dry leaves spread.

Hedgy enters, his face without a frown,

He's rustling and looking where to lie down.

He makes his bed, long as one hand span,

Yawns, lies down and stretches like an old man."

He's very happy and feeling divine:

"My dearest house, the sweet freedom of mine!"

Nobody likes the house of the hedgehog except the vixen and they make fun of it:

*"You **foolish hedgehog** of the sort spiny,*

*That much you love **your shack old and tiny?!**"*

"That hut of yours is all in a jumble,

Its roof is rotten and it might crumble."

*"**A kennel** in which you can barely squeeze,*

And it is probably swarming with fleas!"

"A house like this, you braggy little hunch,

We'd give to anyone for a good lunch!"

The three of them are causing a riot,
While **clever vixen is being quiet.**”

The hedgehog responds to the insults of the wolf, bear and wild boar. He says that he loves his home and home belongs to him. He is living by working and protecting his home:

*“No matter what kind of home I have got,
I still cherish it and love it a lot.”*

*“It is simple and modest, **but it’s mine,**
Here I am free and I like it just fine.”*

*“I am **hardworking**, hunting is my trade,
I live in peace, without anyone’s aid.”*

*“Only such scoundrels, may they go to hell,
For some lunch give the home in which they dwell!”*

*“That is why just the three of you alone
Don’t have a house that you can call your own.”*

Hedgehog says that the end of these three will be very bad:

*“I hear that you live off stealing, sadly,
And you’ll surely end up really badly!”*

Only Vixen recognizes the hedgehog:

*“Vixen’s listening and then sees the light:
I understand at last; hedgehog is right!”*

Wolf, bear and wild boar say that they can give their houses to someone else for an acceptable price:

Wolf:

Wolf says: “An enchanting house? That’s a sham!

I’d gladly give mine **for a juicy lamb!**”

Bear:

“I’ve never heard of such nonsense! Who cares?

I’d gladly trade mine **for some juicy pears.**”

“For a single honeycomb I’ll give mine,

Food is something I can never decline.”

Wild boar:

“Loves his nest? Baloney! What’s the big deal?

*I’d give mine in exchange **for half a meal!**”*

Hedgehog loves his house so much that he never thinks of selling it to anyone:

“Wonderful palace with wooden ceiling,

With a leafy floor, soft and appealing.”

“To you I promise to always stay true,

There’s not a chance I would ever trade you!”

“Here I live carefree, with no fear of death,

And I will defend you till my last breath!”

The wolf and the bear think the reason why another animals rush away is to find a food that they like. The wild boar thinks the reason why another animal rushes away is to look for the feast.

Wolf:

“Grrrr, tell Wolf the great hunter what’s the rush;

***Have you found a sheep** with fleece nice and plush?”*

Bear:

“What’s the rush?” Big Bear looks at them funny.

“Maybe you’ve found a lake full of honey?”

Wild boar:

“Oink, oink, my forest fellows, what’s the rush?

***Is there a feast** you’re keeping on the hush?”*

At the end of the fable, the wolf and the wild boar were shot by hunters, bear was killed by bees:

*“**Wolf** the hungry butcher, he’s such a clown,*

*Very soon the farmers **hunted** him down.*

*After that, poor clumsy **Bear**, my oh my,*

***Got stung** by hundred bees and said goodbye.*

*And **Wild Boar** definitely had no fun,*

*He soon **got shot down** by the hunter’s gun.”*

Hedgehog is still alive. He likes his home and working:

“Across the whole forest, even today,

Hedgy the Hedgehog hunts and roams all day.

In his profession he is very skilled,

Working and guarding his home makes him thrilled.”

CONCLUSION

There are four animals characters in Ježeva Kućica. The animals characters used in a fable should be chosen carefully so as to demonstrate their natural characteristics. The Fox should be always cunning, the Wolf cruel, the Bear dumb and lazy, the Wild Boar obnoxious. They were chosen to reflect their roles in this fable. The hedgehog Ježurka Ježić known as a famous hunter is the main character. He is kind, proud, brave, stubborn and happy to be in his home. Other characters are a female fox (vixen) called Mica, a wolf, a bear and a wild boar. The vixen is a friend of the hedgehog; wolf, bear and wild boar do not like the hedgehog.

The most unique and distinct physical feature of the hedgehog is its spines. The weight of the spines makes up about 35% of the weight. The spines are also defensive. The hedgehog has small, beaded eyes and a weak vision. It has big ears and an excellent hearing. It has an excellent sense of smell which is very useful for them in search of food and in detecting danger. It is very good at detecting movements around them (<http://www.hedgehogheadquarters.com/secure/characteristics.htm>). These features of hedgehog are seen in this fable. He is good at hunting

and detecting. The hedgehog uses his spines for defending in this fable. Spines also serve as weapon.

Foxes are often stereotyped as sly and cunning tricksters. Vixen is a friend of hedgehog. She is tolerant, curious and hospitable. She wonders the home of hedgehog in the beginning of the fable. After hearing what the hedgehog says, she justifies him by going away.

Wolf, bear and wild boar are other animals in the fable. Wolves are often stereotyped as cruel, evil and seductive in other fables. They are frequently portrayed as tricksters, dangers. They can be seen as monster. A wolf in sheep's clothing refers to people who appear to be friendly, but are actually dangerous. The honorable wolf, the solitary or renegade wolf and the wolf who howls at the moon can be seen as well. Bears are often stereotyped as dumb, dopey, lazy, loveable, strong and vicious. Pigs are often stereotyped as obnoxious, filthy, greedy, ugly, dirty, cute and wise. Wild boars are also popular in horror stories as monsters.

Wolf, bear and wild boar do not like to work. They have no sense of belonging to their home and do not care about their home. They do not like hedgehog, they go to his house with the vixen to make fun and they insult the hedgehog. They say that they can give their houses to someone else for a good price. The hedgehog says that the end of wolf, bear and wild boar will be bad.

Wolf, bear and wild boar are selfish. They perceive the world according to their wishes. The only thing that matters to them is the fulfillment of their needs.

The story takes place in a forest. Forest is beautiful and silent but dangerous at night. Forest symbolizes the world. World is beautiful and silent at nights but it is dangerous.

The fable was written during the World War II. The home of hedgehog symbolizes the country. The hedgehog fights with other animals to protect his home, his homeland:

*“Here I live carefree, with no fear of death,
And I will defend you till my last breath!”*

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CHAPTER – XVI

3D PRINTING: GAME CHANGING TECHNOLOGY

Hüseyin YENER*

INTRODUCTION

Making things is one of the oldest occupations of human being. While everyone was initially making things for himself; some people started to become professional at manufacturing. Later with the industrial revolution, production activities changed dimension. The production became more centralized, quality and variety of manufactured items increased while decreasing costs. Moreover, the production moved away from consumers and started to be done in much higher volumes, goods became less personalized. Three dimensional (3D) printing can be seen as a new step of mankind's story of making things as it can be named as a revolution in manufacturing activities.

This paper studies 3D printing technology in a large perspective with its evolution, current and possible implications. 3D printing can provide valuable opportunities for manufacturing sector. While 3D printing opens significant advantages for firms, it also has considerable threats. Furthermore, 3D printing may trigger changes in comparative advantages in manufacturing and design activities. By adopting 3D printing technology, every partner can gain new opportunities. It can also trigger significant changes not only in manufacturing and design but also in many other areas.

1. MANUFACTURING PROCESS

Manufacturing process is basically a complex activity, concerned with people who've a broad number of disciplines and expertise and a wide range of machinery, tools, and equipment with numerous levels of automation, such as computers, robots, and other equipment. Manufacturing pursuits must be receptive to several needs and developments (Engineering Articles, 2015).

Manufacturing involves the conversion of raw materials, usually supplied in simple or shapeless forms, into finished products with specific shape, structure, and properties that fulfill given requirements. This conversion into finished products is accomplished using a great variety of

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processes that apply energy to produce controlled changes in the configuration properties of materials. The energy applied during processing may be mechanical, thermal, electrical, or chemical in nature. The results are meant to satisfy functional requirements that were defined during the product design stage (National Research Council, 1995). In the past, design, materials engineering, and manufacturing were often treated as independent engineering specialties. However, modern manufacturing must be cost-effective and timely. This requires that everyone involved in the entire product life cycle work together concurrently to provide a functional product that can be produced efficiently, can be operated reliably, and is easy to maintain and recycle (Taguchi, 1993). This report identifies a large number of opportunities for improving unit processes. These can be considered as future options for the concurrent engineering teams.

Manufacturing a product or component usually requires the integration of a number of processes. For example, the initial process may involve casting a metal into a mold to produce a desired shape. Next, the casting may be machined with cutting tools to generate surfaces of specified form. Finally, a surface treatment may be employed to improve the durability of the part. Each of these three individual operations casting, machining, and surface treatment is a unit manufacturing process. They are the individual steps required to produce finished goods by transforming raw material and adding value to the work piece as it becomes a finished product (National Research Council, 1995).

1.1. Types of Manufacturing Processes

Most manufacturing environments fit into one of five general categories. Repetitive, Discrete, Job Shop, Process (batch), and Process (continuous) ([Goldense, 2015](#)).

1.1.1. Repetitive

This category, with some exceptions, is best described as having dedicated production lines that turn out the same item, or a closely related family, 24/7 all year long. Speeding up or slowing down the speed of the operation modulates differences in customer demand. There is little setup and changeover activity. If the peak line speed cannot keep up with demand, a second line is added. If demand is not enough for a dedicated second line, it is met by a second line operating in Discrete mode that also makes other products.

1.1.2. Discrete

This environment is highly diverse. It covers a range from few setups and changeovers to frequent setups and changeovers. The products being made may be alike or highly disparate. The more unlike the products are, the longer is the unproductive set-up and tear-down time.

1.1.3. Job Shop

Job shops rarely have production lines, they have production areas. The area may assemble only one version of a product, a dozen versions, or even a couple dozen. If demand grows, the operation is turned into a discrete line and selected labor operations are replaced by automated equipment.

1.1.4. Process (continuous)

These operations are analogous to Repetitive; they run 24/7 all the time. The primary difference is that production materials are gases, liquids, powders, or slurries. In some cases, such as mining, they can be granular or chunky materials. Design considerations are analogous, except the disciplines to create final product and production process are more diverse.

1.1.5. Process (batch)

Batch-process operations are analogous to Discrete and Job Shop. Sometimes one batch is all it takes to meet demand. Sometimes it takes several batches. The equipment is then cleaned and the next product run. In some cases, Batch processes can be continuous in nature, making one batch after another of the same product. This is common when the composition of raw materials cannot be made to a strict standard. Each batch must be analyzed and some change made to the original formulation to turn out a final product that meets the spec. Again, design considerations are analogous and the disciplines are more diverse.

2. SUBTRACTIVE MANUFACTURING

Subtractive manufacturing is a generic term for various controlled machining and material removal processes that begin with solid blocks, bars, plastic bars, metal or other materials that are shaped by material removal by cutting, drilling and grinding (3DZ, 2019).

Subtractive manufacturing processes based on controlled removal of undesired materials through cutting, drilling or milling to achieve the desired forms. Subtractive manufacturing or subtractive fabrication involves cutting away from a solid block of material. *Subtractive* means tending to or able to remove or subtract. If something is subtractive, it takes things away. Sculptors go through this process when they make statues. They start with a big block of stone or wood and gradually chisel away at it. Eventually, they have a statue of a man, woman, child, head, animal, etc. In manufacturing: with *subtractive*, the object gets smaller as you progress ([Market Business News, 2018](#)).

Subtractive manufacturing is most typically done with a computer numerical control (CNC). In the CNC, a virtual model designed in the Computer aided design (CAD) software is used as input for the production tool. The software simulation is combined with the user input to generate

paths that guide the cutting tool through the geometry of the work piece. These instructions explain to the machine how to perform the necessary cuts, channels, holes and all other features that require material removal, taking into account the speed of the cutting tool and the material feed. CNC tools produce parts from these computer-aided production (CAM) data, with little or no human assistance or interaction (3DZ, 2019).

In addition, subtractive manufacturing processes are generally used to create plastic or metal parts for prototyping, tool making and end use. They are ideal for applications that require tight tolerances and geometries that are difficult to model, cast, or produce with other traditional manufacturing methods. Of course, subtractive manufacturing offers a variety of materials and machining methods. In fact, softer materials are much easier to machine into the desired shape, but consume more quickly. Traditional manufacturing refers to manufacturing principles focused on producing a certain set number of products each period and holding a reserve in case of unexpected demand or shortages. In traditional manufacturing, costing is a vital process for charting production expenses; costing is the act of assigning costs to particular production activities and steps. The goal is to assign costs to the parts of production that actually produce related value, known as the matching principle. In this situation, costs are typically categorized by department or stage, with one cost being assigned for all resources, all labor and so forth ([Market Business News, 2018](#)).

3. 3D PRINTING

3.1. Definition

3D printing is a form of **additive manufacturing**. Objects are built in small *layers*, stacked on top of each other one at a time (Coburn, 2017).

3D Printing is a process for making a physical object from a three-dimensional digital model, typically by laying down many successive thin layers of a material. It brings a digital object (its CAD representation) into its physical form by adding layer by layer of materials (Petch, 2019).

3D printing is the automated process of building a three-dimensional object by adding material rather than taking material away as in drilling or machining (Houser, 2019).

3D printing is a way of producing elements that, starting from a 3D file/model and dividing it into slices, is able to shape an entire element from the progressive manufacture of each one of the layers that form its geometry, using the precise amount of material necessary to make each one ([Gonzales, 2018](#)).

3.2. Process and Technology

The entire 3D printing technology can be divided into 3 steps:

- 3D Design: 3D digital model is the starting point for any 3D printing process. This digital model can be created using various 3D design software or can also be created using 3D scanning.
- Slicing: Once the 3D model is created, it is then sliced into layers thereby converting the design into a file readable by 3D printer.
- 3D Printing: 3D printer will then print this file layer by layer using the material given as input to the 3D printer ([Gonzales, 2018](#)).

3.2.1. Stereolithography (SL)

SL is widely recognized as the first 3D printing process. SL is a laser-based process that works with photopolymer resins that react with the laser and cure to form a solid in a very precise way. It is a complex process but simply put the photopolymer resin is held in a vessel with a movable platform inside. A laser beam is directed in the X-Y axes across the surface of the resin according to the 3D data supplied to the machine, whereby the resin hardens precisely where the laser hits the surface. Once the layer is completed, the platform within the vessel drops down by a fraction and the subsequent layer is traced out by the laser. This continues until the entire object is completed and the platform can be raised out of the vessel for removal. many objects 3D printed using SL need to be cleaned and cured. Curing involves subjecting the part to intense light in an oven like machine to fully harden the resin (Petch, 2019).

3.2.2. DLP (Digital Light Processing)

DLP is a similar process to stereolithography in that it is a 3D printing process that works with photopolymers. The major difference is the light source. DLP uses a more conventional light source, such as an arc lamp with a liquid crystal display panel, which is applied to the entire surface of the vessel of photopolymer resin in a single pass, generally making it faster than SL. DLP produces highly accurate parts with excellent resolution, but its similarities also include the same requirements for support structures and post-curing. However, one advantage of DLP over SL is that only a shallow vat of resin is required to facilitate the process, which generally results in less waste and lower running costs ([Gonzales, 2018](#)).

3.2.3. Laser Sintering and Laser Melting

Laser sintering and laser melting are interchangeable terms that refer to a laser based 3D printing process that works with powdered materials. The laser is traced across a powder bed of tightly compacted

powdered material, according to the 3D data fed to the machine, in the X-Y axes. As the laser interacts with the surface of the powdered material it sinters, or fuses, the particles to each other forming a solid. As each layer is completed the powder bed drops incrementally and a roller smoothens the powder over the surface of the bed prior to the next pass of the laser for the subsequent layer to be formed and fused with the previous layer. Once finished, the entire powder bed is removed from the machine and the excess powder can be removed to leave the printed parts. One of the key advantages of this process is that the powder bed serves as an in-process support structure for overhangs and undercuts, and therefore complex shapes that could not be manufactured in any other way are possible with this process. However, on the downside, because of the high temperatures required for laser sintering, cooling times can be considerable ([Gonzales, 2018](#)).

3.2.4. Fused Deposition Modelling (FDM)

3D printing utilizing the extrusion of thermoplastic material is easily the most common and recognizable 3DP process. The process works by melting plastic filament that is deposited, via a heated extruder, a layer at a time, onto a build platform according to the 3D data supplied to the printer. Each layer hardens as it is deposited and bonds to the previous layer. The FDM processes require support structures for any applications with overhanging geometries. For FDM, this entails a second, water-soluble material, which allows support structures to be relatively easily washed away, once the print is complete. Alternatively, breakaway support materials are also possible, which can be removed by manually snapping them off the part. The process can be slow for some part geometries and layer-to-layer adhesion can be a problem, resulting in parts that are not watertight. Again, post-processing using acetone can resolve these issues ([Gonzales, 2018](#)).

3.2.5. Binder Jetting

Where the material being jetted is a binder, and is selectively sprayed into a powder bed of the part material to fuse it a layer at a time to create/print the required part. As is the case with other powder bed systems, once a layer is completed, the powder bed drops incrementally and a roller or blade smoothens the powder over the surface of the bed, prior to the next pass of the jet heads, with the binder for the subsequent layer to be formed and fused with the previous layer. Advantages of this process, like with SLS, include the fact that the need for supports is negated because the powder bed itself provides this functionality. Furthermore, a range of different materials can be used, including ceramics and food. A further distinctive advantage of the process is the ability to easily add a full color palette which can be added to the binder ([Think3D Team, 2015](#)).

3.2.6. Material Jetting

Material jetting is a 3D printing process whereby the actual build materials in liquid or molten state are selectively jetted through multiple jet heads. However, the materials tend to be liquid photopolymers, which are cured with a pass of UV light as each layer is deposited. The nature of this product allows for the simultaneous deposition of a range of materials, which means that a single part can be produced from multiple materials with different characteristics and properties. Material jetting is a very precise 3D printing method, producing accurate parts with a very smooth finish ([Think3D Team, 2015](#)).

3.2.7. Selective Deposition Lamination (SDL)

The SDL 3D printing process builds parts layer by layer using standard copier paper. Each new layer is fixed to the previous layer using an adhesive, which is applied selectively according to the 3D data supplied to the machine. After a new sheet of paper is fed into the 3D printer from the paper feed mechanism and placed on top of the selectively applied adhesive on the previous layer, the build plate is moved up to a heat plate and pressure is applied. This pressure ensures a positive bond between the two sheets of paper. The build plate then returns to the build height where an adjustable Tungsten carbide blade cuts one sheet of paper at a time, tracing the object outline to create the edges of the part. When this cutting sequence is complete, the 3D printer deposits the next layer of adhesive and so on until the part is complete ([Gonzales, 2018](#)).

3.2.8. The Electronic Beam Melting

This metal printing method is very similar to the Direct Metal Laser Sintering (DMLS) process in terms of the formation of parts from metal powder. The key difference is the heat source, which, as the name suggests is an electron beam, rather than a laser, which necessitates that the procedure is carried out under vacuum conditions. EBM has the capability of creating fully dense parts in a variety of metal alloys and as a result the technique has been particularly successful for a range of production applications in the medical industry, particularly for implants. However, other hi-tech sectors such as aerospace and automotive have also looked to EBM technology for manufacturing fulfillment ([Gonzales, 2018](#)).

3.3. Materials

3.3.1. Plastics

Nylon, or Polyamide, is commonly used in powder form with the sintering process or in filament form with the FDM process. It is a strong, flexible and durable plastic material that has proved reliable for 3D printing. It is naturally white in color but it can be colored ([Think3D Team, 2015](#)).

3.3.2. Metals

Two of the most common are aluminum and cobalt derivatives. One of the strongest and therefore most commonly used metals for 3D printing is Stainless Steel in powder form for the sintering/ melting/EBM processes. It is naturally silver, but can be plated with other materials to give a gold or bronze effect. Titanium is one of the strongest possible metal materials and has been used for 3D printing industrial applications for some time (Petch, 2019).

3.3.3. Others

- **Ceramics:** Ceramics are a new group of materials that can be used for 3D printing. The particular thing to note with these materials is that, post printing, the ceramic parts need to undergo the same processes as any ceramic part made using traditional methods of production, namely firing and glazing.

- **Paper:** Standard A4 copier paper is a 3D printing material. 3D printed models made with paper are safe, environmentally friendly, easily recyclable and require no post-processing.

- **Bio Materials:** Living tissue is being investigated with a view to developing applications that include printing human organs for transplant, as well as external tissues for replacement body parts.

- **Food:** Experiments for 3D printing food substances has increased recently. Chocolate is the most common one. There are also printers that work with sugar and some experiments with pasta and meat are undergoing.

3.4. Benefits

3.4.1. Complexity and freedom of design

- 3D printing builds complex shapes and parts many of which cannot be produced by conventional manufacturing methods.

- Complex geometries can be created easily and it allows a large amount of design freedom.

- By using 3D Printing models can be produced as a single piece on the spot, therefore it decreases inventory cost.

3.4.2. Customization and personalization

- 3D printing allows for easy customization. Each and every item can be customized without additional manufacturing costs.

- If there is a need to change a design of particular item, the digital design has to be changed only with no expensive manufacturing process or additional tooling

3.4.3. No need for tools

- 3D printing process generally doesn't require any special new tooling to produce model or it's parts.

- No additional costs or lead times are required between making an object complex or simple.

3.4.4. Speed and costs savings

- Complex models can be printed in a relatively short time.

- Lowering costs is also achieved by saving time. For example, objects or their parts could be produced much quicker and as they are needed, therefore the costs of inventory storage and labor time could be reduced.

3.4.5. Faster and less risky route to market

- 3D Printing is used for rapid verification and development of design ideas. It is cheaper to produce a 3D prototype, then to redesign an existing, if there is a need.

- 3D printing is good choice for those, who are looking into manufacturing a product idea, because there is much less risky route to the market.

- 3D Printing can also reduce risk of danger associated with some manual prototyping processes.

3.4.6. Less waste, sustainable, environmentally friendly

- 3D printing is an additive process - an object is built from the raw material layer by layer. Additive manufacturing methods generally only use the amount of material needed to create that particular object.

- Most processes use materials that can be recycled or can be reused for more than one build resulting in additive manufacturing process producing very little waste (EU, 2016).

3.5. Limitations

- Higher cost for large production runs: The price of printers and raw materials are still expensive but in near future these expenses tend to decrease

- Less material choices, colors, finishes: There are still some limitations compared to conventional product materials, colors and finishes

- Limited strength and endurance: Not all printing technologies can ensure strength of produced objects, and the strength is not uniform due the layer-by-layer fabrication process
- Accuracy of printed objects: If there is a need to print precise parts or finer details—it is still difficult to ensure the high precision capabilities of certain manufacturing processes
- Majority of 3Dprinters are limited by scale and size (EU, 2016).

3.6. Applications

In terms of the industrial markets main sectors that are benefitting greatly from industrial 3D printing listed below (Petch, 2019):

3.6.1. Medical and Dental

3D printing technologies are being used making prototypes to support new product development for the medical and dental industries, The technology is also taken advantage of directly to manufacture both stock items, such as hip and knee implants, and bespoke patient-specific products, such as hearing aids, orthotic insoles for shoes, personalized prosthetics and implants for patients suffering from diseases such as osteoarthritis, osteoporosis and cancer, along with accident and trauma victims. Technology is also being developed for the 3D printing of skin, bone, tissue, pharmaceuticals and even human organs.

3.6.2. Aerospace

The aerospace sector was using 3D printing technologies in their earliest forms for product development and prototyping. Process and materials development have seen a number of key applications developed for the aerospace sector and some non-critical parts are all-ready flying on aircraft.

3.6.3. Automotive

The earliest user of 3D printing was the automotive sector. Many automotive companies particularly at the cutting edge of motor sport and F1 have been using the technologies not only for prototyping applications, but also developing and adapting their manufacturing processes for automotive parts. Many automotive companies are now also looking at the potential of 3D printing to fulfill after sales functions in terms of production of spare/replacement parts, on demand, rather than holding huge inventories.

3.6.4. Jewelry and Art

3D printing technology helps jewelers sector in the design and manufacturing process requiring high levels of expertise and knowledge

involving specific disciplines that include fabrication, mould-making, casting, electroplating, forging, silver/gold smithing, stone-cutting, engraving and polishing. 3D printing also brings a new dimension to the art world, as a methodology of reproducing the work of past masters and making exact replicas of ancient and more recent sculptures.

3.6.5. Architecture

3D printing offers a relatively fast, easy and economically viable method of producing detailed models for architects. Many successful architectural firms, now commonly use 3D printing in house or as a service as a critical part of their workflow for increased innovation and improved communication. More recently some visionary architects are looking to 3D printing as a direct construction method.

3.6.6. Fashion

3D printed accessories including dresses, shoes, head-pieces, hats and bags are selling in fashion stores.

3.6.7. Food

Food is an emerging application of 3D printing that is getting people very excited and has a great potential. Initial applications of 3D printing food were with chocolate and sugar. Some other experiments with food including the 3D printing of meat at the cellular protein level. More recently pasta is another food to be produced by using 3D printing. Looking to the future 3D printing has a potential to produce a complete food preparation and a way of balancing nutrients in a comprehensive and healthy way.

4. WHEN TO USE SUBTRACTIVE AND ADDITIVE PRODUCTION

One of the main advantages of 3D printing is the speed at which parts can be produced compared to traditional manufacturing methods. **Complex designs** can be uploaded from a CAD model and printed in a few hours while it may take days or even weeks in subtractive method. Most parts require a large number of manufacturing steps in traditional subtractive technologies. In 3D printing, the process begins with a CAD model. Once the design is finalized, fabrication begins immediately.

On the other hand, 3D printing technologies consume a high amount of energy to produce a single part. In mass production subtractive production has an advantage over 3D printing. One of the other advantages of 3D printing is the low cost of labor. The majority of 3D printers only require an operator to press a button. Ordering a faulty prototype costs, the designer time and money. Even small changes in a mold or fabrication

method may have a large financial impact. For minimizing risk 3D printing is better than subtractive production.

3D printing also allows complete customization of designs which is very expensive and time consuming for subtractive production. Subtractive manufacturing methods, such as CNC milling or turning, remove a significant amount of material from an initial block, resulting in high volumes of waste material while 3D printing leaves almost no waste.

Finally, according to constraints of the production to be processed the methodology should be selected. If 3D printing finds a way for mass production it will clearly replace subtractive production.

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CHAPTER – XVII

INTERIOR SPATIAL FEATURES AS A MARKETING ISSUE

Betül BILGE* & Meryem YALÇIN**

INTRODUCTION

A physical space serves as a mediator, transferring a communal and cultural identity to those who enter it. The meaning of the space is separate from its function, yet its concrete, pragmatic nature communicates an important meaning about place. Individuals ascribe concrete and abstract meanings to objects, turning the objects into symbolic expressions (Rapoport, 2000, p. 39 ; Bechtel, 1997, p. 43; Gür, 1996, p. 37). Thus, the architectural elements used in interior design express a targeted communication about the space. In the modern, materialistic world, social spaces must represent themselves as junctions of entertainment, style and fashion, where consumers can observe evolving social factors and contemporary issues (Yalcin, 2008; p. 54). The physical form or design of an interior space is an essential determinant of a consumer-driven business' marketplace success. A good spatial design attracts consumers, communicates to them and adds value to the institution by increasing the quality of the consumer's experience (Bloch, 1995, p.19). The theory of market design is extremely well developed, cutting across many fields, from design methods to management studies and the semiotics of marketing. The rich literature on market design has contributed to its continued success and its adaptability to new technologies, political and social circumstances and organizational structures and processes (Margolin and Margolin 2002, p. 27). However, relatively little attention has been given to the structures, methods and objectives of spatial design. This study argues that any consumer-frequented business would be improved if managers became familiar with spatial design and designers became familiar with management strategies, thus developing methods to integrate spatial design into the corporate environment (Borja de Mozota & Young Kim, 2009, p. 67; Best 2006, p. 38; Mozota, 2003, p. 49; Margolin, and Margolin, 2002; p. 28). Since restaurants must consider wide and varied sets of data to design their dining spaces, restaurants are a valuable case study for the larger issues of design management, as they allow researchers to examine restaurant management skills and design issues, as well as spatial design as a marketing issue.

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DESIGN MANAGEMENT AND SPATIAL ISSUES

Design Management is an identity process, in that defines a company for itself, its consumers and its investors. It differentiates a firm from its competitors and is at the heart of the firm's success. Design provides a key identifier for the company to the public, hence the great necessity for designers and managers to be proactive in design process management (DMI, 2009; Mozota 2003, p. 43). What is needed in management practice and education today is the development of a design attitude, which goes beyond default solutions to create new possibilities in the future (Boland and Collopy, 2004, p. 58; Dickson & White, 1997, p. 8). The interface between marketing and design management, with a particular focus on design solution processes and corporate communications, brings to the fore questions such as the role of design in the organization, new product strategies and the effectiveness of the marketing/design relationship. In addition, design describes both the process of making things and the products created by the process (the design).

There is a growing awareness within many organizations that design is a valuable means to achieve strategic goals and objectives. For businesses that serve the public (e.g., restaurants and stores), spatial design is particularly important. These businesses can be more successful if managers familiarize themselves with design and designers familiarize themselves with management strategies, thus developing methods to integrate spatial design into the corporate environment (Best 2006, p. 25). To help managers better understand the design process, it can be conceptualized in at least three different ways: as a process of transforming inputs into outputs; as a flow of information through time and space; and as a process for generating value for customers (Koskela *et al.*, 2001, p. 201). In turn, designers can learn about the new, more informal models of management, based on concepts such as consumer-driven management, project-based management and total quality, all of which deal with spatial design and thus make designers feel at ease (Best 2006, p. 29).

At the same time, the world of interior design is currently experiencing an immense transformation. Consumer and corporate expectations about design have led to much apprehension among designers, who have attempted to achieve visual distinctness by using rich colors, texture and forms, as well as spatial variety. In this context dining interiors have become considerably complex and comprehensive spaces in terms of design management and marketing, considering human-environment interaction, psycho-social determiners and spatial perception/image/identity formation.

RESTAURANT MANAGEMENT SKILLS AND DESIGN ISSUES

Experience design, an approach to create emotional connections with guests or customers through careful planning of tangible and intangible service elements, has gained popularity in many hospitality and retail businesses. With ever-increasing competition, service providers seek to develop loyalty by aggressively designing, continuously innovating, and managing their customer experiences (Mozota, & Kim, 2009, p.67; Melever, 2003, p.197). In addition, experience design considers emotional responses as mediating factors between physical and relational elements and human behaviors. While a few design elements directly affect hosting behavior, the relationship between most design elements and hosting behavior is strongly mediated by eliciting certain types of emotional behaviors (Heide & Gronhaug, 2006: p.278). This connection has implications for the focus of service managers' efforts in different environments.

Pleasure and arousal derived from the dining environment are significant determinants of behavior. Emotions evoked by the dining environment within restaurants significantly affect the extent to which customers intended to come back, to recommend the restaurant to others, to stay longer than anticipated and to spend more money than originally planned. Restaurateurs focus on the importance of the physical environment in generating positive emotions in their businesses (Ryu and Jang 2007, p.51).

The decision to "go out to eat" may only be influenced by the consumer's desire to eat at a restaurant, but food choice and restaurant choice may be influenced by a wide range of factors. That said, the three choices are interrelated. The decision to go out to eat leads consumers to a meal experience in a restaurant environment, and a restaurant's interior design, products, social environment, service, atmosphere, prices, and management are the major components of meal experience. The meal experience components interactively generate consumer satisfaction or dissatisfaction (Lowenberg et al. 1979, p. 25; Finkelstein 1989, p. 51). Restaurants may have difficulty in adapting design as a strategic tool in their marketing if they do not understand its meaning and value in practice (Lorenz 1995, p. 77). As a result, failure to utilize design as a marketing tool may have a negative impact on a restaurant's ability to attract customers.

As dining out is a product of cultural industrialization, consumers share a set of expectations and feelings related to the experience. The success of a restaurant's spatial design depends on the dining space's ability to provide an environment that consumers expect and enjoy as a

form of social entertainment. Many comprehensive and complex environmental elements contribute to a successful spatial design.

RESTAURANT SPATIAL DESIGN AS A MARKETING ISSUE

In the modern, materialistic world, social spaces must represent themselves as junctions of entertainment, style and fashion, where consumers can observe evolving social factors and contemporary issues. While people often form their first impressions of others based on physical appearance alone, according to Rapoport there are several other attributes that also carry meaning about a person's social and economic status, education level and worldview, such as lodging, furniture, consumer goods, and nutritional habits (Rapoport 1990). A less obvious attribute that affects a person's perceptions of others is venue design. The design of a dining space can influence a consumer's perceptions in that a multi-directional presentation takes place at restaurants; namely, food presentation, venue presentation, person presentation and preference presentation.

Correspondingly, in restaurant spatial design some functional, socio-cultural and sensory notifications are made for the perception of the individual. The physical design inside the space, while bearing old and new semantic expressions related to the food presented and in consideration of the other senses, includes comprehensive and complex environmental elements that serve as reflexive moderators and independent variables that affect the consumer's experience. These variables can be classified and related, as shown in Table 1:

<i>Independent Variables</i>	<i>Intermediate Variables</i>	<i>Dependent Variables</i>
<u>(1) Ambience Factors</u>	<u>(1) Sensorial Channels</u>	<u>(1) Guest Response</u>
Sound	Sight	Cognitive
Lighting	Sound	Affective
Smell	Touch/Feeling	Physiological
Temperature	Scent	Behavioural

	Taste	<u>(2) Hospitality</u>
<u>(2) Social Factors</u>		<u>Outcomes</u>
Staff-Staff	<u>(2)Response</u>	Guest Satisfaction
Staff-Guests	<u>Moderators</u>	Return Visits
Guests-Guests	Cultural Background	Word of Mouth
	Nationality	
<u>(3) Design Factors</u>		
Spatial Organization	Gender	
Architecture	Age	
Decoration elements	Preferences	
Function	Personality	
Sign, Symbols andArtifacts	Situational Factors	
	Expectations	

Table 1: Variables of Restaurant Atmosphere Management (Heide and Gronhaug 2006, p. 277)

A restaurant's atmosphere must be perceived to have any effect. To influence customers' perceptions and therefore affect their reactions, management can manipulate a set of controllable variables, such as ambient, social and design factors (Heide and Gronhaug 2006, p. 279). In designing the dining space, a restaurant must consider, in some form, the elements included in Table 1, keeping in mind the human-environment interaction that will occur in the space and how the restaurant's design objectives will contribute to a positive dining experience. Restaurant design fulfills consumers' imaginations by providing emotional diversity apart from daily life and evoking excitement, pleasure and comfort. Due in part to the growing competition between restaurants, the study of food, eating and culinary institutions has become a burgeoning subfield of sociological and anthropological research in recent years.

RESTAURANT IDENTITY FORMATION

Restaurants design elements of the dining space specifically to communicate a targeted message. In contemporary restaurants visual communication, symbolic expressions and sensory data help to constitute the corporate identity in the minds of consumers. These elements may be classified as follows:

- Visual communication: façade design, landscaping, entrance, colour, texture and form
- Symbolic expressions: insignia, logo and accessories
- Sensory data: vision, smell, texture, temperature, sound and light

The combined effects of these elements influence how the consumer judges a restaurant's functional and socio-cultural value.

Cultural and traditional merits may be very much preserved in a contemporary management strategy. Rather than precluding progress, when restaurants preserve traditions and approach them with current values, it is more likely that those restaurants will survive their competitors. Keeping, preserving and commenting on the merits of our cuisine culture allows us to incorporate that rich history into the design of dining spaces. In turn, the design helps to perpetuate an ongoing relationship between consumers, the practice of dining out, and the socio-cultural implications of culture, food, and design. Restaurants' decisions to explore this relationship and to ensure cultural persistence in their management styles would help to identify changing tastes and to create a bond among the past, present and future for both restaurants and consumers.

At the same time, restaurant personnel, customers and the consistency of food and service quality have an important role in the establishment of corporate identity. Memories passed from generation to generation and integrated with the urban identity are among other factors that have role in this process. The consumers who patronize a restaurant make the choice to experience its specific identity and atmosphere and are the key factor in its continued existence.



Figure 1: Tike Restaurant at Panora Mall, Ankara, Turkey (Yalcin 2008, p.113)

As seen in Figure 1, contemporary requirements and expectations help to establish restaurants' institutional identities, since image or spatial identity varies due to socio-economic parameters. Popular restaurants have to adapt to new conditions and try to adopt interior spatial issues as a marketing issue in order to attract and maintain a customer base.

CONCLUSION

People develop affective relationships with their environments in various contexts and in layered functionalities. These relationships provide not only emotional and psychological benefits, but also cognitive and social benefits that satisfy one's sense of place and enable engagement with one's surroundings (Davey 2008, p. 5; Zimmerman and Stumpf 2004, p.31; Rapoport 2001). As mentioned previously, configuring environmental design criteria for the end-user requires designers to consider many elements that will affect the human-space interaction, such as socio-economic issues, values, beliefs, the social environment, the physical setting, aesthetics and location (Gür 1996, p. 15).

Companies may have difficulty in adapting design as a strategic tool in industrial competition if they do not understand its meaning and value in practice. Part of the problem stems from the lack of a clear identity

of design dimensions and attributes (Lorenz 1995, p. 80). This research provides a fresh look at contemporary issues and expectations related to spatial design that will allow companies to analyze and adapt their values, image, processes and production to incorporate design in their corporate mission, thereby gaining a competitive advantage ([Trueman](#) and [Jobber](#) 1998, p.596).

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CHAPTER – XVIII

COMPARISON OF YOUTH LEADERSHIP CHARACTERISTICS OF MEDICAL SCHOOL STUDENTS ACCORDING TO THEIR DEMOGRAPHIC DATA

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INTRODUCTION

With globalization, the world we live in has started to change rapidly. As a result of the development of technology, the speed of change is increasing and it is getting harder to keep up with this change. Young people are responsible for keeping pace with this change and transformation. Young people who cannot renew themselves and keep up with change cannot be successful. In this context, young people should constantly renew themselves and be aware of their responsibilities.

The responsibilities of young people regarding the development of their countries and keeping up with the era are increasing day by day. It is inevitable that countries with a young population who are aware of their responsibilities and who can manage themselves have a voice in the developing world.

It is thought that young people with leadership qualities will be successful both in directing their own lives and in their contribution to the society they belong to. For this, it is necessary to determine to what extent young people have leadership qualities. Identifying youth leadership characteristics will also contribute to the determination of the inadequacies of young people. As a result of the determination of deficiencies in terms of leadership characteristics, it is necessary to carry out activities aimed at eliminating these deficiencies through education and training programs.

This study aims to determine the level of university students' youth leadership characteristics. In addition, it was tried to be determined whether youth leadership characteristics differ according to demographic variables by statistical analysis.

2. CONCEPTUAL FRAMEWORK

2.1 The Leader and the Concept of Leadership

A leader is considered an informative person giving orders and instructions and fulfils the demands of its employees on time. The leader plays an important role in creating an organizational culture environment and in the implementation of this culture (Bakan, 2008: 13-14). Detert and

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Burris (2007: 870) define the leader as "the person who can directly influence and direct their staff". The leader differs from other employees with his inherent talents, intelligence, and foresight. The leader is an individual who has a good command of management and can combine his/her management ability with his/her authority (Robbins, 2001).

Leadership is defined as the ability of a leader to achieve the job satisfaction of his teammates under his management and to organize this situation within the framework of political and internal balances (Burns, 1978: 18). According to Munson (1981: 45), leadership is to raise the morale levels of the subordinates and to direct this human resource in the best way through this raising morale. On the other hand, Bass (1985: 21) defines the concept of leadership as "Leader's ability to interpret the process to achieve the most efficient result by directing his team to the requirements of the related job."

Leadership is defined as a management concept and process that corresponds to the activities performed by some special people who give instructions, make important decisions and manage groups and a relationship based on power and authority between a person and a group (Pinar, 1999: 29; Erdem and Dikici, 2009: 199).

The power elements of the leader are legitimate power, reward power, and coercive power. It is possible to briefly explain the powers arising from the position of the leader as follows (Daft, 2010: 426):

Legitimate Power; also known as statutory power. It is the official power taken by the leader from his/her executive position within the enterprise. It refers to the authority of the leader.

Reward Power; it arises from the awards the leader gives to his employees. These awards can be in the form of promotion, appreciation, honoring and praise within the group, or in the form of rewards such as wage increase and advance.

Coercive Power; it is considered as the opposite of rewarding power. Its main element is to put fear in the foreground. The leader can punish any employee by using this power. Employees can be punished within the framework of their physiological needs when they cannot perform the performance expected by their leaders and do not perform the tasks expected of them.

Apart from the powers originated from their positions, leaders also have their own personal power. It is expressed in two groups as expert power and charismatic power. It is possible to briefly explain these powers as follows (Daft, 2010: 427).

Expert Power; is the power that comes from the leader's experience, knowledge, expertise, and abilities. The expert power is not

like the power the leader gets from his position within the institution (Kutanis, 2003: 148). In order to ensure the continuity of their expertise, leaders must constantly improve themselves and be open to learning.

Charismatic Power; it is due to the personal characteristics of the leader. This power may not depend on his/her legal status (Daft, 2010: 427). As the degree of admiration for the leader or the degree of subordinates identifying themselves with the leader increases, the charismatic power of the leader becomes more effective (Minister and Büyükbeşe, 2010: 76).

2.2 Modern Leadership Styles

Current studies in the field of management have revealed that traditional models in leadership styles are not sufficient and thus new leadership theories have been developed. These new or modern theories have addressed different aspects of the leadership process, which has not been emphasized before. As modern leadership styles, transactional leadership, transformational leadership, and charismatic leadership styles are generally emphasized (Bozkurt & Göral, 2013: 5).

Transactional Leadership: In a transactional leadership style, the leader takes into account the needs of his subordinates rather than making an effort to improve their subordinates' personal values or to trust them, and tries to satisfy those needs when the subordinates reach the predetermined performance level (Jung and Avolio, 2000: 950). Transactional leaders provide useful services by continuing positive and beneficial activities in the past and leaving them to employees who will take part later. The biggest feature of transactional leaders is that they succeed by linking past and present. This leadership understanding is used and effective in organizations that adopt stagnant growth and savings policy (Eren, 2010: 313). Leaders with this understanding tend not to interfere with their subordinates unless there is an unusual situation (Sökmen, 2014: 140). Some researchers define this dimension as leaders who recognize full freedom. In this leadership understanding, subordinates were set free to perform their duties (Sabuncuoğlu & Tuz, 2016: 221).

Transformational Leadership: Transformational leaders create a common vision and mission awareness among the employees and increase their motivation in this direction. Transformational leaders attract the attention of employees and encourage them to use their interests and energies in line with their goals. Transformational leaders are leaders who can establish a direct relationship by identifying themselves with the employees and use this relationship to encourage and motivate them (Arslan, 2013: 32). In transformational leadership understanding, leaders are defined as people who change the needs and value judgments of the audience. Transformational leader organizations are the people who bring

superior performance by realizing change and renewal. In order to achieve this, the leader must have a vision and have the vision accepted by the audience (Peker & Aytürk, 2000, p. 78).

Charismatic Leadership: Such leaders are people who trust themselves very much, are sensitive to their followers, see the future, express their vision clearly and have the impressive power needed in their environment. What makes the charismatic leaders different from others is their foresight, vision, and other characteristics such as evaluating the situation in a clear and multidimensional way, adopting values that they believe in, getting people to the purpose they believe, and mobilizing their audience for radical changes. Such leaders often emerge during times of transition or crisis. Because in this leadership, authority is acquired completely spontaneously (Saruhan & Yıldız, 2009: 249). According to Bass (1985: 25), charismatic leaders can mobilize emotional reactions to them and create desired changes in followers' behavior. They encourage enthusiasm and a sense of adventure. They grow prodigiously in the eyes of their followers and help their followers build their identity as well as helping them increase their self-confidence.

2.3 Characteristics of Youth Leadership

The youth leader is defined as the person who contributes to the formation of mutual social relations by creating a group where young people can play various roles. (Kılbaş,1989: 45). Öртеş (2010: 7), on the other hand, defined the youth leader as a person who acts with a sense of volunteering in youth studies and who tries to in still these thoughts with the young people he/she works with and who organizes works that require amateur spirit and excitement besides professional business discipline.

Youth leadership is to use the activities of the youth such as the potential to learn, listen, dream and work together for a number of common benefits (Wheeler and Edlebeck, 2006: 89). Youth leadership helps the young people to direct themselves and others for common purposes and to provide positive changes in personal and social issues (Edelman et al., 2004: 2; Kahn et al., 2009: 3). Feldhusen and Pleiss (1994: 293) say that social and cognitive skills are important for preparing young people for leadership roles, and emphasize that it is necessary to prepare young people on communication skills, helping a group to solve problems, setting goals for the group and achieving them, empathizing, enthusiasm and using group dynamics well.

Youth leadership qualities are gathered under titles such as skill, knowledge, and ability (MacNeil, 2006: 30). In addition to these titles, effective leadership characteristics were determined in the literature on leadership. Effective leadership characteristics are understanding the leadership, knowing how to solve problems, knowing how to make

decisions, understanding group skills and dynamics, leaders knowing their own leadership characteristics, knowing the group and individual values arise from leadership, and being effective in communicating verbally (Meyer, 1995: 45).

As a result of examining the related literature sources, (Cansoy, 2015: 50) listed youth leadership characteristics as follows: "Problem-solving skills, goal setting, decision-making skills, group skills, knowing individual and group values, written and verbal communication skills, motivation, social and moral responsibility, sense of commitment, conflict management, and resolution, stress management, self-knowledge, self-management, emotional intelligence, self-regulation, leadership knowledge, management, being a role model, critical thinking, and risk-taking. The ultimate goal of leaders is to cause positive changes".

As a result of research conducted by Cansoy (2015: 8) and Cansoy and Turan (2016: 25), it was determined that youth leadership characteristics consist of seven dimensions. These dimensions were named as the willingness to fight and goal setting, trust and reliability, problem-solving skills, decision-making skills, ability to communicate, group skills, and responsibility and liability. The explanations of the dimensions are briefly stated as follows (Cansoy, 2015: 8-9; Cansoy & Turan, 2016: 25):

The Willingness to Fight and Goal Setting: It is stated that leaders in this dimension know what they want and want to do more than their goals. Young leaders struggle with challenges and combat to reach their ideals without giving up their goals.

Ability to Communicate: It is stated that young leaders in this dimension are able to provide all kinds of communication, talk comfortably, listen carefully to others, write properly, attend meetings and seminars, and tend to understand and be understanding. Young leaders can make decisions with others as well as influencing their audience.

Group Skills: It is stated that young leaders in this dimension are able to direct a team, group or individual, start an activity, have the ability to organize and plan, take responsibility, have the ability to coordinate and encourage others, set goals, play a positive role as a team or group member. Young leaders set goals and focus their group on a common vision. It is stated that they can share within the group, they respect others and they can resolve conflicts that may arise within the group.

Trust and Reliability: In this dimension, it is stated that young leaders have integrity in their personal behavior and movements, have values, and the soundness of the moral character structure makes the young leader reliable. It is stated that trusting behavior is an important feature for young leaders to interact with people in the group. It is stated that

individuals with young leadership qualities help others, share the problems of individuals in the group, and establish intimate relationships based on listening and trust.

Decision-Making Skills: In this dimension, it is stated that young leaders should be skilled in defining goals, gathering necessary information, determining alternative options, implementing and evaluating the decisions taken.

Problem-Solving Skills: It is stated that in this dimension problems should be identified and defined by young leaders, alternative solutions should be introduced for the solution of the problems and the results should be shared with the group members.

Responsibility and Liability: In this dimension, it is stated that young leaders should bear responsibility for the well-being and happiness of the group members. It is also stated that it is important for young leaders to deal with social problems, to work for the success of their country, to respect the rights of other individuals in the group and to be aware of their responsibilities.

3. METHODOLOGY

3.1 The Aim, Method, and Hypotheses of the Research

This study aims to determine whether university students' youth leadership characteristics differ according to their demographic variables. For this purpose, a field study was carried out for medical students studying in Ankara. In the field research, the survey technique was used as the data collection method. 369 university students participated in the survey. In the analysis of the data obtained, the SPSS 22.0 statistics package program was used.

ANOVA analysis and Independent t-Test should be applied to determine whether the youth leadership characteristics of the university students participating in the research differ according to their demographic information. Since the data obtained did not show normal distribution, the Kruskal Wallis test, the nonparametric application of the Anova analysis, was used, and the Mann Whitney U test was used instead of the Independent t-Test. The descriptive statistics technique was used in the analysis of the statements of university students participating in research on youth leadership characteristics.

In accordance with the purpose of the research, the following hypotheses have been developed and whether the hypotheses determined by statistical analyzes are supported or not is tested. The hypotheses developed for the research are as follows:

Hypothesis 1: Youth leadership characteristics of university students differ significantly according to their ages.

Hypothesis 2: Youth leadership characteristics of university students differ significantly according to their gender.

Hypothesis 3: Youth leadership characteristics of university students differ significantly according to their grade.

Hypothesis 4: Youth leadership characteristics of university students differ significantly according to their GPA.

3.2 The Sample of The Research And The Data Collection

Tool

The research includes university students studying in Ankara. For this purpose, students studying at the Faculty of Medicine in Ankara have been determined as samples. 400 questionnaire forms were distributed to university students studying in the medical school and collected after a certain period of time. It was determined that 369 of the questionnaires obtained as a result of the survey application were suitable for the analysis.

The “Youth Leadership Characteristics” scale developed by Cansoy (2015) was used as a data collection tool in the research. There are 40 expressions on the scale in order to determine the youth leadership characteristics of the students. In the study conducted by Cansoy (2015), it was determined that the scale of “Youth Leadership Characteristics” consisted of 7 dimensions: "the willingness to fight and goal setting, ability to communicate, group skills, trust and reliability, decision-making skills, problem-solving skills, and responsibility and liability". In this study, analyzes were carried out within the framework of the dimensions included in the original scale. 5-point Likert scale was used in the responses of the participants regarding the statements in the questionnaire form. In the scale, it is expressed as 1 = Never, 2 = Rarely, 3 = Occasionally 4 = Often, 5 = Always.

4. RESEARCH FINDINGS

4.1 Demographic Data

The demographic information of the medical faculty students participating in the research is given in Table 1.

Table1: Demographic Features of the Participants

Demographic Features		Frequency	Percentage (%)
<i>Age</i>	17	23	6.2
	18	138	37.4
	19	97	26.3
	20	53	14.4
	21+	58	15.7
<i>Gender</i>	Male	191	51.8
	Female	178	48.2
<i>Grade</i>	1. Year	201	54.5
	2. Year	61	16.5
	3. Year	55	14.9
	4. Year	52	14.1
<i>GPA</i>	01-49	39	10.6
	50-59	61	16.5
	60-69	103	27.9
	70-79	83	22.5
	80-89	61	16.5
	90-100	22	6.0
	TOTAL	369	100,0

When the demographic features of the university students participating in the study were examined, it was determined that the majority of them were between the ages of 18 and 19. 51.8% of the participants are male and 48.2% are female. Most of the participants in the research are first-year students. When the GPAs are examined, it is seen that the GPA of the majority is between 60-69.

4.2 Reliability Analysis and Descriptive Statistics

The reliability coefficient regarding the “Youth Leadership Characteristics” scale used in the research and the descriptive statistics information about the responses of the participants are given in Table 2. The "Youth Leadership Scale" reliability coefficient (Cronbach's Alpha) used in the research is 0.938. Cronbach's Alpha value is a highly reliable scale in the range of $0.80 \leq \alpha \leq 1.00$ (Kalaycı, 2008: 405). The scale used in the study was found to be highly reliable.

Table 2: Descriptive Statistics of Youth Leadership

Characteristics Scale

<i>Dimensions of Youth Leadership Characteristics</i>	N	Mean	S.D.	Reliability Coefficient
The Willingness to Fight and Goal Setting	369	3.75	.73	.852
Ability to Communicate	369	3.35	.77	.829
Group Skills	369	3.61	.78	.865
Trust and Reliability	369	3.96	.65	.764
Decision-Making Skills	369	3.79	.75	.790
Problem-Solving Skills	369	3.86	.68	.738
Responsibility and Liability	369	3.76	.74	.763
<i>Youth Leadership Characteristics (Overall)</i>	369	3.70	.55	.938

When the descriptive statistics table of the university students participating in the research about youth leadership characteristics is examined, it is seen that the average value is 3.70. Considering that the median is three on the five-point Likert scale, it is seen that the youth leadership characteristics of the university students participating in the research are above the median. The dimension of youth leadership characteristics having the highest mean value is “Trust and Reliability” with 3.96. University students consider themselves as trustworthy and reliable individuals. The dimension of youth leadership characteristics with the lowest mean value is the “Ability to communicate” dimension. University students participating in the research find their communication skills less successful than other dimensions in terms of youth leadership characteristics.

4.3 Testing of Research Hypotheses

Kruskal Wallis and Mann Whitney U tests were used in the analysis of the hypotheses determined in the research. The analyzes and results of the hypotheses are explained below in tables.

Hypothesis 1: Youth leadership characteristics of university students differ significantly according to their ages.

Table 3: Kruskal Wallis Test for Hypothesis 1

<i>Kruskal-Wallis Test</i>		<i>N</i>	<i>Mean</i>	<i>Kruskal-Wallis H</i>	<i>(P)</i>
Age	17	23	4.05	34.519	.000*
	18	138	3.66		
	19	97	3.72		
	20	53	3.41		
	21+	58	3.91		
	<i>Overall</i>	369	3.70		

* $p < 0.01$; ** $p < 0.05$

Statistically significant results were obtained according to the Kruskal Wallis test conducted to determine whether the youth leadership characteristics of the university students participating in the study differ significantly according to their age. It was determined that the youth leadership characteristics of university students aged 17 and 21 are higher than other age groups. It is seen that hypothesis 1 is supported statistically.

Hypothesis 2: Youth leadership characteristics of university students differ significantly according to their gender.

Table 4: Mann Whitney U Test for Hypothesis 2

<i>Mann Whitney U Test</i>		<i>N</i>	<i>Mean</i>	<i>Mann-Whitney U</i>	<i>(P)</i>
Gender	Male	191	3.61	13856.500	.002*
	Female	178	3.80		
	Overall	369	3.70		

* $p < 0.01$; ** $p < 0.05$

It is seen that there is a significant difference according to the Kruskal Wallis test regarding youth leadership characteristics according to the gender of the participants. It is seen that those who are female among university students have higher levels of youth leadership than males. Thus, Hypothesis 2 is supported statistically.

Hypothesis 3: Youth leadership characteristics of university students differ significantly according to their grades.

Table 5: Kruskal Wallis Test for Hypothesis 3

<i>Kruskal-Wallis Test</i>		<i>N</i>	<i>Mean</i>	<i>Kruskal-Wallis H</i>	<i>(P)</i>
Grade	1. Year	201	3.68	3.468	.325
	2. Year	61	3.70		
	3. Year	55	3.70		
	4. Year	52	3.82		
	Overall	369	3.70		

* $p < 0.01$; ** $p < 0.05$

According to the Kruskal Wallis test carried out to test Hypothesis 3, no statistically significant difference in youth leadership characteristics was detected according to the grades of university students. It is seen that Hypothesis 3 is not supported statistically.

Hypothesis 4: Youth leadership characteristics of university students differ significantly according to their GPA.

Table 6: Kruskal Wallis Test for Hypothesis 4

<i>Kruskal-Wallis Test</i>		<i>N</i>	<i>Mean</i>	<i>Kruskal-Wallis H</i>	<i>(P)</i>
GPA	01-49	39	3.51	34.617	.000*
	50-59	61	3.64		
	60-69	103	3.71		
	70-79	83	3.56		
	80-89	61	4.02		
	90-100	22	3.86		
	Overall	369	3.70		

* $p < 0.01$; ** $p < 0.05$

A statistically significant difference was found according to the Hypothesis 4, where the youth leadership characteristics of the university students participating in the research were evaluated according to their course success. Youth leadership qualities of university students who have high course success and have a GPA of over 80 are significantly higher than others. It is seen that Hypothesis 4 is supported statistically.

5. EVALUATION and CONCLUSION

Significant results were obtained in this study in which university students' youth leadership characteristics differ according to demographic variables. According to the descriptive statistical analysis results, youth leadership characteristics of university students were found to be above the median. It was determined that the youth leadership characteristics dimension with the highest mean value is the dimension of "trust and reliability". University students consider themselves to be trustworthy and trust others. It is seen that the lowest average dimension among youth leadership characteristics dimensions is the ability to communicate. University students evaluate themselves at a lower level compared to other dimensions in terms of their ability to communicate.

When the youth leadership characteristics of university students are evaluated according to their age distribution, the level of youth leadership characteristics of university students who are 17 years old and over 21 years of age is higher than other age groups.

As a result of the research, it is seen that the female students adopt higher levels of youth leadership than males. Female students have more youth leadership characteristics than male students.

It is seen that there is no significant difference in the youth leadership characteristics of the university students participating in the research according to the grade levels they are studying. It is seen that the mean values of the youth leadership characteristics of the senior (4th Year) students are slightly higher than the other grade levels. When the answers given by university students to the statements regarding youth leadership characteristics according to their course success, it was determined that university students with a high GPA had more youth leadership characteristics.

As a result, meaningful results were obtained in this study investigating whether the level of youth leadership characteristics of the university students differs according to their demographic variables. It is thought that these results will contribute to scientists who research this subject. As a suggestion for subsequent studies, it is recommended to investigate youth leadership characteristics for university students in different departments and to reveal differences on the basis of various universities and departments. In addition, it is thought that researching the factors that affect the leadership characteristics of the youth and what should be done to give young people leadership characteristics will contribute to the scientific world.

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CHAPTER – XIX

A PERSPECTIVE TO 21ST CENTURY MANAGEMENT: QUANTUM LEADERSHIP

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INTRODUCTION

There are correlations among technological development, organizational structure, management styles and leadership concepts. As long as technology improves and transforms to new phase, it also implicates the business organization and their management styles. This has become widespread practices along the history. For example, when Western economy transformed from agricultural economy to industrial economy and capitalist, the economy became center of world economy for more than two centuries business firms needed professional managers or leaders to cope with solely business issues in hierarchal structure focusing profit maximization. This was the historical revolution in business organizations and managements which lasted almost until 1970s. This industrial age had huge effect at the progress of human being and led to wealth and prosperity of nations.

The second historical revolutionary system occurred at the end of 1970s, which was defined as “information age”. As owing knowledge or producing knowledge has becomes key element of national development business organizations and commercial structures have centered in this area. However, with the invention of internet, the information age has entered new phase which has had huge effect on the life of everybody in 1990s. First, the communication technology has lifted boundaries among states. Human being has started reaching the information very easily and freely. Secondly, the business structures, leadership styles and management principles have also undergone drastic changes. Therefore, the conventional organizational structure, management styles and leadership dated from industrial age are no more needed or valid at the new information age. Notably, conventional leadership has been replaced by the new leadership approaches such as lateral and agile thought as well as quantum leaderships.

Among new leadership styles, the quantum leadership has a wide variety of differences from the conventional leaderships. It provides new

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vision and insight toward the organizational management in a globalized, inter-connected and inter-dependent world.

Considering all these explanations, the aim of this paper is to analyze the quantum leadership in various perspectives. In order to make this analysis coherently, the focus will first be on how the quantum theory is tailored to explain the social phenomena. Additionally, the quantum thinking, and management will also be studied. Finally, the attention will be turned on the quantum leadership; its characteristics, evolution and its implementation in various fields.

Narrative review method has been selected as research method for this paper. So, the purpose of this narrative review paper is to succinctly review the quantum leadership and shed light on its evolution.

1. CONCEPTUAL EVOLUTION OF QUANTUM SCIENTIFIC METHOD

For the purpose of the social science analysis and research, all scientist applies research methods in order to verify, confirm, or falsify their ideas and hypothesis. Those techniques can vary from positivist, interpretive, inductive to statistics way or means etc. However, those research methods have sometimes not provided concrete results about reliability and validity. Those scientific methods have been countered in middle of 20th century by some scientist for more empirically proven, behavioral and less deductive (Simon, 1977) research methods (Overman, 1996: 76). Those empirical, behavioral and less deductive scientific research techniques are still in use, but scientists have also searched for the new ones that can verify their hypothesis more accurately.

Both the chaos and quantum theories are examples of the new and notable research fields developed for separate scientific disciplines like physics, biology and psychology. Both theories have started to occupy an important venue at the other fields of business administration and public policy (Overman, 1996: 76).

On the other hand, during industrial age, Newton's laws of dynamics particularly used to have a huge and influential impact on science and business activities until quantum physics have been invented. Newton's approach is simple, linear, certain and rule based. Nothing is unclear, every motion or act in nature can happen according to cause-effect principle. The Newtonian physics and Darwinism foresee the world and entire universe as a cold mechanical process such that the life can roughly be interpreted as a harsh, hierarchical and accidental process that is beyond the ability of human beings to affect (O'Grady and Malloch, 2002: 334).

The idea of quantum can be extended to the Max Planck's proposal of the discrete energy spectrum associated to the radiation emitted by the

black body in 1900 (Planck, 1900: 237) and the Einstein's novel paper to bring shed light on the photoelectric effect in 1905 (Einstein, 1905: 132). In the 1920s, the term 'quantum' was used to characterize the new physics, the physics of the subatomic field. In the physical world, the subatomic regime refers to scale at the atom level. The term quantum literally means "a discrete quantity of an observable such as energy" and the mechanics refers to "the study of motion". Thus, one can generally interpret "quantum mechanics" as the study of moving subatomic particles" (Shelton, 1999: 1-2). But, unlike the classical scale of the universe, the subatomic particles cannot be expressed as a rigid object but rather are interpreted as probability waves with de-Broglie wavelength which is also known as the Matter waves (de Broglie, 1922: 446. See also Shelton and Darling 2001 for a related interesting review. For some core papers on the development of the quantum physics, see also Pauli, 1925; Heisenberg, 1925; Dirac, 1926; Schrödinger, 1926: 1049). Since then, there have been many developments in the quantum theory leading to dramatic discoveries such as Higgs particle generating masses of the fundamental particles, and also alternative quantization methods (as an example, the geometric quantization by Faddeev, L. and Jackiw, R. (1988). See also Dengiz, 2016a as an application of the method to higher quantum fields).

Taking the fact that the unique experimental and theoretical successes of quantum theory in the dramatic advances of the technology as well as further and deep-understanding of the universe for a century, it is obviously a very strong and notable tool which has great potential to bring explanation to the long-lived problems in other research fields. As the quantum theory was put forward in the 1920's, it was realized that it has brought some unique revolutionary ideas some which deeply shakes the Newton's approach in various aspects. For example, quantum theory has turned out to be the most dominant paradigm yielding remarkable predictions in the motions of the fundamental subatomic particles. Most importantly, it is well-known that it severely violates the fundamentals of the traditional Newtonian physics (Görnitz, 2012; Dyck and Greidanus, 2016: 1-2). More precisely, on contrary to Newton mechanic physics, the quantum theory claims that nothing in the universe can be measured or determined precisely due to the emerging uncertainty between observables (i.e., time-energy, position-momentum). Thus, it brings indeterminism and uncertainty up. This indeterminate nature of quantum phenomena is known to be due to the emerging "Heisenberg's Uncertainty Principle" (Heisenberg, 1927: 172; Dyck and Greidanus, 2016: 3). Further, the unification of quantum theory with the Einstein's special and general relativity has supplied us to go back in the time even to the point where the space and time were born (that is, Big-Bang). As an example, it has been shown that the universe undergone an inflation phase within an incredibly tiny amount of time right after the Big-Bang with the help of quantum

physics (Guth, 1981. As an intriguing and related paper, for instance, see Dengiz, 2016b). Overall, according to the fundamental laws including quantum theory, everything in universe is in endless motion toward creation.

In 1935, Nobel Prize-winning physicist Erwin Schrödinger presented a philosophy of quantum mechanics and interlocking. According to him, entanglement is not “one but rather the characteristic trait of quantum mechanics, the one that enforces its entire departure from classical lines of thought” (Schrödinger, 1935: 555, cited in Dyck and Greidanus, 2016: 3 emphasis not in original).

This can be represented as interconnecting between two or more sets of entangled electrons or protons over time and space which can be defined as quanta. Physical speaking, one can interpret this very strange behavior as the instantaneous influence of two objects on each other's without considering time and location. In other words, they can influence each other even if they are infinitely way from each other. From this consideration, “the entanglement expression delineates to the idea of nonlocality, which suggests that two ‘entangled’ electrons effects each other instantaneously (i.e., faster than the speed of light) over large distances (e.g., a million light years apart)” (Dyck and Greidanus, 2016: 3). Recently, it has been theoretically shown that the entangled particles more likely are in contact through the wormholes (Jensen and Karch, 2013; Soner, 2013). Nevertheless, this strange phenomenon of entanglement is in contrast with the Newton's framework which states that the objects are supposed to be self-sufficient but can influence each other. One should note that the entanglement is not a purely theoretical tool but rather it is actually an experimental phenomena based on which the quantum computers with cubits have been recently produced. As an another example, unlike the concept of the time in the Newton's perspective wherein the time is taken as an absolute quantity, it is a relativistic quantity depending on which observers measure in fact in the relativistic version of the quantum theory. Since the mid 1990's, the quantum theory together with general relativity enforces that the universe is a holographic (Witten, 1998; Maldacena, 1999. As an example, see Bhatta, Chakraborty, Dengiz, and Kilicarslan, 2019 for a recent interesting study on the entanglement entropy in the holography perspective). To sum up, quantum mechanics and Newton's physics in general try to explain the behaviors and the interactions of objects in the universe, but in almost a completely distinct frame.

For the social scientist, rather than its application to subatomic world, their influences on social science naturally has much more significant importance. In this aspect, the fundamental rules in the Newton and quantum physics have been applied to social sciences to explain the relations in social contacts and business organizations to determine their

structure, working rules and functions. Also, applying this new perspective to social sciences demonstrated that it tremendously affects leadership concepts, roles and functions.

Indeed, the transformation of law of physics to social science is undoubtedly a major success of social scientist. In this perspective, many social relations in management and business have been analyzed according to the laws of physics either in the Newtonian or Quantum context. As expressed above, the social science has centered on many researches' techniques, methods and ways covering from early kind of positivist, interpretive, inductive techniques to later period empirical behavior one less deductive and finally at our day quantum methods.

In this sense, the laws of quantum physics and mechanics have been utilized to comprehend the complexity and uncertainty in the movement of various entities, including subatomic particles and the universe, more than one century. Quantum way of thinking can be extended to understanding how human systems construct the future (Lord, Dinh and Hoffmana, 2015: 267).

As was mentioned, the quantum science has re-expressed some new principles to comprehend the physics of the universe. Starting from the "big bang" to our days, it is well-known that all universe runs within the context of the principles of chaos and complexity compressing extremely nonlinearity (O'Grady and Malloch, 2002: 325). Recall that according to chaos principle, there would be positive progresses after the chaos. Obviously, due to its nature, this idea can also be applied to social science. In this aspect, the quantum mechanical entanglement between systems has also be transformed and considered in the social science in order to demolish the traditional boundaries and opens the way for new kind management and leadership styles (Fiol and O'Connor, 2004: 350).

On the other side, a radical shift has been under way in culture. The influence of our emerging technologies has created a new framework for social structures and partnerships throughout the entire human world. Quantum theory, which has been developed and implemented in the mid-19th century, has excessively helped to create new technologies impacting life from molecular to global. Moreover, the justification for the study of uncertainty has contributed to the improvements in the philosophical structure of science and their societal implementation (O'Grady and Malloch, 2002: 5-6).

As is shown in the Table 1; "Newton has focused on mass production, compartmentalism, reductionism, analysis, and discrete action. On the other hand, envision the whole, integration, synthesis, relatedness and team action" (O'Grady and Malloch, 2002: 6). There is a big difference between two views. Newton's approach looks at units' level

analysis, assesses every action/process in separate and independently, considers reductionism in research science. On contrast, quantum approach assesses the entire process together, tries to integrate all processes, takes care the relatedness of objects and system, attaches utmost importance to synthesis and prefers working as team.

Table 1. Holistic view of Newtonian and Quantum Approaches in Management.

Newtonian	Quantum
Mass production	Envision the whole
Compartmentalism	Integration
Reductionism	Synthesis
Analysis	Relatedness
Discrete action	Team action

Source: O’Grady and Malloch (2002: 6).

Altogether, quantum theory has dramatically enhanced the fundamental assumptions of conventional Newtonian physics and is now the dominant paradigm of physics (Görnitz, 2012). “Quantum Theory” as an umbrella refers to theoretical discoveries and studies on high-level phenomena derived from areas such as “quantum mechanics and quantum physics (including quantum logic and quantum computing)” (Dyck and Greidanus, 2016: 1-2).

In summary, quantum physics have become a major paradigm in social science to explain interrelations, management styles, rules and norms of leadership. Following chapters will focus on those issues.

2. THE CHARACTERISTICS OF QUANTUM ORGANIZATION, QUANTUM MANAGEMENT AND QUANTUM THINKING

As expressed, “Quantum mechanics is the study of subatomic particles in motion” (Shelton, 1999: 1-2) and “subatomic particles are not material things; rather, they are probability tendencies – energy with potentiality” (Shelton and Darling 2001: 264). This means that there is uncertainty and complexity at the quantum mechanics, but there is a well-organized running system in this chaotic situation. Our business management and organization system are based on Newton static, linear and pre-determined laws. However, key issue is here “traditional

management skills of planning, organizing, directing and controlling based on the Newton approach are inadequate in the fast-paced, constantly changing, highly complex world of twenty-first century organizations” (Shelton and Darling 2001: 264).

As expressed above social scientists have searched to adapt quantum physics laws to social sciences; management, organization and later leadership styles. Besides, with widely use of internet, globalization and increase of those new dynamics in business and economic activities have led to challenges and hardship to overcome. In this sense, social scientists have searched for alternative and more effective organizational structures and management rules and leadership styles.

Organizational theory wants to utilize Quantum Algebra more than Classical Algebra for its any kind forecasting, accounting or for other business as existing theories concerning organizations can hardly envisage individual events, only the probability of events occurring. Gilder (1989) asserts that current trends in microelectronics can facilitate the use of quantum theory into economic and business organizations. It is quite clear that existing matches between the theoretical systems of the physicists and those systems that are needed to understand and manage business organizations (Kahl, Zeinab and Zaazou, 2016: 152).

On the other hand, since 1990s, we have seen a radical shift at workplace regarding standards working systems and order. Moreover, society and its substructures have been undergoing a radical shift with the new information age based on internet world. The consequences of our new technology have created a new social structure and a new relationship in the human environment. “Quantum theory, developed and applied during the middle of the 20th century, has helped create newer technologies that affect life from the molecular to the global level” (O’Grady and Malloch, 2002: 5-6). Changes in the scientific structures and their social usage were the groundwork for complex science.

The business environment has met new uncertainties, complexities and unknowing after globalized world. Conventional organizational structures, leadership styles or management principles were insufficient to cope with hardships and uncertainties in our globalized world. In post-modern age embedded with internet revolution, we need new thinking, approach and understanding. So new organizational formation which strictly applies the quantum science is a “must” in new challenging age. It has new principles that must be followed and implemented to business world.

Bearn in in the mind that Quantum science has expressed those principles to grasp the physics of the universe. But on the other hand, everything in the universe, covering life, run within the context of quantum

principles including the uncertainties, chaos and complexity. However, those quantum physics law allows all objects in universe operating quite steady, harmony and organized ways in uncertain, chaotic and complex situation. Therefore, question is here how we are going to adapt those principles in our business and management structure.

In this perspective, new organizational structures and business management must run with the rules of quantum physics and to act in concert with quantum design—that is, engage with uncertainty, complex and chaos and harness its implications. As outlined, the traditional institutional and vertical views of work and relationship are inadequate for understanding how to lead and implement changes (O’Grady and Malloch, 2002: 325).

Quantum organizations or structures are holistic rather than fragmented, which means they provide the connection between work processes and employees or employees. Holistic organizations create organizational value and spirit and supports integration organization with outer world and foster organizational structures formed through well-established rules and systems (O’Grady and Malloch, 2002: 188-189).

Static and unchanged structures, especially in health care and the architectural structures, are no longer the best prototype for working (O’Grady and Malloch, 2002: 75). Quantum organizations and structures are best suitable for the fields because at information age, permanent structures would not be cost-effective at growing complexity and uncertainty environment. More adaptable, responsive and coherent organization would be preferable in information age.

The ability to predict the future reliably is so important that humans have developed vast neural networks dedicated to processing, accessing, and incorporating existing memory to simulate prospects for tomorrow (Gilbert and Wilson, 2007; Lord et.al., 2015: 265).

Harris (2009: 23-26) explains how it is necessary to implement quantum planning some its central insights and ideas of quantum physics to improve and enhance the quality of thinking and learning in strategic planning processes. Harris wants to utilize ideas in an open-minded manner in order to expand options and possibilities. Continuously, he further states that quantum physics can help create innovative strategic options for any organization that applies them (Kahl et al.,2016: 153). This is very important to understand the quantum understanding to implement in management and business.

Indeed, there are several factors and dynamics influencing human thinking and decision making. Scrutinizing the quantum mechanics laws, it is possible to guess human behavior and human decision system much

better with quantum physics than the classical approach. Bear in the mind that quantum approach, if used, it will lead to radical shift and changes in the managerial perspectives towards work, relations with sub-ordinates, and the decisions managers and executives take (Kahil et al, 2016: 161).

Besides, attaining quantum leadership and organizations necessitates a deep understating Quantum Organization theory. A synergy must be created based on the innovation and creativity. To do this, we must update and create of new mentality thinking together, collective thoughts and movement of thoughts, is essential (Kahil et al, 2016: 167).

Conventional organization theory is straightforward and influenced by Newtonian mechanic physics. The world consists of separate objects and units. This approach assumes that these separated objects run in independent, linear, static but connected systems together and if only human beings are intelligent enough, they can figure out how these systems work together. This integrated paradigm aims to increase profits, competitive advantage, market share and growth. To order to remove ourselves from the constraints of traditional views, we look at quantum theory, which concentrated on the natural world's fundamental building blocks and a philosophy that has liberated itself from the conventional Newtonian model (Boje, 2012; Lord et al., 2015; Dyck and Greidanus, 2016: 1-2; Fiol and O'Connor, 2004).

As mentioned by McDaniel (1998) and Wheatley (1992) conventional management assumes principles of Newton physics. That means conventional organizational structure and management is an orderly, linear, and predictable ways. The goal of the manager is to achieve stability. As a result, any organizational change should be orderly and regular (Valadez and Sportsman,1999: 210).

On the other hand, conventional organization theory based on Newton views sees the natural richness to exploit for the interest of the company toward maximizing a company's competitive advantage, without considering negative socioecological externalities (Dyck and Greidanus, 2016: 4). However, quantum organization and management view natural richness as human being's richness that needs to be protected for future generation. Therefore, negative socioecological externalities are taken into consideration.

In order to make clear the difference between Newton and Quantum Organization following Table 2 has been prepared. As we can see from Table 2, Newton based organizational and management are quite different from Quantum based organizational structures and management. Conventional organizational structure centered on Taylorism production theory which aims at profit maximization in hierarchic structure. Quantum organizational theory and management which inspired by quantum

mechanics views current globalized world uncertain and complex as the movement of object, atom, sub-atomic particles in universe.

Table 2. Differences between Conventional (Newtonian) and Quantum Views in Organization and Management Perspectives.

Newtonian	Quantum
Conventional Theory Is Straightforward And Influenced By Newtonian Mechanic Physics.	Quantum Theory Is Holistic And Influenced By Quantum Mechanics.
Organizational Structures Are Linear, Orderly Predictable And Fragmented Based As World Consists Of Separate Objects And Unit.	Organizational Structures Are Not Linear, Adjustable And They Provide The Connection Between Work Processes And Employees Or Employees.
Organizational Value Can Be Created Through Strict Rules And Norms.	Holistic Organizations Create Value And Spirit And Supports Integration Organization With Outer World.
The Boundaries Between An Entity And Its External Environments Are Real And Provide External Opportunities.	Boundaries Between A Company And Its External Environments Are Symbolic.
Self-Interestedness And Individualism Are Natural.	Self-Interestedness And Individualism Are Unnatural.
Companies Are Motivated To Optimize Economic Performance Initiatives.	Companies Are Motivated To Cooperate With Others To Enhance Physical Wellbeing.
Companies Compete And Try To Gain Power Over Their Buyers And Suppliers (Which Can Lead To Negative Externalities).	Companies Collaborate With Others In Ways That Enhance And Nurture Socioecological Well-Being.
	Companies Strive To Reduce Negative Externalities.
The Goal Of Organization Theory Is To Understand The Factors That	The Goal Of Sustainable Organization Theory Is To Enhance Socioecological Well-Being While

Newtonian	Quantum
<p>Determine Competitive Advantage.</p> <p>Companies Enable Managers To Leverage Opportunities To Make Business Profits Higher.</p>	<p>Ensuring Financial Viability, Recognizing The Importance Of Managers To Act With Humility And Precaution, Mindful Of The Long Term.</p> <p>Companies Allow Managers To Take Advantage Of Opportunities, Particularly In The Medium Term, To Enhance Company Benefits And The Socio-Ecological Wellbeing.</p>

Source: prepared based on Dyck and Greidanus (2016: 5); McDaniel (1998); Wheatley (1992); Valadez and Sportsman (1999: 210) and authors' own elaboration.

3. QUANTUM LEADERSHIP: EMERGING, CHARACTERISTICS AND ITS DIFFERENCE WITH CONVENTIONAL (NEWTONIAN) LEADERSHIP

In every fields, the leadership is a vital element for organizational success because it can determine goals and the methods to attain them and use the necessary tools and resources to achieve targets. In business, the leadership also has a critically important role in very harsh competitive markets to increase the efficiency and maximize profits. In business and non-business organizations, the role and function of leadership are critical to achieve the strategic goals and targets (Koçak, 2020: 349). Scholars have vigorously discussed the role of leadership in society, politics, and business from various perspectives. As this topic extends across most social science fields, it has attracted keen interest from not only business scholars but also physicists, psychologists, sociologists, philosophers, and others. Researchers in these fields acknowledge that the leadership plays a crucial role in the success or failure of businesses, political organizations, and social movements (Koçak, 2019b: 660).

Until 1970s, the conventional leadership styles were common. Thus, the hierarchical and procedural features of leadership were preceding other leadership styles. However, radical and dramatic changes occurred in 1970s, 1980s and 1990s in leadership practices, resulting from

globalization, growing competitive challenges, and the requirements of information ages, etc. (Koçak, 2019a: 38).

On the other hand, since the 1970s, there has been a search for new techniques, ideas, and approaches to figure out new leadership styles that can overcome business challenges which resulted from globalized world. Among them, Edward de Bono was one of the first authors and wrote the book “Lateral Thinking” in 1970. Bono defined lateral thinking as a very different way of logical thinking, closely related to insight, creativity, and humor (Bono, 1970: 1). He classifies thinking into two methods (namely, the vertical and lateral thinking). Here, the vertical thinking uses the traditional and long-established logical processes, whereas the lateral thinking involves disrupting the specific order of thinking to find solutions from other angles and in new ways (Bono, 2014; Koçak, 2019b: 666).

Lateral thinking has been the pioneer among the other thinking methods that paved the way for other leadership styles. Because it has warned that the conventional leadership approaches are no more sustainable in the rapidly changing world in every aspect and the new leadership styles which admit qualification of new information ages. Lateral thinking indicates that the old-kind management and leadership are inadequate to tackle with computerized and globalized world.

The technological progresses and its implication on the social life, economics, business etc. have been tremendous since the lateral thinking emerged out. As the Cold War ends, the world started to experience third globalized waves in 1990s where the paces of changes have been unattainable. Quantum leadership is a new kind of leadership emerged after the widespread of web world, globalization and information age at end of 20th and beginning of 21st centuries. Supposing that the laws of quantum mechanics have been replacing the laws of Newton mechanics in physics for almost a century. As was expressed in the previous chapter, those replacements have also resulted in replacing the conventional organizational structures and management architectures that are centered on Newton approach.

In this fast evolution, the constantly changing and highly complex world of 21st century organizations, “the traditional management skills for planning, organizing, managing and controlling are insufficient” (Shelton and Darling, 2001: 264). On the other hand, the effects of a twentieth-century theory of physics called quantum mechanics has led new and dramatic technological advances such as “the transistors, computers, the internet, cell phones, barcode readers, magnetic resonance imaging, laser surgery etc.” (Shelton and Darling, 2001: 264). Nevertheless, together with the beginning of the 21st century, human being has entered a new era which

could be called the Quantum Age in technical terms (Shelton and Darling, 2001: 264).

Therefore, the 21st century comprises an age scientifically known as the Quantum Age. The major points to be taken care are the dynamics of constant changing and the adaptation to new situation aroused from the technological progresses.

Quantum leadership can be characterized as an organizational capacity to create an environment of trust, safety and sense of belonging that allows for continual contemplative and organizational learning as well as the alignment of personal values with behavior (Deardorff DM and Williams, 2006). Quantum leadership can thus preserve the spirit and vision common values, constructive interaction and communication, faith and personal courage (Deporter and Hernacki, 1992). There are many divergences and differences between the conventional (Newtonian) and quantum managerial and leadership styles. As is manifest, the Table 3 presents those differences. First, the Newtonian or conventional management and leadership styles are vertically oriented. This means that it has hierarchal structures in which obeying the rules and norms is a key issue in the management. Conventional leaders must focus on controlling the employee or employees for their performance. Leaders follow reductionist technique for scientific research or exploration. Having hierarchical structure dictates top-down decision in Newtonian leadership perspective. Leaders prefer mechanistic models of design and process-driven action, norm and rule-based communications as system precedes others.

Quantum management and leadership have multifocal characteristics and prefer non-linear structures and thus the problems of the new century require flexible and complex structures. Leaders desires a holistic structure and therefore, they care all related business. Instead of reductionist approach, quantum thinking requires a multi-systems scientific processes that can deal with the uncertainties, complex problems and hardships. One should note that the Quantum leader avoids making a hierarchical decision system, but rather it suggests making center-out decisions. As is well-known, the management looks for the value-driven action instead of static working system. Additionally, Quantum leader acts to follow a positive dialogue and communication with all stakeholders in order to create a mild and warm environment. Quantum leader also trusts their employees, employees and all other stake holders. They also trust their followers and encourage them with all tools required.

Table 3. The Characteristics Convention (Newtonian) and Quantum from Managerial and Leadership Perspective.

Newtonian Perspective	Quantum Perspective
Vertical orientation	Multifocal characteristics
Hierarchical structures	Nonlinear structures
Focus on control	Focus on relatedness
Reductionist scientific processes	Multi-systems scientific processes
Top-down decision making	Center-out decision making
Mechanistic models of design	Complexity-based models of design
Process-driven action	Value-driven action
Norm and rule-based communications	Positive dialogue and communication
System, norm and values precedes others	Trust and personal courage

Source: prepared based on O’Grady and Malloch (2002: 20) and authors’ own elaboration.

4. THE EVOLUTION OF QUANTUM LEADERSHIP

Technological progresses aggressively destroyed and obsoleted all structured social relations through web, internet and social media in last 30 years. Computerized world and globalization have changed business, organizational structures and leadership styles. It is clearly understood that the Newtonian mechanics approach are no longer capable tackling with new hardships. Therefore, the social scientist adapted quantum mechanics and physics to social issues.

Quantum leadership is a new paradigm for advanced organization. It paves the way through the unpredictable, non-linear and highly complex organizational nature (Deardorff DM and Williams, 2006; Wheatley, 1999). Obviously, it is a novel leadership approach for the business organizations in order to cope with the emerging challenges in new globalized world.

As was expressed above, the millennium leaders, mostly quantum leaders, find themselves in an environment of great uncertainty and complexity. Thus, they need to broaden the scope of existing thinking and

implementations. Quantum leaders also need to act as coach for their employees to improve their proficiency and performance. So, they must engage the staffs to make them feel a part of whole organization (O'Grady and Malloch, 2002: 118). Otherwise, the quantum leadership would be insufficient to meet the requirements of companies.

Quantum leaders must also create synergy in order to achieve desired goal of organization. For that purpose, they need to seek for the accomplishment of both personal and organizational objectives through synergy. A quantum leader must capable to provide solution or a correct decision at the unpredictable situation in computerized business environment (Deardorff DM and Williams, 2006; Kahil et al., 2016: 165).

Quantum leaders must possess not only intellect, analytical ability, technical skills, and appropriate experience, but also the ability to understand and manage relationships. Besides, quantum leaders must have the some basic abilities and capabilities such as cognition, competence, emotion, intelligence and volition (the act of willing, choosing, or resolving) (O'Grady and Malloch, 2002: 190-191) These are required for quantum leaders to be an efficient leadership in any organization for attaining the goals of organization or company.

Quantum leaders should recognize this role in the new age of work; the leaders need to know about the concepts of quantity and how to apply them. In fact, they must have basic conflict management skills. Leaders of quantum organizations, who are in the post-millennium era, must be able to efficiently exploit resources in an atmosphere in which power and guidance are missing. Quantum leaders should apply accountability principle in their organization as accountability requires that people have ownership over their work (O'Grady and Malloch, 2002: 75, 81, 117, 270). All these competencies can provide quantum leaders with new abilities and capabilities to understand current problems in business or management and how to solve the problems.

All in all, the essential feature of lateral or quantum thinking in business is that it abandons traditional approaches, techniques, ideas, etc. in all the fields and organization in favor of searching for and examining new ones that can enable an organization to become more competitive (Koçak, 2019b: 668). Creativity is one of the cornerstones of new thinking: producing new ideas, concepts, and designs. The other key element is the innovation: developing and implementing creative ideas. Recall that the innovation is not just making new products; it also includes new business processes, fresh ways of making things, radical alliances, and new marketing and business strategies (Sloane, 2003: 7-8; Koçak, 2019b: 668). Creativity and innovation are thus linked to each other. The combination of their potential enables lateral or quantum thinking to be realized (Bono,

1970: 8; Koçak, 2019b: 668). Innovation and creativity are inseparable part of quantum leadership as they can be utilized to overcome business challenges and hardships.

We recognize that quantum principles were used in the 1990s to expand the information age to human behavior. This pattern, however, has undergone a major change. We have started to see the quantum concept in “psychology, biology, and neurophysiology” (Shelton and Darling, 2001: 264) Quantum leadership have also become widespread at nursing and health fields.

Considering all above, the evolution of quantum leadership has been toward the managerial perspective. While social scientist adapted the quantum physics law to the social fields, they also focused on how to upgrade the quantum leader’s competencies. Besides, the evolution of the quantum leadership has been toward to guiding organizations, business companies or other structural formations in uncertain and complex situation in 21st century.

5. CONCLUSION

Quantum leadership is a new type of leadership which has turned out to be the most dominant approach almost in all the research fields since the beginning of the 21st century. As was mentioned, Quantum leadership is the organizational capacity to create an atmosphere of trust, confidence and a sense of belonging among employees to achieve organizational goals. The quantum concept was introduced in the 1920s to define the new physics of the subatomic world. This theory disrupted some of the basic assumptions of traditional Newtonian physics (Dyck and Greidanus, 2016: 1-2). The impact of growing technology has brought about a new construction for social structures and relationships. Quantum Theory developed and introduced in the mid-19th century, “has helped to create new technologies that affect life from the molecular to the global level” (O’Grady and Malloch, 2002: 5-6). The basis of complexity science has contributed to improvements in the science’s conceptual structure and social application

Globalization, computerized world and widespread of internet have brought uncertainties and complexities to the management, organizational structures in 1990s. Conventional organizations, management principles and leadership based on Newtonian understanding have been deemed as obsolete to overcome new challenges resulted from technological progresses. In this perspective, new organizational structures and business management as well as leadership styles are required to operate with the rules of quantum physics.

Therefore, quantum leadership inspired by quantum mechanics is the new leadership style that can overcome new challenges at 21st century. Quantum concepts have been applied to human behavior after widening information age in 1990s. Quantum leadership concept has been implemented in psychology, biology, and neurophysiology (Shelton and Darling, 2001: 264). Quantum leadership have also become widespread at nursing and health fields.

Considering all above, the evolution of quantum leadership has been toward the managerial perspective. In this sense, the evolution of the quantum leadership has been toward to guiding organizations, business companies or other structural formations in an uncertain and complex situation in 21st century.

Acknowledgments

Thanks to Assoc. Prof. Dr. Suat Dengiz whose visions and opinions were the source of some ideas.

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CHAPTER – XX

THE ROLE OF BUSINESS AND POLITICAL TIES AND UNLEARNING: IMPLICATIONS FOR COMPETITIVE CAPABILITIES AND CUSTOMER CAPITAL IN EMERGING ECONOMIES

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INTRODUCTION

Economic action is embedded in networks of interpersonal relations (Sheng et al. 2011). The relational governance perspective highlights the importance of informal social ties as informal governance for managing exchanges (Heide 1994; Morgan and Hunt 1994; Uzzi 1997). Firm executives, through their personal relationships, build social ties not only with business players but also with government officials. Business ties encompass to firm's informal connection with suppliers, competitors, customers, and market collaborators (Sheng et al. 2011). Political ties capture managerial relationships with government officials at different levels of public administration (i.e. tax bureaus, state banks, and commercial agencies) (Peng and Luo, 2000). Such informal ties do not only connect managers to external networks (Kemper, Engelen, and Brettel 2011; Li, Zhou, and Shao 2009; Zhou and Poppo, 2010) but also may allow firms to obtain (relational) economic rents that would not, otherwise, be possible (Dyer and Singh, 1998). Because it is not always clear how informal ties are formed (i.e. casual ambiguity) and because such relational ties cannot be bought and sold (i.e. social complexity), they may only be developed over long-periods of time; making such ties not only inelastic in supply but also imperfectly imitable, scarce and heterogeneous (Barney, 1991; Dierickx and Cool, 1989). The imperfectly imitable nature of socially complex informal managerial ties are due to the firms' inability to systemically manage and influence them. Accordingly, competitive advantage that is based on such relational rents, significantly constrains other competitive firms' ability to imitate those ties to attain similar competitive positions (Barney, 1991).

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Recent studies in strategic management literature scrutinizes the characteristics of resources and processes that enable competitive advantages and sustainable performance (Banker, Mashruwala and Tripathy, 2014). The literature suggests that differentiation capability, which refers to the organizational ability to provide unique offerings that are valuable in the eyes of the customers (Chen, Chen and Zhou, 2014), is critical to achieve a superior contemporaneous performance (e.g., Porter, 1980, 1985). A low-cost capability refers to the firm's ability to improve processes, minimize costs, expand total quality management efforts and/or overhead control (Porter, 1980). Nevertheless, a low cost capability is less likely to help achieve superior performance in emerging markets in comparison to differentiation capabilities of the firm (Aluakh, Kotabe & Teegen, 2000; Ju et al. 2013). The main objective of a firm that capitalizes on its low-cost capabilities is to increase its market share by creating of a low-cost position in comparison to its competitors. Differentiation capabilities, on the other hand, may be achieved via investments to develop products and/or services with distinct qualities that are preferred and desired by a customer basis that is willing to pay price premiums (Porter, 1980). While, the sustainability of such positions depend on the firm's ability to build barriers to the imitation of practices (Ghemawat, 1986), the scrutiny of the role of socially complex informal social ties in competitive strategies has remained scant.

Rumelt (1984) puts forward the argument that intra-industry differences in firm performance levels exceed inter-industry differences, and suggests that the explanation lies not in industry effects but in variations in the bundles of resources possessed by firms. Consequently, we reason that while informal social ties (although they are socially complex and causally ambiguous, hence difficult to imitate) may facilitate the acquisition of resources via ensuring a constant flow of external resources from a variety of sources (hence a barrier to imitation of practices) (Blyler and Coff, 2003); competitive advantage depends on the degree to which firms can integrate and recombine them (Madhok, 2002; Wu, 2008).

One internal organizational resource that enables the implementation of competitive strategies is social capital (Hambrick, 1987). In line with this, the extant literature scrutinizes the direct relation of managerial talent to competitive advantage (Hitt et al. 2001). Nevertheless, prior studies neglect the examination of the relationship of a combination of managerial ties and managerial talent to competitive capabilities and firm performance. Unlearning, a form of managerial talent, allows the firm to identify the necessary changes in its structure or processes that may limit its potential interpretations or the implementation of new ideas and methods (Cegarra-Navarro and Sanchez-Polo, 2008).

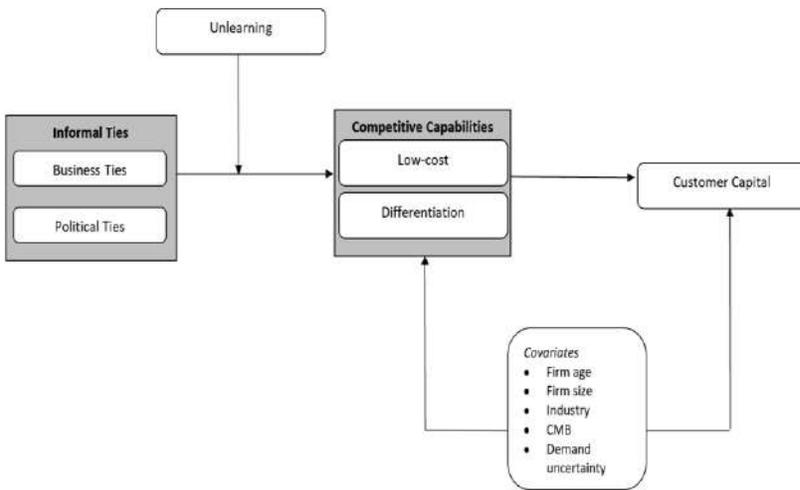
Unlearning enables the identification of obsolete knowledge and routines that are embedded to the organization, which blocks the acquisition and adaptation of new external resources and capabilities internally (Leal-Rodriguez et al., 2015). For instance, unlearning is a key mechanism behind knowledge integration as it ensures the necessary conditions for knowledge exchange and combination (Nahapiet and Ghoshal, 1998). Absent from such managerial talent, firms are not be able to internalize and utilize their relational resources as competitive capabilities may require the combination of a particular mix of physical, human, social and organizational capital resources to enable (Barney, 1991, Sirmon, Hitt and Ireland, 2007). Accordingly, lack of managerial talent may result in untapped opportunities (Blyler and Coff, 2003), irrespective of the access to relational resources.

Relational ties has become the lifeblood of businesses in emerging economies (Peng and Luo, 2000) especially for small and medium enterprises (henceforth, SMEs) (since SMEs have limited access to credits and equity capital internally and externally in comparison to larger firms (Cressy, 2002). Accordingly, SMEs need relational ties to run their operations, invest in production, develop new products and to remain competitive (Yildirim, Akci and Eksi, 2013), especially in countries with market imperfections and institutional weaknesses (Sheng et al. 2011). Nevertheless, both intra and inter-industry differences still lie in variations in the bundles of resources possessed by firms. In a nutshell, we believe that while both political (i.e., low-interest loans, tax cuts, grants and subsidies, government contracts and licenses) and business ties (i.e., knowledge and capability synchronization with suppliers, distributors, customers, collaborators) provide the firm with different tangible and intangible benefits; combination of internal and external social capital will dictate competitive advantage (Madhok, 2002; Wu, 2008). Unlearning will facilitate not only the integration of existing resources and capabilities with newly acquired resources through social ties but more crucially it also involves the unlearning or forgetting of the irrelevant knowledge (De Holan and Phillips, 2004) and weeding-out the relational resources that are not in aligned with the firm's needs.

While recent studies examine the relation of managerial social ties (i.e. business and political ties) to firm performance (e.g., Chen, Liu, Wei, and Gu, 2018; Forkmann, Henneberg, and Mitrega, 2018), the literature is mostly fragmented with some suggesting that social ties are related to financial outcomes (Luo and Chen, 1997) and firm performance (e.g. Li, Poppo and Zhou, 2008; Sheng et al. 2011) and others not providing significant relations (e.g., Lau, Tse, and Zhou, 2002; Child and Tse 2001). Contradictory theoretical assertions and mixed empirical results indicate a theoretical hiatus in the social ties-firm performance relationship, where

there may exist more than a direct relation. In this study, drawing from both relational governance theory and resource based view of the firm, we examine the mediating role of competitive capabilities in the relation of social ties to firm performance, conditional to internal social capital (i.e. unlearning). Consequently, the purpose of this study is twofold. First, we scrutinize the relation of both business and political ties to low-cost (i.e. increasing market share based on creating low-cost positions relative to competing firms) and differentiation (i.e. achieving a competitive advantage by offering products and services that have unique qualities that are desirable by intended customer segments) capabilities at different levels of managerial unlearning. Second, we examine the mediating role that competitive capabilities play in the relation of social ties to firm performance. Figure 1 below, shows the proposed research model, where we scrutinize the web of relations between managerial social ties, unlearning, competitive capabilities, and firm performance.

Figure 1



We tested the proposed model in Turkey using data collected from 302 SME managers located in Istanbul. We selected Turkey as our empirical setting for three main reasons. First, although emerging economies offer growth opportunities marketing literature seems to be neglecting them (Johnson and Tellis, 2008). Second, while the relation of social ties to firm performance is a domain that attracted recent scholarly attention, the majority of studies mostly rely on data collected from South Asian countries (e.g. Zhou and Poppo, 2010; Sheng, Zhou, and Li, 2011; Wu, 2011; Zhang, Tan, and Wong, 2014). Third, political connectedness has recently become a major driver of firm performance in Turkey (Ozcan and Gunduz, 2015), where Turkish government attempts to bring a new industrious class to power (Onis, 2011). In a nutshell, we believe that, the

examination of the web of relations between social ties, unlearning, competitive strategies and firm performance in an emerging country that is not an East Asian country, will bring a fresh perspective into the marketing management research sphere.

1. THEORY AND HYPOTHESES DEVELOPMENT

1.1 Differentiation vs. Low-Cost Strategies

Competitive strategies are planned models of strategy that will enable firms to achieve the desired goals as well as determine how they should compete for their target customers. Consequently, competitive capabilities ascertain specific positional advantages in the market (Parnell, 2006). The differentiation capability relates to the intentional design of products and/or services for customers' needs and demands so that they are perceived as unique in the market. Differentiation focuses on offering superior products and added-value to customers (Brenes, Montoya, and Ciravegna, 2014). Therefore, differentiation can meet customer's demands and expectations in a unique, superior, and faster way. In this way, differentiation yields high customers satisfaction and loyalty (i.e. customer capital) (Porter, 1980; Knight and Cavusgil, 2005). Whereas, the low-cost capabilities aim for achieving low-cost configurations, which enables the goods and services to be offered at lower costs than of competitors' via economies of scale or improved manufacturing designs (Martinez-Simarro, et al. 2015). As a result, firms sell their product at lower price points in the market than their competitors and realize superior performance (Li and Li, 2008).

Porter's (1980) proposition that firms succeeding low-cost leadership as well as differentiation would achieve superior performance is examined by many early studies. Some find evidence of improved performance (Miller and Dess, 1993; Hoque, 2004) while some others find weak (Davis and Schul, 1993; Nandakumar et al., 2011) or no evidence (McGee and Thomas, 1986) for such association between low-cost, differentiation and superior performance. Consequently, further examination on the link between competitive strategy and firm performance is essential (Allen and Helms, 2006). An organization that follows low-cost strategy can earn above-normal returns and improve performance by exploiting its low-cost capabilities to offer products at lower prices relative to competitors and draw more consumers who are price sensitive. An effective exploitation of such capabilities requires resources such as easily attainable and sustainable inputs and raw materials, access to inexpensive delivery networks, financial resources, technical staffs with required skills and expertise (e.g. Allen et al., 2006). In many emerging economies however, these are not easy to obtain because

of the immature institutions (Sheng et al. 2010) and financial markets such as the bond or stock markets.

1.2 Business and Political Ties as Sources of Competitive Advantage

Relational governance theory identifies managerial social ties as a set of mechanisms that help coordinate exchanges through informal, interpersonal social mechanisms (Granovetter, 1985). Such ties become critical for firm survival (Chung, 2011) in emerging economies that transition toward market systems without institutional support that comprise the legal and regulatory systems that govern and protect business exchanges (Chan et al. 2010). Such institutional voids in emergent economies (i.e. China, Turkey) require managers to rely on their personal ties to substitute for formal institutional support (Li et al. 2008; Xin and Pearce, 1996).

Business and political ties do not only span informal managerial connections with the managers of other business actors (i.e. suppliers, competitors, customers, and other market collaborators) but also with government officials (i.e. tax bureaus, state banks, and commercial administration bureaus). Business ties networks' breadth, which allows the firm to cover a wide variety of perspectives (Moran, 2005), allows the firm the access to economic rents that would not otherwise be possible. First, such informal ties allow the firm access to timely and comprehensive information on current market conditions (Peng and Luo, 2000). Such quality, unlagged information helps firm to better assess the intended target segments and emerging technical and market opportunities (Zhou and Li, 2012). In addition, informal ties with business partners benefit the firm in the form of superior service, and speedy and consistent deliveries (Peng and Luo, 2000) as well as joint use of capabilities and resources (Hagedoorn and Frankort, 2008). Business ties allow the firm obtain relational intellectual rents that may not otherwise would be possible (Dyer and Singh, 1998). Such intellectual benefits include access to professional talent and managerial experience of other firms (Peng and Luo, 2000), that would facilitate the generation of new product/service ideas via the modification and improvement of internal routines and managerial practices (Bao et al. 2012). Newly acquired informational, market and intellectual benefits may be allocated to improve design of products and/or services for customers' needs and demands so that they are perceived as unique in the market. Additionally, such trust and commitment based governance mechanisms (Sheng et al. 2011), which will widen the scope of inter-firm communication of technical knowledge, market information and managerial skills and experience (Atuahene-Gimma and Murray, 2007), consequently enable firm to decrease the transaction costs (Park and

Luo, 2001). Nevertheless, business ties have their bitter sides too (Gao et al. 2017).

First, cultivation of business ties require a considerable amount of resources initially (Park and Luo, 2001). Similarly, strong business ties necessitate the firms to understand and adapt to the norms that are embedded in their relational networks both with business actors (Gao et al. 2017). Such compliance with embedded relational norms may lead to loss of competencies and opportunities (Park and Luo, 2001). Additionally, business ties are often established with firms that have similar norms that are relatively substitutable (Gao et al. 2015). In such instances, the power imbalance (i.e. resource and capabilities) will be relatively weak among the parties, which may impede both the firm processes as well as cost reduction benefits (Kim and Atuahene-Gima, 2010). Nevertheless, in business ties, unlike political ties, there is relatively weak imbalance of power, and the collaborating firm is not required to accept mandatory request or interventions like firms with political ties often have to. For instance, in emerging markets, firms with political ties may be required to hire unskilled employees that are relatives of political agents (Li et al., 2009). Consequently, different from political ties, in business ties, the benefits obtained outweigh their costs (Li et al. 2009). Accordingly, we hypothesize the following:

H1: Business ties are positively related to (a) differentiation and (b) low-cost strategies.

Political ties are managerial networks with government officials at various levels of public administration including state banks, tax bureaus and commercial agencies (Li and Zhang, 2007; Peng and Luo, 2000; Xin and Pearce, 1996). Such managerial ties offer tangible and intangible benefits such as interest loans, tax cuts, grants and subsidies, government contracts and licenses (Goldman, Rocholl, and So, 2013), intellectual benefits (although limited to industry/macro level knowledge), and legitimacy that enable market access and information about existing and/or new government regulations (Lester et al., 2008; Meznar and Nigh, 1995). Nevertheless, benefits obtained through business and political ties differ in their nature. Firstly, the information and knowledge obtained through political ties, unlike business ties, are industry-level information rather than new knowledge and information on recurrent tasks as training, development, manufacturing, budgeting, planning, sales, and service related to products and segments (Glazer and Weiss, 1993). Secondly, business ties leads to a mutual dependence among the parties in relationship (Poppo, Zhou and Ryu, 2008). Political ties come with no such strings. To put it differently, firms with political ties are not expected to synchronize information and knowledge exchanges with parties that they are in relationships with as firms with business ties may be (Ghosh and

John, 1999). In addition, the imbalance of power between the parties results in an asymmetry regarding the interchange of resources. That is, for such a resource transfer, a considerable amount of initial resources is required to be devoted by the firm to prove that they are trustworthy (Gao et al. 2017; Shi et al. 2014). Finally, in political spheres, the superordinate actors have power of subordinates. Strong political ties with political officials may transform the firm's organizational culture into a resembling hierarchical into a more hierarchical, rigid system, which may impede both the inter-departmental coordination and information sharing (Chung et al. 2016). Such consequences may diminish the firm's both ability to obtain a differentiation and a low cost position. Accordingly, we hypothesize the following:

H2: Political ties are negatively related to (a) differentiation and (b) low-cost strategies.

1.3 Business ties and competitive strategies: Moderating role of unlearning

Business ties relates to the organization's relationship with its network including suppliers, distributors, collaborators and customers (Zhou and Poppo, 2010). The organization with such ties benefits from such relationships not only in the form of exchange of knowledge and information (e.g., Ang, 2008) but also in the joint-use of capabilities and resources (Hagedoorn and Frankort, 2008). The collaborating parties, in such relationships, have a common goal of maximized economic returns that creates a motivation to synchronize the exchanged information and knowledge (Ghosh and John, 1999). Such relationships imply that the organization with such ties, in fact, needs to capitalize on the information provided by the other parties to develop competitive advantages (Barney, 2001). In a similar vein, Barney (1991) and Wernerfelt (1984) suggest that firms also need organizational individualities to further develop competitive advantages. Unlearning, as an organizational attribute originating from managerial talent, refers to reviewing and deconstructing the organization's long-held routines, assumptions and beliefs (Akgun et al., 2006). Unlearning is the managerial talent that enables to firm to change the organization's structure or processes which may otherwise blind the organization to potential interpretations, new ideas or methods (Cegarra-Navarro and Sanchez-Polo, 2008). This dynamic process of unlearning allows the firm to identify obsolete knowledge and routines that are embedded within the organization which blocks the acquisition and adaptation of new knowledge internally (Leal-Rodriguez, Eldridge, Roldan, Leal-Millan and Ortega-Gutierrez, 2015).

Unlearning is a catalyst to the adoption and implementation of knowledge, information and capabilities acquired through business ties

within the organization (Akgun et al. 2006). Unlearning leads to such benefits as it creates room to interpret and respond to the newly acquired external knowledge during the course of the relationship with the social network. This, in turn, would allow the firm to integrate new point of views acquired from distributors, collaborators, suppliers and customers and implement the new rules and procedures in the organization (Brown, 1993). Nevertheless, unlearning may also disorient or paralyze the organization. That is, abandoning previously established organizational routines (i.e., processes that established low-cost and/or differentiation strategies) may make the organization incompetent and unexperienced about the newly adopted routines (Akgun et al. 2006). Porter (1980), suggest that competitive positions may be established via key resources (i.e. people, technology, products, facilities, equipment, channels, and brand) and key processes (i.e. recurrent tasks as training, development, manufacturing, budgeting, planning, sales, and service). To exemplify, in order to attain develop competitive capabilities, a firm needs technical staffs with required skills and expertise (e.g. Allen et al., 2006) as well as repeated routines, tasks and processes (Porter, 1980). However, an unlearning organization will be abandoning the recurrent tasks, routines and/or processes, which will erode the staff's accumulated prior knowledge and experience in those. The organization's skills, competencies and resources that cannot be separated from the organizational system create competitive advantage. In that vein, Porter (1980) puts forward the idea that a competitive position may not be established through the adaptation of third parties' processes, technical expertise and a sales-force approach, unless strategic fit is ascertained. Therefore, we believe that a competitive position cannot be established through unlearning organization's own competencies and merely adopting the external resources and competencies that will replace the well-learned recurrent tasks, routines and processes. Accordingly, we hypothesize the following:

H3: Unlearning will diminish the positive effect of business ties to (a) differentiation and (b) low-cost strategies.

1.4 Political ties and competitive strategies: moderating role of unlearning

Firms with strong political connections with government officials at various levels of public administration such as tax bureaus, state banks, and commercial agencies (Li and Zhang, 2007; Peng and Luo, 2000; Xin and Pearce, 1996) will enjoy tangible and intangible benefits. These benefits range from subsidies, low-interest loan, grants, tax cuts to government contracts and licenses (Goldman et al., 2008). Although, such benefits may be used to strengthen competitive capabilities, these external resources may generate a sense of security and comfort within the

organization. This, in turn, may create apathy that sways the firm away from focusing on their competitive strategies (Akgun et al. 2006).

The synchronization of knowledge, information, and parties' mutual dependence force firms with business ties to break their routines and procedures that have been acquired over the years. Firms with political ties are not bound by such requirements to replace their routines and procedures like firms with business ties are. Benefits that are obtained through political ties, unlike internal resources, are dynamic and infinite and facilitate market offering for intended market segments (Madhavaram & Hunt, 2008). Unlearning ability enables the firm to reduce any uncertainty associated with the industry level information obtained through political ties. Also, unlearning will allow the firm to combine the new knowledge obtained from external network with the existing organizational knowledge and expertise (Gutierrez et al. 2015) since political ties do not impose the replacement of established routines and procedures as in business ties. Consequently, unlearning enables firms to create competitive strategies from the benefits and knowledge obtained from political ties. Accordingly, we hypothesize the following:

H4: Unlearning will enhance the relation of political ties to (a) differentiation and (b) low-cost strategies.

1.5 Business ties, political ties, unlearning and customer capital: The mediating role of competitive strategies

Differentiation capabilities ascertain the delivery of goods and services that are specifically tailored for the target market and consequently allows firms to build exclusive images for their products and accomplish very high degree of customer satisfaction and loyalty (Porter, 1985; Miller, 1988). That allows firms to charge premium prices or sell additional amount of their products without price cuts that eventually improves firm financial performance. Additionally, differentiation is engaged in producing additional value by providing the customer with a superior product and added-value (Brenes et al. 2014). Differentiation capabilities further allow firms to introduce new goods and services and gain new customers. That would let firms to serve their existing customers at lower costs and tolerate short-term market fluctuations (Porter, 1985; Anderson, Fornell, and Rust, 1997). A low-cost focus, on the other hand, serves firms to produce and supply goods and services at a lower cost than other firms in the relevant industry. With this, firms can receive returns higher than the average as they can charge a lower price than competitors can. Nevertheless, in order to realize better performance through low-cost capabilities, firms offer similar or equally desirable goods and services to its rivals in the market (Porter, 1985). The literature commonly points

towards a positive relation of both capabilities to firm performance (e.g., Anwar, Rehman and Ali Shah, 2018; Banker et al. 2014). Nevertheless, to our knowledge, the literature is yet to scrutinize the relation of competitive capabilities to customer capital. Customer capital defined as an organization's relationship with customers (Bontis, 1996; Duffy, 2000) encapsulates the degree of (1) firm's effort to improve quality, (2) customer recommendations, (3) repeat purchases, and (4) firm's good reputation and prestige. We suggest that the creation of added-value via superior products/services and via delivering value at lower price points than of competitors' products will be positively related to customer capital. Accordingly, we hypothesize the following:

H5: (a) Differentiation and (b) Low-cost strategies are positively related to customer capital.

Organizational research suggests that resources do not automatically translate into superior performance (Barney, 2001). Rather, a firm's unique resources lead to market-positional superiority, which then ensures enhanced firm performance (Zhou et al. 2008). In addition, the extant literature suggests that the competitively advantageous positions arise from both market based (Xin and Pearce, 1996; Li and Zhou, 2010) and non-market institutional relations in emerging markets (Guillen, 2000; Peng et al. 2005). In the same vein, mixed empirical results suggest that social ties do not automatically result in higher performance levels and that there may exist more than a simple direct relation between social ties and firm performance. While prior studies examined the relation of social ties to competitive capabilities (e.g., Zhou et al. 2008; Li and Zhou, 2010), the bittersweet nature of social ties (Gao, Shu, Jiang, Gao and Page 2017; Forkmann et al. 2018; Zhang and Cui, 2017; Siemieniako and Mitrega, 2018) is mostly neglected. These studies approach social ties from a positive light and only assumed benefits about relational ties while overlooking their possible bitter sides. Consequently, we suggest that the inter and intra-industry differences among firm's ability to reach both low-cost and differentiation positions (two types of positional superiority according to Porter (1985)), may not only depend on the external resources obtained through social ties but also on firm's ability to change its structure or processes (i.e. unlearning) which may (otherwise) blind the organization to potential interpretations, new ideas or methods (Cegarra-Navarro and Sanchez-Polo, 2008). Accordingly, we hypothesize the following:

H6: The indirect relation of (a) business and (b) political ties to customer capital are conditional to unlearning.

2. Methods

2.1 Sample and data collection

The proposed model presented in Figure 1 is examined via the use of 302 SMEs operating in Istanbul, Turkey. Initially, a total of 2432 firms operating in three major industries (i.e. electronics, food, construction) were identified and contacted. 1100 firms opted in to respond to the survey. In total we collected 302 valid questionnaires from 302 enterprises that qualified as SMEs. The response rate, therefore, is 27.45%.

The SMEs that opted in to join this study employ between 10 and 150 full-time workers, with an average of 29. Ninety-four of the enterprises, that is 32% of the sample, operate in the electronics industry, while ninety-eight firms operate in the food industry (31%), and one hundred and ten firms in construction (37%). Firm age varies between one to seventy-one years with an average of thirteen years. The detailed descriptive statistics, inter-correlations and the reliability statistics for multi-item measurements are presented in Table 1 below.

Table 1. Correlation matrix

Vari- able	Bu s_T ies	Pol _Ti es	Unl earn ing	Lo w cos t	Di ff	Cust m_ Cap	F_ Ag e	F_ Si ze	In d_ 1	In d_ 2	In d_ 3	C M B	Dem and_ Unc
Bus_ Ties	1.0 000												
Pol_ Ties	- 0.2 019	1.0 00 0											
Unle arnin g	0.6 205	0.2 24 0	1.00 00										
Low cost	0.6 176	0.1 63 1	0.66 67	1.0 000									
Diff	0.6 077	0.2 88 9	0.59 84	0.6 315	1.0 00 0								
Cust m_C ap	0.6 627	0.2 05 6	0.67 66	0.6 942	0.6 67 1	1.00 00							
F_A ge	0.2 499	0.1 69 1	0.23 62	0.2 406	0.2 88 0	0.24 44	1.0 00 0						
F_Si ze	- 0.1 208	0.1 45 5	- 0.08 12	- 0.0 909	0.0 8	- 0.09 10	0.1 73 0	1.0 00 0					
Ind_ 1	0.1 642	0.0 84 3	0.15 42	0.1 560	0.1 35 6	0.11 61	- 0.0 45	- 0.2 22	1.0 00 0				

In order to partial out the effects of heterogeneity between firms, we considered several control variables that include firm age, firm size and industry effects. We also controlled customer capital for common method bias. Firm age and firm size were used in natural logs to control for the effect of economies and diseconomies of scale on competitive capabilities and customer capital (Bain, 1968). To partial out the effect of industry heterogeneity, we used industry dummies. To minimize the common method bias, we employed the negative affectivity scale (Watson et al. 1988). The items for the scale of negative affectivity (1 = strongly disagree and 5 = strongly agree) are as follows: (1) minor setbacks tend to irritate me too much; (2) often, I get irritated at little annoyances; and (3) there are days when I am 'on-edge' all of the time (Yannopoulos et al., 2012).

2.3 Method of analysis

The use of formative scales required this study to employ a partial least square structural equations modeling (PLS-SEM) with SmartPLS v.3.2.7 (Ringle et al. 2015). PLS yields minimizes erroneous interpretations in the examination of the proposed relationships (Sarstedt et al., 2014) and is comparable to conventional covariance-based structural equations modeling. SmartPLS, different than AMOS, enables the use formative measures in structural equations modeling. This study tests the model in two steps: the outer model (measurement model) and the inner model (structural model) (Hair et al., 2013). We then apply the resampling procedures (i.e., bootstrapping) to 2000 resamples.

3. RESULTS

3.1 Outer model results

Subscribing to Diamantopoulos and Winklhofer (2001) and Sheng et al (2011), we utilized a four-step procedure to examine the effects of business and political ties on non-financial firm performance. These procedures are namely: content specification, indicator specification, indicator collinearity test, and external validity test.

Subsequent to the literature review and in-depth interviews with 9 senior managers to ensure the domain of the content of business and political ties, we examined the variance inflation factors (henceforth, VIF) for business and political ties. VIF values smaller than 5 indicates that there are no concerns regarding common method bias (Kock and Lynn, 2012). We found that between business and political ties, VIF values range from a low of 1.469 and 3. Nevertheless, common method bias was partialled out by controlling low-cost, differentiation capabilities, and customer capital measures for the negative affectivity scale. Convergent validity was ensured via examining the nomological network of the formative scales that are employed in this study, namely: business and political ties.

Although, the relation of business and political ties to customer capital are yet to be examined in the literature, both are positively related to firm performance (e.g., Peng and Luo, 2000). We, therefore, examined and confirmed the relation of both business ties ($r=.662^{**}$) and political ties ($r=-.293^{**}$) to customer capital. Also, each indicator of business ties ($r=.477-.574$) and political ties ($r=-.299 - -.188$) were found to be significantly related to customer capital at 1% level.

To provide empirical evidence of convergent validity, internal consistency and discriminant validity for reflective measures, we first assessed the internal item reliability. Nunnally's (1979) rule of thumb suggests that items should have a loading of .60 and over. All items except for the fourth item of customer capital measure (i.e. Good reputation and prestige) satisfied the criterion. We further assessed internal consistency via visiting the composite reliability (henceforth, CR) scores for all reflective measures. All CR scores were over the .70 benchmark. To provide evidence of convergent validity, we calculated the average variance extracted for all reflective measures. All AVEs of reflective measures proved to be over .50 threshold. Also, factor loadings were greater than .60, AVE scores were also larger than the square of its largest correlation with any other constructs. The detailed regarding factor loadings, AVEs, CRs and reliability statistics are provided in Table 2 below.

Table 2: Reliability and validity tests for the complete data

Constructs	Factor Loadings
Business Ties <i>Formative Scale</i> (CR= .88)	
Managers at our firm have built good connections with managers at the supplier firms	
Managers at our firm have built good connections with managers at the customer firms	
Managers at our firm have built good connections with managers at the competitive firms	
Managers at our firm have built good connections with managers at the marketing based collaborators	
Managers at our firm have built good connections with managers at the technological collaborators	
Political Ties <i>Formative Scale</i> (CR = .94)	

Managers at our firm have maintained good personal relationships with officials in various levels of government.

Managers at our firm have developed good connections with officials in regulatory and supporting organizations such as tax bureaus, state banks, and commercial administration bureaus.

So far, our firm's relationship with regional government officials has been in a good shape

Our firm has spent substantial resources in building relationships with government officials.

Unlearning (CR = .87; AVE = .62)

Managers seemed to be open to new ideas and new ways of doing things .661

Management has tried to initiate projects and introduce innovations .841

Managers recognize the value of new information, assimilate it, and apply it .857

Managers are prone to collaborate with members of the organization and to solve problems together .786

Differentiation Capability (CR = .89; AVE = .70)

Build a strong brand name .811

Offer superior benefits .852

Product/service uniqueness .847

Low Cost Capability (CR = .89; AVE = .64)

Lower manufacturing costs more than rivals .749

Operation system lowers cost of product .835

Economies of scale enables achieving of cost advantage .844

Achieving a cost leadership position .761

Demand Uncertainty (CR = .72; AVE = .50)

In our kind of business, customers' product preferences change quite a bit over time .719

Our customers tend to look for new product all the time .683

New customers tend to have product-related needs that are different from those of our existing custom .695

Sometimes our customers are very price-sensitive, but on other occasions, price is relatively unimportant .699

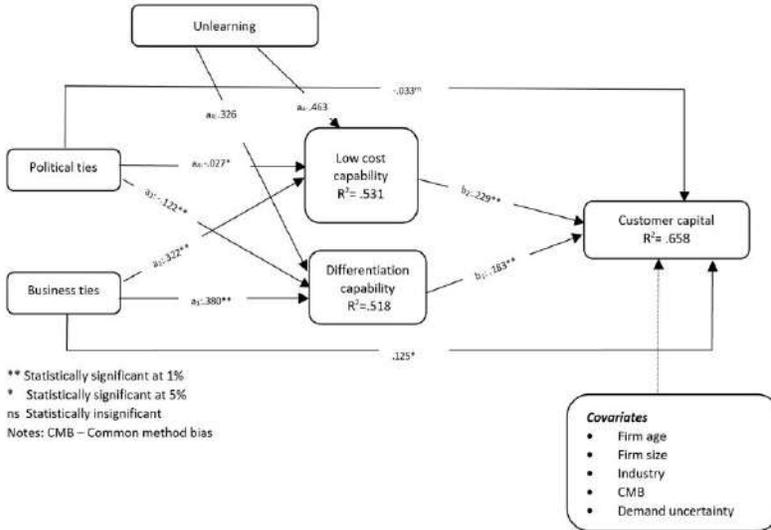
We are witnessing demand for our products and services from customers who never bought them before	.716
We cater to many of the same customers that we used to in the past	.739
Customer Capital (CR = .89; AVE = .72)	
Improvement of quality	.792
The level which your customers recommend your company	.880
Repetition of purchases	.870
Good reputation and prestige	<i>deleted</i>

3.2 Inner model results

The results of this study are presented in two models depicted in two figures. In Model 1, depicted in Figure 2 below, we examined the direct-effects model without considering the moderation effect unlearning on the relation of business and political ties to competitive capabilities while controlling customer capital for firm age, firm size, industry effects, demand uncertainty and common method bias. In Model 2, depicted in Figure 3, we presented the results of full mediation model.

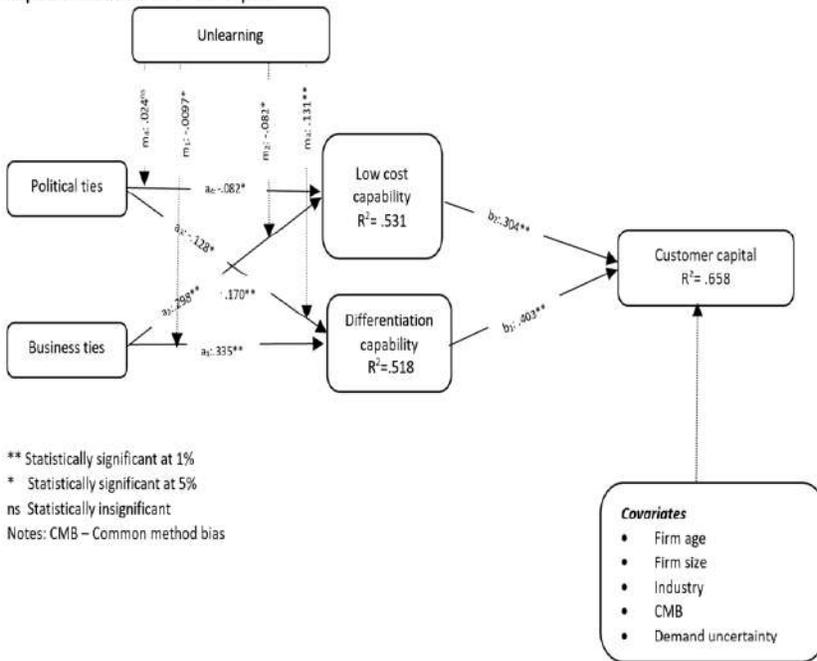
Model 1, depicted in Figure 2 shows positive, significant relations of business ties to both low-cost ($\beta=.322$, $t=6.006$) and differentiation ($\beta=.380$, $t=5.193$) capabilities at 1% level. Nevertheless, we found a negative but insignificant relation of political ties to low cost capability ($\beta=-.027$, $t=.590$), while we provided empirical evidence of a significant negative relation between political ties and differentiation ($\beta=-.122$, $t=2.534$) capabilities at 5% level. Unlearning was found to be positively related to low-cost ($\beta=.463$, $t=8.79$) and negatively related to the differentiation ($\beta=-.326$, $t=4.218$) capabilities at %1 level. We also find positive relation of both low-cost ($\beta=.229$, $t=4.730$) and differentiation capabilities ($\beta=.183$, $t=2.971$) at 1% level. Finally, we find that business ties was positively related ($\beta=.125$, $t=1.853$) at 5% level and political ties was not significantly related to customer capital ($\beta=.033$, $t=.813$).

Figure 2: Main effects: illustrating the relations among business/political ties, unlearning, low cost strategy, and differentiation capabilities and customer capital



Model 2, depicted in Figure 3, examines the fully mediated model of both business and political ties to customer capital. In H1a and H1b, we hypothesized a positive relation of business ties to differentiation and low-cost capabilities. We provided empirical evidence of a positive relation of business ties to both differentiation ($\beta = .335$, $t = 4.992$) and low cost ($\beta = .298$, $t = 5.578$) significant at 1% level. In H2a and H2b, we hypothesized negative relation of political ties to differentiation and low-cost capabilities respectively. We found a negative relation of political ties to differentiation capability ($\beta = -.128$, $t = 2.116$) significant at 5% level, providing statistical evidence for H2a. Nevertheless, insignificant negative relation of low cost relation of political ties to low-cost capability ($\beta = -.082$, $t = .981$), failed to provide evidence for H2b. In H3a and H3b, we suggested a negative moderation effect of unlearning on the relation of business ties to differentiation and low-cost capabilities respectively. The results provide empirical evidence to support both the moderating effect of unlearning on the relation between business ties and differentiation ($\beta = -.097$, $t = 1.954$) and between business ties and low-cost capabilities ($\beta = -.082$, $t = 2.030$) at 5% significance level.

Figure 3: Proposed research model: moderated mediation illustrating the relations among business/political ties, consolidation of emergent understanding, low cost strategy, and differentiation capabilities and customer capital



In H4a and H4b, we suggested a negative moderation effect of unlearning on the relation of business ties to differentiation and low-cost capabilities respectively. We provided empirical evidence that unlearning positively moderated the relation of political ties to differentiation ($\beta = .131$, $t = 2.333$) at 1% level. Nevertheless, we failed to provide empirical evidence of a significant moderated effect of political ties to low-cost capability ($\beta = .024$, $t = .361$) at 5% significance level. In H5a and H5b, we hypothesized a positive relation of differentiation and low-cost capabilities to customer capital. Our results showed that differentiation ($\beta = .232$, $t = 4.029$) and low-cost ($\beta = .299$, $t = 5.803$) capabilities are positively and significantly related to customer capital at 1% significance level, providing support for both hypotheses.

Table 3: Results of analyses on hypothesized direct relationships

Hypothesized Association		Expected Sign	Path Coefficient	Std. Dev	p-Value	Status
H 1a	Business ties → Differentiation capability	+	0.335	0.067	0.000	Supported
H 1b	Business ties → Low cost capability	+	0.298	0.053	0.000	Supported
H 2a	Political ties → Differentiation capability	-	-0.128	0.060	0.018	Supported
H 2b	Political ties → Low cost capability	-	-0.047	0.047	0.183	Not Supported
H 3a	BT*UL → Differentiation capability	-	-0.097	0.051	0.028	Supported
H 3b	BT*UL → Low cost capability	-	-0.082	0.045	0.033	Supported
H 4a	PT*UL → Differentiation capability	+	0.131	0.056	0.010	Supported
H 4b	PT*UL → Low cost capability	+	0.024	0.065	0.359	Not Supported
H 5a	Differentiation capability → Customer capital	+	0.232	0.058	0.000	Supported
H 5b	Low cost capability → Customer capital	+	0.299	0.051	0.000	Supported

Note: BT-Business ties; PT-Political ties

UL-Unlearning

Results in Table 4 below offers the indirect relation of business ties, political ties, and the moderated mediation effects to customer capital through low-cost and differentiation capabilities. While we found a positive indirect relation of business ties to customer capital through low-cost capability ($\beta=.089$, $t=3.785$) at 1% level; results failed to support empirical support for an indirect relation of political ties to customer capital through low-cost capability ($\beta=-.014$, $t=.974$, $p=.181$). Nevertheless, we find that differentiation capability, though in different directions, mediated the relation of business ties ($\beta=.078$, $t=3.090$, $p<.01$) and political ties ($\beta=-.030$, $t=1.919$, $p<.05$) to customer capital, providing support for H6a and H6b. Additionally, we find a negative moderated mediation relation of business ties (moderated by unlearning) through both low-cost ($\beta=-.025$, $t=1.797$) and differentiation ($\beta=-.022$, $t=1.733$) to customer capital, significant at 5% level. We failed to provide empirical support of the indirect relation of the political ties through low-cost capability, moderated by unlearning, to customer capital ($\beta=.007$, $t=.479$, $p=.0357$). Finally, we found that the differentiation capability positively mediates the relation of the combination of high levels of political ties and unlearning to customer capital ($\beta=.032$, $t=1.955$, $p<.05$).

Table 4: Results of analyses on hypothesized indirect relationships

	Hypothesized relationship	Path Coefficients	Standard Deviation	p-Value	Status
H 6	BT -> LC -> CC	0.089	0.023	0.000	Supported
H 6	PT -> LC -> CC	-0.014	0.019	0.181	Not Supported
H 6	BT -> DIF -> CC	0.078	0.025	0.001	Supported
H 6	PT -> DIF -> CC	-0.030	0.015	0.028	Supported
H 6	BT*UL -> LC -> CC	-0.025	0.014	0.033	Supported
H 6	BT*UL -> DIF -> CC	-0.022	0.013	0.039	Supported
H 6	PT*UL -> LC -> CC	0.007	0.019	0.357	Not Supported
H 6	PT*UL -> DIF -> CC	-0.030	0.015	0.016	Supported

Note: BT-Business ties; PT-Political ties

UL-Unlearning; DIF-Differentiation capability

CC- Customer capital; LC-Low cost capability

4. DISCUSSION

This study revisits an important question in marketing strategy and management literature and enhances the knowledge by simultaneously examining business and political ties in firm competitive advantage strategy and performance.

4.1 Theoretical implications

First, this study contributes to a better understanding of strategy implications of social ties in emerging economies. While the extant literature is chiefly concerned with performance implications of competitive capabilities, only a handful attempts to scrutinize their antecedent factors. This study contributes to the literature by examining the role of informal managerial relationships with both market (i.e. collaborators, suppliers, competitors, customers) and political (i.e. government officials at tax bureaus, state banks, commercial bureaus) actors in both differentiation and low-cost capabilities. This study acknowledges the importance of informal managerial social ties for firm survival in emerging markets (Chung, 2011) and the bittersweet nature of both ties, especially political ties. We find that business and political ties have effect on differentiation and low-cost capabilities in different directions. Our findings suggest that the bitter sides of political ties in emerging markets dominate their benefits and results in hindered

competitive positional advantages. Business ties, on the other hand, help firms to engage in both differentiation and low-cost capabilities.

Second, by combining relational governance and unlearning (Akgun et al. 2006; Cegarra-Navarro and Sanchez-Polo, 2008; Leal-Rodriguez et al. 2015) domains, we provide empirical evidence that unlearning plays in strategy formation. Previous studies examine the role of managerial ties in competitive strategy building (e.g., Anwar, Rehman and Ali Shah, 2018; Hillman et al. 1999). Building on that, we provide evidence that through unlearning (i.e. first step to learning (McGill and Slocum, 1993) firms may break the old logics, behavior and routines, hence acquire, and integrate the new resources (Hedberg, 1981) obtained through social ties to be used in building positional advantages. Nevertheless, our results showed that unlearning may be a double-edge sword when combined with different types of social ties. The abandonment of well-established routines and recurrent tasks may create a firm that is not capable of the newly adopted routines in comparison with their competitors (Akgun et al. 2006). On the other hand, it may also be the first step of learning (McGill and Slocum, 1993) that is critical for firms that wish to create new products/services with added-value (Cepeda-Carrion, Cegarra-Navarro and Leal-Millan, 2012). Relationships with political officials do not require mutual dependence, hence breaking the already established routines and procedures. Accordingly, unlearning only supplements these routines and procedures and hence help the positional competitive advantages (Madhavaram and Hunt, 2008). Our empirical findings support this suggestion. In business ties, however, the relationships are entrenched and require solidarity, information sharing, and commitment to joint action (Poppo and Zenger, 2002). This, supported by empirical evidence provided in our manuscript, combined with unlearning, lead to the abandonment of pre-established routines, which would impede previously acquired managerial skills and knowledge for competitive capability building (Akgun et al. 2006).

Third, this study clarifies the relation of social ties to firm performance by identifying competitive capabilities as mediating mechanisms. The extant literature, as discussed previously, on the relationship between social ties and firm performance is fragmented (Chen et al., 2018; Sheng et al. 2011). We find that both differentiation and low-cost capabilities positively mediate the relation of business ties to customer capital. Nevertheless, political ties are negatively related to customer capital through both capabilities, although the mediating effect of low-cost capability on the political ties-customer capital relationship is not significant. Equally important, we find that at high levels of unlearning, business ties are negatively related to customer capital through both differentiation and low-cost capabilities, as this combination also hinders

these capabilities. In addition, we find a negative relation of political ties to customer capital through differentiation at high levels of unlearning. This finding suggests that firms may not enjoy the benefits obtained through political ties in the form of customer capital (and a differentiated position) at high levels of unlearning. These findings shed light on the double-edged nature of unlearning when combined with firm informal social ties.

4.2 Managerial Implications

Business and political ties are indispensable for firm survival in emerging economies (Chung, 2011), as firms are increasingly being pressured not only by competitors and customers (Sheth, 2011) but also by government entities (Iriyama et al., 2016). Accordingly, in Turkey, as in many other emerging economies, managerial relationships with external actors gained an important role in in daily operations and long-term strategies and practices. While previous studies conducted mostly in East Asia (e.g. Chung et al., 2016; Dong et al., 2013; Sheng et al., 2011; Zhang et al., 2015) offer managerial strategic avenues, their findings may be specific to the East Asian markets. Our findings suggest that managers need to be aware of the separate benefits and costs of business and political ties. While interpersonal relationships with market players appear to be beneficial in building both a differentiation and a low-cost positional capabilities, it appears that political ties may harm such advantages. Interacting with political actors may create a rigid culture and result in suboptimal managerial skills (i.e hire unskilled employees that are relatives of political agents (Li et al. 2009)), hence the loss of competitively advantageous positions. A possible way to diminish such drawback may be through unlearning, since not interacting with political actors may not be easy in practice in an emergent country context. Consequently, in this study we offer unlearning as a mechanism through which firms may lessen the possible dark-side effects of political ties. Nevertheless, following our results, we suggest that unlearning may cause firms with strong managerial ties may lose their competitive capabilities and positional advantages. That is, firms that are strongly connected with their customers, competitors, suppliers and collaborators should be cautious about the resource integration through unlearning their current tasks and capabilities that they depend on to establish both a differentiation and a low-cost advantage. Both positions depend on previously established organizational routines, managerial skills and knowledge (Akgun et al. 2008).

In addition Porter (1980) suggests that a competitive position is not established through the adaptation of third parties' processes, technical expertise and a sales-force approach. Consequently, a firm that is strongly linked to market actors may lose advantages that are built on long-held processes, routines and practices should it chose to unlearn. Finally,

managers should know that firm's effort to improve quality, customer recommendations, repeat purchases, and firm's good reputation and prestige may be obtained through both differentiation and low-cost strategies. Nevertheless, we believe the more important question is the interplay of informal ties and internal social capital and its effect on customer capital. Our study offers several managerial recommendations about the relation of informal ties and social capital to non-financial performance of the firm, in the form of customer capital. First, managers should combine the external resources obtained through political ties with internal social capital (i.e. unlearning) and exploit their differentiation capabilities to enhance customer capital. Any alternative approach where the decision-makers combine the resources obtained through either business or political ties with internal social capital and exploitation of their competitive capabilities result in a lower level of customer-capital.

5.3 Limitations

Our study is not without its limitations. One limitation relates to the use of a cross-sectional data to test our hypotheses. Further replication of our study via the use of a longitudinal data may help overcome any possible limitations regarding the variant competitive capabilities firms may adopt in time based on external factors (Yeniaras et al. 2016). In addition, our data may also be affected by survivor bias (Zellweger et al. 2011). Because of resource constraints, we were not able to duplicate the study on a large-scale as Ward's (1987) methodology suggests. Since we were only able to examine our proposed web of relationships in those firms that are still active and perform relatively well, our results may be biased. Also, while previous research commonly employs subjective performance measures (e.g. Sheng et al. 2011), additional objective measures of firm performance may provide more robust and accurate results. Finally, our sample is also limited to SMEs operating in Turkey. Although emerging countries share common characteristics in both market and institutional factors, individual cultural factor may have an effect on the proposed relationships.

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CHAPTER – XXI

BENCHMARKING AS A STRATEGIC IMPLEMENTATION IN CRISIS MANAGEMENT

Halime GÖKTAŞ KULUALP⁶

INTRODUCTION

The phenomenon of change, which is experienced today and has become very difficult to follow, has increased the uncertainty around the organization. In such a rapidly changing and uncertain environment, businesses face unexpected hazards or opportunities. The ability of organizations to survive depends on whether they are protected from these hazards or make use of these opportunities. This hazard or opportunity that may occur exercises influence over businesses in the form of unexpected and undetected events and forces organizations to change in an unplanned way. Because unplanned change is often not accomplished successfully, it causes the crisis.

It can be said that benchmarking has an important place in strategic management in line with various literature studies. Benchmarking is at the heart of strategic planning. Because benchmarking makes the organization flexible in the face of change. It helps the business adapt to its ever-changing environment faster. With this method, managers can carry out measurements by enumerating the strengths and weaknesses of their business against their competitors and thus anticipate hazards and opportunities that may arise. From this point of view, it would not be wrong to think that benchmarking is a tool to take precautions against the crisis and exist in the early warning system.

For today's businesses, strategic management is a process focused on final results such as sustaining life in the long run and ensuring sustainable competitive advantage and benchmarking studies can be used as a tool for collecting and comparing the necessary information to increase the effectiveness of this process. Additionally, with benchmarking studies, businesses are moving towards becoming a learning organization by acquiring new ideas from external environmental factors such as competitors, customers, and the sector they operate in and they can increase the effectiveness of strategic management with new bases such as benchmarking, learning organizations giving up traditional strategy bases such as economies of scale and specialization (Doğan and Demiral, 2008: 2).

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1. DEFINITION OF THE CRISIS

The concept of crisis is defined as a potential threat that creates sudden, negative or undesired consequences for businesses. Threats are often used to mean loss / damage. Crises cause businesses to lose reputation and financial losses, lose their stakeholders (corporate environment), or damage their physical structure. (Coombs, 2007: 164).

In Turkish dictionaries, the concept of crisis is met with the word “bunalım (shock)” and used in a medical sense. “A sudden physiological change in an organ” is given as an example. When we examine the word “shock”; the definitions (1) “sudden and unnatural contradiction during the natural course of any condition”, (2) “tension that may be bad in consequence”, (3) “a physiological change that may suddenly occur in a disease and cause death”, (4) “economic stagnation that arises due to the decrease in the purchasing power of people and the decrease in the sales value of goods”, (5) “the situation that makes people uneasy and can lead to psychologically bad results” are encountered (Olgun, 2006: 5-6).

Possible crises in businesses are listed as follows:

“Natural disasters such as fire, earthquake, flood, product defect, product forgery, problems about products such as product withdrawal, loss of computer data, sabotage, extortion, bomb or bomb threat, bringing an unexpected lawsuit” (Demir, 2009 transmitting from Barton, 1994:42). Some of the business problems that make up the signs of crisis are: deteriorated balance sheets, constantly shifting cash flows, increasing but unanswered customer complaints, returns, fixed capital-working capital balance, falling sales, decreasing market share, competitors' new moves in the market (Tuz, 2001: 11).

Since crises are actually unplanned actions, they have an important test feature for managers. Crises have many effects. They affect both internal and external stakeholders of businesses and causes consumers to cancel their orders. In the event of the crisis, employees' problems increase, managers are questioned, stakeholders become restless, interest groups seek opportunities (Weiner, 2006: 1).

The ability of businesses operating in the crisis environments to achieve their goals, to sustain their lives, to maintain and increase their market shares in the face of increasing competition, and even to enter into new markets largely depends on their ability to adapt to the environment (Zerenler and İraz, 2006: 248).

The positive and negative effects of the crisis were determined as follows in a research conducted (Altan and Bezirci, 2001:458-459): Positive effects; search for new markets, the need to get into foreign markets, the need to reduce costs, understanding the importance of own resources, quality's coming into prominence, R&D's coming into

prominence. Negative effects; decrease in creativity due to central management, increase in conflict and tension within the organization, increase in financial problems and layoffs, decrease in motivation of employees, increase in fixed expenses and idle capacities, halt in technological renewal, lose of environment of trust.

Tüz (1996) states that crises have a critical effect on the activation and change of the organization, because many situations such as the facts that crises disrupt normal decision making processes at the business level, close the communication methods within the business, increase the central management tendency, cause immobility of businesses due to uncertainty, management and employees' working under pressure of the future, disrupt activities such as production, sales, marketing, and lead to emergence of financial difficulties due to delays in payments, etc. can be shown as examples of the negative effects of crises on businesses.

When there is the crisis, it is necessary to overcome unexpected conditions and to take this action immediately. The most important feature that distinguishes the crisis situation from the ordinary period is the need to respond quickly to the problems that occur. The atmosphere of uncertainty during the crisis forces managements to follow the developments in a short time and with limited opportunities, which may cause managements to be inadequate. Additionally, crises also change managerial organizations' values, goals, and ways of doing business. This situation, if evaluated well, can create excellent opportunities for organizational change and restructuring. This process corresponds to the moments when public managements' efficiency, problem solving abilities are tested and the causes of existence are questioned (Aktel and Çağlar, 2007: 149).

2.DEFINITION AND FEATURES OF CRISIS MANAGEMENT

Crisis management is defined as “Organization to plan against the dominant events and effective possibilities suddenly emerging and departing from the target of reducing actions threatening human health and safety, always negatively affecting the business activities and businesses of the business, reducing the company's assets or public image,” (Pheng, 1999: 231).

In its most basic sense, crisis management, is a systematic process involving the organization's prediction or diagnosis of possible crises, taking measures to prevent the crisis or if the crisis is unavoidable, its tries to minimize the effects of the crisis (Preble, 1997: 777).

It was a turning point in 1982, as five people died by poisoning from Tylenol capsules, and for the first time a pharmacological product was toxic. Johnson & Johnson struggled so well with this situation that the experiences became setting standards for crisis management (Demir, 2009).

(Aktan, 2010): In order to address any situation as the crisis, it is useful to know the basic elements or characteristics of the crisis (Aktan, 2010):

- The crisis is the situation when some previously unknown or unpredictable developments produce results that will seriously affect the state at the macro level and the firms in the micro level. It is correct to call only negative developments occurring in a sudden and unexpected moment as the crisis. Otherwise, not every problem that arises in the normal process is the crisis. In this respect, the crisis should be considered as “a serious problem” that unexpectedly arises. Routine developments and problems are not the “crisis”.
- The most important feature of the crisis is that it occurs at an unpredictable or unknown moment.
- Another important feature of the crisis is that it poses a danger and a threat to individuals and organizations and creates new opportunities. In this sense, the crisis is not a concept with an entirely “negative” character as generally thought.
- Crises can last for a short or long time. The short or long duration of the impact of crises on the organizations depends on the timely implementation of the organization's measures to resist the crisis.
- Finally, another feature of crises is that it has a spreading effect like an infectious disease. A crisis that occurs in any organization can also affect other sectors. Or crises experienced in an organization may throw other organizations that are related to this organization into crisis.

Figure 1. Features of the Crisis Period

CENTRALIZATION OF THE AUTHORITY

- Audits are significantly centralized.
- Activities are audited further by standardization, strengthening the audit or centralizing the mandate.
- It tries to overcome the organizational limitations created by the environment by increasing the leading structure and degree of audits.
- The central decision-making unit consists of interlocking, homogeneous individuals and is guided by a strong leader.
- The decision-making group

FEAR AND PANIC

- During the crisis, management personnel turnover increases.
- Due to stress, the need for security, respect and self-actualization becomes unsatisfactory.
- Unwanted organizational climate is created.
- During the crisis, members of the organization show behavior of withdrawal, the amount of production decreases, absenteeism and employee turnover increase, and

BREAKDOWN OF THE DECISION PROCESS

- The limitations of cognitive processes, meaning impairment, group pathologies, rigidity in programming, and insufficient information for decision making are the main pathologies of the crisis.
- Creative policy is very important, but unlikely to be created.
- Paranoid responses are characteristic of crisis behavior.
- Under stress, the perspective of the individual to see all

becomes smaller during the crisis.

-In the face of hazard, the leader either holds all power or waives his power.

-Authority is centralized.

-During the crisis and the organizational resolution process, autocratic behaviors increase and the decision-making group becomes smaller.

-The crisis also leads to the centralization of the impact.

-As the crisis is prolonged and aggravated, those at the higher level of the hierarchy assume more decision-making responsibilities.

dissatisfaction increases.

-The crisis increases the pre-crisis conflicts.

-Managers deal with losses, seek ways to get rid of the dead end, necessarily decide on short-term solutions, act with simple logic, and panic.

-The crisis threatens individual goals; it creates inefficiency, frustration, tension and inner fear.

-Physical and mental fatigue is observed in the members who deal with the crisis.

aspects of the condition in detail narrows.

-High stress increases the error rate. The problem-solving process becomes rigid, uncertainty tolerance decreases, the ability to overcome complex problems decreases. The quality of the decision reduces.

-As the severity and duration of the crisis increases, cognitive performance decreases.

-During the crisis, the organization dissolves and becomes unable to manage itself.

-Crisis tendency complicates the managerial decision making process.

Source: Halil Can (1994), *Organizasyon ve Yönetim*, Siyasal Bookstore, 3th Edition, Ankara, p. 304.

The features that distinguish the crisis from the routine environment are:

- The crisis is like a serious illness and requires serious intervention.
- Crises are critical and threatening. They can target the organizational environment. They can accommodate many factors such as pressure, lack of security, uncertainty, anxiety, and panic together.
- While some crises take a long time to come in sight, some others arise suddenly.
- Crises also seriously affect third parties (manager, employee, shareholder, government, etc.) related to the organization.
- Not every stressful environment is the crisis.
- The crisis has no exact solution formula. It can happen again.
- In some cases, the crisis can be developed consciously to take advantage of opportunities.
- The crisis is not an absolute disaster. It can turn into a group of opportunities.

It should not be forgotten that although the crisis is an undesirable situation in businesses or it creates a chaos environment, it can be

controlled by an effective management and sometimes the enterprise can make a profit from this situation. The crisis is a disease, but it can be controlled or even cured.

3.THE CONCEPT OF BENCHMARKING AND ITS FEATURES

The word benchmarking comes from the English word 'benchmark'. Especially in the field of Topography, it is a reference to the sign on an object indicating the height of that object used by mappers as a reference point (Burke, 1996: 23). It is translated into Turkish as “*örnek edinme, örnek alma, karşılaştırma, nirengileme, kıyaslama*” (Tikici et al, 2004: 297). In fact, benchmarking is very old. The most well-known applications up to the introduction of the concept of benchmarking are comparative balance sheet and financial analysis that provide intra-enterprise comparison.

It can be said that the Benchmarking concept started to be used in the business literature when "Xerox", which is an American company, quickly lost its market share in the 1970s (Duran, 2000: 47). Benchmarking was first defined by D.T.Kearns (CEO, Xerox Corporation): ‘Benchmarking is a method that includes application, service and product evaluation against the most compelling competitors or companies known as the industry leader’.

Rank Xerox expressed benchmarking as “Continuous, systematic evaluation of companies that are accepted as industry leaders for determining business and working processes representing best practices and determining rational performance goals” (Zairi, 1997).

The definitions of ‘benchmarking’ made by various authors are as follows:

Benchmarking is a tool used to evaluate businesses' products, services or processes (Galvez et al, 2013: 37). It is a continuous process that is based on a certain system that is designed to overcome best-thought practices of other companies by redesigning the best practices in every field of the competitor companies in the sector by searching and integrating the practices in a way that does not contradict the business' own business values in order to bring the business to the peak of its performance (Karch, 1994 : 297-307).

Benchmarking is the search and implementation of the best and most accurate methods for the company to achieve superior performance. (Camp, 1993: 23-27).

Benchmarking is the modesty of accepting the fact that someone else might be better than you on an issue, and having the mastery of learning and experimenting how to catch and become superior to him (O’Dell, 1994: 63).

Benchmarking is also an important responsibility in the strategic planning process in order to develop strategies and determine the actual position of the business in business processes (Watson, 1993: 12).

It is a continuous and systematic process that an organization can use to evaluate the products, services and processes of other organizations that have the best or better practices for recovery (Koç transmitting from Watson 1999: 20).

Benchmarking is a managerial tool that is constantly renewed and requires us to adapt best practices to the conditions, structure, purpose and culture of our business without imitation and adding creativity by comparing our own business with other businesses regardless of the sector becoming aware of the fact that learning and development are endless processes to ensure quality, to improve processes, to increase customer satisfaction, business performance and competitiveness in rapidly changing competitive conditions (Süral, 1996:79).

Benchmarking strategic planning institute defines benchmarking as ‘a systematic and continuous process for measuring products, services and applications compared to the external environments in order to achieve advanced performance’ (Rao et al, 1996: 562). Benchmarking is a systematic comparison and adaptation method based on measurements, aiming at continuous improvement (Özölmez, 2000: 20).

Benchmarking means that ‘a company develops its own weaknesses by comparing itself with its competitors, other industries and practices in the foreign market, taking the best practices as an example’.

Although benchmarking is a process in itself, it is a management technique that shows where we can be better than being a method used to prove where we are good (Yıldız ve Ardiç, 2007:).

When we think of Benchmarking as a process, we can say that it is a continuous and systematic comparison of our own company’s effectiveness with other companies that represent "perfection" in terms of quality and practices.

From these definitions, it is understood that benchmarking is the process of searching, learning and implementing the competitors in their environment and even those that have succeeded in different sectors instead of being stuck in the vicious circle of comparing their past values with today’s.

Benchmarking can be applied for all parts of the organization as well as only one part. For example; it can be applied to basic departments such as production and marketing or supporting departments such as human resources, accounting and management communication systems. With the research to be done, the functions of many businesses are analyzed as

physically producing goods or services. As a result, the best practice of the business is revealed. The best company in the industry does not have to be a competitor. Samples can be taken from the best non-competitors.

The points underlying benchmarking are as follows: (Saruhan, 1998: 236; Reilly and Norton, 1995: 579-580).

- Continuous improvement is essential,
- It is a positive progressive approach,
- It is for practices,
- It is only for best practices,
- It is based on common and mutual benefit between the parties,
- Specificity: The scope of the benchmark should be determined completely,
- Measurability: It is possible to reasonably measure the basic principles of benchmarking,
- Suitability: Benchmarking should be in accordance with management's investment style,
- It is essential to target progress,
- The manager learns the investment information he performs (positive, negative or neutral) by comparison (benchmarking).

Benchmarking is a guideline, program setter and standard setter to help businesses find the answer to where businesses are now, where they expect to be in the future, and how to get there.

4.BENCHMARKING APPLICATION'S IMPACT ON CRISIS MANAGEMENT

The advances in the information age, the rapid developments in information technologies, the intensification of global competition day by day, the necessity of providing the best in the most favorable conditions in the face of changing customer demands and expectations have created the need to develop and use new management techniques in 21st century businesses (Doğan and Demiral, 2008: 2).

An effective management in a crisis situation is closely related to the size of the business's losses and earnings. In other words, the opportunities or hazards faced by the business play a decisive role in crisis management. While trying to minimize possible losses in the management of hazard-related fear crises, possible gains are tried to be maximized in the management of the opportunity crisis (Ülgen and Mirze, 2010).

Another point that needs attention in the execution is that a crisis that a

business is experiencing may come into question for other businesses by making a comparison. It is possible to make evaluations by seeing what kind of mistakes others make during the crisis period, not to make the same mistakes and turn their mistakes into opportunities. Additionally, it is useful to record the execution process during the crisis period, decisions taken, thoughts, emotions, reports of crisis team meetings. It should also be learned to what extent the plan is executed by making evaluations about what has been disrupted in practice (Oflluoğlu and Mısırlı, 2001).

Benchmarking is a continuous process competitors and industry leaders use to measure processes, services and products (Oakland, 1993: 181). Benchmarking does not merely compare certain products with comparable products from competitor or non-competitor businesses. It also provides solutions that can be used in the future to cover the negative aspects of the business. Businesses perform benchmarking studies for many reasons. Some of them (Bedük, 2000) are listed as follows::

- To achieve realistic goals,
- To determine how the goals can be achieved,
- To identify the gap between the success of the business and the success of competitors,
- To ensure that the necessary steps are taken to compete,
- To carefully state the details of the business' situation,
- To increase the level of competition to a higher level,
- To measure the effectiveness of the business strategy,
- To determine the future strategies and investment resources of competitors,
- To support the business with new ideas,
- To reveal where the business is compared to the best business in the world,
- To set stricter development targets,
- To identify the strengths and weaknesses of the business,
- To help direct management to development,
- To reveal emerging technologies and practices,
- To gain from the experience of businesses around the world,
- To provide early warning before the business fail on evil days.

Organizations use the benchmarking process for various purposes. While some organizations use the benchmarking process as a problem-solving process, some others consider it a proactive method to always be ready for business practices. (Zaim, 2000: 974).

Businesses can use swot analysis and early warning systems as methods

of detecting (predicting) the crisis. Successful businesses and many international companies have created a board or department of experts on this regard. The task of these boards or departments is to conduct situation assessment, business analysis and environmental screening separately from existing activities (Ofloğlu and Mısırlı, 2001).

Swot Analysis: SWOT Analysis means, in short, internal and external status assessment in the organization. During crisis period, first strengths and weaknesses of the organization should be identified by carrying out “internal situation analysis” and then the organization's position compared to its competitors, opportunities and threats in the market should be identified by performing “external situation analysis”.

The first method of detecting the crisis is environmental analysis. In its first stage, the countries that are closely related to the business in the world and the developments in these countries are inspected. By evaluating the important events in the relevant countries and the development of these events, future predictions are made with the data obtained. In the second stage of environmental analysis, developments within the country are monitored and evaluated (Tüz, 2001: 83-84).

Early Warning System: While developments in the world and in the country are generally evaluated in the environmental analysis, sectoral analysis is carried out in the early warning system. This system means to detect, perceive and evaluate certain signals before the crisis. In other words, keeping a close eye on the changes in the business' sector and its sub-industry creates a very effective information collection channel and tightens the control (Tüz, 2001: 84-85). After all, information management is important for small businesses as well as for large businesses. Small businesses need to attach great importance to information management to compete by strengthening their weak points (Göktaş Kulualp, 2016:87).

Information gathering and analysis studies should be carried out regarding the external and internal environment before the crisis and an Early Warning System should be established. With the early warning system, the basic financial indicators in the organization are analyzed and if there are serious problems that may cause a crisis, these should be transferred to the senior management immediately (Aktan, 2010).

Businesses can perform benchmarking both while performing swot analysis and setting up an early warning system. Benchmarking is a tool to prevent or mitigate the crisis, which is more effective in the process of predicting crises.

Intuition is also important in the system, which is based on collecting all kinds of verbal or written data that will generally work. In fact, the early warning system is basically a financial analysis technique. It includes

determining the success analysis of the business according to the industry group it belongs to with the help of financial ratios and consists of four stages. (Ofloğlu and Mısırlı, 2001):

- At the first stage, the businesses in the same sector are analyzed on a yearly basis and these businesses are divided into two groups as either successful or unsuccessful according to the results of the analysis.
- In the second stage, the financial ratios of these businesses are calculated for five years backwards.
- In the third stage, it is determined from which year the difference between successful and unsuccessful businesses started.
- At the last stage, the reasons for the differences are found and the measures to be taken by the business regarding the future are decided.

Aktan (2010) considers benchmarking as one of the major chance engineering and total quality techniques that can be applied in crisis management. This is because benchmarking is making studies to find “the best practices” and adapt them to the organization by comparing the strategies, system and organizational structure, processes and all other practices in the organization with other organizations (Moradi, 2013).

The organization needs to establish mechanisms that help the organization take preparations and measures against the crisis by using the data it has captured through the early warning systems of the organization in a crisis preparedness and crisis prevention approach within the crisis management. The prevention and protection mechanisms to be established communicate information to the management on the measures to be taken in relation to a possible crisis by using the information from the early warning system (Baran, 2006: 33).

5.CONCLUSION

In order for businesses to provide effective answers to the crises that endanger their existence, correct solutions must be known. Continuous implementation of crisis management in the management of organization is one of the main correct solutions. It is crucial for businesses to constantly compare themselves both to themselves and to their environment, in terms of getting to know themselves and their competitors. It will be a rational management approach for the business to use benchmarking in crisis management, in order to benefit from the opportunities that may come in the crisis environment in the best way and to be affected by the negative effects of the crisis at the lowest level. On this issue, Chinese great warrior and philosopher Sun Tzu (2008: 51) said that, “If you know your opponent and yourself, you will not be in danger even if you go into hundreds of wars; If you don't know your opponent and you know yourself, sometimes you win, sometimes you lose; If you know neither yourself nor anyone

else, defeat is inevitable in every battle you enter. There are five rules of war; measurement, evaluation, calculation, comparison and victory. The position generates measurement; measurement generates evaluation, evaluation generates calculation, calculation generates comparison and comparison generates victory”.

The rapid transformation rate in the markets reveals how important an effective management is for businesses. Especially intense competition atmosphere creates a natural selection and businesses that do not comply with the rules of the game are automatically eliminated by the system. The businesses playing ostrich against the changes, transformations and cyclical fluctuations in their environment have no chance to survive. In such a brutal environment, businesses must constantly analyze their environment and themselves and know their situation well in order to survive.

Today, in an environment where even very big firms have been eliminated from the market in a very short time and in an environment where very effective crises are experienced, enterprises should implement crisis management all the time, not only in the moments when the crisis is coming, and to be accepted within the general management.

The main purpose in crisis management is to suffer from the hazards caused by the crisis at the lowest rate and to benefit from the opportunities at the highest rate. Businesses that suffer the least from the crisis are those with high ability to adapt to changes. The only way especially for small businesses to survive against crises is to increase their ability to fight against crisis and strategically thinking companies can improve their adaptability in combating the crisis.

Benchmarking enables the business to evaluate itself by continuously measuring the process. The organization can determine its current position in the sector by comparing itself with the “best” in its sector or in different sectors. The new production or management techniques applied by the businesses that have a good position in their field constitute an application example for the business that performs benchmarking. Benchmarking enables organizations to be aware of upcoming hazards or opportunities by knowing about the market or industry. By comparing itself with its environment, the business can take measures by realizing in advance that general economic, financial or sectoral crises are coming. Or, the business will determine its methods to deal with possible crises or ways to deal with existing crises on the basis of organizational skills by performing benchmarking within the organization, revealing its weaknesses and superiorities, learning, and knowing itself.

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CHAPTER – XXII

A GENERAL OUTLOOK ON THE LEADER-MEMBER EXCHANGE THEORY IN MANAGEMENT

Esra ÇIKMAZ*

INTRODUCTION

The traditional sense of leadership is based on the assumption that the leader treats all employees in similar ways. Therefore, in the related studies, the average behavioral patterns of the leader towards the subordinates were reviewed. Deviations from the average leadership behavior were neglected being considered as a “mistake”. In addition, the related studies suggest that such deviations are not random, and they may better help to define the factors, which direct the leadership behaviors (Dansereau et al., 1975; Dansereau et al.,1973) suggested that such points of view, which they characterized as average sense of leadership, was responsible for the slow development in leadership literature, and asserted that the exchange between the leader and subordinates would provide a better estimation of individual and organizational outputs.

In the Leader-Member Exchange (LMX) model, which arose from the developments in the field of leadership and gained more and more significance in American organizational behavior literature, it is assumed that the leader does not treat all the subordinates equally, but instead builds different levels and forms of relationships with each subordinate. These relationships may be limited to the conditions stipulated in the labor contract (House et al., 2004).), or beyond these conditions, may develop as a result of strong exchange based on mutual respect and trust (Liden et al., 1997). Thus, the LMX model is different from traditional leadership models as it is based on bilateral relations between the leader and subordinates, and the mutual exchange process, which is neglected in traditional leadership models, as well as the differentiation in this process constitute the research subject of LMX.

While LMX was initially addressed as a unidimensional concept (Cashman et al.,1975), the studies based on especially the role theory and social exchange theory (Blau, 1964) demonstrated that a multidimensional model could explain the nature of the relationship between the leader and members better. In addition, despite the increasing interest in the subject,

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the absence of a scale that measures the leader-member exchange in a healthy way was felt (Vecchio and Gobdel, 1984), and this absence was reflected on the research efforts. Graen and Uhl-Bien (1995), in their studies in which they reviewed the development of the LMX model, suggested that the scales used for measuring the concept were not reliable and valid enough. In accordance with these developments, Liden and Maslyn (1998) developed a scale that measures the relations between the leader and subordinates with “influence”, “commitment”, “contribution”, and “professional respect” dimensions. While this scale was used in much empirical research conducted in USA, it was also applied on a Turkish sample by a group of researchers including Liden (e.g. Erdoğan, Liden and Kraimer, 2006), and proved to have a high reliability. However, in all the three studies, a single LMX score was obtained by averaging the 12 items that constituted the LMX scale, and no factor-based study was conducted.

1. LEADERSHIP CONCEPT AND LEADER-MEMBER EXCHANGE (LMX)

Although leadership is described in various ways, most of these definitions agree that leadership is an influencing process that enhances the performance of people to achieve a goal. Some theoreticians argued that leadership and management had different roles and processes. However, with the existing definitions in literature, it does not seem easy to determine exactly where the boundaries of leadership and management divide or cross. Moreover, there is no single and correct definition that involves and explains all the situations regarding leadership. At this point, what is important is how the definition will contribute to the understanding of the sense of effective leadership, rather than the correct and true definition of leadership (Yukl, 2006:20).

In literature, some of the definitions of leadership are as follows:

- Leadership is the set of behaviors of the individual to direct a group to a common goal (Hemphill and Coons, 1957:7).
- Leadership is the skill of an individual to influence others to contribute to the success and efficiency of the organization (House et al., 2004:184).
- Leadership is about determining a vision, clearly defining the values, and creating the required environment to achieve a goal (Hemphill and Coons, 1957:7).

- Leadership is the exchange process among the individuals who are led towards attaining the predetermined goals in a communication environment (Yukl, 2006: 20).

Each individual exists in the organization in order to attain specific goals of the organization and themselves. If the individual displays a performance which is too low to attain the goals determined by the leader, the leader reveals the influencing function to make this individual successful. The leader conducts this influencing process mostly by using the objectives and needs that the individual was planning to achieve and fulfil when entering the organization (Bons, 1981). Thus, the influencing function of the leader fills the gap between the goals of the organization and the performance of the individual.

There are many studies that endeavor to explain the relations between the managers and employees in organizations. Over the years, radical changes in the organizational dynamics have prevented the superior-subordinate relations from developing on a solid basis, and unsatisfactory research has appeared in this area. In the following years, the leader-member exchange model (LMX), which was developed as an alternative approach to exhibit the leadership styles of managers, emerged. (Kaşlı, 2009: 35) It is considered that one of the most studied theories in leadership field in recent years is LMX.

Leader-member exchange theory is accepted as one of the most interesting theories that examine the relations between the leadership process in the field of organizational leadership and the consequences of this process. The leadership theory, which was suggested by Dansereau, Graen and Haga in 1975 and was known before as the Vertical Dyad Linkage Model, was developed by addressing the exchange between the leader/manager and members/subordinates (audience) within the frame of a vertical dyadic approach, and was renamed as “Leader-Member Exchange Theory (LMX)” in literature (Cevrioğlu, 2007: 28-30). In Turkish, it is known as “Lider-Üye Etkileşim Teorisi”.

The LMX model is primarily a descriptive model, not a predictive model. In other words, it does not try to explain the exchange quality of the leader-member relationship and the efficiency of the leader. Instead, the LMX model defines the before and after of the leader-member exchange level in order to define the leader-audience relations much better. According to LMX theory, the leader avoids displaying a single type of behavior considering their relations with the employees. The leader addresses their relations with the employees in two different categories as in-group and out-group. This differentiation appears to be fully as a result of the recognition and perception skills of the leader, and the role

expectation of the employee along with his/her charm to support this differentiation (Arslantaş, 2007:161).

The Leader-Member Exchange Theory is based on the leader's development of different bilateral relations with each subordinate, and these relationships influencing the leader and subordinate behaviors. The Leader-Member Exchange Theory, which was developed as an alternative to the traditional sense of leadership, was inspired by the Role Theory and Social Exchange Theory (Şahin, 2011: 278).

Traditionally, LMX is accepted as a common standard of the general qualification of the exchange between a manager and an employee. Liden suggested that there was no clear theoretical or experimental basis regarding LMX being traditionally shown as a concept without any sub-dimension. According to them, the theoretical basics of LMX are much more coherent and consistent with a "multidimensional" point of view (Liden et al., 1997).

2. THEORETICAL BASICS OF LEADER-MEMBER EXCHANGE THEORY

The role theory, social exchange theory, equality theory, and sense of justice, which are regarded as the theoretical basis of the development of leader-member relations, are reviewed in detail as follows.

2.1. Role Theory

One of the theoretical basics of the Leader-Member Exchange Model is based on the "developed" or "discussed" role idea. This idea tallies with the "role theory", which means that the members of the organization carry out their duties through the roles or behavioral patterns based on their position (Maslyn and Uhl-Bien, 2001: 698). Graen (1976) points out that members in organizations fulfil their jobs and duties through their roles. In this respect, role theory is utilized to understand how the development processes run within the frame of leader-member exchange. In a workplace, the first approach between the leader and employee who meet for the first time - unless they are acquaintances - is shaped based on the demographic or personalistic similarities or their statuses. After that the skills and enthusiasm of the employee as well as their attitude and behaviors in terms of their approach to the leader stand out (Narr: Bolat, 2011: 67).

Scandura and Pellegrini (2008), express this first phase as the "role-taking" step; in other words, the step where the members are evaluated. The next step is the "role-fulfilling" step; in other words, the relationship development step. In this step, the quality of the relationship between the leader and employee is shaped mostly based on the performance displayed by the employee. The last step is the "role-

routinization” step; in other words, the routinization of the relationship level. In this step, the quality of the relationship between the leader and employee is more distinct and lasting. The employee in this step fulfils what is expected from them; so, the quality of the relationship with the leader is high. However, this does not mean that relationships will never change, or in other words, relationships will always have the same quality (Narr: Yıldız, 2011b: 324)

During the development of leader-member exchange, the fact that the subordinate understands what is expected of them and successfully displays the required performance as well as the expected attitudes and behaviors is an important determinant on the quality of the exchange. In this case, while the employee is satisfied with various gains in return for their performance (social benefits, acknowledgement, promotion opportunities, etc.), the leaders are satisfied with the performance (Arslantaş, 2007:163).

2.2. Social Exchange Theory

According to the social exchange theory, individuals can take part in an exchange only if they expect to be rewarded in return for the social costs they bear. In social exchange, unlike economic exchange, there are no rules or agreements that lead the relationship and there is no guarantee to be always rewarded in return for the costs borne. The faith of the individuals regarding whether the opposite party will respond is a main determinant in social exchange (Bolat, 2011: 68). If individuals strongly believe that they will be rewarded, they will be more enthusiastic about the exchange. During the leader-member exchange, many material and moral facts such as knowledge, advice, effort, support, and friendship are subject to the exchange between the leader and subordinates. Thus, with reference to Blau’s (1964) hypothesis that social exchange, unlike economic exchange, will make the parties feel grateful, thankful, and safe, it is considered that the objective, number, and quality of the exchange between the leader and subordinates will determine the quality of the relationship (Yıldız, 2011b: 324).

2.3. Equality Theory

Equality theory suggests that individuals get satisfaction if they believe that the ratio between their input and obtained output is equal to the ratio of the other individuals in the group. If the individuals think there is an inequality, they become unhappy, and as a result, it makes them focus on eliminating this negative feeling (working less) (Lee, 2000: 21).

It is suggested that the perception of equality is important in the development of leader-member relations. Equality is maintained with the changes on inputs or outputs for the purpose of keeping the most suitable

levels for each group. It is accepted that the relationship development which occurs in time is a function of investment-gain cycle. Equality theory suggests that individuals gain satisfaction if they believe that the ratio between their input (things expected to get in return for the contributions the individual thinks he/she makes to the exchange) and output (rewards obtained from the exchange) is equal to the ratio of the other individuals in the group (Cevrioğlu, 2007: 28).

2.4. Sense of Justice

Leader-Member Exchange theory, and the organization members' perception of justice in relation to the manager, as well as the managers' efforts to secure the justice significantly contribute to the development of interpersonal relationships (Kaşlı, 2009: 36). LMX brings along the sense of corporate, functional, and distributive justice, in corporations.

Functional justice means that the rewards distributed by the organization are perceived by the employees as fair. Studies on justice show that even if the distributed output is less than the expectations of the individual, the decision is accepted by the subordinates when the functional justice is enforced. For example, low salary rises can be accepted if it is known that the raise will be higher in the future at the end of the performance evaluation and the rewarding of the corporation (Cevrioğlu, 2007: 27).

Distributive justice is about the employees' perception of whether the organizational gains are suitable, ethical, and proper. It focuses on the employees' belief that the output obtained in return for their performance is fair only if it can be measured mostly with material interest (Demircan Çakar and Yıldız, 2009: 70). As the leadership and exchange focus on the distributive justice, an honest reward distribution is primarily addressed. Meindl (1989) defines equality as the "powers (rights) obtained in proportion to the contributions made". As those who invest more than the others will expect more gain, the equal distribution of the rewards cannot always eliminate the perception of inequality (Narr: Cevrioğlu, 2007: 29).

Distributive justice or justice in reward distribution is related to LMX in cases controlled by the leaders. As some research studies focus on the rewards rather than the leader control, it was argued that there were insignificant relationships between these parameters (Erdoğan et al., 2006: 396).

Corporate justice is the justice perception of the individual regarding the practices in the organization. Employees compare themselves to the others in their own organization. They expect that the rules are applied equally, that equal jobs are paid equal salaries, to have equal rights when it comes to leaves of absence, and to utilize some social

benefits equally as the others. LMX is closely related to the corporate justice level perceived by subordinates. Those who have higher quality relationship with their superiors describe the work environment as more honest-fair compared to those who have lower quality relationship. There are some uncertainties about whether the relationship between LMX and corporate justice variables has a superficial or more centric place in the development of LMX relationships (Cevrioğlu, 2007: 29).

3. DISTINCTIVE FEATURES AND DIMENSIONS OF LEADER-MEMBER EXCHANGE THEORY

The features that distinguish the LMX model from the other leadership models in literature can be summarized as follows (Arslantaş, 2007: 162; Cevrioğlu, 2007: 22; Kaşlı, 2009: 36);

- The LMX model is a descriptive model. It lays emphasis on the organization members' exchange and the social capital, two of the most important tools that help organizations have a competitive structure. Moreover, it defines the groups that contribute to the organization more or less.

- The LMX model demonstrates that the leader is in a different exchange with each individual in the organization, and this exchange is unique. Thus, it is possible to define the LMX model as a model that tries to specify the leader-member relationships in the organization within its own unique structure.

- The LMX model means that the leader develops new styles by playing different roles rather than using the same style in the relationships with the employees, and interacts with each employee.

- The LMX model is the only leadership paradigm that evaluates the mutual relations of the individuals in the organization within the scope of the leadership concept, and tries to explain the leadership concept through these relations. At the same time, this model further improved the employee vertical linkage model, which tried to explain the interpersonal relations, and enhanced the leadership concept with the subdimensions such as justice and equality.

- The LMX model tried to explain the leadership concept by pointing out the communication in addition to the inborn or acquired characteristics, and suggested that the communication quality of the individuals in the organization was a significant part of leadership. Many researchers stated that the quality of leader-member exchange as well as the communication quality among the members simplified attaining the goal, which is an important part of leadership.

Dienesch and Liden (1986) addressed the leader-member exchange in three dimensions for the first time as contribution, loyalty, and influence. Graen and Uhl-Bien (1995) reviewed the leader-member exchange within the dimensions of loyalty, respect, and trust. Liden and Maslyn (1998) addressed the leader-member exchange in five dimensions by adding professional respect and trust dimensions to the dimensions of contribution, loyalty, and influence which were introduced by Liden and Dienesch in 1986. However, since trust dimension is related to loyalty dimension, trust dimension was addressed under loyalty dimension. Schriesheim et al.,(1999) reviewed it in six dimensions as mutual support, trust, appreciation, tolerance, attention, and loyalty (Narr: Arslantaş, 2007: 163).

Liden and Maslyn (1998) explain the quality of LMX in four dimensions as “contribution”, “influence”, “commitment”, and “professional respect” (Davis and Gardner, 2004:459).

3.1. Contribution

It is more feasible to explain the contribution dimension, which is one of the most fundamental dimensions that explains the relations between the leader and subordinates and are agreed by the researchers in literature, in relation to the jobs and duties of employees. Employees who impress the leader with their performance and accept the invitation of the leader have a high-level and quality exchange with their leader. As a result of a high-quality exchange, it is observed that valuable resources in the organization are directed to the members selected by the leader. Valuable resources supplied by the leader correspond to physical resources, important information, and appealing job definitions (Arslantaş, 2007:163).

Contribution dimension was defined by Dienesch and Liden (1986) as the “perceived quantity and quality of the actions related to the work performed by the parties of the relationship towards a common goal”. Especially at the beginning of leader-member exchange, the leader will evaluate the performance of the subordinates by taking the assigned duties into consideration. Subordinates who can fulfill their duties to the liking of the leader, will have a higher quality exchange with the leader compared to those who cannot display the same performance. As the quality of the exchange increases, the quality of the assigned duties and opportunities provided to the subordinates by the leader will improve accordingly. As a result of this, members who have the chance to fulfil much more critical duties will have the opportunity to further improve the exchange.

3.2. Commitment

Commitment focuses on the loyalty between the leader and members, and plays a critical role in the development and maintenance of leader-member exchange. Loyalty of one to another means that the individual clearly supports the actions and character of the other party (Arslantaş, 2007:163).

Dienesch and Liden (1986) argued that commitment had a critical role in maintaining and developing the exchange between the leader and members, and therefore, it needed to be regarded as a dimension of leader-member exchange. Accordingly, leaders will protect their subordinates, who make much more effort towards a common goal, more than the others, and the subordinates will respond to this behavior with more effort. Within this scope, it can be said that faithfulness dimension has a function similar to contribution dimension in leader-member exchange, and therefore, must be addressed as a separate dimension (Narr: Baş, Keskin, and Mert, 2010: 1019-1020).

3.3. Influence

It represents the mutual influence between the leader and members. The appreciation dimension suggested by Schriesheim et al. (1999: 63-114) bears a resemblance to the influence dimension. It is expected that mutual appreciation between the leader and members will positively affect the level of a developing and ongoing leader-member exchange (Narr: Arslantaş, 2007:163).

Dienesch and Liden (1986) defined the influence dimension as the “mutual relationship between the parties of the exchange based on interpersonal attraction rather than business or professional values”. Accordingly, in an exchange which is based on merely business relations, influence dimension will be of little or no importance. In addition, in cases where the “relationships based on interpersonal attraction” stand out, influence dimension may be strong enough to determine the quality of the exchange by itself (Narr: Baş, Keskin, and Mert, 2010: 1019).

In work-oriented leader-member exchange, while the exchange is not such an effective dimension as contribution, it sometimes manifests itself as a more important dimension than contribution. For example, considering that friendships generally emerge through the exchange in the work environment, in some cases, leader and members may enter into an exchange relationship where the feelings take precedence (Arslantaş, 2007: 164).

3.4. Professional Respect

Liden and Maslyn (1998) defined the professional respect dimension as the “perception of the reputation level of each party of the relationship inside or outside the organization”. This perception may be based on the past experiences with that person, the testimonials about that person inside or outside the organization, the rewards received, or the other recognition tools. This respect may emerge even before starting to work with that person (Narr: Baş, Keskin, and Mert, 2010: 1020). Professional respect is the perception related to the other organization members’ recognition level that a member of the organization is at a very high level in his/her own field inside and/or outside the organization. This perception may be based on the historical data related to that person. For example, experience with the individuals, comments by the individuals inside or outside the organization, rewards, or professional recognition of the person. Thus, although not necessary, it is possible to develop a perception of professional respect before working together or even before meeting that person (Arslantaş,2007:164-165).

CONCLUSION

Leader-member exchange is also related to the dedication level of employees. Dedication affects the employee’s performance, organization’s success, and organization’s financial performance. Therefore, the dedication level must always be maintained at a high level. For employees, dedication means to be ready to do whatever the role requires as of taking that role, and to put all their energy into this.

This energy is necessary for the person to physically, mentally, or psychologically focus on the goals of the corporation. In this case, the intention and direction of the exchange between the leader and subordinates are important factors to improve the dedication level. Leaders are a role model for their subordinates, and every single thing that the leader does is like a guidance to them. Therefore, managers and leaders need to plan well how to exchange with their subordinates. The most important duty of leaders is to tell their subordinates that they have a critical position, and to help them have positive feelings towards their job, feel enthusiastic when working, and do their best on the job. When they achieve this, they will notice that the dedication level of the subordinates improves, and the success of the organization further increases.

Although the studies conducted in many countries revealed that there was a significant relationship between the organizational culture and organizational communication, such a relationship was not observed in this study. This results from the cultural differences in other countries. Our country has various differences in terms of its cultural structure. In most of our national-scale institutions, as the organizational culture has not been

fully established yet, the behaviors of the employees in terms of cultural perception cannot be identified clearly. It is observed that particularly the personnel working in the finance industry embrace the organizational culture after they start working at higher positions within the organization, and the personnel working at lower positions mostly focus on performance. In addition, the necessity to provide training for explaining and understanding the organizational culture in many institutions is another reality.

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CHAPTER – XXIII

TARGET COSTING AS A STRATEGIC COST MANAGEMENT TOOL AND A SURVEY ON ITS IMPLEMENTATION IN THE TURKISH FURNITURE INDUSTRY

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INTRODUCTION

Customer demands and expectations that rapidly change due to technological developments resulted in shorter product life-cycles and made it difficult to capitalize on economies of scale. The share of fixed costs, in particular, expanded within unit production quantities. On the other hand, customers' expectations rose steadily together with more intense competition among enterprises. This has pushed enterprises to pay more attention to product and service quality, develop strategies for competitive advantage, and determine their costs more accurately (Taylor, 2000). It has become necessary to reach quality, cost, time and design goals simultaneously and fully for enterprises to offer products at the selling price determined by the market and in the quality desired by customers while, nonetheless, obtaining a long-term competitive edge. This necessity brought along the approach toward developing products in a more market-driven manner and managing costs strategically.

Methods and models including total quality management, change engineering, flexible production systems, value engineering/analysis, target costing, product life-cycle costing, activity-based costing, kaizen costing, quality costing, environmental costing, on-time production, benchmarking, comparative analysis, and corporate scorecards emerged in the face of aforementioned developments (Can, 2004). All these strategic cost methods share one thing in common, which is the fulfillment of customer expectations in the shortest time period, with ultimate quality and minimum cost. Achieving this goal, however, requires product costs to be monitored and managed throughout the entire product life-cycle, while making it essential to eliminate all redundant activities in production. Target Costing is among these methods that emerged as a result of the approaches mentioned above. A product development strategy driven by customer expectations and market opportunities, target costing is a strategic profit and cost management process (Yükçü, 1999). It can be applied to the product in design and development phases in integration with other contemporary cost methods, and therefore is aimed at reducing costs at the initial stage of any given product/service. This study examines the

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extent to which target costing is implemented at the enterprises affiliated with the Turkish Furniture Industrialists' Association and the competencies related with the implementation principles of target costing. It therefore determines the extent to which target costing is implemented in the Turkish furniture industry.

1. CONCEPTUAL FRAMEWORK OF TARGET COSTING

Enterprises should offer right products at right prices and manage their costs to make profits and survive in today's global competitive market. Target costing is one of the methods developed to achieve this goal. Target costing practices guarantee the quality and reliability standards desired by the customer from a product's design phase onwards, while helping enterprises reach the profit margin they prefer (Baharudin and Jusoh, 2015). Target costing is a design-focused and price-driven profit planning tool and cost management system in which cross-functional teams work (Kaygusuz and Dokur, 2015). Target costing is the concept of *price-based costing* instead of *cost-based pricing*. A **target price** is the estimated price for a product or service that potential customers will be willing to pay. A target cost is the estimated long-run cost of a product or service that allows the enterprise to achieve a targeted profit. **Target cost** is derived by subtracting the target profit from the target price (Ramanan, 2000).

Target costing is a method that is applied in initial phases, i.e. before the production methods of a product are designed and established. When applied, all processes are carried out according to the customer, focused on production design and then extended to the entire life-cycle of the product. Target costing is intended to establish the production process that will generate the desired profit. Target costing is a management methodology aimed at driving the development process by effectively managing cross-functional relationships. It takes into account the external environment in order to obtain products that meet customer expectations. The cost of these products is consistent with business goals throughout the life cycle of the product and based on a feed-forward control (Cooper, 1994).

There are various definitions of target costing. Target costing is a management tool designed to manage planning and design activities of a new product, serve as a basis for subsequent process stages, and guarantee the profits determined for a product's life-cycle. Target costing is a strategic cost management tool that links products, the market and resources, and digitizes the information regarding them. Target costing is an approach that requires the engagement of all functions regarding production (Lorino, 1995).

According to Cooper and Slagmulder (1997), target costing is an approach that determines the selling price and life-cycle costs according to desired profitability for the useful life of a product/service to be produced as per a certain level of quality and function. Everaert et al. (2006) defined target costing as a process during which product costs are determined in initial phases of new product development that enables such target costs to be reached in the development process of a new product.

Schmelze and Geiger (1996) described target costing as an effective and proven method reducing product costs throughout the life-cycle of a product without increasing the time period during which a product is designed and developed and decreasing quality or functionality. Tanaka et al. (1997) refer to target costing as to a concept that has two forms of manifestation. The duality of target costing is taken from the producer's and from the client's point of view: first and foremost are the costs that it incurs the manufacturer, such as planning, designing, developing, manufacturing and selling costs; secondly are the costs borne by the buyer, such as maintenance, exploiting and elimination cost. Within this scope, target costing is an approach aimed at reducing product life-cycle costs of new products through examining all ideas related with cost reduction in product planning, research and development processes provided that quality, reliability and other expectations of customers are addressed (Kato, 1993). Target costing aims at cost management in planning and design phases of products/services, while helping managers make more reasonable decisions in development phase and encouraging employees to adopt a long-term thinking. It is a cost management tool that is used to reduce costs with the assistance of production, engineering, R&D, marketing and accounting departments (Sakurai, 1990).

Target costing is used as a tool to reduce the total life-cycle costs of a product by focusing on design and planning phases (Kaplan and Atkinson, 1998). It initiates cost management in early phases of product development, actively extends through the entire value chain and applies cost management throughout the life-cycle of a product. According to Hansen and Mowen (1999), target costing is an interactive process that is repeated until a defined target is reached or until it is determined that a target is impossible to reach. Adopting this approach, they argue that the most reliable way to determine a price is to start out with one that the market is willing to pay.

Seindenschwarz (1993) divides existing definitions under three categories. Definitions of target costing are categorized as

- market-driven;
- engineering-driven;
- and functionality-driven.

Target costing is a strategic cost management tool that reduces product costs in planning and design phases. This is achieved through focusing on the integrated efforts of all relevant functions, such as marketing, engineering, production and accounting, within an enterprise. This cost reduction process is continuously applied in initial phases of production (Sakurai, 1996). Target costing is primarily intended to enable enterprises to seize their desired profit margin on top of the product cost and determine a price that corresponds to what customers are willing to pay. Target cost is determined by the market since product costs are dictated upon by customers. It is possible to lay down the key assumptions related with the method as follows (Hacırüstemoğlu and Şakrak, 2002):

- The selling price of the products is set by the target market.
- The profit margin intended to be reached is subtracted from the selling price.
- The remaining amount is determined as the target cost which has to be incurred if the product is produced.

The target cost shows the difference between the target price and determined profit. In target costing, product quality should not be overlooked and imbalances between price and quality prevented through thinking with a focus on the customer (Kalkancı, 2008).

Target costing concept implies an integrated mechanism where we can find the three mentioned orientations, as it follows (Dimi and Simona, 2014):

- the basic characteristic of the target costing consists in its clear orientation towards the market, the estimation of the price being made taking into account the estimated price that can be obtained in future by selling the product on the market;
- establishing the target costing is not made by only taking into account the estimated price accepted on the market, its objective being that of analysing the characteristics of the new product planning and designing phases but also by using target cost to track and control the actual incurred costs;
- any resource economy must be made respecting the product's functionality established by the client, otherwise any cost reduction will have a negative impact: the consumer may refuse the product.

All the stakeholders within the value chain are expected to be involved in target costing during cost reduction. Focus should be placed on eliminating waste, deficiencies and errors that may occur during the

product life-cycle. Moreover, stakeholders should be careful about costs related with the rectification of errors, and re-use or disposal of the deficient product (Helms, Etkin, Baxter and Gordon, 2005).

1.1. The Aim of Target Costing

Competition pushes enterprises to produce products or services in the quality and with the functions aligned with customer expectations and demands, whilst necessitating sales thereof at the price determined by the market (Castellano and Young, 2003). The knowledge on costs in modern production environments cannot be produced with the speed, benefits and accuracy required by the fierce competition through traditional cost methods. It is necessary to develop methods, systems and models that can produce more accurate, faster, more useful and reliable information, and the need for target costing rises every passing day.

The core objective of target costing is to reduce the costs of new products, which will address customers' requirements for quality, reliability and functionality, throughout their life-cycles (Dekker and Smidt, 2003, Kalkançı, 2008). Target costing, while ensuring the continuity of optimum quality, reduces total costs. Within this scope, target costing ensures optimal balance between quality, functionality and cost. Most production enterprises employ target costing for the purposes of strategic profit planning (Sakurai, 1990). Other objectives of target costing could be summarized as follows (Karcioğlu, 2000):

- Ensuring alignment of enterprises, costs in particular, with the market
- Providing cost management support for a product in initial phases and hence ensuring that product costs can be managed even in design phase
- Helping enterprises expand their existing market share
- Maximizing profit margins, and ensuring continuous control over cost targets for a dynamic cost management.
- Helping the corporate strategy take shape according to market requirements.

Also, key features of target costing can be listed as follows (CFI, 2019):

- The price of the product is determined by market conditions. The company is a price taker rather than a price maker.
- The minimum required profit margin is already included in the target selling price.
- It is part of management's strategy to focus on cost reduction and effective cost management.

- Product design, specifications, and customer expectations are already built-in while formulating the total selling price.
- The difference between the current cost and the target cost is the “cost reduction,” which management wants to achieve.
- A team is formed to integrate activities such as designing, purchasing, manufacturing, marketing, etc., to find and achieve the target cost.

1.2. Key Principles of Target Costing and the Target Costing Process

Target costing is a market-driven costing system. It is established based on the offers of the competition and customers’ requirements. Target costing is a system for profit planning and cost methods. It is a functional system at the heart of which price setting, customer centricity and design lies (Ansari and Bell, 1997). Cost management is initiated in product development phase and applied throughout the product life-cycle in a manner to cover the entire value chain. Target costing can best be described as a systematic process of cost management and profit planning. The six key principles of target costing are (Swenson et al. 2003):

1. Costing per Price: In target costing, target selling price is determined first. The target selling price stands for the amount consumers consider paying for the products produced by an enterprise. Target profit margin is subtracted from this price to determine the target cost. Costing per price is composed of two key sub-principles (Ansari and Bell, 1997). Product and profit margin are determined by market prices. The process should be regularly analyzed for the enterprise to opt for products with consistent and reliable profit margins. Target costing is based on knowledge and analyses of active competition. It is important to have an understanding of how market prices have been set.

2. Focus on customers: Target costing is a process under the impact of the market, and customers’ opinion is continuously taken into account. Customer requirements for quality, cost, and time are simultaneously incorporated in product and process decisions and guide cost analysis. The value (to the customer) of any features and functionality built into the product must be greater than the cost of providing those features and functionality.

What needs to be considered in product design is elimination of those features that will add on the product cost but nevertheless fail to bring in further value for the consumer.

3. Focus on design: Target costing manages costs before they are incurred. Although most costs arise in production, many of them are caused

by issues related with design. Target costing, though, focuses on a design that enables cost control/reduction throughout the life-cycle of a product (Ansari and Bell, 1997). Cost control is emphasized at the product and process design stage. Therefore, engineering changes must occur before production begins, resulting in lower costs and reduced “time-to-market” for new products.

4. Cross-functional involvement: One of the key aspects of target costing is the adoption of a team approach to achieve the target cost. Team members represent a broad group of people including producers, engineers, designers, R&D experts, marketing specialists, and suppliers (Sakurai, 1989). Cross-functional product and process teams are responsible for the entire product from initial concept through final production.

5. Value-chain involvement: Target costing deals with all the stakeholders of a value chain, from vendors and distributors to customer services. The method is built on long-standing, beneficial relationships to be established with the aforementioned. This is how it extends cost reduction efforts across the entire value chain, by partnering with all other parties outside an enterprise (Hacıüstemoğlu and Şakrak, 2002).

6. A life-cycle orientation: The method is primarily aimed at minimizing product life-cycle costs on the side of both producers and customers. Total life-cycle costs are minimized for both the producer and the customer. Life-cycle costs include purchase price, operating costs, maintenance, and distribution costs.

There are certain requirements for the effective implementation of those principles (Bahşi and Can, 2001):

- Involving suppliers in product development process;
- Designing products and processes simultaneously;
- Giving a direction to all cost reduction efforts according to customers’ expectations;
- Simplification of design and measurement thereof;
- Establishing teams composed of representatives from different functions in activities related with target costing; and
- Establishing an organizational structure and culture open to continuous change and improvement.

Target costing process: The target costing process can be summarized in three main stages which are linked to the development cycle of the product (Sakurai, 1989):

1-Setting the allowable cost that relates to the planning stage (corporate planning) and initial design of the product;

2-Setting and achieving the target cost that is linked to the detailed design of the product and to the production

3-Plan (industrialization and manufacturing preparation); target cost achievement in the product implementation phase using standard cost, the kaizen costing technique or value analysis.

The first two stages make up the design phase of target costing, while the third constitutes the operational phase. The first stage of the target costing process is aimed at determining the allowable cost and is linked to strategic planning - identifying specific markets, consumers and products that the company intends to develop - and to the initial design of the product. This cost is determined by calculating the difference between the price, set according to the logic outlined above, and expected profit and it constitutes the largest value of resources that can be used by the company to obtain the product.

1.3. The Success of Target Costing

The following requirements should be addressed to achieve desired results with target costing while properly following up its implementation and carrying out relevant stages (Bozdemir and Orhan, 2011).

Supplier participation: Many large enterprises procure the parts, by-products, semi-finished products, raw materials and materials used in production from suppliers. Therefore, suppliers should be considered strategic partners and involved in the process of target costing. It is strategically important to establish good relations with suppliers and work with fewer suppliers, if possible, because input costs make a direct impact on product costs. Within this framework, it would be useful for enterprises to implement supply chain management principles (Yalçın, 2005).

Simultaneous design: Products have to be designed simultaneously. Rather than researching whether a product can be produced by designing of its features first, production processes should be made ready simultaneously with the product design, which would prevent waste of time.

Customers' expectations: The price is determined as per customers' expectations and the amount they are willing to pay in target costing. Therefore, it is important to take customers into account during cost reduction efforts (Coşkun, 2002-2003). Including customers in the design team and exploring their opinion through market research or systematic and various methods will enable the design to be developed in the light of such opinions and negative situations to be identified beforehand and prevented.

Design simplicity and measurement: For a successful target costing system, it is a pre-requisite to simplify designs as much as possible. The number of parts in a product should be minimized to prevent complications (Altınbay, 2006).

Establishing a target costing team: An enterprise should establish a good target costing team and include employees from various functions, such as product development, product engineering, procurement, sales, and cost control.

Organizational culture: The organizational culture should be open to continuous change and development. Enterprises with effective target costing systems always renew themselves, without having to compromise on their core values.

Use of other techniques: Use of certain techniques and practices may prove necessary in target costing. The success of target costing will depend on the extent to which other techniques and methods have been implemented. Methods that are considered key components of target costing include value engineering, cost tables, value chain analysis, disassembly analysis, quality function deployment, balanced scorecard and inspection analysis.

2. A SURVEY ON THE LEVEL OF IMPLEMENTATION OF TARGET COSTING IN THE TURKISH FURNITURE INDUSTRY

Changing economic and social conditions of today have pushed enterprises in the furniture industry to carry out production and sales activities in the face of tough competition. Therefore, they have started placing great importance on cost management to maintain their presence in national and international markets, preserve their competitive power, and reach their cost, time, quality and technology targets in a simultaneous manner and at an optimal level. Within this scope, target costing is considered a significant costing tool.

2.1. Purpose of the Research:

Target costing, although it has been touched upon by a series of studies in Turkey since 1990s, lacks comprehensive examination and discussion when it comes to its implementation. This study examines the extent to which increasingly important target costing, which is used by many enterprises around the globe as a strategic cost management process and profit planning tool, is implemented in one of the driving industries in Turkey, i.e. the furniture industry. This study primarily intends to identify enterprises implementing target costing and determine how they comply with the principles of implementation for target costing in processes such as cost and price setting, customer analysis and cost reduction efforts.

It also aims to lie down the reasons as to why some enterprises do not implement target costing and to measure its usability in the future.

2.2. Data Collection Method and Analysis Used

Survey forms based on primary sources were used as the data collection tool for the purpose of this study. Questions in the survey form, which was prepared to achieve the intended purpose of this study, were determined taking the literature in Turkey and the world and former surveys conducted in different industries into account.

2.3. Scope of the Research and Sampling

The population is composed of 39 leading furniture firms in Turkey affiliated with the Turkish Furniture Industrialists' Association. The main reason for selecting the members of the Turkish Furniture Industrialists' Association is their level of institutionalization in the industry and strong organizational structure, which is required for implementation of sophisticated methods such as target costing. Information derived will therefore be more consistent and reliable. As part of the survey, information was collected by e-mail and one-on-one interviews with some enterprises. Only 14, though, replied to the questions in the survey.

2.4. Analysis and Evaluation of Data

Respondents were asked questions on key principles and features of target costing, as well as the level of its implementation at their own enterprises. In addition to evaluating how the method is implemented at enterprises, questions that were associated with the features of the method were aimed at examining how closely they stood to the principles of the method in practice. Respondents' positions within those enterprises are outlined in Table 1.

Table 1: Respondents' Positions at Their Own Enterprises

Position	N (Number)	Percentage (%)
Senior Executive	4	28.6
Officer in Charge of Production Department	4	28.6
Accounting, Finance	2	14.3
Factory responsible	2	14.3
Department officer	2	14.3
TOTAL	14	100.0

Looking at respondents' positions, four are senior executives (28.6%), four in charge of the production department (28.6%), two in charge of accounting and finance (14.3%), two in charge of the factory (14.3%), and two in charge of their relevant departments (14.3%). Operating periods of enterprises in the furniture industry are outlined in Table 2:

Table 2: Enterprise Operating Period in the Furniture Industry

Years	N (Number)	Percentage (%)
Less than 3 years	0	0
3-5 years	0	0
5-10 years	3	21.4
10-20 years	7	50.0
20 years and above	4	28.6
TOTAL	14	100.0

Looking at enterprises' operating period in the industry, 21.4% have been in the industry for 5-10 years, 50% for 10-20 years, and 28.6% for more than 20 years. Figures reveal that the majority of the enterprises that responded to the survey have sufficient experience in the industry in which they operate. Table 3 outlines the target markets of the enterprises:

Table 3: Enterprise Target Market

Target Market	N (Number)	Percentage (%)
Domestic	5	35.7
International	0	0
Both domestic and international	9	64.3
TOTAL	14	100.0

A look into enterprises' target markets shows that 35.7% operate only in the domestic market, whereas 64.3% operate both in domestic and international markets. Tough competition in domestic and international markets pushes enterprises to be more careful about costs. Therefore, one could say that enterprises with operations both in domestic and international markets should pay more attention to costs. The following table summarizes the factors enterprises think are important for competitive advantage.

Table 4: Important Factors for Competitive Advantage

Factors	Most Importa.		Very Importa.		Importa.		Less Import.		Unimp.	
	N	%	N	%	N	%	N	%	N	%
Production	2	14.3	12	85.7	0	0	0	0	0	0
Costs	14	100	0	0	0	0	0	0	0	0
Quality	8	57.1	6	42.9	0	0	0	0	0	0
Speed	1	7.1	8	57.1	5	35.7	0	0	0	0
Design	4	28.6	6	42.9	4	28.6	0	0	0	0

Cost was observed to be the most important factor with a percentile of 100%. Cost is important to gain competitive advantage for enterprises in the furniture industry. However, competitive advantage is not only achieved with cost looking at today’s conditions. Enterprises should place importance on other factors, as well. The second most important factor is quality, according to the table. This has shown that enterprises pay attention to the quality of the products they offer to consumers.

The third important factor is design. This emphasis on design creates a positive impact in terms of the level of target costing implementation. One of the key elements of target costing is conducting market analysis. Respondents were asked whether they conduct market analysis, as shown in the results provided in the following table.

Table 5: Level of Market Analysis Implementation

Market Analysis	N	%
Sufficient	9	64.3
Partially	4	28.6
Never conduct	1	7.1
Total	14	100.0

Nine enterprises (64.3%) said they conducted sufficient analyses, four said they conducted partial analyses (28.6%), and one said they never conduct analyses (7.1%), as per the evaluation on whether enterprises conduct market/product analyses before producing a new product. With market analysis, enterprises identify customers’ requests and needs and shape production activities accordingly, as part of target costing. 64.3% of the respondents as cited above are anticipated to be seeing its positive reflection on the level of target costing implementation.

Enterprises were also asked about the factors they researched in market analyses, as summarized in Table 6.

Table 6: Factors Researched in Market Analysis Before Production

Factors	Always		Usually		Sometimes		Rarely		Never	
	N	%	N	%	N	%	N	%	N	%
Customers' product-related preferences and expectations	8	57.1	4	28.6	2	14.3	0	0	0	0
Price customer anticipates for the product	7	50.0	4	28.6	2	14.3	1	7.1	0	0
Potential sales volume of the product	2	14.3	6	42.9	6	42.9	0	0	0	0
Knowledge on competitors' products	1	7.1	3	21.4	8	57.1	2	14.3	0	0

According to Table 6, customer preferences and expectations is the first factor enterprises seek to understand in market analysis. The second important factor is the price customers anticipate for a given product. This shows that enterprises make sure to consider customer preferences and expectations and the price anticipated by the consumer, both of which are key elements for target costing. This situation is also in a position to support target costing. Cost estimation is another important factor in target costing. Following are the replies to the question "In which stages do you make cost estimates while developing a new product?"

Table 7: Stages in which cost estimates are made

Stages	Yes		Do not know		No	
	N	%	N	%	N	%
After a new product idea is conceived	8	57.1	5	35.7	1	7.1
During new product design	11	78.6	3	21.4	0	0
After production for the new product starts	12	85.7	0	0	2	14.3
After production is completed	12	85.7	0	0	2	14.3
We do not make cost estimates in any stage.	2	14.3	1	7.1	11	78.6

57.1% of enterprises stated they make cost estimates after the idea of a new product is conceived. 78.6% stated they make cost estimates during new product design, while 85.7% said they make cost estimates after production for the new product starts. 14.3% do not make cost estimates in any stage. As for target costing, the cost of a product is

determined in product design and development. 78.6% shows that the majority comply with this principle. Respondents were asked whether they undertake any cost reduction efforts for new and existing products at their enterprises. Seven said they exert sufficient level of efforts (50%), six said their efforts were partial (42.9%) and one said they do not undertake any efforts (7.1%). When asked the stage in which cost reduction efforts were undertaken, respondents replied as follows.

Table 8: Stages in which Cost Reduction Efforts are Undertaken

Stages	N	%
In design, before production	1	7.1
During production	6	42.9
After production is completed	0	0
In each phase of product life-cycle	7	50.0
Total	14	100

42.9% stated they carry out cost reduction activities at the stage of production, while 50% undertake cost reduction efforts in each phase of the product life-cycle. 7.1% of enterprises carry out cost reduction activities at the design stage before production. Cost reduction activities should be conducted in every phase of product life-cycle for effective implementation of target costing. However, enterprises undertaking such efforts in production should try to reduce this rate. As for competitive advantage, the product may lose some of its competitive edge due to high market price, considering the fact that cost reduction efforts made in production sometimes can never be interfered with. Respondents were asked on the departments in charge of cost reduction activities, and the results are outlined in Table 9.

Table 9: Departments in Charge of Cost Reduction Activities

Departments	Sufficiently Responsible		Partially Responsible		Not Responsible	
	N	%	N	%	N	%
Supply	10	71.4	4	28.6	0	0
Production	11	78.6	3	21.4	0	0
Design and production engineering	6	42.9	7	50.0	1	7.1
Accounting	8	57.1	4	28.6	2	14.3

Production departments assume the greatest responsibility in cost reduction activities with 78.6%, as revealed by the table above. This is followed by supply and accounting departments with 71.4% and 57.1% respectively. However, all functions are recommended to take part in cost reduction activities in target costing. More responsibility should be assigned to design and production engineering departments. It is important to include the members within a value chain in new product development processes and make sure they work towards a share goal. Suppliers are one of them. Respondents were asked whether suppliers were included in new product development processes, and the results are provided in Table 10.

Table 10: Suppliers' Level of Participation in New Product Development

Participation	N	%
Sufficiently	5	35.7
Partially	9	64.3
We do not include them	0	0

According to Table 10, 35.7% said suppliers' participation is sufficient and 64.3 said it is partial. As a member of the value chain, suppliers should be involved in product development processes in target costing. It is therefore essential for enterprises to give suppliers more chance to take part in those processes. Regarding dealers, who are also among the members of the value chain, respondents were asked whether they interact with dealers before product design. Results are shown in Table 11.

Table 11: Level of Interaction with Dealers

Dealers	N	%
Sufficiently	8	57.1
Partially	5	35.7
We do not interact	1	7.1
Total	14	100.0

Respondents were asked whether they interact with dealers before development of a new product. Eight said they did sufficiently (57.1%), five partially (35.7%), and one stated they did not interact (7.1%). Dealers are also part of the value chain, and it would therefore be useful to take their opinion into account especially before product design to help shape the design. It would serve as a guiding light to have a better understanding of customers' needs.

Target costing is based on the idea that the price is determined by the market. Thus, respondents were asked how they set the selling price of a new product.

Table 12: Setting Selling Price

Way of Setting Price	N (Number)	Percentage (%)
Adding a certain profit margin on costs	5	35.7
According to the price set by competition	2	14.3
Through market research	5	35.7
Looking at the price of similar products	2	14.3
TOTAL	14	100.0

When asked how they set the selling price of a new product, 35.7% of enterprises said they added a certain profit margin on costs, 14.3% determined the price according to the one set by competition, 35.7% set through market research, and 14.3% looked into the price of similar products. Setting the price by adding a certain profit margin on costs is a traditional method (cost + profit). 35.7% of enterprises continue to follow this method. An equal number of enterprises, on the other hand, stated they set the selling price through market research, which shows that they comply with the core principle of target costing, i.e. “the price is determined in the market.” Respondents were also asked if they implemented target costing at their enterprises. Results are provided in Table 13.

Table 13: Use of Target Costing

Use of Target Costing	N (Number)	Percentage (%)
Do not implement target costing	2	14.3
Implement target costing	8	57.1
Plan to implement in the future	4	28.6

When asked if they implement the method of target costing at their enterprises, 14.3% of the respondents said they did not implement it, 57.1% implemented it, and 28.6% planned to implement in the future. This breakdown reveals that target costing is implemented in the furniture industry, and those enterprises without any implementation of target costing could plan implementation in the future. Enterprises not implementing target costing were inquired as to why they did not implement it, and the following results were obtained. Lack of sufficient

knowledge on target costing was observed to be the key reason for not implementing the method. The second important reason was “failure to get support from the senior management”, while the third reason was “lack of cross-functional cooperation”. In an attempt to determine the success of target costing, respondents were asked the extent to which they agreed with the following statements as a result of target costing, if they implemented it.

Table 14: The Success of Target Costing

Factors	Strongly Agree		Agree		Not Certain		Disagree		Strongly Disagree	
	N	%	N	%	N	%	N	%	N	%
New product costs dropped before production.	3	21.4	5	35.7	0	0	0	0	0	0
Customer expectations for our products fulfilled	6	42.9	2	14.3	0	0	0	0	0	0
Production costs dropped	2	14.3	5	35.7	1	7.1	0	0	0	0
Total profitability increased	0	0	8	57.1	0	0	0	0	0	0
Costs of raw materials, materials, parts and components procured by suppliers dropped	1	7.1	4	28.6	3	21.4	0	0	0	0
Providing product features and functions expected by customers became easier	0	0	6	42.9	2	14.3	0	0	0	0
Number of changes to design required after production dropped	0	0	2	14.3	5	35.7	1	7.1	0	0
Cross-functional cooperation improved	0	0	5	35.7	3	21.4	0	0	0	0

Wholesalers' and retailers' impact on design grew	3	21.4	3	21.4	2	14.3	0	0	0	0
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35.7% of the respondents agreed and 21.4% strongly agreed new product costs dropped before production. 42.9% said they strongly agreed and 14.3% agreed customer expectations for products were fulfilled. 35.7% of the enterprises agreed production costs dropped. 57.1% agreed total profitability increased, while 28.6% said they agreed costs of raw materials, materials, parts and components from suppliers dropped. 42.9% agreed providing product features and functions expected by customers became easier, whereas 14.3% said they were uncertain with this statement. “Number of changes to design required after production dropped” garnered 14.3% “agree” replies and 35.7% “not certain” replies. 35.7% agreed cross-functional cooperation increased, whereas 21.4% said they were not certain. 21.4% strongly agreed, 21.4% agreed and 14.3% said they were uncertain with the fact that wholesalers’ and retailers’ impact on design grew.

CONCLUSION AND SUGGESTIONS

Target costing helps determine the cost by subtracting the desired profit margin from the market price set according to market research results. Applied throughout the design stage of a product, target costing primarily addresses the issue of closing the gap between the target cost and the cost enterprises attain with their own means. A significant portion of costs can be determined in design stage; therefore, cost reduction efforts should be undertaken in design to close this gap, by taking customer requirements and needs into account and not compromising on quality. This study involves a survey of 14 enterprises registered at the Turkish Furniture Industrialists’ Association to determine whether target costing is implemented and its principles are followed by enterprises even if they do not implement the method.

Enterprises should pay attention to quality, speed, timing, and first and foremost, costs, considering the fact that they operate in highly competitive environments. Enterprises point to costs as the most important factor in achieving competitive advantage. That is why they should place emphasis on cost reduction efforts, for which target costing is deemed feasible. Besides costs, quality and design seem to have an impact on enterprises’ competitiveness. Design was stated as the most important leverage in competition after cost and quality. More attention should be paid to design, since customer requests shape the furniture industry.

Enterprises are observed to find out customer expectations through regular market research and feedback from suppliers and retailers during

product design. This increases the level of target costing implementation. In target costing, customer expectations should be identified especially before product design and market research covering suppliers and retailers should be conducted in design phase. For enterprises to implement target costing, they need the assistance of other stakeholders within the value chain. Enterprises who participated in the survey could be said that they partially got assistance from those stakeholders. However, engagement and involvement of the members within the value chain should be enhanced. To achieve effectiveness, enterprises should leverage more on design and production engineering departments, which correspond to the most important part of target costing. This means that a broad participation and engagement with internal and external parties is required for enterprises to reach the target cost.

Majority of the enterprises in the furniture industry are observed to be employing traditional cost management systems in setting the selling price. Enterprises should leave traditional methods behind and opt for the methods of target costing including market research to provide products at the selling price that is desired by the customers.

Respondents were observed to have knowledge on target costing, with the majority of them implementing the method. They, however, applied only the key principles required by the implementation of target costing. Enterprises not implementing the method expressed their willingness to do so in the future. This serves as significant data showing that target costing will be more frequently used in the future. For enterprises not implementing the method, target costing could be successfully implemented once a certain understanding of the method is acquired, support from the senior management is guaranteed and cross-functional cooperation is increased.

Enterprises implementing the method could be said to implement it properly. However, the method will prove more successful if the following principles are followed in a more careful and controlled manner:

1. Taking the price desired by customers and set by the market into account while determining the selling price of a new product;
2. Making cost estimates during design and before production, and undertaking cost reduction efforts throughout the entire product life-cycle;
3. Identifying customer expectations at the design phase through regular market research; and
4. Including internal and external stakeholders of the value chain in the method.

As a conclusion, majority of the enterprises implementing target costing stated it helped address customer requirements and reduce costs. They will be able to utilize the method as a significant tool for competitive advantage if they follow aforementioned principles more diligently. Enterprises not implementing it, on the other hand, are observed to be internally following the principles of the method in general terms. Its implementation will be successful if the senior management assumes an active role for its organization-wide ownership.

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CHAPTER – XXIV

A CLOSER LOOK AT E-ASSESSMENT IN DISTANCE EDUCATION IN TURKISH HIGHER EDUCATION

Ebru Melek KOÇ*

INTRODUCTION

Just as developments in communication technologies have increased the level of using internet communication in distance education, they have also increased the effectiveness of distance education. These developments in the field of technology have also delivered a solution to one of the biggest problems in education, that of lifelong learning (Raycheva, 2008), and in parallel with this, the importance of online learning in higher education has also increased in recent times (Toven-Lindsey, Rhoads & Lozano, 2015). The number of distance education programmes offered by universities in Turkey is increasing day by day. All the courses on a number of associate degree, bachelor's degree and postgraduate programmes, or some of the courses on these programmes, are delivered online. This increase in the number of distance education programmes is also accompanied by concerns about how effective and productive these programmes are (Gülner, 2008). However, with the student's assessment, it is possible to determine the degree to which the desired quality of education has been achieved (Cabi, 2016). Therefore, there is a need for studies aimed at the process of distance education programmes, and especially, the problems experienced by students in this process need to be revealed (Tuncer & Bahadır, 2017). For effective education, assessment is an important part of the curriculum, and evaluation of online education programmes, whose numbers are constantly increasing, is another important issue (Angus & Watson, 2009; Stödberg, 2012). The exams that are carried out have an important place in education for providing feedback about the quality of instruction and the extent to which progress in academic achievement has been made (Yılmaz, 2016).

As distance education becomes increasingly more widespread, the utilisation of e-assessment techniques in teaching-learning processes is also steadily increasing (Sebastianelli & Tamimi, 2011). With a general definition, e-assessment is the use of computers for assessment (Cabi, 2016). The developments in computer technology in recent years have accelerated the transition from traditional paper-and-pencil tests towards tests conducted with computers (Mills, 2002; Zuckweilwer, 2012).

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Together with this transition, the question of whether paper-and-pencil tests or tests conducted on computers are more advantageous has begun to be investigated (Mills, 2002; Zuckweilwer, 2012). Although there are studies stating that e-exams have a number of advantages (Russell, Elton, Swinlehurst & Greenhalgh, 2006; Yağcı, Ekiz & Gelbal, 2011), studies also exist which state that these exams have disadvantages (Bunderson, Inouye & Olsen, 1989). In the literature, various studies have also been conducted which examine the effect of traditionally applied paper-and-pencil exams and of the increasingly popular e-exams on student achievement. Some of these studies reveal the superiority of paper-and-pencil exams (Bunderson *et al.*, 1989; Lee & Weerakonn, 2002; Mazzeo, Druesne, Raffeld, Checketts & Muhlstein, 1991; Mead & Drasgow, 1993); while other studies report the effectiveness of exams done on computers (Clariana & Wallace, 2004; Derouza & Fleming, 2003; Parshall & Kromney, 1993). However, most studies state that neither exam type is more effective than the other on student achievement and that they are equally effective (Ayberk, Şahin, Eriş, Şimşek & Köse, 2014; Bugbee, 1996; Hughes, Custodio, Sweiry & Clesham, 2011; İmamoğlu, 2007; Mason, Perty & Berstein, 2001; McLaren, 2004; Schaeffer, Reese, Steffen, Mckinley & Mills, 1993).

As the frequency of exams carried out via the internet increases, the need for studies on students' perceptions related to these exams is also increasing. To determine what the problems related to e-exams are, what effect these exams have on students, and how these exams can be used more effectively, various research activities should be performed (Bahar, 2014; Yılmaz, 2016). The number of studies related to e-assessment, which is one of the essential components of distance education, is insufficient (Bahar, 2014; Cabı, 2016). Some of the studies in the literature are concerned with development of an e-exam model (Ataş, 2011; Ekinci, 2010; Yağcı, Ekiz, Gelbal, 2015). Other studies are aimed at developing data collection tools to be used for determining the views of students towards e-exams. For example, in a study conducted with a total of 80 students studying in the Science Education Department of an Education Faculty and taking the "Computer I" course, Yılmaz (2016) developed an e-exam attitude scale with high validity and reliability. Other studies are also aimed at revealing students' opinions regarding e-exams (Cabı, 2016; Çiğdem & Tan, 2014; Koçak, Yenilmez & Yenilmez, 2006; Özden, Ertürk & Sanlı, 2004; Sırakaya, Sırakaya & Çakmak, 2015).

The aim of this study is to determine university students' detailed ideas related to e-assessment. In the present study as a form of e-assessment the term 'e-exam' is used. The study aims to find answers to the following research questions:

Question 1: Before the e-exam, what kind of concerns did the students have about the exam?

Question 2: During the e-exam, what difficulties/problems did the students have?

Question 3: What are the students' positive views related to e-exams?

Question 4: According to the students, what are the advantages of e-exams compared to paper-and-pencil exams?

Question 5: According to the students, what are the problems and disadvantages of e-exams compared to paper-and-pencil exams?

Question 6: What are the students' recommendations regarding e-exams?

2. METHOD

Qualitative method is used to gain in-depth understanding of the significant aspects of a phenomenon from the perspective of participants, understand their experiences, values, motivations and attitudes. (Creswell, 2009; Denzin & Lincoln, 2000). It is "appropriate for in-depth examination of cases because they aid the identification of key features of cases" (Ragin; 1994, pg. 79) by giving voice to the study participants to share their experiences (Gibson, Timlin, Curran & Wattis, 2004). In qualitative research, three major methodologies are viewed as foundational: phenomenology, ethnography, and grounded theory (Holloway & Todres, 2003; Smith, Becker, & Cheater, 2011). In the present study phenomenology approach is adopted. In phenomenology research, the aim is to understand lived experiences of others in order to gain new insights about a particular phenomenon. (Neubauer, Witkop & Varpio, 2019; Speziale & Carpenter, 2007).

2.1. Participants

Since the aim is to understand the experiences of university students about e-exams from the perspective of those who have experienced it, the general criteria to participate in the study was to have prior experience in relation to e-assessment. Therefore, purposive sampling is used in the study. Speziale and Carpenter (2007) indicate that in phenomenology research sample sizes of 10-15 are adequate if the participants provide rich descriptions. The participants of the study consisted of 52 students registered on the English Language Teacher Training programme of a state university in Turkey. However, since the three students participated in the pilot study, they were excluded from the main study. All of the 52 students were first-year students. 19 students were male and 30 were female. These students took the

Atatürk's Principles and Revolution History I and the Turkish Language I courses, which are compulsory for first-year students in all universities, in distance learning format for one semester. The students took the mid-term exams for these courses via the internet as e-exams, while they took the final exams as paper-and-pencil exams.

2.2. Data Collection Tool

By examining the studies made in the related literature and examining the interview questions and questionnaires used in these studies for gathering data, the researcher created a question pool, and these questions were revised. Content validity was achieved by getting feedback from one scholar who is an expert in the field of English language teaching, and one scholar who is an expert in educational sciences. To achieve face validity three students at the English language teaching, who have experience in relation to e-assessment, were asked to review the written form and indicate whether there were unclear questions to be revised. The written interview form used to collect data consists of two parts. The first part includes certain demographic information related to the students' gender and department attended, while the second section consists of seven open-ended questions. At the same time, these questions are a version of the research questions of the study:

Question 1: Before the e-exam, what kind of concerns did you have about the exam?

Question 2: During the e-exam, what difficulties did you have?

Question 3: What are your positive views related to e-exams?

Question 4: In your opinion, what are the advantages of e-exams compared to paper-and-pencil exams?

Question 5: In your opinion, what are the problems and disadvantages of e-exams compared to paper-and-pencil exams?

Question 6: What are your recommendations regarding e-exams?

2.3. Data Collection procedures and analysis

The study was carried out at the end of the first semester of the academic year. 49 first-year students in the English Teaching programme voluntarily agreed to take part in the study. Before the interview forms were handed out to the students in person by the researcher, information about the research and about participant rights was explained in details to the students.

Prior to the data analysis, all the forms were coded according to the number and gender of the participants. The forms of the female

participants were given the codes F1, F2, F3, etc., while the forms of the male participants were coded as M1, M2, M3, etc. Qualitative coding was used to analyze the written data set. O'Connor and Joffe (2020) indicate that 10-25% of data set is typical to be used as subsample. Therefore, in order to create a coding frame, a data subset of five students' written forms was selected randomly. Statements forming a meaningful whole from the responses given by these students to the first question were written down one below the other, and those with similar meanings were grouped together. From each set of statements, one representative statement was selected. By calculating how many times this statement was made by the students, a quantitative dimension was also added to the qualitative data. Finally, the main codes were created by clustering interrelated representative statements. To ensure consistency in coding, the coding list consisting of code categories with example data segments was discussed with an external coder who is an expert at the field of English language teaching and who also have experience in qualitative coding. A second data subset of five students was randomly selected and each coder coded the subset data separately. O'Connor and Joffe (2020, pg.6) mentions that *"If one aim of performing an ICR [inter coder reliability] check is to identify areas needing clarification, some discussion between coders is necessary to identify how and why interpretations conflict"* Therefore, after independent coding, the researcher and the external coder compared and discussed the new emerging code categories and any consistencies to clarify the conflicting interpretations. After revising the coding frame, the researcher coded the rest of the data set. This analysis was made separately for each of the six questions. Tables were formed consisting of the statements made by the students, how often each statement was repeated (f), and the main codes created.

3. FINDINGS

Question 1: Before the e-exam, what kind of concerns did you have about the exam?

When examining the statements made by the students about what kind of concerns they had before the e-exam, it was determined that they had worries about internet connection, exam time, technical and hardware problems, accessing the system, exam questions and student-based worries like fear of failure and inability to follow the instructions (Table 1).

Only eight students (16.32%) stated that they had had no concerns at all before the exam:

"I had no worries. I thought it would be a more comfortable exam than a normal (paper-and-pencil) exam and I did not have any exam stress" (M 6).

Among students who stated that they had concerns, the most frequently expressed concerns were related to internet connection. Some of the students' statements related to this are given below:

“This would be my first exam experience, and if I had an internet problem, my exam might be invalidated. I was worried because of this” (F19).

“I was afraid that the internet connection at the student hostel would be cut and that my exam would be half finished, and to overcome this fear, I used my own internet. There was no need for so much anxiety...” (M7).

“I was worried that the connection might be lost, and that because of this, my exam would be deemed invalid”(F5).

After concerns about the internet connection, one of the concerns most often expressed by the students was related to the time allowed for the exam. In their statements, students thought that the exam time would not be long enough:

“Although it wasn't a major concern, I was a little worried about the time allowed. The thought that I might not have enough time to finish the exam caused anxiety in me” (F11).

Worry about technical and hardware issues was also a frequently expressed concern. Before the exam, students thought that they might experience problems during the exam such as their telephone or computer getting stuck, or the server crashing:

Table 1 Frequencies and codes related to research question 1

Statements	Frequency (f)	Codes
I had no concerns	8	F(8)
I did not know whether I would have any problems with the internet or not	3	
Having an internet connection problem	14	
I was afraid of having a problem with the connection	3	Internet connection
During the exam, my connection might be lost and then I would fail	1	(f=25)

If the internet connection was cut, my exam would be half finished	1	
If I had an internet problem, my exam would be invalid	2	
Finding a reliable internet connection	1	
Whether the time given for the exam would be long enough or not	6	
I was afraid that I wouldn't be able to use the time correctly	1	Exam time (f=11)
I was afraid that I wouldn't have enough time to finish the exam	3	
Not being able to complete the exam	1	
I didn't have a computer	1	
The computer's charge might run out	1	
A power cut	1	Technical and hardware (f=11)
Having technical problems	2	
Hardware malfunctions	2	
My telephone might get stuck	1	
The phone or computer might break down	2	
The server might crash	1	
How would I access the system?	4	
I didn't know what the exam would be like	3	Accessing the system (f=9)
I didn't know where I would access the system	1	
What if I couldn't access the system on time?	1	
I was afraid that the questions would be difficult	3	Exam questions

I thought that the questions would be more complicated	1	(f=5)
I was afraid that the topics would be different	1	
I was afraid that I would fail	1	Student-based
I was worried that I would forget to mark the answer options	1	(f=3)
I didn't know whether I would be able to follow the instructions or not	1	

“I was worried that my phone might get stuck and that I would drop out of the system, but I did the test without any problems” (F18).

“I was afraid that after entering the exam, there would be a problem with the internet, that it would freeze, and that if I couldn't finish the exam because of this, I would get a low grade” (F7).

Another concern expressed by the students was related to accessing the exam system. The students stated that since they had not taken a similar exam previously, their uncertainty about how to access the system and what the exam would be like caused anxiety in them.

Some students also stated that they were worried about the difficulty of the exam questions. One student reported that he was worried that he might not be able to follow the instructions, as follows:

“Since I would be entering the exam for the first time, I didn't know whether I would be able to follow the instructions or not” (M2).

Question 2: During the e-exam, what difficulties/problems did you have?

63.26% of students (N=31) declared that they did not experience any problems with the exam. One student expressed his thoughts as follows:

“I did not experience any problems. It was the most comfortable exam I have ever taken” (M 8).

One student attributed the fact that she felt comfortable and did not have any problems in the exam to the fact that she understood computers very well:

“I did not have any kind of problem or difficulty in the exam. I’m a person who understands computers anyway, and so I never have a problem with them. It was a very comfortable experience for me” (F16).

Students reporting that they experienced difficulties expressed these as problems with internet connection, exam time and design, as well as emotion

The most frequently expressed problem was related to the internet connection:

“The internet connection was very weak, and so I had to answer the questions again” (F19).

“As I often had connection problems and I had to keep getting reconnected to the system, my right to take the exam 3 times was lost. It was as if my time was passing quickly” (F 8).

Table 2 Frequencies and codes related to research question 2

Statements	Frequency (f)	Codes
I didn’t have any difficulties	31	f=31
The website sometimes froze	3	Internet connection problems (f=9)
Internet problems	2	
The internet connection was cut	3	
The internet connection was very weak	1	
I didn’t have enough time	2	Exam time (f=4)
The time given was very short	2	
Although I marked every question, I got a message: “one of your questions is blank”	1	Design (f=2)
The screen for the question page was a little confusing	1	
The questions moved on automatically	1	
I didn’t give any importance to the exam	1	
I missed the crowded room that I was used to	1	Emotional (f=4)
I couldn’t concentrate	1	

I was more nervous compared to paper-and-pencil exams	1	
My eyes became tired	4	Physical (f=4)

Students stating that they had a connection problem also reported that they were able to overcome this difficulty:

“The first time I entered the system, the internet connection was cut, but I had the chance to carry on with the exam from the point where I had left it” (F4).

“The internet went off, so I called a friend and said I had a problem. He told me what I had to do, and I sorted the problem out” (F9).

Some of the problems experienced by the students were due to design. One student who had a problem related to accessing the system attributed this problem to not being given enough information:

“I had problems accessing the system. I was worried about not knowing what to do. We could have been given information about this issue beforehand” (M1).

Some students expressed interface problems related to the design of the exam, such as the confusing screen page or the small writing:

“The exam page was a little confusing, and the questions moved on automatically (when I answered a question, the next question appeared on the screen)” (M1).

Some students also stated that they experienced physical problems. The comment made by a student who experienced eye fatigue is given below:

“While reading the questions, I skipped lines; my eyes became tired. Because I had to read questions again, the possibility of running out of time caused me stress” (F24).

Besides physical fatigue, there were also students who stated having emotional problems:

“Because it was a different system, I felt very uncomfortable psychologically” (F21).

“I was definitely more stressed and nervous compared to paper-and-pencil exams. I cannot say that I didn’t miss that crowded room that I was used to, either” (M17).

Question 3: What are your positive views related to e-exams?

When the positive statements made by the students regarding the exam were examined, it was determined that they had positive opinions about the exam environment, accessibility of the exam, the exam content and the exam design. The fact that the exam environment was comfortable was the positive aspect of e-exams most frequently expressed by the students (Table 3). The students stated that they felt comfortable because there was no one like an invigilator or those around them to distract their attention, they could take the exam in a calm environment, and they were far away from a traditional exam environment.

“There was no stress at all, and since I did it on my own computer, I didn’t experience any unfamiliarity. Taking an exam in the environment where I study made me feel very comfortable” (M13).

Some students attributed their feeling comfortable with the exam to the fact that there was nobody around them to distract their attention, such as an invigilator or their classmates:

“The exam was comfortable. Not feeling pressurised by an invigilator or having anyone around had a positive effect on me” (F16).

“...the fact that I didn’t feel under the pressure of an invigilator, that the exam environment was quiet and calm, and that there was no one to distract my attention allowed me to focus” (F5).

The second most frequently expressed positive aspect of e-exams was the students’ ease of access to the exam. Taking an exam without a

Table 3 Frequencies and codes related to research question 3

Statements	Frequency (f)	Codes
I felt more at ease	13	
The exam environment was comfortable	2	
The exam environment was silent and calm	1	
There was nothing to distract one’s attention	1	
There was no invigilator pressure	8	
I did not feel any pressure	2	
I did not have any stress in the exam environment	1	
Not being in a crowded classroom	1	

I was not distracted by students around me	3	Exam environment (f=39)	
I could focus on the exam without being distracted by my friends	1		
I could focus better on the exam	1		
The exam created no stress	2		
I was less nervous	1		
There was no stress at all	1		
It was less stressful than a paper-and-pencil exam	1		
Taking an exam at home or anywhere I wish	3		
Taking an exam wherever and whenever you want	4		
Taking an exam in comfort at home	3	Accessibility (f=22)	
Taking an exam anywhere and at any time	1		
The exam did not have a specific day or time	4		
You had 5 days on which to take the exam			
It was easy in terms of accessibility	3		
There was no longer any need to come to the university	1		
I didn't have to come to college	2		
I didn't have to make an effort to come to the exam	1		
It was easier	5		
It was less tiring	1	Exam content (f=15)	
There were few questions	2		
There was plenty of time	2		
The exam was pretty quick	3		
You could answer the questions faster	1		
You could read faster	1		
The design of the system was nice	1		Design (f=5)
The system was easy to understand	1		
It was easy to use the system	1		

The system interface put people at ease	1	
There were three chances to enter the system	1	
There was no paper or pencil	3	No need for writing
I no longer had to deal with optical answer sheets	1	(f=4)

time or space restriction and not having to come to university were commonly expressed positive aspects of the exam.

One student expressed his opinion in a humorous way, as follows:

“It was easier to access the exam; for example, instead of the tramway, I got to the exam by telephone” (M15).

Some students expressed one of the positive points of the e-exam as the fact that they did not have to write the exam:

“Not having to deal with paper or pencil is much better. My arm didn’t get tired. Moreover, I think that it saves paper” (F4).

Question 4: In your opinion, what are the advantages of e-exams compared to paper-and-pencil exams?

The students expressed the advantages of e-exams over paper-and-pencil exams as the fact that e-exams are more comfortable, easy to access, economical and unsupervised. The most frequently expressed advantage is that e-exams are more comfortable (Table 4).

Some students declared that having nobody around them in the exam reduced their stress and that because of this, they could focus more on the exam:

“The fact that the e-exam environment is silent allows us to concentrate better. Since there is no one around, there is no pressure to copy or allow others to copy, and this enables us to answer the questions in comfort” (F5).

Some students stated that not using paper in the exam provided an economic advantage:

“In my opinion, it costs nothing. There is no need for optical answer sheets to be used. This is also a great convenience for me; I no longer have to fill in the optical answer sheet” (M17).

Table 4 Frequencies and codes related to research question 4

Statements	Frequency (f)	Codes
It is more comfortable; you take the exam at home	2	
The student feels more at ease	2	Convenience (f=37)
The environment is more comfortable	8	
It is possible to focus better	2	
Taking an exam without disturbance	1	
Absence of an exam environment	3	
Not having anyone near me	1	
There is no pressure at all	3	
There is less exam pressure	1	
The environment is silent	1	
There is no pressure from those around	1	
There is no pressure caused by friends copying	3	
There is no lecturer around me	1	
There is no invigilator pressure	3	
There is no exam stress	4	
Entering the exam without stress	1	
There is no specific time interval	1	
There is no problem with time, you can take the exam at any time during the day	6	Ease of access (f=14)
The exam is accessible wherever there is internet and a computer	1	
Easy access to the exam	2	
No need to come to college and get tired	2	

Taking an exam without coming to university	2	
It costs nothing	1	
It saves paper	1	Economical (f=3)
There is no waste of paper	1	
It is easier to copy	3	Lack of supervision (f=1)

Question 5: In your opinion, what are the problems and disadvantages of e-exams compared to paper-and-pencil exams?

When asked about the problems and disadvantages of e-exams compared to paper-and-pencil exams, 26.5% (M=13) of students stated that they did not consider that e-exams had any disadvantages at all. Disadvantages expressed by the rest of the students were related to internet connection, lack of supervision, negative emotional aspects, problems regarding assessment, technical and equipment problems, range of implementation, and physical problems. The possibility of having internet connection problems was the disadvantage of e-exams most often expressed by the students (Table 5).

Table 5 Frequencies and codes related to research question 5

Statements	Frequency (f)	Codes
There are no disadvantages	13	
The screen often gets stuck	1	Internet connection (f=8)
There may be internet connection problems	7	
Absence of an invigilator	1	Lack of supervision (f=4)
Students do not behave honestly	1	
It is easier to copy	2	
It is not taken seriously enough	1	
Inability to focus	1	Negative emotional aspects(f=4)

It does not create willingness or consciousness for study	1	
Feeling of loneliness	1	
Assessment is unreliable	1	Assessment (f=4)
Incorrect assessment may be made	3	
Problems with entering exam system	1	
There may be technical breakdowns	1	Technical problems (f=2)
The server might crash	1	
Those without internet may have difficulties	1	Lack of equipment (f=2)
The fact that I do not have a computer	1	
It is not a suitable exam for numerical subjects	1	
	1	Limitations in range of application (f=2)
It is not a good exam for verbal subjects		
	1	Physical problems (f=1)
My eyes become tired		

Another frequently expressed disadvantage was that there is no supervision system for monitoring whether students behave honestly during the exam. While some students stated that the lack of an invigilator during the exam, allowing them to copy more easily, was an advantage, this was expressed as a negative aspect by others:

“It is not a fair exam; it does not differentiate between students who study and those who do not, because it is very convenient for copying” (F29).

“Since there is no invigilator, it is easy to copy, and this does not show the real success rate” (F21).

In emotional terms, another disadvantage reported by the students was that they felt tense and lonely:

“In an exam without paper and pencil, I did not feel as if I was entering a real exam” (F28).

“The e-exam environment and process were stressful for me. Personally, I am more comfortable in a paper-and-pencil exam” (M15).

Many students stated that one of the negative aspects of e-exams is that they enter the exam alone and there is nobody else around them, while one student said that this could arouse a feeling of loneliness, and some students said that they could be disturbed by this:

“Entering an exam with a group and entering an exam alone cannot create the same psychology in a person. Some students may feel lonely in an e-exam, and this can have a negative effect on them” (F8).

Some students made negative comments about the assessment of e-exams:

“While expecting a good grade, I got a low grade, and this destroyed my faith in the system” (M17).

“When the results were announced, I came across a grade that I hadn’t expected at all” (M7).

Technical problems were also stated to be a disadvantage of e-exams:

“I sometimes cannot click on the answer I want to on the telephone or computer” (M14).

One student also declared that the fact that she did not have a computer or good-quality internet caused her stress during the exam:

“I did not have a computer, and had to take the exam on my mobile phone. Since the internet connection was of poor quality, I was constantly afraid that the connection would be lost” (F21).

The fact that e-exams are not suitable for every subject was another disadvantage expressed. The unsuitability of e-exams for numerical subjects in particular was expressed by one student as follows:

“They are suitable for verbal subjects, but they are not suitable for numerical subjects” (F12).

Similarly, one student made the comment below:

“...I do not want to take a mathematics exam or an exam that requires us to perform an operation via the internet; paper and pencil are

required. Moreover, if I can perform the necessary operation on the paper that the question is written on, I can concentrate better” (F13).

One student even explained that e-exams were not suitable for verbal subjects, as follows:

“While reading the questions in traditional exams, I underline and circle certain words in the question. In this way, I can think in a more focused way. I cannot do this in an e-exam. This has a negative effect on my concentration” (F18).

The least expressed disadvantage concerned the fact that the exam was tiring:

“Because I was looking at the screen for a long time, after completing a certain question, my eyes became tired. I had a break and then I was able to continue” (F24).

Question 6: Is there anything you would like to change/recommend in relation to e-exams?

Table 6 Frequencies and codes related to research question 6

Statements	Frequency (f)	Codes
There is no need for any changes	22	
More time allowed	6	Time allowed (f=7)
There should be more time allowed per question	1	
A larger font	1	
The questions should be shorter	1	Questions (f=7)
The questions should be clearer	1	
Reducing the range of subjects	1	
There should be questions requiring explicit information	1	
Classic questions can be added	2	
The final exam should also be an e-exam	3	Area of usage (f=3)

Students should be monitored with a camera while taking the exam	2	Supervision (f=2)
Rectifying the errors that can occur when the internet connection is lost	1	Technical issues (f=2)
Updating the website	1	
Being able to see all the questions together on the screen instead of one by one	1	Interface (f=1)
Assessment should be open to students	1	Assessment (f=1)

Almost half the students (M=22) stated that no changes needed to be made in relation to e-exams. Students who wanted changes to be made regarding e-exams expressed the necessity for changes related to exam time, questions, area of usage, supervision, technical issues, interface and assessment.

The students most often stated that the time allowed for the exam should be a little longer. The second most frequently expressed subject for change was concerned with the exam questions. The students stated their preference for clearer, shorter and fewer questions, and in addition, recommended that as well as multiple choice questions, open-ended general questions could be added.

Another suggestion made by the students regarding e-exams was related to extending the area of implementation of these exams. Several students stated that rather than limiting e-exams to mid-term exams in certain subjects, they wished for the usage area of e-exams to be extended and for all exams in all subjects to be given as e-exams:

“...I would like all exams to be done in this way” (M10).

Some students, however, recommended that e-exams needed to be monitored. Some of the students stated that the e-exam environment was conducive to copying and that, therefore, there needed to be supervision:

“Students do not behave honestly. It would be better if we were monitored with a camera while taking an exam” (F26).

“The exam should be entered with a camera and students should be monitored by the camera during the exam” (F1).

One student made certain suggestions related to the accessibility of assessment results:

“I would like the assessment system to be open to students and to see my results after the exam” (M2)

Finally, one student recommended that the interface should be designed in the same way as a traditional exam:

“I would like to see all the exam questions together just like in classic exams and not one after the other” (F8).

4. DISCUSSION

When the findings of the study are examined in general, it is seen that the students mostly had a positive attitude towards e-exams. This finding is similar to those in other studies in the literature. In a study conducted by Bahar (2014) with 138 first-year students receiving face-to-face instruction and 135 students registered on various graduate and postgraduate programmes and receiving distance training, it was concluded that the students had a positive attitude towards e-exams and that they had no reservations about the use of e-exams in the education process. Similarly, in a study carried out by Bařol, ıgdem and Kocadađ (2013) with 356 students in an education faculty taking the “measurement and evaluation” course via distance learning, it was determined that the students displayed a positive attitude towards e-exams. The students’ positive attitudes towards e-exams can be explained by the fact that with distance learning, they had more intensive experience of using computers and the internet during the course (Bahar, 2014).

In this study, the positive aspects of e-exams that were most often expressed by the students were that e-exams were in a comfortable environment and easily accessible, that the exam content was easier, and that there was more time. Cabı (2016) carried out a study with 10 postgraduate students receiving instruction via distance learning, with the aim of obtaining the postgraduate students’ views about the positive and negative aspects of e-assessment. In the study, the students stated the positive aspects of e-exams to be that e-exams were not dependent on time or space and that they took exams in a more comfortable environment. Saban, zer and Tümer (2010) also reported that the e-exam environment was more comfortable compared to traditional paper-and-pencil exams.

Other positive opinions expressed by students about e-exams can be listed as that, unlike in paper-and-pencil exams, they did not have to write, they could use the time more effectively, and they had the opportunity to do the exam twenty-four hours a day, seven days a week. These positive statements regarding e-exams are also expressed in studies in the related literature (Bařol et al., 2013).

Some students regarded the fact that since there was no invigilator during the exam, they felt more comfortable as a positive aspect of e-exams. According to Bahar (2014, p.41), the presence or absence of an invigilator in exams carried out on the internet affects attitudes towards exams conducted via the internet. Similarly, in a study made by Derosa and Patalano (1991) with secondary school students, it was revealed that students' exam performance decreased during an exam taken with an invigilator that they did not know.

Another positive aspect stated by students with regard to e-exams was that the exam questions were easier in terms of their content and that they were able to respond to the questions more quickly. Traub and McRury (1990) reported that students preferred multiple choice questions because they believed they enabled them to obtain higher grades.

The students also expressed positive opinions about the design of e-exams. Students' success in exams carried out in an electronic environment is correlated with design components of exams that they enter, such as the background colour, the framing of the exam questions and the colour of this frame, and the appearance of the chronometer on the screen (Albayrak, 2012; Ortner & Caspers, 2001).

In contrast with the positive aspects of e-exams, students also expressed certain concerns and negative aspects with regard to e-exams. It was determined that many of the worries and problems that they stated having before exams were related to internet connection and technical problems. The concern that students most frequently stated that they felt before exams was determined to be worry about losing the internet connection. Similarly, in the study conducted by Bahar (2014) with 138 first-year students receiving face-to-face instruction and 135 students registered on various graduate and postgraduate programmes and receiving distance training, it was revealed that students had a fear of losing the internet connection.

In the study, among the disadvantages of e-exams most frequently expressed by students were internet connection, problems with technical and equipment needs, emotionally-based problems like not feeling as if they were in an exam environment, and physical problems like eye fatigue. These disadvantages are also reported in studies in the related literature. In the studies by Başol *et al.* (2013) and Cabı (2016), some of the negative aspects of e-exam implementation reported by students were the requirement for an internet connection and computer.

In this study, students stated that the lack of an invigilator during e-exams, that is, the fact that they were unsupervised, created an environment that was conducive to copying. Similarly, in Cabı's (2016)

study, it was reported students could copy in exams in which more time was given than necessary.

5. CONCLUSION

E-exams can be at least as successful as traditional paper-and-pencil exams, and when effectively implemented, they can in fact increase the quality of learning (Tümer, Şahin & Aktürk, 2008). The possibility for students to receive immediate feedback during exams has a positive impact on learning (Bahar, 2014; Yağcı, Ekiz & Gelbal, 2011). A practice that will increase the effectiveness of e-exams is to give the student feedback at the time of the exam. As another factor that will increase the effectiveness of e-exams, instead of e-exams imitating traditional paper-and-pencil practices on a computer, a more effective exam environment can be enabled by using different types of questions such as “correct-incorrect”, “matching” and “fill-in-the-gaps”, and by adding figures, pictures, animation, sound, video images and simulations to the questions (Başol *et al.*, 2013).

Participants in the study by Başol *et al.* (2013) reported that the large number of questions related to the subject that they answered before the exam was an advantage for the final exams. Therefore, besides the explanations of subjects related to the courses given via distance education, the preparation of end-of-subject tests (follow-up tests) will allow students to become familiar with questions that may appear in the exam, and will eliminate the worries reported in this study related to what the exam questions would be like, as well as ensuring that the students will be more active in the learning process, and since their learning will improve thanks to the feedback that they receive while solving the tests, this may lead to an increase in their exam performance (Koçak, Yenilmez, & Yenilmez, 2006).

In this study, a very small number of students stated that they had no worries prior to e-exams, while those expressing concerns stated that these stemmed from internet connection and technical and equipment issues. If students have anxiety while using computers, then their perceptions of convenience regarding exam tools will be negatively affected (Bahar, 2014). In the study, some students declared that since they did not have computers, they entered the exam using their mobile phones. In e-exams, obtaining the technical equipment required for doing the exam, like internet access and a computer, is entirely the responsibility of the student. As stated by some students in the study, every student may not be able to obtain this equipment. Therefore, the necessary arrangements for increasing the capacity of computer laboratories in faculties, libraries and residences must be made by universities.

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CHAPTER – XXV

COMPARISON OF ARIMA-ANN HYBRID APPROACHES FOR BIST100 STOCK INDEX FORECASTING***

Fatma SÖNMEZ ÇAKIR* & Hüseyin İNCE**

INTRODUCTION

Forecasting is the ability to make prediction about an event before it happens. To make the right choices, it is essential to make prediction about a future event that is likely to happen even with a specific error margin (İnce & Sönmez Çakır, 2017). In the case of investment decisions, the way of making the choice becomes even more important. For making healthier choices, alternatives should be thoroughly specified, possible descriptive variables should be determined, and the forecasting method should be selected among the ones that are most suitable for the available data. A healthy and accurate decision is possible only after meeting these requirements.

The subject of the present study is to compare the models that could be used in forecasting of BIST100 index value which represents a financial time series, and to reveal which model yields more accurate results. BIST 100 closing values of 2012-2017 period were used for this purpose. Single ARIMA, single ANN and the hybrid models comprising of different residual estimation methods were used to forecast BIST100 closing values. The models were initially used in their single form which was followed by the use of hybrid models. As also stated in the literature section, model hybridization can be performed in various ways. Two of the mentioned methods were used in this research. One of the important aspects of this research is modification of variables used in the hybrid models of other literature studies to obtain more accurate results.

A detailed literature survey on ARIMA-ANN and hybrid models are provided in the next section. Afterwards, the research data and methods used in the analysis are explained. The obtained application results are given in the last section. All results obtained from each applied method are

*** The study is derived from the thesis prepared by Fatma SÖNMEZ ÇAKIR to obtain a Doctorate degree from Gebze Technical University.

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presented in this section. Research results were compared on the basis of the obtained data.

1. LITERATURE REVIEW

The subject of this research is forecasting the future status of a financial time series. As also stated in the following literature survey on hybrid models, a wide variety of studies have been conducted for this purpose.

Abraham et al. (2001) built a hybrid Fuzzy Inference-Feedback ANN system and used 8 data sets of different company and stock market data. Leigh et al. (2002) conducted a study on hybridization of pattern recognition and neural networks to forecast short-term increases in NYSE composite index. Chen et al. (2005) made hybridization of Takagi-Sugeno fuzzy inference and neural networks. While building this model, the parameters used in ANN were determined using Particle Swarm Optimization. As also introduced in the hybrid modeling section, the conducted process is a hybridization method. Chen et al. (2006). hybridized flexible neural networks and genetic algorithms (GA) to forecast stock prices in chaotic stock markets.

They optimized parameter selection process and the form of the model with genetic algorithm for the model built with ANN. Kwon and Moon (2007) performed ANN-GA hybridization. The model was built with ANN and the weights and parameters used in the model were coded with GA and improved via cross-validation. Hassan et al. (2007) built a model via ANN and GA hybridization using Hidden Markov Model (HMM). Share prices were converted to independent series using ANN, used as input values in HMM and forecasting was performed accordingly. They used GA to optimize the initial parameters of HMM. Kaynar & Taştan (2009) used a hybrid ARIMA-Multilayer ANN model in forecasting of time series. Güresen et al. (2011) built a hybrid multilayer perceptron ANN structure through hybridization of a dynamic ANN and GARCH model. Singh and Borah (2014) hybridized TYPE 2 fuzzy time series forecasting method with PSO to forecast Daily share prices. İnce & Sönmez Çakır (2017) built multiple hybrids of ARIMA-ANN models to forecast NASDAQ index values.

Variables measured in specified time intervals with specified periods constitute a time series. Several methods have been used to determine the changes in obtained time series and a vast number of variables are available for application of these methods. Lawrence (1997) performed a study on the types of these variables and listed them under 63 topics. Three of these variables are the basic indicators (volume, efficiency,...) 17 are technical indicators (dynamic average, volume trends...), 20 are the market indexes of sectors (gold, metal,...) 9 constitute international indexes such as DJIA, NASDAW, etc., 3 are gold/exchange rate values, 4 are interest rate and 7 are financial statistics such as export, import, etc.

2. METHODOLOGY

This section will describe the methods used for the article. Models of ARIMA and ANN models and hybridization of these two models were used in the study.

2.1 ARIMA

Autoregressive Integrated Moving Average (ARIMA) models emerged following Autoregressive (AR), Moving Average (MA) and Autoregressive and Moving Average (ARMA) models. When AR model was introduced by Yule (1927), the observed value of a time series in a specific period was explained in connection with a specific number of observed values of an already running series, in addition to the error terms. These models are termed in accordance with the past observations they include. Slutsky (1937), on the other hand, developed MA models and explained the observed value of a time series in any period in connection with the error term at the same period and the error terms of a number of previous periods. For instance, the present value of a time series equals to the sum of the constant term and the moving average of the error terms of the last 2-3 periods. As in the case of other models, ARMA model is based on the assumption that the series is stationary. The model developed by Wold (1954) arises from the combination of the first two processes. In some cases, non-stationary situations can be encountered (Box & Jenkins, 1976). Particularly financial time series are not stationary in many cases and these series have a tendency to exhibit varying instruments and variations (Mills, 2008). The series need to be stationarized for building ARIMA models and differencing is applied for this purpose. ARIMA is expressed with (p, d, q) and “d” value denotes the number of differencing operations after which the series is stationarized.

The method is expressed by integration of differencing operation into AR and MA functions, as follows (Box & Jenkins, 1976):

$$Z_t = \phi_1 Z_{t-1} + \phi_2 Z_{t-2} + \dots + \phi_p Z_{t-p} + \delta + a_t - \theta_1 a_{t-1} - \theta_2 a_{t-2} - \dots - \theta_q a_{t-q} \quad (1)$$

In this equation $Z_t, Z_{t-1}, \dots, Z_{t-p}$ denote the observed values subjected to differencing, $\phi_1, \phi_2, \dots, \phi_p$ denote the coefficients of observed values, δ denotes the constant value, $a_t, a_{t-1}, \dots, a_{t-q}$ denote the error and $\theta_1, \theta_2, \dots, \theta_q$ denote the coefficients of the error terms.

$$W_t = Y_t - Y_{t-1} \quad (2)$$

where W_t is the 1st differences series and Y_t is the set of random variables for the original series

Here, $t=1, 2, 3, \dots, t$.

The steps of ARIMA operation can be listed as follows (Box & Jenkins, 1992):

- 1st Step: Determination of the temporal model structure.
- 2nd step: Prediction of the parameters to be included in the temporal model.
- 3rd step: Implementation of compliance tests on the temporal model.
- 4th step: The use of model for forecasting in the case the model is suitable.

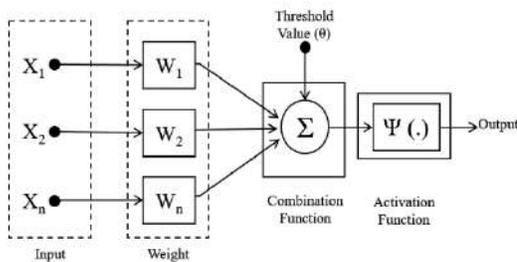
Determination of the temporal model firstly requires the determination of the form of the series' form. In case the resultant series does not exhibit a continuous increase or decline, the series can be assumed as stationary. Otherwise, the series is not deemed stationary (Maddala, 1992). Determination of the model's structure is followed by determination of the parameters which will be used in the temporal model. The model can be determined by use of least squares (LS) or maximum likelihood estimation methods (Hoff, 1983). If the model passes the compliance tests, it can be used for forecasting purposes. Forecasting performance of built models can be estimated on the basis of a number of performance criteria. Some of these criteria are explained in the method section.

2.2 Artificial Neural Networks (ANN)

ANN is an intensive computational structure comprising of basic processing neurons, which operate in parallel and distributed order (Alexander & Norton, 1990). ANN is also defined as an intensive parallel processor which is trained to use the received and stored data. (Haykin, 1999). ANNs have found wide application involving the determination of the model for data analysis, forecasting, classification and picture completion, etc. They can even process incomplete or noisy data which pose a disadvantage for some other models (Elmas, 2016). ANN is

commonly used as a utility in cases where a mathematical model or algorithm is not available for solution of a problem (Nabiyev, 2016). ANN is a network that generates information via implementing what it learns on new examples. ANN is composed of neurons which resemble human nerve cells (Graupe, 2013). An ANN is composed of three layers, namely input layer – hidden layer – output layer. Input layer gathers information from the outer environment, and the number of neurons in the input layer equals to the number of inputs, which are in general transferred to the hidden layer without being processed (Rojas, 2013; Sönmez Çakır, 2018). The hidden layer is responsible for data processing and the network trained with a suitable learning or training method starts to generate output. The resulting information is then transferred to the output layer. An ANN neuron consists of 5 sections as input (X_1, X_2, \dots, X_n), weight (W_1, W_2, \dots, W_n), combination function, activation function and output. This structure is shown in Figure 1.

Figure 1: The components of an artificial neural network



Source: Haykin, S., (1999), “Neural Networks- A Comprehensive Foundation”, Prentice Hall, 2. Edition, New Jersey.

In an ANN, inputs represent the information received by the artificial neuron, whereas weights indicate the significance and effectiveness of the received information. Positive or negative weights are indicative of positive or negative effects, respectively. Combination function is evaluated via multiplication of inputs and weights and the result gives information about the net input amount. Several combination functions are available and the most common one is the addition function:

$$NET = \sum_1^n X_i \cdot W_i \quad (3)$$

Activation follows the combining operation and in this stage several activation functions are used. The most common activation

functions are sigmoid and tangent (tansig) functions. Sigmoid function is as follows

$$F(Net) = \frac{1}{1+e^{-Net}} \quad (4)$$

The “Net” value shown in the equation is the Net Input value obtained in the combination function.

Input values are initially normalized in (-1,1) interval to use the hyperbolic tangent (tansig) function, and as a result output values are also obtained in (-1,1). This function is highly useful for applications in which output values are expected within (-1,1) interval (Haykin, 1999).

$$F(Net) = \frac{e^{Net}-e^{-Net}}{e^{Net}+e^{-Net}} \quad (5)$$

ANN steps can be listed as follows (Hu, 2002):

Step 1: Definition of the problem

Step 2: Determination of the variables about the problem

Step 3: Gathering data

Step 4: Pre-processing of data

Step 5: Designing the neural network (Selection of network structure and learning rules).

Step 6: Training the network

Step 7: Diagnosing the errors following network verification.

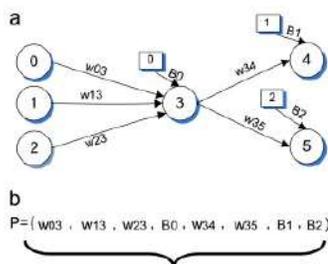
2.3 Hybrid Models

Hybrid methods have achieved great success in the field of financial time series forecasting (Ma et al., 2015). Existing and effective models can be combined in accordance with the rules and operating principles to obtain better results than those of single models. In several hybridization studies, better and more useful results have been obtained through comparative analyses of obtained results, and these studies have been repeated taking into account the values in specific bases (Zhang, 2003).

Several approaches have been used to improve system performance via hybridization. These approaches can be addressed under the topics: feature selection, combination of different model results and integration of

different model results into another model. Feature selection involves the selection of the most useful variables and feature among the available data set using specific criteria. Ensuring the design of the model being built with more significant variables is the most important aim of input selection. This way, redundant variables within the model are eliminated, thus enabling generation of solutions in a quicker way (Sivagaminathan, 2007). Models can be hybridized to generate better initial solutions (Mason et al., 1998). In the literature, hybridization processes are performed for input selection. In this method, the variables/features to be used along with a technique or model are initially determined and these variables/features are introduced to another model as input. These algorithms include negative aspects such as dependence on learning rate parameter, and slowing down for an included extra layer or hidden neuron. Accordingly, such algorithms are likely to get stuck in local minimum, thereby requiring an additional update of initial weights (Kiranyaz et al., 2009). Metaintuitive methods provide several benefits in solution of the issues related to ANN-training (Castellani & Rowlands, 2009). They provide acceptable solutions within reasonable periods for solution of harsh and complex problems. (Mendes et at. 2002) and (Gudise & Venayagamoorthy, 2003) used PSO to train ANN and used a very simple problem which was not indicative of their method's performance to show that an ANN trained with PSO yielded more effective results as compared to a single ANN.

Figure 2: ANN-PSO Hybrid Model

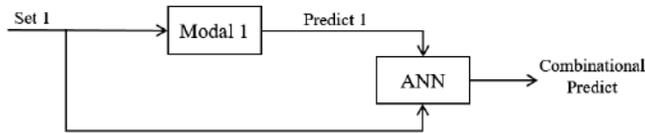


Source: Yaghini, M., Khoshraftar, M. M., & Fallahi, M. (2013). A hybrid algorithm for artificial neural network training. *Engineering Applications of Artificial Intelligence*, 26(1), 293-301.

Figure 2 shows how an ANN-PSO hybrid model is used to determine weights. ANN structure is depicted in Figure2a and Figure 2b shows which weight values are calculated with PSO.

In combination of different model results, the values obtained from a model are combined with those received from another model and a result is obtained.

Figure 3: Combination of ANN result with another model's result



Source: Babu, C. N., & Sure, P., (2016), “Partitioning and Interpolation Based Hybrid ARIMA–ANN Model for Time Series Forecasting”, *Sādhanā*, 41(7), 695-706.

In the method involving the integration of different model results, model data are initially resolved and introduced to another model as input, and the obtained results are summed up.

2.3.1. Zhang(2003) Hybrid Model

Zhang (2003) developed a hybrid model and stated that neither ARIMA nor ANN are compatible with all time series and attributed this to the presence of linear and non-linear correlation structures, which brought about the necessity to use a hybrid model for estimation of both linear and non-linear components of a time series. Zhang used addition function in determination of residual and model hybridization, and stated that the model was suitable for forecasting one or more steps ahead.

In addition method used to forecast a residual, \hat{r}_t denotes the linear data being forecasted, ε_t denotes the residual and r_t denotes the real data; and real data equals to the sum of residual terms and the forecasted linear data.

$$r_t = \hat{r}_t + \varepsilon_t \quad (6)$$

Accordingly, residual terms are estimated as follows;

$$\varepsilon_t = r_t - \hat{r}_t \quad (7)$$

Zhang's time series model can be shown with the following expression (Zhang, 2003):

$$y_t = L_t + N_t \quad (8)$$

Here, y_t represents the observed values, t represents time, L_t and N_t represent linear and non-linear components, respectively. Observed values equal to the sum of linear and non-linear components.

In studies on ARIMA-ANN hybrids, initially the component which shows linear characteristic with ARIMA is forecasted in time t and represented with \hat{L}_t . The residuals obtained following the completion of ARIMA operation involve a single non-linear component and after this stage, other methods should be applied. In ANN stage, an ANN for residuals has been designed using “p” number of inputs. These residuals are shown using Equation (7).

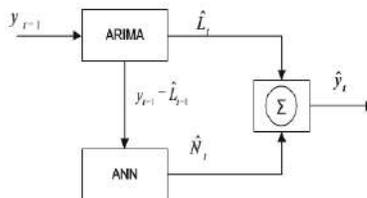
$$e_t = f(e_{t-1}, e_{t-2}, \dots, e_{t-p}) + \varepsilon_t \quad (9)$$

In this expression, f represents a non-linear function, and ε_t represents the residual as an output of the function when a non-linear function is determined among residuals. When non-linear functions among the residuals are determined. When a prediction is made with ANN in the non-linear component, then the model becomes;

$$y_t = \hat{L}_t + \hat{N}_t \quad (10)$$

thus yielding the hybrid forecasting model. Zhang’s hybrid model is shown in Figure 4.

Figure 4: Zhang’s hybrid model



Source: Babu, C. N., & Sure, P., (2016), “Partitioning and Interpolation Based Hybrid ARIMA–ANN Model for Time Series Forecasting”, *Sādhanā*, 41(7), 695-706.

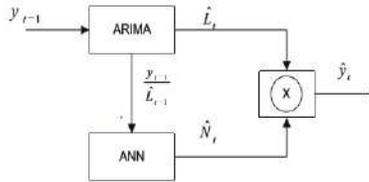
In Zhang’s model, both residuals and the hybrid model are built with the addition function. In Table 1, Model 1a and Model are based on this model in which addition function was used for residual forecasting.

2.3.2. Wang Hybrid Model

Wang et al. (2013) proposed two different models for analysis of time series. They used multiplication method for determination of the residual.

They used multiplication operation in the hybrid model they built for analysis of such linear and non-linear connections. Wang's hybrid model is shown in Figure 5.

Figure 5: Wang's hybrid model



Source: Babu, C. N., & Sure, P., (2016), “Partitioning and Interpolation Based Hybrid ARIMA–ANN Model for Time Series Forecasting”, *Sādhanā*, 41(7), 695-706.

In multiplication method, which is used for forecasting residuals, real data equal to the product of residual terms and the forecasted linear data.

$$r_t = \hat{r}_t * \varepsilon_t \quad (11)$$

Accordingly, the following operation is done to determine residual terms;

$$\varepsilon_t = \frac{r_t}{\hat{r}_t} \quad (12)$$

After the residual in the linear part of a hybrid model is determined using this method, the obtained residual value will indicate the non-linear section. This non-linear structure is then explain using the following hybridization operation.

$$y_t = L_t * N_t \quad (13)$$

Here, y_t denotes the observed values, t denotes time, and L_t and N_t present linear and non-linear components, respectively.

Firstly, the linear component is forecasted using ARIMA in time t , and represented with \hat{L}_t . In ANN step, an ANN is designed for residuals using p amount of inputs. These residuals are determined using Equation (12).

If the non-linear component is estimated using ANN, then the model takes the following form;

$$y_t = \hat{L}_t * \hat{N}_t \quad (14)$$

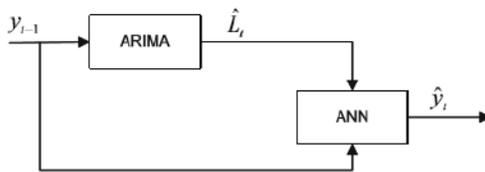
and becomes the hybrid forecasting model.

Wang built residuals and the hybrid model using multiplication function. In Table 1, Model 1a and Model 1b are based upon this model in which addition function is used.

2.3.3. Khashei and Bijari Hybrid Model

A year after their study in 2010, Khashei and Bijari introduced another hybrid method. In this method, they stated that the properties of the times series in this model was similar to those of the previous method, and that these should be discriminated. They proposed ARIMA-ANN hybrid model for this discrimination. Differently from their previous work, ANN inputs consisted of the real observed data, ARIMAS estimated values and residual values. The model yields the forecasting values without the requirement for making additional operation on the obtained estimation value (Khashei and Bijari, 2011).

Figure 6: Khashei and Bijari's Hybrid Model



Source: Babu, C. N., & Sure, P., (2016), "Partitioning and Interpolation Based Hybrid ARIMA-ANN Model for Time Series Forecasting", *Sādhanā*, 41(7), 695-706.

As shown in Figure 6, there is no need for adding or multiplying the results in Khashei and Bijari's hybrid models. In its final form, the model yields the estimated values. Model 6a and Model 6b were built in accordance with Khashei and Bijari's hybrid model. Also, both addition and multiplication methods were used to determine the residual data.

3. Data and Method

In this study, closing values of BIST100 index were forecasted. Closing data of 2012-2017 period were used for this purpose. The study involved limitations with respect to time and variables. Research data covers the period between January 2012 and June 2017. The same time limitation applies for the indicators which were selected as variables. Tens of variables were available for use in time series forecasting and some of these were chosen establish data sets. The days available at the same dates were used while preparing the data sets. Data cleaning and noise removal processes were carried out accordingly.

The dependent and independent variables, intended for use in the models are given in Table 1. The values obtained from these variables will constitute the non-linear parts of the hybrid models. The part of the model that will be subjected to addition or multiplication with values from ARIMA will consist of these values.

Table 1. Models being used for forecasting the BIST100 index

BIST100 Forecasting Models									
	(2)	(3a)	(3b)	(4a)	(4b)	(5a)	(5b)	(6a)	(6b)
θ_1 Addition	Output= BIST100 Input= BIST t-1 BIST t-2 Gold t-1 Gold t-2 Euro/TL t-1 Euro/TL t-2 USD/TL t-1 USD/TL t-1 Oil t-1 Oil t-2	Output= θ_1 Input: Gold t-1 Gold t-2 Euro/TL t-1 Euro/TL t-2 USD/TL t-1 USD/TL t-1 Oil t-1 Oil t-2	Output= Input: $\theta_{1:1}$ $\theta_{1:2}$ $\theta_{1:3}$ $\theta_{1:4}$ $\theta_{1:5}$ $\theta_{1:6}$		Output= Input: $\theta_{1:1}$ $\theta_{1:2}$ $\theta_{1:3}$ $\theta_{1:4}$ $\theta_{1:5}$ $\theta_{1:6}$	Output= θ_1 Input: Gold t-1 Gold t-2 Euro/TL t-1 Euro/TL t-2 USD/TL t-1 USD/TL t-2 Oil t-1 Oil t-2		Output= BIST100 Input: BIST100 t-1 BIST100 t-2 Gold t-1 Gold t-2 Euro/TL t-1 Euro/TL t-2 USD/TL t-1 USD/TL t-1 Oil t-1 Oil t-2 $\theta_{1:1}$ $\theta_{1:2}$	
θ_2 Multiplication	Euro/TL t-1 Euro/TL t-2 USD/TL t-1 USD/TL t-1 Oil t-1 Oil t-2		Output= θ_2 Input: Gold t-1 Gold t-2 Euro/TL t-1 Euro/TL t-2 USD/TL t-1 USD/TL t-1 Oil t-1 Oil t-2		Output= Input: $\theta_{2:1}$ $\theta_{2:2}$ $\theta_{2:3}$ $\theta_{2:4}$ $\theta_{2:5}$ $\theta_{2:6}$		Output= θ_2 Input: Gold t-1 Gold t-2 Euro/TL t-1 Euro/TL t-2 USD/TL t-1 USD/TL t-2 Oil t-1 Oil t-2 $\theta_{2:1}$ $\theta_{2:2}$		Output= BIST100 Input: BIST100 t-1 BIST100 t-2 Gold t-1 Gold t-2 Euro/TL t-1 Euro/TL t-2 USD/TL t-1 USD/TL t-1 Oil t-1 Oil t-2 $\theta_{2:1}$ $\theta_{2:2}$

3.1. Performance Criteria

Maintaining an ANN's error within acceptable limits has critical importance for ensuring the accuracy of the information generated by the network. However, in some cases a network's error value may not be reduced even when the weights are modified. This may be due to the error in selection of an example, or errors in the general structure of the network such as having inadequate information about the structure. Keeping the error between the real values and those obtained from the system at a

minimum is crucial for other models as well. The accuracy criteria intended for use in determination of the error in a built model are (Al-Hamadi and Soliman, 2004; Huang & Shih, 2003):

Y_t = Real value

F_t = The output obtained from the model;

$$\text{Mean Absolute Deviation} = MAD = \frac{1}{n} \sum_{t=1}^n |Y_t - F_t| \quad (15)$$

$$\text{Sum of Squared Error} = SSE = \sum_{t=1}^n (Y_t - F_t)^2 \quad (16)$$

$$\text{Mean Square Error} = MSE = \frac{1}{n} \sum_{t=1}^n (Y_t - F_t)^2 \quad (17)$$

Root Mean Square Error-RMSE

$$RMSE = \sqrt{\frac{1}{n} \sum_{t=1}^n (Y_t - F_t)^2} \quad (18)$$

Other criteria were also developed. These are referred to as percent error and calculated as follows (Makridakis, 1982; Al-Hamadi & Soliman, 2004; Huang & Shih, 2003).

Percent Error-PE;

$$PE = \frac{Y_t - F_t}{Y_t} * 100 \quad (19)$$

Mean Absolute Percent Error-MAPE;

$$MAPE = \frac{1}{n} \sum_{t=1}^n \left| \frac{Y_t - F_t}{Y_t} \right| * 100 \quad (20)$$

Lewis (1982) reported that, MAPE yielded more effective results compared to other calculations and MAPE values were sufficient for explaining the change between specified values. Lewis further stated that, the model shows high accuracy if the MAPE value is lower than 10% (very good forecast); moderate accuracy if the value is between 10-20% (good forecast); low yet acceptable accuracy if the value remains between 20-50%; and very low accuracy (without forecast capability) if the value is higher than 50%.

3.2. Basic Information on ANN

ANN involves a variety of different learning and activation functions. None of these functions is adopted as the best method, since they yield different results for different data sets. Trial-and-error method was

used to determine the function to be applied. The network was subjected to continuous training by use of different number of hidden layers, learning rates, learning and activation functions, and the best one was chosen for the forecast. After the training, the network's performance was evaluated using MSE, MAPE and RMSE values. Levenberg-Marquardt was found to be the best learning function, and hyperbolic tangent (tansig) was used as the activation function. 0.70 of application data were used for training and 0.30 were used for testing purposes. During training, the literature information on determination of number of hidden neurons was used. An extensive data set was used to avoid over-fitting and the number of cycles was kept constant for each iteration. The number of cycles was limited to 1000 and the network's error was evaluated at each stop. The network was stopped when an acceptable number of cycles was achieved and the results were instantly recorded. A built network was evaluated with at least 100 trials by keeping the training rate, number of hidden neurons and learning algorithm values constant at the limit of 1000 cycles. After recording the obtained values, the number of hidden neurons was changed while other values were kept constant, thus the operation continued. MATLAB 2010a was used for ANN solutions and coding was conducted using this software.

3.3. ANN Applications

Model 1a-Model 1b: ARIMA Applications

A suitable ARIMA model was build in accordance with daily closing values using BIST100 data. As a result, ARMA (4,1,4) yielded suitable results for the index value. The F statistic calculated for ARMA (4,1,4) was found as (Prob.(F-Statistic))=0,014. This value's being lower than 0,05 indicates that the model as a whole is significant. The obtained model can be shown as follows;

$$B = B_t - B_{t-1} \quad (21)$$

$$\hat{B}=34,97475-0,18663B_{t-1}+0,547768B_{t-2}-0,224818B_{t-3}-0,947601B_{t-4}+0,188113U_{t-1}-0,554148U_{t-2}+0,258364U_{t-3}+0,946634U_{t-4}$$

In the model, (B_t) represents BIST100 index values of current day; and (B_{t-1}) represents the index values of the next day. 1 day difference series (B) was built with Equation (2). \hat{B} represents the built ARMA(4,1,4) model.

The forecasted values were compared with the real values and the residuals are determined with both addition and multiplication functions using Equation (7) and Equation (12). Residuals will were used as input

and output for ANN at other steps. Forecasted values constituted the linear section of some of the hybrid models. According to ARIMA forecast, MSE values was found as 84.320.640 and 81.250.140 when calculated with addition and multiplication function, respectively.

Model 2: ANN for BIST100 Index forecast using the Basic Indicators

Firstly, BIST100 index values constituted the ANN's output values for the model to be built. Input values, on the other hand, consisted of BIST100 index with 1 day delay and closing value with 1 and 2 days delay, daily gold value with 1 and 2 days delay, daily EURO/TL value with 1 and 2 days delay, daily USD/TL value with 1 and 2 days delay, and oil values with 1 and 2 days delay. An ANN with 1 dependent and 10 independent variables was built accordingly. The optimum ANN result for training was found with 10 hidden neurons and 70% training rate. The values were recorded as; MSE= 81.735.332, MAPE= 13,18 RMSE=9.040,8

Model 3a- Model 3b: ANN for Residual Forecast with Basic Indicators

Firstly, residuals obtained from ARIMA using addition function were used as ANN's output values. The residual values calculated with multiplication function in ARIMA in the second built network were used as output values. Only basic indicators were used in residual forecasting. Thus, an ANN with 1 dependent and 8 independent variables, was built. Optimum ANN results were found with addition and multiplication functions using 10 hidden neurons. The values were recorded as for Model 3a ; MSE= 878.270 , MAPE= 24.06 RMSE= RMSE= 937,16. Values for Model 3b: MSE= 110.007 RMSE= 331,67 MAPE= 22,36.

Model 4a-Model 4b: ANN for Residual Forecast using Residuals Values

The output values of ANN were the residuals obtained with addition and multiplication functions, and input values were the residual values with 1, 2, 3, 4, 5 and 6 days delay. Thus, an ANN with 1 dependent and 6 independent variables, was built. The best ANN result was obtained with 70% training rate and 6 hidden neurons, The values were recorded as for Model 4a ; MSE= 1.003.058, MAPE= 26,45 RMSE= 1.001,5. Values for Model 4b: MSE= 97.005 RMSE= 311,46 MAPE= 19,03

.Model 5a-Model 5b: ANN for Residual Forecast using Basic Indicators and Residual Values

Residual values with 1 and 2 days delay obtained with addition function, daily gold values with 1 and 2 days delay, daily Euro/TL values with 1 and 2 days delay, daily USD/TL values with 1 and 2 days delay, and oil values with 1 and 2 days delay were used as input values. Output values were the residuals obtained from ARIMA. This way, an ANN was built using 1 dependent and 10 independent variables. The optimum ANN result was obtained with 11 hidden neurons and 70% training rate for addition and multiplication function. The values were recorded as for Model 5a ; MSE= 1.114.023 RMSE= 1.055,47 MAPE= 28,83. Values for Model 5b: MSE= 16.042 RMSE= 126,66 MAPE= 26,02

Model 6a-Model 6b: ANN for BIST100 Index Forecasting Using Basic Indicators and Residual Values.

BIST100 index values were the ANN's output values. Input values were BIST100 closing values with 1 and 2 days delay, daily gold values with 1 and 2 days delay, daily Euro/TL values with 1 and 2 days delay, daily USD/TL values with 1 and 2 days delay, and oil values with 1 and 2 days delay, in addition to the residual values obtained from ARIMA with 1 and 2 days delay. Thus, an ANN with 1 dependent and 12 independent variables was built. ARIMA and ANN results were combined for a training. The optimum ANN result was obtained using addition and multiplication function.

BIST100 index forecasting was performed with models 1, 2 and 6, and the residual terms calculated for the index was forecasted with models 3, 4 and 5. The non-linear section of the model in hybrid models comprised of the residual forecast values obtained from models 3, 4 and 5; and the linear section of the model comprised of the forecast results obtained from ARIMA which was model 1. The values were recorded as for Model 6a: MSE= 70.236.408 RMSE= 8.380,72 MAPE= 19,02. Values for Model 6b: MSE= 65.003.028 RMSE= 1.055,47 MAPE= 18,03.

4. Results and Discussion

The study was conducted for financial time series forecasting via model hybridization. The aim of the research was to determine the best single or hybrid model for different time series. For this purpose, BIST100 index values were forecasted. Single and hybrid models previously built in the literature were determined and the variables were selected using literature data, and the models were built accordingly. The available hybrid

models were subjected to variable differentiation to determine whether a better forecasting is possible. Possible results for different indices were also investigated. The results are collectively presented in Table 2.

Table 2. Forecast results

		BIST100 Stock Index Forecasting Models								
# _t	P, C	1st Model ARIMA	2nd Model ANN	1st Hybrid Model		2nd Hybrid Model		3rd Hybrid Model		4th Hybrid Model
				Zhang (2003)	Wang et al. (2013)	Zhang (2003)	Wang et al. (2013)	Zhang (2003)	Wang et al. (2013)	Khashei vs Bijari (2010)
Addition	1	\$4,320,640 32,18 9,182,63	\$1,735,332 13,18 9,040,8	68,002,341 35,01 8,246,35		72,745,130 18,45 8,529,08		72,664,030 21,68 8,524,32		70,236,408 19,21 8,380,72
	2									
	3									
Multiplication	1	\$1,250,140 25,56 9,013,89		61,975,604 21,18 7,872,46		69,136,042 15,36 8,314,81		71,000,042 14,16 8,429,15		65,003,028 6,05 8,062,45
	2									
	3									

PC; 1 MSE, 2 MAPE, 3 RMSE

Following ARIMA, which constitutes the first step of the analysis, residual forecasting was performed using 3 different ANN models. In residual forecasting, basic indicators, delayed values of residuals as well as the models including both basic indicators and residuals, were used. These 3 models were also applied for the residuals using addition and multiplication functions, respectively. .

The ANN (Model 2) which was not built for residual forecasting, was used for forecasting the index closing values of BIST100. These operations were performed to compare ANN forecast results with those of ARIMA and the hybrid models. In the built ANN, closing values were the output values, whereas the basic indicators were used as input.

Following the completion of the models for BIST100 index forecasting and obtaining the results, hybridization of ARIMA-ANN forecasts was performed. As a result of hybridization, Zhang’s (2003) model for Model 3a-Model 3b, yielded worse results than those of the model built by Wang et al. (2013) at all performance criteria. Also for Model 4a-4b, Zhang’s model yielded worse results than those of Wang’s model, as shown in Table 2. Here, a noteworthy situation arose in variable selection, that is, the models which used basic parameters for residual forecast yielded better results than all other models.

In 6a and 6b models built for BIST100, forecasted residual values obtained from ARIMA were introduced to ANN as input values with the basic indicators, thereby performing a hybridization in compliance with that of Khashei & Bijari (2010). In this model for which Khashei and Bijari’s hybrid model was adopted, only the residuals added with ANN’s

multiplication function yielded better results than those of Zhang (2003) and Wang et al.'s (2013) hybrid models, ARIMA and Model 2 in which only basic indicators were used. In the case of the model in which the residual was calculated via addition, the model yielded better results than those of ARIMA; Model 2 which was built with basic indicators; and ARIMA forecast, Model 5a-5b and Model 4a ANN hybridization results. Among all basic and hybrid models built for BIST100 index forecast, the best results were obtained from Model 3b.

5. Conclusions and Recommendations

Consequently, in an attempt to compare the models, operations for both addition and multiplication functions were performed as a result of hybridization of BIST100 index forecasting, in which basic indicators were used, with ARIMA method. Regardless of which variables were used for estimating the residuals, hybrid models were found to yield better results as compared to single models (ARIMA and ANN). Variable selection once more proved to be effective in reducing the error. The selection of variables has a significant effect on reduction of the error and obtaining more consistent results from the model. Researchers working on modeling or model hybridization will obtain more descriptive results to the extent that they perform a thorough selection of variables.

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CHAPTER – XXVI

SOCIAL AND POLITICAL PROBLEMS IN *ONUNCU KÖY* AND *KURLAR SOFRASI* NOVELS

Ferhat ÇETİNKAYA *

INTRODUCTION

Studying literary works with the science of sociology makes a serious contribution to those works. According to Singer “seems to have been little sociological research on literature or novels before or after. With the exception of Griswold, who contributed to the *Desan* collection and who continues to write about the sociology of literature, few sociologists currently look to novels – at least, in a systematic way – for data on social practice or social change.” (Singer, 2011: 309). Needing sociology in novel studies and displaying different perspectives with new windows.

Teaching, training, consciousness raising public with concern, novel type which is in Turkish literature has made a quick entry in our literature through Westernization and has began to give its examples one by one. We saw that novel type that continues own development by adhering to pains and pleasure of term with the period of multiparty politics started to get to the main center. In a broad sense from the author's political views, If the the narrow sense created by distillation from its partisanship and its concerns depend on this such novels and we believe that authors of this novels discussed events with principle of impartiality would be incorrect. Because the party, if partisanship is a partialism, author tries to reveal its party's rightfulness through fiction to win readers round yourself. Thus, while the analysis of the political issues in a novel, although keep in mind the sociological structure of the period, also got to know the author's ideological thinking. This for a discourse analysis to us it is not always necessary. Because there are some novels that, we heard clearly the heartbeat of the author's mentality in the background of novel. From these novel *Onuncu Köy* and *Kurtlar Sofrası* are one of the such novel.

When we began to novel analysis, will show that author's view and the intention is obvious. Ismet Emre who pointed out the social "inequality" in the Turkish novel, this condition begins with the *Sergüzeşt* novel at us and It means that there is a factor which gets place in novel with *Kuyucaklı Yusuf* (Emre, 2010: 82). When multiparty era is reached we see how it feels itself thoroughly along with from the village to urban

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migration. Authors opened to new topics as a result of the expiration of the twenty-seven years of single-party era and have become unable to comment on many issues (Samsakçı, 2014: 275). Almost all of them also reflect a certain ideological perspective and sociological snapshots have submitted about political life as one of the common features of these novels of the period and concerns that are pushing the rest of the art (Emre, 2010: 88). We aim to uncover in our studies for for both work that how authors service sociological structure of the period from their ideological filter to readers.

SOCIAL AND POLITICAL PROBLEMS IN *ONUNCU KÖY* NOVEL

Fakir Baykurt finished the novel in 1959 and had sent it *Cumhuriyet* newspaper to be published in portions. The novel had been published in full in 1961. The work of art can be used as an expression of ideology (Potocco, 2009: 4). Fakir Baykurt as in many other his novels, also in this novel, villagers have fictionalised with the socialist point of view and he has criticized bureaucratic obstacles or persons to settle current views of mentality among the public. We can say that Baykurt who bring into being his novel with this concern, he put his ideology in front of art with the move away from reality. *Onuncu Köy* novel thematises the struggle of a teacher. The first place is Damalı village in work. In Damalı village we discover first power received from the government by Durana. Durana makes a series of injustices with this pover. The first reason is faced with the person Durana of the novel, it is the Durana's daughter Asiye. Durana who didn't want to send to school her, embroiders the teacher and trainer with excuses. The main other forces across the Durana are headman, guard and instructor. We heard the first whining from guard against power. In fact, these people complain that the government didn't help to themselves not enough. If the government gives authority to guards for intervene in education, guard will give punishment to them who didn't send their daughters to school and to provide management! Guard comes near the Durana and he make a request from Durana to send his daughter to school required by law. Durana firstly makes feel the power gained from government. Hence, on this issue Durana says that "Öğretmen karışmasın. Baş başa bağlı, baş da padişaha... Gider Yeşilova'daki, Burdur'daki 'baş'larına söylerim. Pınarı başından avlarım. Ay benimle olduktan sonra, yıldız kiminle olursa olsun! Partide Yonis Bey birinci adamım. Gezici Orhan Bey dersen, birinci adamım. Asiye'yi sildiririm" (s.8) and he determine the circle of his power.

In a discussion between the teacher and Duran, because of that teacher lay great stress on sending to school of Asiye, Durana emphasizes that staying connected to laws aren't required that much and and gives examples of laws relating to forest: "Yasaya kalsa, biz ormandan bir tek

dal kesmeyiz. Hükümet göz yumuyor. Yılda üç beş tanesini tutup mahkemeye veriyor. Tam ceza giyeceklerine yakın bir af çıkarıp, kurtarıyor!... Milleti kendine düşman etmekte fayda yoktur, Hocaa!” (p.19)

Durana is a clever man. He reviews law by itself when appropriate. Later Durana who is power of bogged down government in the village, passes against teacher by filling saddlebag with walnuts and cookies. Teacher underlines that it was a bribe and would not accept such a thing never. Bogged down Durana says that “Ben hükümete kızarım, hükümeteee!!! Ellerin köylerine akıllı uslu adamları gönderir, bizim köye delileri salar!” (s. 47). Teacher discusses education issues with villagers especially with village headman. While teacher stated that the problem of the education system, headman is afflicted on government side. Headman who complains from inculcation of government “Do not talk to the villagers”, and he implies that our villagers weren’t same with Europe's villagers and our villagers were asleep. However when we look at that period, we see that Democratic Party was very sensitive on the education, made a series of reform to improve education in the village and one of these reform is building school as remove the burden of of the villagers install on government (Özer, 2013: 285-290). Pasture gained unfairly upon entering villagers's agenda Durana goes crazy better than good and take action to deport the teacher from village. Teacher who touched Durana’ s interests, puts his head to complain to the government by means of his friends. Durana fills the saddlebags again and arrives the town, sir Yunus namely representative of government. Durana expresses that these things are solved with bribery and on the one hand while he pushes the teacher around with going over the power, on the other hand fights with the teacher with primitive ways. These one of these primitive ways is getting teacher beaten up. Teacher is beaten by Durana’s three man by ambushed one night. Headman complains the Durana to the gendarmerie and writes a petition but Durana feels comfortable. Because he understands these things: “Boşuna kâğıt dolduruyorsun aslanım! Ben bu işlerden anlarım! Sen Durana’yı çoban çoluk belleyip korkuturum sanma!” (p. 143). Then Durana explains to his family that how District President Yunus Bey could finish works with a telephone. Durana emphasizing that all of the institution's chief is at the disposal of Yunus Bey, complains because villager don’t listen him and vote for Yunus Bey’ party. He says now village would be different if the vote had been given Yunus Bey’s party: “Damalı köyü, benim sözümü tutup oyları Yonis Bey’e kakıverseydi, şimdiye şehir gibi köy olmuştu! Ellerin köyleri güzel sulara kavuştu. Camileri bakım gördü; Amerikan süttozu aldı. Oy başına beşer kalıp sabun aldı. Biz ağzımızı havaya açtık! Çatal boynuzlu Muhtar’ın sözüne bakarsak, daha kim bilir nelerden kalacağız?” (p. 148).

Author had criticized the government of term from over negative person Durana but Democratic Party which made serious strides in rural areas, its an important service is necessary to mention here. Besides of the serious services to rural areas, also had been provided private enterprise to farmers to increase agricultural production and as a result current amount is five thousand, this number of tractors has increased to forty-five thousand. While Turkey was wheat importers until 1950, It has become the fourth largest wheat exporter in the world in 1954 (Altaş, 2011: 77-80).

Teacher is in the face of suffered persecution and while wounds are more fresh, he explained his trouble first to the gendarmerie later to National Education, and then by coming into district governor's presence. On the one hand while teacher is seeking own right, on the other hand Durana tries to relegate him from village. Yunus Bey had made Durana Party Organisation President in the meantime. Author has tried to reveal a sharp critical approach that, how democracy became monopolized in rural areas by reflecting the Democratic Party over the negative characters.

Yonis bey dedi ki: 'Seni Parti Ocak Başkanı yaptım!' Ocak Başkanı ne demek? Bilumum Damalı'nın parti dalgasına ben bakacağım. Oy verme zamanı elim işleyecek.

Dedim: 'Okuma yazma bilmem Yunis Bey!'

Dedi: 'Ne lüzumu var? Bilmeye kalırsa ben de bilmem! Ama Ankara'yla konuşurum! Açarım tilafonu: Alo! Oğlum postane! Ankara'ya bağla! Alo Ankara! Alo Taki Bey! Sen misin? Burda bir yaramazlık yok.. Sağ ol Taki Bey...'

Also, measure of political power Yunus Bey and Durana is clear from the above paragraphs. Thus, we are witnessing that how government system was carried out on the basis party in rural area. At the same time Yunus Bey who is a merchant, implies that the trade went well. He had added cost of goods; is ignorant, a nouveau-riche individual. He establishes the domination on dissidents with power received from Ankara and reaches own goals in his own way. About the banishment of the teacher in the telephone conversation took place between the Yunus Bey Orhan Bey, it is clear that what kind of primitiveness he is harassed and what kind of injustices he is banished. Yunus bey also gives the necessary directives corporal after giving necessary directives Orhan Bey and as a result, a "banished" decision is issued for teacher because of that he unregulated Damalı village. Teacher who learned the banished decision from Mr. Orhan, in the face of so that application he is as in unperturbed, at the same time he is confused. Teacher gets angry because Mr. Orhan said him "keep a foot in both camps "Hocam, bize genelge üstüne genelge yolluyorsunuz: Dağdaki çoban, köydeki Kezban okuyacak!... Yoksa bunları bizim

başımızı köylüyle belaya sokmak için mi yapıyorsunuz?” p. 184). Mr. Orhan explains that they're story and he has no concern with the reality of Turkey. Even he refers educating the shepherds in the mountains is objectionable. We see clearly theoretical-practical conflict between rural and central of Turkey from teacher and Mr. Orhan's dialogue. At this point, while author making criticism Yunus, representative of the position of the government and institution and its superiors, At the same time we see power that Ankara's stance on education. This attitude has a positive attitude but we see that representatives of the rural sector system didn't apply this issue in practice. This means that the application and law of the ruling party were in place at this point but representatives of the rural about education can turn negative this affirmation. However, if we expect this part, Ankara also is indirectly criticized in many parts of work. The novel is a critique of the period from start to finish. District governorship is last government door teacher went about the unfair assignment. Governor defends that Mr. Yunus involved in event of teacher, is right and says that “Demokratik yaşayışta partiler önemli rol oynar! Sizin olaya Yunus Bey karışmışsa, karışması kanunsuz değildir.” Prosecutor sweeps the investigation under the mat by the decision not to prosecute about Durana. Teacher never can not accept banishment unquestioned, without an investigation about the event

Although a written document said that we are pleased our teacher, is presented by instructor in village, headmen and village committee. He pours out prosecutor his troubles: “Kaymakam, Milli Eğitim Memuru, Parti Başkanı, hepsi beni bıraktı. Güçlüklerin ortasında yapayalnız kaldım. Kimse üstüme kanat germiyor. Kimse kuvvet vermiyor. Üstelik yasa güvencelerinden yoksun bırakılıyorum. Oyuncak gibi, oradan alınıp oraya atılıyorum. Şimdi o köye benden sonra gidecek arkadaş ne yapacak? Yani gideceğim köyde ben ne yapacağım? Yüzlerce, binlerce köyde, yüzlerce, binlerce arkadaşımız değersiz birer piyon gibi harcanırsa, memleket ne yapacak.” Fakir Baykurt itself is a teacher, has criticized Democratic Party' attitude on teachers by highlighting a social problem of term after abstracted from individual precision at this point. Teacher who meets with blacksmith Veli master, don't go Alibey village in where he deported unfairly. Instead of, he chooses to be a blacksmith in Ortaköy. Teacher tries to lighten and awaken villagers also here and he selects a partner for itself. As in the Damalı village here also detects some injustice done to peasants and starts to lighten them. Gentlemen sitting in the city, took the villagers' land from villagers fraudulently, by dipping debt them in Ortaköy, on time. Villagers who are actual owner of land, no longer started to work for gentlemen provision of rent. Here blacksmith teacher again suffered oppression from Mr. Yunus and the exploitation team so, he fled the village with his wife. Villager Mehmet irritates teacher by saying “Tavşan gibi kaçyorsun Yonis Bey'in önünden!”. “Kaçmıyorum, aklımın

dediğini yapıyorum! Karşımdakiler edepsiz adamlar. Gelecek belayı önlemek istiyorum... Giriştiğim her kavgada yenilmek, her kavgada alta düşmek istemiyorum. Bir kez de yendiğimi, huncımı ala ala yendiğimi göreyim; eşim dostum uyansın, hep birlikte savaşalım... bunu istiyorum! Bunun için gidiyorum!” (p. 287-289). Teacher is a Prometheus stealing the light from God offers humanity. He tells that story to villagers in every village where he went. Teacher wants to clarify villagers to awaken the villagers, bring them light, eloin from religious and layout numbing their brains. For this, he stipulates that villager will say enough is enough and says his wife Gülşen

“Düşün ki okumamışlar; düşün ki uyanmamışlar. Haksızlığa karşı durmayı bilmiyorlar. Hep karanlıkta yaşamışlar. Aydınlık diye bir şeylerden haberleri yok. Gözleri var ama, gözün ardında, görmelerini sağlayacak ışıkları yok. Kulakları var ama, duyduklarını seçecek bilgileri yok. Okumuşun okumamışa, görenin görmeyene, duyanın duymayana borcu var diyorum sana” (p. 309).

The teacher expects that villager would struggle and fight to get out of this layout as one way. Our socialist-minded author suggests a collective operation to villagers. We meet the third village and tenth village where teacher went is Yaşarköy in work. Teachers who came to Yaşarköy with his wife, It meets a religious superstition in the strict sense of the word: Every year a group of birds came to village, is believed that birds are sent by God to punish the villagers. The villagers gathered in the square, because they believe they came from the God of birds, they let the birds come and riddled their faces. The teacher is amazed by such a superstition and emits his light without wasting time here. Teachers are hopeful about the future because he found a way around this problem also here: “Gönüllerimizin pasını silmek için şenlikler... Güzel evler kuracağız, apaydınlık, gepgeniş! Akmayan damlar, kokmayan sokaklar yapacağız. Bolluğu da kuraklığı gibi bizim olan tarlalarımızda terleye terleye çalıştıktan sonra, yeşil yapraklı ağaçlarımızın gölgesine uzanıp dinleneceğiz” (p. 334).

Protagonist making criticism this strange situation of the villagers, there is a criticism about that misapplication of religion. Instead of realistic solutions he imagines the coming good days. Also for government a complaint is come from instructor of Damalı village. Because of the think that the his contribution of education is at least until the teacher so he asks right from Ankara. Instructor who wants to write a letter to Ankara through teacher, is disappointed of teacher on to say “bir sonuç alamazsın, Ankara'nın eğitimci diye bir hoca grubunun varlığından belki de haberi yoktur”. Teacher advice to send a newspaper instead of sending Ankara (p. 67-68). On the other hand, tradesman in the city also complained about the black market. Have criticized that District Chairman Yunus Bey has more

than enough things that people need (p. 191). Besides, we also have seen that rise for alcohol continuously (p. 181). Criticism of the development of the country and the rising are made by master blacksmith Veli: “Yükselmiş! Bir yorgan iğnesini yabandan alıyorsun; ne haber! Yükselmiş! Bir karın ağrısının hapını yapamıyorsun! Yarı yanın ağanın kumandasında. Okullarında Amerika’nın süttozu. Kızları okula yazan öğretmenlerin başını yarıyorsun. Böyle mi yükseldin?” (p. 192). In particular, emphasis is made that he Minister of Education considers wrong: “Elementary Education declines with giant steps.” Also making religion an instrument on this issue is seen between the lines. Teachers have complained about the current system and describes the his feelings and views by saying “Türkçe okunmaktayken, Arapça’ya döndürülen ezanın demokrasiyle ilgisini buluyoruz... Kuran yeni harflerle yazılsa olur mu, olmaz mı?... Yaptığımız dört adımlık ilerlemeyi, dört misli geri almakta üstümüze yok... Uyku... eskiden: ‘Bahar gelmeyecek mi, bahar gelmeyecek mi?...’ Ağrı’nın başındaki horozu bekliyoruz. Ya devrim? Devrim ne zaman ülkemizde, dünyamızda...” (p. 104).

The Republic of Turkey in 1932, has become the only country where call to prayer is not according to the original with calling to prayer in Turkish and Adnan Menderes has put an end to this practice when it is more 15-days government with that expression “the heavy demand upon request from the public”. Among the people that was met with appreciation and we see that effect in the next elections. In addition, the majority of CHP gave support to proposal made to be returned call to prayer to the original (Şeyhanlioğlu, 2011: 198-199).

Protagonist also complains about intellectuals in a meeting with the town's doctor. He criticizes silent of intellectuals, while villagers such asleep, country is in such degeneracy. Yes, intellectuals play an important role at Democratic Party's establishment and coming to power but then a portion of them began to dissent seriously after 1955 (Kaçmazoğlu, 2012: 141-148). The doctor is in the hope that these dark days will pass. According to doctor disruption of democracy bases upon Yunus Bey and “Arabic schools”. In addition, he makes references to staffing with an example for example a chamber which would be taken from the Health Center, need to pass his permit (p. 254).

Teacher who is banished from village to village. In every village where villagers are mistreated by certain forces, generally this forces are people closed to the government. Teacher who is the main characters of the work, aspired to wake the villagers who gradually degenerating in the present scheme and becoming numb. Teacher circulating in from village to village, have reached their goals by working in this manner. At the end of this work, it is in the hopes that villagers enlightenment gradually will expand.

SOCIAL and POLITICAL PROBLEMS in *KURLAR SOFRASI* NOVEL

Attila İlhan adds the socialist vision beside nationalist aspect results of affecting from Marx with Kurtlar Sofrası novel. The result of this affecting. It has impacted the transferring history of events in keeping with a economic conditions for novel fiction (Özher, 2009: 117). Attila İlhan in this work had revealed the panorama of public and city life in period of the Democratic Party brought serious criticism government of term. Author who captures sharp observation of economic and cultural changes in Turkish society, had contacted many issues in his work. This work also is a criticism power of period as in *Onuncu Köy* novel. Turkey opened doors to out with Democratic Party and It is experiencing a serious degeneracy problem so country is at a loose end. Attila İlhan who contacts especially this subject, offers solutions through this work. Author his ideas in work transmits to the reader by *Birlik* newspaper and its authors. *Birlik* newspaper which continues press life on the path that Mustafa Kemal Atatürk drew. It draws attention to corruption with the mounting industry and the retrogressive cultural exchange in the period of Democratic Party. *Birlik* newspaper has continued broadcast life since the National forces, is on the side of revolution and It is a republican newspaper. Mahmud Ersoy who is one of author of the newspaper and one of an important character of novel and he was killed while he is close to expose a construction corruption so we saw with the his death that how society corrupted, how government-backed people do corruption, under a religious guise how to currency smuggling. Authors of newspaper which goes onto the corruption, live in fear of being arrested but they say that they never give up boldly examine events, write corrects not to betray bread. The authors of *Birlik* newspaper especially Mahmud Ersoy interpret between 1938 and 1946 as essay of fascism and they mentioned that they had half of Mustafa Kemal Atatürk's revolution. Stated that the Democratic Party also wasn't remedy for this: "Sen bir iki seçimle her şeyin küt diye yoluna gireceğini mi sanıyordun? Yok be Ragıp! Asıl çekişme, bundan sonra başlayacak. Bu gelenler, gidenlerden farklı olmadıkları, hatta belki daha kötü oldukları için, bütün ettikleri vaatlerin altında kaymak isteyeceklerdir. Bak göreceksin, nasıl bütün kuvveti, avuçlarına almaya uğraşacaklar! Sen, ben, karşılırlarına dikilmezsek, bunca gayreti, bunca bir iyimserliğe harcamış olmaz mıyız?" (p. 30).

Mahmud Ersoy invites his friends to not give up and struggle. Despite the warning of Hüsnü Faik, he presses the issue any corruption related to construction of migrant homes and implies that the public is deceived, by highlighting the defrauded the treasury and the Democratic Party that was behind of this. He must go to İzmir to clarify all issues. He

has an intellectual responsibility. Therefore he affords even death because Mustafa Kemal Atatürk lives in brain and heart of Mahmud Ersoy. So while Attila İlhan draws Mahmud Ersoy and Hüsni Faik out about the country's affairs, at time he also draws Mustafa Kemal Atatürk out about this issue. His words are compass of *Birlik* journalists. On the other hand, characters who are close to the Democratic Party or pious, some of them are in deep water with second marriage, their mistress, their weight. These characters are nearly a vivid example of corruption in the changing face of society. One of these example is father of Mahmud Ersoy' lover, Zihni Keleşoğlu.

Keleşoğlu had never deal with politic but his work has been conducted continuously in politics and he is a pious character. His family, especially his father had been in opposition to Mustafa Kemal Atatürk in truce years and he had defended the caliphate. In addition, there is a man in conflict with the idea and chanting. Outside seeing what he disgusts. There are at his wife and daughter: Gambling, flirt, drink, beach (p. 143). It appears as a reputable businessman, apparently very honest person but admitted every way to save the company and someone who has walked in the water under the straw. He is responsible for killing the Mahmud Ersoy. When Mahmud's lover Ümid learned that Mahmud's murderer was her father, she was horrified and disclose his father without delay. Ümid gone to Hüsni Faik pour out the whole story with a noble behavior and disappointed his father. While author processes this part, we can not see sensuality between father and daughter, positive relationship, in short interaction should exist between father and daughter. Attila İlhan on this issue creates a character which flexible, variable and has no positive aspects by pouring a negative mold power-assisted father and others.

Mahmud Ersoy was an intellectual journalist, he never afraids to walk the way he believes but he was killed by Keleşoğlu who made corruption. When his death came up, it was reflected in the newspapers. Some newspapers touted him as a journalist who slanders running selfless companies and banks under the Kemalism mask to ensure our economic development.

If Hüsni Faik says in his article that “Mahmud Ersoy bir inkılâp çocuğuydu, bir inkılâp şehidi oldu. Mahmud Ersoy'un öteki ismi Mustafa Kemal'di. Kuva-yı Milliye'nin bütün hedefleri, Mustafa Kemal'in bütün hedefleri, onun da hedefleri idi. O, Milli Kurtuluş hareketini, aynı hızla ve tarihi ve içtimai mecrası içinde, son neticelerine kadar götürmek çarelerini arayan, şuurlu ve aydınlık münevverlerimizden birisiydi... Resmi makamların, bu karanlık cinayeti örten esrarı dağıtacağına, kafalarda beliren istifhamları teker teker sileceğine inanmak isteriz” (p. 235).

Differences of an overview between newspapers is clearly evident and in addition, this difference is determined by fairly deep lines. A few days later, no newspapers anymore can make news about Mahmud Ersoy' death due to "publication ban" by the prosecution. Even police is warned which investigating the murder of Mahmud Ersoy. After a series of police investigations, police saw that Mahmud Ersoy was right and then it is forced to slow down the investigation because the end of the business is based on a party. Whereas, *Birlik* newspaper had won many arduous struggle and he stood pat on own right way. Namely, Adnan Menderes had proposed to Hüsni Faik to be beside himself of *Birlik* but what is the right way Hüsni Faik said that he would act accordingly. Also Fuad Köprülü insists on him to stand in the Democratic Party and said Hüsni Faik "Eşeklik etme Hüsni. Başına dert edersin!" (p.608). From this it is understood that if Hüsni Faik doesn't take side with the Democratic Party, he will get into trouble but Hüsni Faik is an indomitable warrior who follows the footsteps of Mustafa Kemal Atatürk.

Hüsni Faik says that "Yıldırımadılar! Ne daha öncekiler yıldırabildi ne daha sonrakiler. Bunlar da yıldırılmazlar" (p. 608). Here the author's intent from previous is the last representative of the single-party era Ismet İnönü. Indicates that the legitimacy of military intervention with an emphasis Democratic Party dictatorship on the hometown of Hüsni Faik: "Bu memlekette meşrutiyeti de, cumhuriyeti de tahakkuk ettiren askerlerdir. Bu adamlar diktatörlük temayüllerini millete cebren kabul ettirmekte ısrar ederlerse, hiç şüphesiz demokrasiyi de askerler tahakkuk ettirecektir. Çünkü askerler zadeân sınıfından seçilmemiştir bizde, halk çocuklarıdır, Ordu'muz bir halk ordusudur, Mustafa Kemal bir gümrük memurunun oğluydu" (p. 614).

Hüsni Faik emphasizes that the way to awaken public is task of the newspaper and he adds to his words that obligation to to perform this although it is difficult. The author has provided a serious and dangerous solution in here. Attila İlhan invites military called as children of public to confiscate governance. Editorial writer *Birlik* newspaper Hüsni Faik he is a man who is outspoken and loves his country and liberty republican. Hüsni Faik had revolted against dictator progress in 1945 so Lawyer Sadık wants that his insubordination now also and he comments this case as "taming of the opposition". While lawyer Sadık gives an advice to Mahmud Ersoy, we have seen how well author will fight against the attitude of the Democratic Party.

"Söylediklerinde yüzde yüz haklı bir muharriri, göz göre göre tevkif ediyorlar, kimse tınmıyor. Bu çıkmazdan kurtulmak için, acaba ne yapmalı? Kuva-yı Milliye devrimciliğiyle demokrat sosyalizmi bağlayabilirsek, mümkündür ki..." (p. 49).

Birlik newspaper is diffuser this view and believes that he will achieve it. Because *Birlik* newspaper had come out from depressed days of Liberation struggle and the democracy movement. For this purpose of the newspaper is to refer people to the right path by the explanation of movement Mustafa Kemal Atatürk's independence which was started by him. At this point, the task will install the Halk Party: "Halk Partisi'nin yapacağı iki şey vardır: Kısa zamanda cumhuriyete aleyhtar kuvvetleri ifna edip rejimi demokrasiye götürmek, birincisi! Devletçilik prensibini, içtimai adalet ve demokrasiyi, topyekûn gerçekleştirebilecek sosyalist bir metot olarak ortaya atmak, ikincisi!" (p. 162). What alternative solutions to the Democratic Party that we are to understand these words. We saw a similar solution before in *Onuncu Köy* novel. However, more descriptive solutions in here we must say that it has also a pragmatic direction, If we ignore the "to reveal" word! Attila İlhan' loyalty to Republic and Mustafa Kemal Atatürk and we learn from the aforementioned words that loyalty was peak. In fact, İsmet İnönü made the most beautiful summary of a similar judgment of the left wing.

İsmet İnönü gave a harsh response in the form of "Diktatörlüğe gidiyorlar, ölünceye kadar çarpışacağım, aydın gençliği bu olayı kınamaya çağırıyorum" against a day government yet (Şeyhanlıoğlu, 2011: 197). There is also the same case in the media. As soon as The Democratic Party come to power, it had enacted a series of laws relating to freedom of the press and its functioning. Some rights are given them such as trade union rights for journalists, benefit from social security, taking the severance pay. Despite this opposition media has been in criticizing harshly since the first day the Democratic Party came to power and Democratic Party has been likened to the Nazis (Şeyhanlıoğlu, 2011: 213-215). The Democratic Party was out of patience in subsequent years and it has made the necessary operations about dissidents journalists. Hüseyin Cahit Yalçın, one of the dissident journalists is editor of *Ulus* newspaper (Şeyhanlıoğlu, 2011: 284-285). Hüseyin Cahit Yalçın was imprisoned 79 years old for a short time due to newspaper articles. In addition, *Ulus* newspaper was closed twice one by month at different times (Uslubaş, 2013: 138-147). We should be noted that based on the tradition keeping well with press of libertarian excretions and government parties in the first period of Democratic Party, about the media laws. The above-quoted part of the novel that interests us Attila İlhan's attitude and his proposed solutions. The author gives us an example of intolerance, believes in the necessity of destruction of dissident element to Republican by the Halk Party. The overthrow of an elected party had come to power in democracies, again with the selection, that would be at the discretion of the public. But the author, as a solution for such a delicate matter of state instead of improving populist, democratic and an objective approach, he had sacrificed matters of state for own ideology and ambition. One the most corrupt hero of work is Asım Tağa. Asım Tağa is

a man who tried to deal with foreign companies, they will establish mounting industry in our country. Asım Taha who even ignores the his honor in this cause, condones to his daughter for amusing oneself with a foreign company businessmen. Asım Taha has the feeling that have to deal with foreign companies with own. He tries all ways to do this. He also gave back to the party, he has a full of confidence. Because he is one of the people who signed the first Democratic Party and at head the list of figures in supporting the party financially. Therefore, he believes in the necessity to pass up himself, primarily Democratic Party paved the way for assembly industry and ensured that entering foreign capital to the assembly industry in our country through Democratic Party. He is strict and primitive person. He hates leftists. He says that Adnan Menderes is tolerant for leftists. He can not digest breathing of leftists.

Asım Taha who is concrete evidence of degeneration of society, is one of the opportunistic type at this point. While author seeks a remedy for society's liberation, he brings also criticism at point of the Democratic Party corruption. He transfers that Republic is an action, this action was disproved between town partizanship and policy partizanship. He emphasizes that government was power of the landlords and bureaucrats and using the police they able to protect themselves. He gives attention that the Revolution was frozen and it did not pass movement. Mahmud cry on his lover Ümid's shoulder about this issue, the author said that how society move away from reform circle of Mustafa Kemal Atatürk. "İnkılâbın donması, hareketi yürüten kadroların, halk yığınlarından kopmasıyla başlıyor. Müdafaa-i Hukuk Cemiyeti, Millî Mücadele'de; Halk Fırkası ise, medeni devrimlerin gerçekleştirilmesi sırasında, devamlı olarak milletin çoğunluğunu temsil ediyor ve militan kadrolar bozuluyorlar. Teşkilat bürokratların, daha da kötüsü, bir önceki rejimlerden artakalan toprak beylerinin eline geçiyor. Ondan sonra ne hareket ne hız!.. Önce Kuva-yı Milliye ve Cumhuriyet hareketinin ana esasları fikir olarak işlenmeli. Hemen arkasından da bu fikirlerle millet arasındaki bağ tekrar kurulmalı" (p.307).

Mahmud is not satisfied with the Democratic Party. He sees this government as dictator power. He has an opinion that how if İsmet İnönü experienced a fascist revolution for country society, the same is applied to the Democratic Party now also. Because according to Mahmud, Democratic Party had come to power with liberality discourse, actually looks for unconscionable profits opportunities and It is made up from traders and industrialists environment and landlords. Therefore, they degenerate revolution in the eyes of Mahmud. Then revolutionary organization completely is breaking up from nation. Workers is that there is no such thing as social class. The villagers are dispersed and ignorant. When the poor inhabitants of the city become weak, of course it will yield

such a result (p.310). But Mahmud immediately wants action, take action immediately. He can not see energy in groups that will create this action. Mahmud says that “Devrimci kadrolar hızını kaybetmiş; hele aydınlar, öğrenciler ve işçiler gibi, soydan devrimci olması gereken topluluklar, henüz uyanmamışsa?”(p.456). Mahmud believes necessity destruction of Democratic Party which went to the second one-party dictatorship. Because otherwise this country would not escape from people smuggling currency, ministers who made secret treaties In order to ensure their international rent, people who use all countries for own interests and the pressure to media. Mahmud also sees Opposition is insufficient and says for it that “siyasi esnekliği ve mücadele metotları yok. Nereye gittiğimizi ya anlamıyorlar, ya anlamazlıktan geliyorlar” (p. 458). Mahmud believes that intellectuals should take responsibility. He follows in the footsteps of the intellectual journalist Mustafa Kemal Atatürk, he wanted to start a movement just like him he wanted to complete his reforms. He was looking for a way out: “Bu böyle yürümez, Ümid! dedi. Bir şeyler yapmayı düşünmek yeter, artık bir şeyler yapmak lazım. Gerekirse tehlikeli, hatta ümitsiz, fakat sonrakilere örneklik edebilecek, elle tutulur, gözle görülür hareketler! Onlar duruyorlar mı, baksana! Çatal dişleri, çamurlu burunlarıyla, kurtlar gibi her şeyi göze alarak, saldırıyorlar. Ete, ekmeğe ve suya. Her şey onların pençeleri arasında kalıyor ve kirleniyor. Memleket, bir kurtlar sofrasına döndü. Bu vaziyet karşısında, senin, benim, yapabileceğimiz... Memleket kurtlar sofrasına döndü mü, isyan haktr” p. 679-680.

The words of Mahmud Ersoy, Legitimizing rebellion against such a government order, is repeated in the last page of the book in two places. The above author called on the military to duty, here legitimizes the insurgency. It means that there are two ways to get rid of the people from power: The military's takeover of government and the rebellion of the people. The author explains the way to go after the Democratic Party above, wider and logical explanation to the reader transmits through Hüsni Faik. “Bir yandan milli geliri artıracak, planlı bir iktisadi inkişaf programı tanzim edip, tatbikatına geçerken; öbür taraftan bu gelirin, içtimai adalet prensiplerine uygun olarak, dağılmasını temin etmek; hem de hâlâ daha büyük ekseriyeti okuma yazma bilmeyen, geniş işçi ve köylü muhitlerinin aydınlatılmasına gaye edinmiş, esaslı bir eğitim faaliyetini teşkilatlandırıp, tahakkukuna imkân hazırlamak. Bu da bizi dışta barışçı fakat irtica ve istibdata karşı, köylüsünü kentlisini okutmuş, toprak reformunu ve endüstri inkılâbını başarmış bir Türkiye’ye götürecektir” (p.616). We understand from Hüsni Faik that The Democratic Party was making a fair distribution of national income, the economic program was disabled, education didn't reach the desired results in rural areas.

RESULT

Fakir Baykurt who tells the struggle of a teacher in *Onuncu Köy* novel, has drawn attention to many issues such mainly including education problems in rural areas, appointee of teachers unduly, the violation of forest laws by the village's powers, representatives of institutions in the town exploitation the ruling party. Reason of them first was “numb” villagers but he also complains from the intellectuals at the same time. The author has idealized socialist ideas by creating a noble and flawless protagonist and has seen the salvation of socialism of Turkish villagers. He had been moved away from art and realism by criticizing barriers to this idea at an ideological glance. We do not see never religious affirmation, at first the criticism of religion over religious superstitions. Again, there is a similar polarization between the individuals. While there are no positive features of Representatives and supporters of the Democratic Party, in the their opposite there are pure and clean individuals. We see in almost every part of the work, author’s criticism of the ruling party of period indirectly. Attila İlhan also had entered the world of literature with the novelist identity besides a poet identity during the Democratic Party and he has edited degenerating direction of social life in the city with a detailed way. Turkey’s condition is seen in detail in the *Kurtlar Sofrası* novel and it opened the door out with the Democratic Party era. By the opening the door outward foreign types also begins to enter the novel. In particular, foreign adoration, among the negative types is given together with the corrupt. So that even heroes’ love of work arises from foreign admiration. Foreign individuals entered into every frame of our lives, have become almost one of us. While the admiration for Western men draw the attention at girls, there are aged women at males. But Turkish man opened the hearts to foreigner, is unhappy. On the other hand, while there is a problem of nationalization from the economic aspect, currency smuggling, corruption and economic instability in the novel was used as a material in abundance. He looks for liberation from hazy days in journalists while author keeps the phenomenon of media in the forefront at experienced injustice. Because the newspaper is the best tool to switch to public connection. While public began to “rebellion” through the newspaper, the military will confiscate the administration. Thus, reforms that was begun by Mustafa Kemal Atatürk will continue with Turkish revolutionaries revolutionary and democratic socialism theory, then we have directed national resources and our national capital. This solution suggestions fictionalized by Attila İlhan, no doubt his had come to the body in his ideology light.

The common points are available criticized term in both works. First of these is the ignorant villagers, others are to be scattered and lethargic and loss of Turkish intellectuals action. While in-depth processing of this issue by Baykurt in the rural space; İlhan indicates only

that villagers are “ignorant” movement and chaos in the city. In both novels institutions are corrupt and processed in the monopoly of certain individuals. This individuals have supported by the Democratic Party. They have no depth and they are ignorant, uncouth, unhappy, they hold the individual interests very top of country interests in both works. In contrast, dissident individuals are honorable, honest, hopeful, with social awareness and interest in the country are holding on personalities of their own interests. The good side of the ruling party does not appear. We tried to identify how this works is infected with the novel’s politics and how it is constructed and we saw that the political how events and developments in country reflected to novel in that period through analysis and also by taking advantage of the reality of period in addition we saw that the novel could be further from the novel and the how worldview of the author could be fictionalized.

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CHAPTER – XXVII

HALAL TOURISM AND HALAL CONCEPT HOTELS*

Muhammet Emin SOYDAŞ**

INTRODUCTION

The tourism and travel industry continues to grow rapidly in connection with meeting the needs and expectations of people. According to the 2018 report of the World Travel and Tourism Organization (WTTC, 2019), the tourism and travel industry provided employment for 319 million people in 2018, while meeting 10.4% of the World GDP. In other words, tourism and travel sector provided 10% of total employment. The tourism sector has become an indispensable sector with the fact that it provides employment opportunities with less investment compared to other sectors of the industry and provides foreign currency input to the national economies.

The number of people participating in the world tourism movements increases every year and the expectations of the tourists change. The number of tourists participating in international tourism movements grew by 4% in 2019 compared to the previous year and reached 1,500 billion (UNWTO, 2020). In line with the expectations of the tourists, there are also variations in touristic goods and services. Today, many developed and developing countries are in an effort to get more shares from the market and thus to earn more income by diversifying their tourism goods and services due to the economic contributions of tourism and travel. Mutual search and efforts cause diversification of tourism and the emergence of new types of tourism.

Studies show that religious life is effective on consumer behaviour (Bailey & Sood, 1993; Fam, Waller & Erdoğan, 2004; Sandıkcı & Ger, 2007; Kamaruddin, 2007; Mokhlis, 2009; Mokhlis, 2010; Suki, Salleh and Suki, 2014). As a result of the expectations and searches of tourists traveling with Islamic motivations in line with their religious lives, touristic products have started to take shape in this direction. Halal tourism,

*This study was produced from the author's "A Research Of Search Critique Model For Internet Marketing Of Halal Concept Hotels Related To Consumers' Expectations" titled doctoral thesis, accepted at Balıkesir University Institute of Social Sciences in April 2017.

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shaped within the framework of Islamic rules, faces an increasing interest in this area (Henderson, 2010; Stephenson, 2014). In this respect, it would not be wrong to say that halal tourism has become widespread worldwide. According to the Global Islamic Travel Market 2019 report (Global Muslim Travel 2019) prepared in cooperation with Mastercard-Crescentrating, while 121 million Muslim tourists were in the tourist travel market in 2016, this number reached 140 million in 2019. According to the same report, this figure is expected to reach 230 million in 2026. In the international market, muslim or non-muslim countries have started developing practices for halal tourism.

The number of countries trying to attract tourists traveling with Islamic motivations is also growing rapidly. For example, Shan (2014) stated that the number of accommodation establishments offering halal food to tourists who prefer halal hotels in Taiwan increases day by day. Divecha (2015) states that arrangements have been made for worship and halal food needs in various destinations in line with the needs of Muslims in Thailand. Malaysia is the country most visited by tourists who make arrangements for halal tourism and travel with Islamic motivations. According to the Crescentrating-Mastercard Muslim Travel and Shopping index 2015 report, Dubai is one of the top places where tourists traveling with Islamic motivations visit for shopping purposes. Nagu (2015) states that seeing potential in halal tourism, Japan carries out studies on tourists traveling with Islamic motivations. Many shopping malls in Japan added a masjid to the shopping centres in line with the demands of the customers. The Japanese Tourism Bureau has prepared a web page and published a halal tourism guide to help tourists traveling with Islamic motivations (Yee, 2015). As can be understood from the examples given, due to the increasing interest in halal tourism, the countries are in various pursuits and studies to get more shares from the market. Global Islamic Travel Market reports, prepared in cooperation with Mastercard-Crescentrating, provide important information about the state of the market. The association referred to in 2015, 2017 and 2019 reports (Global Muslim Travel in 2015-2017 and 2019) Turkey's place in the market appears to be flexible. According to a report in 2015, Turkey was the second country most visited by tourists travelling with Islamic motivations; it takes third place according to 2017 report. According to the report in 2019, it fell to the fourth place in 2017, but again to the third place in 2018 again.

1. RELIGION FACTOR and ITS EFFECT on CONSUMER BEHAVIOUR

One of the factors that lead people to travel is religion. Religion has influenced travels throughout human history. By the orders or effects of religions, while believers travel for religious purposes, the purpose is mostly to visit sacred places and there may be other options. Tourism

action has been influenced by many religions such as Islam, Christianity, Judaism, Buddhism and Hinduism from past to present. Religious beliefs have always existed as a different motivation tool for individuals to travel throughout human history.

The religion factor is one of the most important components of culture, which is one of the factors affecting human needs. It can be said that the impact of religious values on consumer behaviour said to be absolute. Religion is one of the factors that regulate human life.

Religious traditions and institutions affect the rules of trade. It prohibits and restricts the trade of certain products and has an impact on the market place and time. Religious practices and beliefs cause certain products and services to be demanded and thus the market develops in order to meet the demand (Sandıkcı & Ger, 2007: 191). In other words, when the religious lifestyle affects the use or non-use of some products, marketing science must meet these needs.

Bailey and Sood (1993) investigated the effect of religious trends on consumer behaviour. They did this work on groups belonging to Muslim, Buddhist, Hindu, Jewish, Catholic and Protestant religion in Washington. They revealed that Muslim consumers are relatively hastier despite being less informed in the purchasing process. While Hindus are rational customers, Catholics were introduced as less conscious consumers. They stated that Buddhists display behaviours similar to social norms in terms of consumer behaviour. Bailey and Sood (1993) found that religiosity was effective in the decision-making process of buying durable goods. While the husband is influential in the decision to purchase in the Catholic family, the decision is made jointly in Jewish families.

Kamaruddin (2007) conducted research on Muslim and Buddhist consumers in his study of "religiousness and shopping tendency". As a result of the research, it has been revealed that the tendency to shop changes according to religious influences. He determined that Muslims are more quality oriented, perfectionist and brand loyal consumers. It revealed that Buddhist consumers were more hedonistic, thoughtless and undecided in the buying process.

Sandıkcı and Ger (2007), mentioned about veiling fashion in Turkey and rapid development of veiling concept and formation of its economy. They also stated that this situation developed as a result of religious belief and life and parallel to the country's political management approach.

The results of the study to determine the relationship between piety and consumer behaviour are as follows (Mokhlis, 2009):

- Jewish brand and store loyalty is lower than other religious members, but innovative (Hirschman, 1981)
- Catholic consumers are more affected by issues such as price and location than Protestants (Hirschman, 1982).
- Catholic, Protestant and Jewish consumers use different evaluation criteria in the entertainment, transportation and pet selection process (Hirschman, 1983).

Mokhlis (2010) has worked with the Muslim, Hindu and Buddhist consumer groups regarding consumer shopping styles. In this study, he compared the shopping styles of people belonging to Muslim, Hindu and Buddhist religion. According to the results of this study, it revealed interesting differences and similarities between religions. It has been found that religious trends affect consumer behaviour and thus shopping styles.

Çubukçuoğlu and Haşiloğlu (2012) examined the relationship between the frequency of consumers' perception of religiosity and worship and the factors affecting purchasing in a study with Muslim consumers. According to the results of the study, the majority of the participants define themselves as religious and it is revealed that there is a relationship between brand preference and religiousness in the purchasing process.

Suki et al. (2014) stated in their research on Muslim consumers in Malaysia that the prevalence of halal products in markets is the factor in choosing the same market and in shopping again. In the same study, they stated that Muslim consumer behaviours were shaped based on the Quran and hadith.

Delener (1990) investigated the effect of religion on perceived risk in purchasing durable goods. According to this study, the purchase of durable consumer goods differs according to the level of religiosity. In other words, religiosity is effective in the purchase of durable goods. While the decision to purchase in Jewish families was given by the husband and wife, he stated that in Catholic families, the carving was the husband. Another conclusion regarding religiosity is that consumers with low levels of religiousness do more research in the shopping process than consumers with high levels of religiousness.

Fam et al. (2004) applied a questionnaire to Muslims, Christians, Buddhists and atheists in their work titled "The effect of religion on attitudes against the advertisement of controversial products". In their study, they stated that individuals with low levels of religiousness are more innovative than those with high levels of religiousness, and they showed that they follow the fashion closely. According to the same study, it was revealed that controversial products were advertised as disturbing and

unpleasant among the participants of four different religions that were advertised with high religiousness.

A study showing the effect of religious beliefs on Muslim purchasing decisions was carried out by the Pew research institution in 2012. According to this study, religious beliefs increasingly affect the buying behaviour of Muslims. Pew research report (Table 1) revealed the commitment to five pillars of Islam, according to a study conducted in 39 countries:

Table 1. Commitment to the Five Pillars of Islam

	39 countries average (%)
Profession of faith, or shahadah	97
Fasting during the holy month of Ramadan,	93
Giving of alms, or zakat	77
Praying, or salat	63
Pilgrimage to Mecca	9

Reference: Pew Research Centre. (2012). “The Worlds’ Muslims: Unity and Diversity” report, August, 2012, 38-56

When this chart is evaluated in general, it is seen that the commitment to the first four of the pillars of Islam is high and the rate of going to pilgrimage is low. It can be said that the reason for this is low due to the fact that it is related to sufficient financial power, especially health.

The chart showing the increasing commitment to the five pillars of Islam actually reveals the necessity of Halal tourism. Muslims see Islam as a way of living. As a result, it is natural that it affects purchasing behaviour. The presentation of the vast majority of the aforementioned needs in the consumption process of Muslims, such as halal food, family-friendly (Muslim-friendly) environment, worship facilities, accommodation, gender differences, conservative clothing, finance, etc. is universal. It does not require special arrangement for Muslims. However, some products and services need to be carried out by considering the sensitivity of Muslims in the production and presentation.

Religion is one of the main factors that regulate human life. Because it is one of the rules of social order. Studies show that the religion factor affects consumers' purchasing processes. Various definitions were included in the above sections on religiousness. As a general result of these definitions, it can be said that religiosity is closely related to the way of religious life. Religious life styles are also closely related to religious

levels. The degree of compliance with religion's orders and prohibitions differs among individuals. In this regard, the attitude of consumers towards goods and services will differ according to the religion they belong to, and it also varies according to the way of religion, that is, the level of religiosity among the members of the same religion.

2. HALAL TOURISM

Sharia rules are shaped according to Islamic teachings, Quran and hadiths. After the death of Hz. Muhammad, Muslim scholars have applied new sharia laws suitable for different cultures. This is another fatwa source called fatwa. Fatwa was created by interpreting and adapting Islamic scholars with the verses of the Quran and hadiths according to contemporary issues. With a simple discourse, fatwas can either prohibit Muslim consumer behaviour or release it (Hanzee and Ramezani, 2011: 2).

In the Qur'an and in various hadiths, it is recommended that travel is a good and beneficial action for people and that Muslims should participate in such actions by following Islamic orders and prohibitions. There are many different verses in the Qur'an that advise believers to travel, learn by traveling and receive lessons from past tribes: Mülk / 15, Al-i İmran / 137, En'am / 11, Yusuf / 109, Nahl / 36, Neml / 69, Ankebut / 20, Rum / 42, Hajj / 46, Fatir / 44, Mu'min / 82, Sebe / 18, Zuhruf / 12, Muhammed / 10, (Zamani-Farhane and Henderson, 2010).

Hz. Muhammed (SAV) has also travelled a lot and encouraged traveling. A hadith says in his sheriff: "Go on a trip so that you can find health and increase your risk" Hz. Muhammed orders people to travel for science. It also recommends visiting three major masjids, namely Masjid-i Haram, Masjid-i Nebi and Masjid-i Aksa. It is also among the recommendations to visit valuable scientists and Salih people. The whole earth belongs to Allah. So, it is necessary to visit and see information (Torun, 2010).

It is seen that there are recommendations that encourage Muslims to travel in The Quran and the discourses of Hz. Muhammed. Muslims are recommended to travel for reasons such as religion, science, health, sightseeing and taking lessons in line with their opportunities. Accordingly, it can be said that the concepts of Islam and tourism are close to each other.

In the Holy Quran and hadiths, travelling is encouraged in the level of orders, for the purpose of health, education and similar purposes. The recognition of new cultures, hold up as an example by visiting historical sites, business travels are also stated travel by Islamic motivations (Torun, 2010).

The concept of halal and haram, which regulates and directs human life in Islamic literature, are important concepts to be considered in terms of Halal tourism concept and phenomenon. Things that are not forbidden by eating, drinking or using in verses or hadiths are halal. These are useful things for man. Haram are the harmful ones (Akbaş, 2010).

For this reason, a Muslim should prefer things that are halal in his life, while avoiding what is considered haram. In this case, tourism-related products and services should be produced and presented in accordance with Islamic rules (sharia), so there should be halal products and halal services.

It is seen that various definitions are made related with concept of halal tourism. It can be said that the concept of halal tourism is in its infancy according to academic studies (Din, 1989; Zamani-Farhane & Henderson, 2010; Jafari & Scot, 2014). However, it would be appropriate to say that the interest on the subject has increased gradually. It can be stated that definitions have been made on the concepts of "Islamic tourism" or "halal tourism", but a common definition has not been established yet.

Henderson (2009) defined Islamic tourism as a tourism activity mostly carried out by Muslims. He stated that touristic products are shaped according to religious rules and practices and those should be in this direction in touristic movements.

Henderson (2010) defined the concept of Islamic tourism and put Muslims in focus in his new study. He stated that Islamic tourism it includes tourism and travel products designed and offered for Muslims. However, in this new definition, he stated that Islamic tourism products are not only unique to Muslims, those products can be offered to non-Muslims in the same direction and destinations do not need to be governed by sharia or Islamic rules. In other words, he stated that Islamic tourism activities could be carried out in non-Muslim countries. Because when we look at the tourism market today, countries such as Australia, Singapore, New Zealand, Russia and Japan are investing in halal tourism and these countries are trying to get a share from the halal tourism market.

Al-Hamarneh (2008) stated that Islamic tourism has economic, socio-cultural and religious goals. These purposes are; the first one is the revitalization of Islamic culture and the dissemination of Islamic values, the second is the economic contribution it will provide to Muslim citizens involved in tourism activities, the increase in the level of welfare and the third one is to eliminate the negative image that has been created in the eyes of other religious communities and nations. These goals stated by Al-Hamarneh actually coincide with the economic and socio-cultural effects of the positive effects mentioned under the title of "effects of tourism". Again, its contribution to the image mentioned in religious influences

coincides with the principle of contributing to peace between societies and cultures.

Zamani-Farhane and Henderson (2010) define Islamic tourism as activities that come to life in the Muslim world and mainly address Muslims. They stated that Islamic tourism will contribute to the spread of Islamic values, the positive contribution of the Muslim community to the level of welfare and Islamic self-confidence. In these definitions, they stated that Islamic tourism mainly addresses Muslims. However, in many studies today (Stephenson, 2014; Tekin, 2014; Battour and İsmail, 2015; Mohsin, Ramli and Alkhulayfi, 2015; El-Gohary, 2015), while talking about the realization of halal tourism in accordance with the expectations of Muslims, they stated that non-Muslims also can benefit from the services.

Duman (2011), on the other hand, defines Islamic tourism as “tourism activities that are shaped by Islamic motivation of Muslims and carried out in accordance with Sharia rules”. These activities include the visit of hadj, umrah, relatives, the works performed in the name of Allah, and other activities stated in the Quran and the teachings of Hz.Muhammed.

Doğan (2011) defines Islamic tourism participants as having touristic activities in seaside destinations, preferring accommodation establishments that provide services in accordance with Islamic rules and beliefs. It is also noteworthy that it sees Islamic tourism in maritime tourism and limits its definition to coastal destinations. However, today it is seen that in a significant number of thermal hotels, nature based accommodation establishments and camping’s are in charge of halal tourism. In addition, city hotels should not be forgotten.

Tekin (2014), defines the concept of Islamic tourism; the activities performed in accordance with Islamic teachings as a whole. He states that it is not important whether the destination is Muslim or non-Muslim, and what is important is whether the product offered and the life style is suitable for Islamic teachings. In other words, according to Tekin (2014), Islamic tourism activities can also be mentioned in non-Muslim countries.

Mohsin, Ramli and Alkhulayfi (2015) have defined halal tourism as tourism products and services supplied to meet the needs of Muslims traveling. They also stated that the supplied tourism services and products should comply with Islamic teachings.

Considering the studies, it is seen that the concepts of "Islamic tourism" and "halal tourism" are widely used instead of one another. The general conclusion to be drawn from the definitions is that the services and products offered are halal products in line with Islamic teachings, and are

prepared and presented by considering the needs and religious expectations of Muslims. However, those who receive the service do not have to be Muslim. Non-Muslims can also benefit from halal tourism products and services. Another important issue is the place of Islamic tourism or halal tourism, in other words, destination. It is not compulsory to be a Muslim country in order to talk about halal tourism. Non-Muslim countries are investing in halal tourism today and they are trying to attract tourists traveling with Islamic motivations to their countries.

It is seen in the international literature that the concepts of Islamic tourism, halal tourism and Muslim friendly tourism are widely used. A common decision concept has not yet been settled. However, in addition to the widespread use of the concepts of "Islamic tourism" and "halal tourism", it is observed that there has been an increase in the use of the concept of halal tourism recently. One of the best answers on this subject was revealed in El Gohary's (2015) study titled "Is halal tourism really halal?" (Halal tourism, Is it really halal?). In his study, El Gohary briefly states that the concept of Islamic tourism evokes that tourism activities are prepared for Muslims and presented to Muslims, that is, perception that Islamic tourism is only activities for Muslims. However, the concept of halal tourism refers to the preparation and delivery of goods and services in line with the halal and haram concepts specified in the Quran. It is important that goods and services are produced and presented in line with Islamic teachings. The religious belief of the person who purchases goods or services is not important. For these reasons, El Gohary (2015) suggests that it would be more appropriate to use the concept of halal tourism. In addition, El Gohary (2015) states that the concept of halal hotel is not suitable. Because the hotels only having facilities without alcohol can qualify as a halal hotel. It is a debatable concept of how "halal" the hotel businesses describe themselves as halal hotels. According to El Gohary (2015), the concept of "Muslim friendly hotel" is more appropriate. Ryan (2016), in his study "Halal Tourism", discussed and analysed the use of both concepts in academic studies, and consequently reached a similar result with El Gohary (2015) and expressed using the concept of halal tourism, which means serving tourists of all religions would be suitable.

In Turkey, especially in the tourism sector varieties of concepts are used: Islamic tourism, halal tourism, conservative tourism, veiling tourism, Islamic hotels, halal hotels, conservative, hotels and other examples that can be replicated. That it is said to be a conceptual confusion by referring to the multiplicity of concepts used in Turkey. It is seen that this confusion is more especially in the hotels section. It is essential to have a consensus on these concepts. However, the absence of a regulation regarding the facilities that will serve halal tourism brings this concept confusion. As El Gohary (2015) states, Islamic tourism can only evoke the type of tourism

that serves Muslims, but the concept of Islamic hotel can also create a perception of hotel management that only serves Muslims. However, such hotel businesses also serve all Muslim or non-Muslim holidaymakers.

The answer to the question of what should be the conditions and factors required to talk about halal tourism activity in a region, region or facility: It is suitable for Sharia and Islamic teachings (Din, 1989; Rosenberg and Couffany, 2009; Henderson, 2010; Saad, Ali and Abdelati, 2014) statements are the results obtained as a result of the literature review of the related field. With the criteria compiled from these studies, Islamic tourism / halal tourism factors or requirements can be listed as follows:

- There should be no alcohol sales and service.
- There should be no night club and disco.
- Only halal food should be served.
- Pork and its derivatives should not be served.
- There should be male personnel in single men's floors.
- There should be female personnel on single women's floors.
- Islamic figures should be used within the facility.
- There should be conservative television broadcasting.
- There should be separate masjids for women and men.
- Mostly Muslim staff should serve.
- Staff uniforms should be conservative.
- The Quran should be in the hotel rooms.
- Hotel rooms should have prayer mats and beads.
- There should be a sign indicating the Qibla in the hotel rooms.
- Facilities such as swimming pool and gym should be separate or planned for men and women.
- The human depiction should not be included in the facilities.
- Bed directions and toilets should not face Qibla direction.
- There should be a bidet in the toilets.
- Customers' clothing should also be conservative.
- Prayer times should be reminded.
- Activities should be planned according to prayer times.
- The facility should be managed in the light of Islamic financial practices.

Considering the above-mentioned features, it is expected that the importance level of all of them will be different for those who participate in halal tourism. Because not all every Muslims live in full compliance with Sharia rules. Companies serving halal tourism should realize their product and service presentations considering this situation.

3. HALAL CONCEPT HOTELS AND FEATURES

The main purpose of marketing in hotel businesses is to determine the strategies that will ensure the sustainability of the business in the long term and implement it to achieve its goals and objectives. Hotel businesses that want to realize their goals and targets divide the market into sections according to various criteria and choose one or more sections among them as the target market. Because it is not possible to address the whole market. Then they make market positioning in accordance with the market segment they target.

While developing marketing strategies suitable for both domestic and foreign markets, hotel businesses should offer goods and services in line with customer expectations, and create customer loyalty by applying stable price policies. One of the most important points to be considered here is to accurately measure the demands and expectations of potential customers in the target market.

Market segmentation was defined by Mucuk (2001) as “The division of a market into segments according to the buyer subgroups with the same characteristics, in other words, the process of dividing a heterogeneous market into homogeneous segments”. The market segment is a homogeneous group that reacts equally to a marketing mix (Yükselen, 2014: 160). In other words, the market segment emerges as a result of segmentation.

Religious traditions and institutions affect the rules of trade, restricting the trade of certain products and limiting them, as well as the place and time of the market. Religious practices and beliefs cause certain products and services to be demanded and thus the market develops in order to meet the demand (Sandıkcı & Ger, 2007: 191). When we look at the share of halal tourism in the world tourism market, it is seen that it has an increasing trend. The number of hotels in the hospitality sector that want to take part in this market is also increasing rapidly. Accommodation establishments in Turkey targeting conservatives in the market describe themselves with different names. The sector includes concepts and definitions such as conservative hotel, hijab hotel, Islamic hotel and halal hotel. However, the most important thing to remember is that these establishments qualify themselves using these expressions. Such a classification or certification covering all areas of accommodation establishments in tourism legislation is not available yet. While the number

of facilities that characterize itself in line with the above-mentioned concepts is very low at the beginning of 2000s, today it is approaching 200s. It can be said that these establishments started to settle in line with the sun, sea and sand trio, but if they are to be grouped according to their location and the variety of services they offer today, they form three groups: beach hotels (sun, sea and sand), thermal hotels and city hotels.

Considering the international literature, there are 3 different concepts related to halal hotels. While only hotels without alcohol are considered as "dry" hotels, the facilities that offer separate services men and women, masjids in the hotel and Qur'an and prayer mats in rooms as well as not offering alcoholic beverages are called partial halal hotels. Halal hotels are businesses where all elements from facility design to financial structure are established in accordance with Islamic teachings (Rosenberg and Couffany 2009; Henderson, 2010; Ahmat et al., 2012; Saad et al., 2014).

There is still no official classification system that is internationally valid regarding the features of halal hotels that appeal to tourists traveling with Islamic motivations. However, when looking at the literature, the characteristics that they should have were mentioned in the studies conducted by the researchers about the hotels with halal concept. It should be better to mention the existence of private sector certification companies for halal tourism and halal hotel services in Turkey and in the world such as world halal union (<https://www.dunyahelalbirliigi.org/>), crescentrating (<https://www.crescentrating.com/>). It can be said that certification systems developed in parallel with academic researches.

The absence of alcoholic beverages, only halal food service, the sign indicating the Qibla, the prayer mat and the Quran in each room (Religion 1989; Rosenberg and Chouffany, 2009; Tarrant, 2009; Stephenson et al., 2010; Henderson, 2010; Saad et al., 2014) emerges as common features in studies related with halal concept hotels. It is understood from the studies that beads in every room as a complementary tool for worship is another feature of hotels with halal concept (Din, 1989; Tarrant, 2009; Stephenson et al., 2010). As another feature of hotels with halal concept, some researchers stated that the majority of employees should be Muslim (Rosenberg & Chouffany, 2009; Tarrant, 2009; Henderson, 2010; Saad et al., 2014).

It is stated that single women and single man should accommodate on different floors or blocks as well as unmarried couples should be rejected. As a result of these features, it is stated that the floor attendants of men should be male and the floor attendants of women should be female (Rosenberg & Chouffany, 2009; Tarrant, 2009; Henderson, 2010; Saad et al., 2014).

Other important features are the absence of adult channels in the television broadcasts in the rooms or the presence of only conservative channels, the toilet and bed directions not facing the Qibla (Rosenberg & Chouffany, 2009; Tarrant, 2009; Stephenson et al., 2010; Henderson 2010). Rosenberg and Chouffany (2009) and Stephenson et al. (2010) stated that the lack of human depiction in the artworks used in the hotel is another feature of such hotels. Providing separate spa and wellness facilities for female guests (Rosenberg & Chouffany, 2009; Tarrant, 2009; Henderson, 2010; Saad et al., 2014), separate masjids for women and men are specified as the properties of hotels serving halal tourism (Din, 1989 ; Tarrant, 2009; Stephenson et al., 2010). Some researchers have stated that their financial practices should also be in accordance with Islam in order to talk about a sharia-compatible hotel (Rosenberg & Chouffany, 2009; Stephenson et al., 2010; Henderson, 2010).

In a study by Soydaş, Avcikurt and Haşiloğlu (2019) about expectations of halal concept hotel consumers in Turkey, halal concept hotel preference criteria of Turkish tourists were classified according to importance level of preference and classification is shown in table 2.

Table 2. Ranking of Halal Concept Hotel Preference Criteria by importance level

Ranking / Hotel features
1. There should be a sign indicating the direction of Qibla in the rooms
2. Must be Halal certified food and beverage service
3. There should be a masjid in the hotel
4. Toilets and bed directions in rooms should not be facing qibla
5. There should be bidet faucet in Alafranga toilets
6. Must have a halal hotel certificate
7. There should be prayer mats in the rooms
8. The Quran should be in the rooms
9. Must have separate baths and swimming pool for women and men,
10. There should be a chart showing the prayer times in the rooms.
11. In seaside hotels, there should be separate beach or different entrance
12. There should be azan sound in the general areas to remind prayer
13. No alcoholic beverage service
14. There should be a mosque near the hotel
15. There should be a Turkish toilet in public areas
16. Beads should be in the rooms

17. There should be a halal certified restaurant near the hotel
18. Should have leisure activities for Islam
19. Single women and single men must have same-sex personnel on their floors
20. The hotel should be managed in accordance with Islamic financial practices
21. Single women and single men must have their floors separate.
22. Staff clothes should be conservative
23. There should be no night club and disco
24. The clothes of guests should be conservative
25. Television broadcasts should be conservative
26. There should be no night clubs and discos near the hotel
27. Staff should be Muslim
28. Human depiction in the hotel should not be a work of art
29. Non-Muslims should not be taken to the hotel

Reference: Soydaş, M. E., Avcikurt, C., ve Haşiloğlu, S. B. (2019). Tüketicilerin Helal Konseptli Otellerden Beklentilerinin Demografik Değişkenlere Göre İrdelenmesi, *Akademik Bakış dergisi*, 72, 163-193

Based on this information obtained from the relevant literature, it can be said that the answers to questions such as the Islamic, hotel / halal hotel should be, whether it should have all of these features are related to the expectations of the consumers. Various definitions about religiousness have been mentioned before and it has been stated briefly that religiousness is related to religious life. According to table Qibla direction in room, halal certificated food and beverage service, masjid in hotel are the most important factors for tourists. These criteria are thought to be the factors that can be used in the classification certification of hotels with halal concept.

CONCLUSION

Halal tourism is facing an increasing interest worldwide recently. The most important reason for this situation is the increasing interest of Muslim consumers participating in tourism activities, especially Muslims living in high income Middle Eastern countries. The increase in the Muslim population, which makes up approximately 1/3 of the world population, is another reason for this interest. It was previously stated that the share of halal tourism in the world tourism movements is increasing and non-Muslim countries also give importance to this market.

As discussed before halal tourism concept is suggested to use instead of Islamic tourism as Al Gohary () and Ryan () so as it is not only for Muslims but also non-Muslim consumers.

As a result of literature review, it shows that religious life style is effective in the purchasing process due to consumer behaviour. It is seen that religious life is also effective in the purchasing process for tourism. Because the development and increasing demand in halal tourism recently shows this situation.

As a result of the literature review, various researches have been reached and the properties that the hotels with halal concept should have have been revealed. These characteristics, which are compiled from various studies (Din, 1989; Al-Hamarneh 2008; Rosenberg and Couffany 2009; Henderson 2009; Henderson, 2010; Zamani et al., 2010; Saad dv., 2014) and are generally accepted below:

No alcohol sales and service

No night clubs and discos

Only halal food should be served

Pork and its derivatives should not be served

There should be male personnel in single men's floors

There should be female personnel on single women's floors

Islamic figures should be used within the facility

Must be a conservative television broadcast

There should be separate masjids for women and men

Mostly Muslim staff should serve

Staff uniforms should be conservative

The Quran should be in the hotel rooms

Hotel rooms should have prayer rugs and rosaries

There should be a sign indicating the Qibla in the hotel rooms

Facilities such as swimming pool and gym should be separate or planned for men and women.

Human descriptions should not be included in the facilities.

Bed directions and toilets should not face Qibla direction

There should be a bidet tap in the toilets

Customers' clothing should also be conservative

Prayer times should be reminded

Activities should be planned according to prayer times.

The facility should be managed in the light of Islamic financial practices

However, it is not possible to find all of these features at the facilities that qualify as halal concept hotels or Islamic hotels. From a consumer perspective, expectations from the facilities differ. Individuals' priorities vary. Hotel businesses that serve in a halal concept should first design the services and products they offer, taking into account consumer expectations.

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CHAPTER – XXVIII

SPORTS TRADITIONS AND HABITS IN THE WORLD AND TURKEY

Neslihan ARIKAN*

INTRODUCTION

The sport that started with the existence of human beings is a fact that at the beginning it is not done in the direction of protecting people's health and beauty, emptying their excess energy, evaluating their leisure time, contributing to peace and providing commercial benefits. Sports have started with man's developing body and muscles to protect it by acquainted with the natural conditions of man. In the following periods, sport which develops through social interaction in the society influenced the ideas and behaviors of the society and therefore the elements of the culture (Güven, 1999). The sport, which affects almost every aspect of social life, has developed different sports branches depending on the characteristics of the materials used in social life and the coins when it started to be seen in the history scene. Therefore, it is seen that sports of a society consists of the conditions such as the technology, infrastructure that it possesses (Demirbolat, 1988). After people started to live together by forming communities, they gradually became in relation with each other and the processes of encountered influencing and influencing sharings were realized, then values, rules, management and lifestyles emerged. Therefore, the influence of the traditions on the sport has continued with different styles and effects throughout the ages (Güven, 1999). Sport, which is influenced by society and affects the society, has been nourished from the tradition and culture of every society and diversified in the way it is fed and has come to the present day. As sports is influenced by the traditions of societies as well as it has also transformative, shaping structure on the traditions. For that reason, different sports branches in different countries came to the forefront, and these sports branches clearly reflected clues about the way in which societies live. Therefore, in this study, the conceptual framework of sports and sport tourism will be determined, and the contribution of current sports habits, traditions and policies of the countries examined in the field of sports tourism will be revealed.

The influence of cultural structure on sport is mainly due to values, traditions, customs and cultural changes. Value judgments, traditions and customs that emerge in parallel with the society's values system can affect

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the individual's participation in the sport a positive or negative way by directing people about what people do and how to do it in a cultural structure (Yetim, 2006). All the work done with the purpose of spreading and embracing the sport can only be successful if it is suitable for the culture form that the society has. Sports, which is also regarded as a demonstration of the level of societal development in this culture form, directs the lives of people that it affects directly or indirectly in social life and takes more and more space every day in their lives.

1. METHOD

The study was conducted with qualitative research method.

Due to their characteristic features, qualitative researches bring different solutions to educational problems with different perspectives and give educational researchers the opportunity to see not only through the window where the quantitative aspects of the problem are seen, but also through the window where the qualifications (Işıkoğlu, 2005).

Qualitative research also uses qualitative data collection techniques such as unstructured observation, interview and document review, qualitative process that aims to present facts and events in their natural environments in a realistic and holistic way (Yıldırım & Şimşek 2005).

Document analysis involves the analysis of written materials containing information about the event or facts that are intended to be investigated. Traditionally, historians, anthropologists and linguists have used this method, but sociologists and psychologists have also contributed to the development of important theories using document analysis (Şimşek, 2009).

2. FINDINGS

2.1. Sports Traditions and Habits in the World

The sport, which started to strength its place in the life of mankind, has been promoted in the western sports through the transfer of knowledge and culture after the industrial revolution, and the standard rules have emerged, and professional organizations and international encounters have been organized. In this period, the sport is increasingly divided into branches of expertise (Yıldız & Çekiç, 2015). After the first steps of globalization, international federations were established. In 1863 the Football Association was established in England to develop new types of football, again these years rugby and American football developed in America, causes modern sports to spread all over the world from these two countries. England has also modernized sports in other countries based on tennis, of which root is based on the Renaissance France (Ogrozio, 2006).

The concept of sport, which has begun to gain importance in every direction in the world and which has important advances and provides important progress in becoming an industry, is considered cases as complementary to tourism. The roots of sports tourism based on sports cultures and habits stretch back to the trips made in ancient Greece for participation in antique olympics. In this regard, sports tourism can be explained as traveling to the national or international arena in order to participate, watch in sporting events or be there (Ataçocuğu, 2008). The primary goal of sports tourism is to contribute to the socio-economic and cultural values of a place, from places where they live to travel to other regions, cities or countries to participate in sports, to watch or to perform sports activities (İçöz & Kozak, 2002).

The fastest growing area within the tourism industry is travels related to sports and physical activity. According to a survey, people expressed that the opportunities offered for participation in sporting events in holiday preferences are decisive for them. In the nature of supporting of this idea, in recent years, the relationship between tourism and sport in the world has started to increase with a rising momentum and this relationship has gained a qualification to continue in the new century (İçöz & Kozak, 2002).

In many countries of the world, many activities within the scope of sports tourism attract serious tourists. In fact, sports tourism activities in some countries have become popular around the world and have become identified with the region. Especially in the countries such as America, Japan, Canada and New Zealand, sports tourism has developed quite a lot and many activities related to sport tourism are being carried out in these regions. Sports events identified with traditions such as horse tourism, canoeing, canyon tourism, American football in America, mountain biking, trekking and mountaineering in New Zealand, fishing, horse riding, judo in Japan, skiing, canyon tourism and canoeing in Canada has a large share in sports tourism (Gibson, 1998).

According to the geographical position, tradition, background and cultural characteristics that constitute social construction, societies have given importance to different sports branches. Being interested in Hockey in Asian countries, taekwondo in Sout Korea, wrestling in Turkey is much more compared to other countries. Golf is one of the most popular sports, especially in developed countries.

Golf is the fourth most doing sport in the world with over 60 million golf players and approximately 36,000 golf courses being known, including the United States of America being ranked first, Asia Continent's countries being ranked the second in the world. There are 1849 golf courses and over 678,000 golfers in the UK, one of the world's leading golfers.

Germans and Swedes follow the British in golf passion. While there are 637,000 golfers in Germany and 473,000 in Sweden, these countries are followed by France, Scotland, Ireland, Spain and Portugal (Strick, 1987). Ice hockey is among the most popular sports in America and Canada. In addition, Russia, Scandinavian countries and Central European countries follow this order.

In countries such as Latin America, the Philippines, Japan and Russia, boxing, which is loved both in terms of amateur and professional, causes good sportsmen to emerge from these countries (Ogrozio, 2006). The rugby sport, which has been followed with great pleasure in the countries of the former British Empire, has a very popular place in these countries due to the hardness it contains and the spirit it brings. Even its derivatives such as American Football and Australian Football, beside rugby, they can create a different area for themselves. The rugby sport, which is followed with interest in England, Scotland, Ireland, Wales and Northern Ireland regions; Australia, South Africa and some European countries, hosts very important organizations, especially national teams. These organizations are also increasing the popularity of sports (Strick, 1987)

Cricket, another sports branch, is being followed by large masses, especially in the countries of the Old English Empire. This sport's carrying a cultural asset is also shown as the reason for this love. Cricket is played at the highest level both in the size of national teams and club teams in countries such as India, Pakistan, Bangladesh, England and Australia. In some countries, some sports branches gain national qualities, that is to say, becoming famous specific to that country and being known have been expressed with culture.

Cycling sport has a very important position in developed countries. It is recorded that the number of those participating in bicycle tourism is 56,000 in Denmark, in 1996. Le Tour, a high-altitude three-week bike race in France, is one of the world's major sports events (Passafaro ve diğçerleri, 2014).

2.2. Sports Traditions and Habits in Turkey

Considering that sports tourism is an emerging concept of sports tourism in Turkey, it has a great potential in terms of sport tourism, providing the areas for sport tourism become more of an issue. Although, sports tourism has begun to take its place among other types of tourism in Turkey, it is possible to say that it would be permanent due to the advantages. Turkey, surrounded on three sides by sea, natural, is a very rich country in terms of historical and cultural values. Due to its geographical location, it has four seasons and due to this feature, there is a

separate sports tourism opportunity from north to south, east to west (Bektaş, 2010).

Sports such as climbing, mountain biking, nature walk in the Black Sea region, winter sports in the Northeast Anatolia, Marmara region, free jumping, paragliding, rafting, trekking, skiing, water skiing and hunting in the Mediterranean, Eastern Anatolia region are done, while wrestling and greased wrestling in our traditional sports are done in the Mediterranean and Marmara regions.

Sporting activities, which have become increasingly related to tourism in recent years have emerged as one of the areas with growth potential and felt the necessity of developing substructure and superstructure suitable for the sport to gain a significant share of this rising market. Sports tourism is seen as an important type of tourism with development potential in Turkey. In Turkey, there are 178 tourism center resources that outdoor sports can be done in Turkey. Among them, there are 23 mountaineering, 16 snow sports, 8 rafting, 4 paragliding, 31 nature walking, 10 canyoning, and 11 diving centers (Bektaş, 2010).

Turkey in particular, has sufficient opportunities in the sport branches in terms of geography and human power for organizations football, basketball, volleyball, tennis, golf and so on the most followed sports in the world in terms of audience. It has begun to improve itself as an infrastructure with ongoing and completed sports facilities in many different regions. The type of facilities that serve the general of Turkey's sports tourism, are mainly concentrated in Istanbul and Antalya in parallel to their performance throughout the tourism industry. Turkey ranked 14th in Global Sport Index calculated based on the sporting events held and to be held. 14 events of this magnitude in the last eight years Turkey has been organized. Turkey is the world 18.s of the number of activities. Turkey ranked the world's 18th in the number of Activities. While the share receiving general tourism total of sports tourism in Turkey is found at the level of 1.5%, golf and football constitute the largest part of the share (Bektaş, 2010).

With these examples, sports habits strengthen the importance and place of sports tourism in the world and provide substantial financial resources to the countries. Mobility experienced in the city through sports tourism, which is realized thanks to the tourists coming to watch the sports organizations on the spot, brings vitality to the country in economic sense. Large scale events such as particularly the Olympic Games, FIFA World Cup attract attention. For example, Super Bowl tournament in Atlanta in 2000 attracted more than 1 million tourists. In the light of these facts, investment in sports tourism is also increasing. Walt Disney can be cited as an example for investing in sports tourism. Walt Disney has invested

200 million in the "Wide World of Sports" complex in Orlando. In addition to this sport complex in Disney, the park themed "Olympic Spirit" was established in Munich, Germany (Gammon & Robinson, 2000).

Sport is a field that also activates the tourism industry. Atlanta, which had previously been ordinary, poor, and even crime-ridden and not seen as an important American city, became one of the world's leading cities after it organized the Summer Olympic Games in 1996. After being described as the venue of the Olympics to be done, in the number of tourists who came to the city up to the year the organization was made, was an increase in touristic organizations in the city (Tumer & Rosentraub, 2002). Again, at the Barcelona Summer Olympics in 1992, the city has escaped from the distorted city image by organizing the Olympic Games and the city has become a tourist city. Moreover, sports facilities built for the Olympics have earned the reputation of a city that attracts tourists traveling for sporting purposes.

Apart from the economic effects of the Tourism-Sport relationship, there are many positive contributions. The increase in the number of sportive activities in the country each year, the attraction of the national press more and due to this interest, the sharing of its own cultures with the whole world societies, the development of professionalism in the sport, the increased participation of the society for the sport and the positive contribution to the sportive productivity in certain regions of the country (Kozak, 2002).

The intense interest and reputation that has occurred at the social level of sport, the lasting values left over people, the ability to overcome the language barrier has made it a serious "advertising tool" for every society. The Olympics and championships also include participants' efforts to show that they are "better, more successful and different" than cities and countries that have previously hosted the organization, as well as competitions in the framework of sporting rules. It is possible to say that the sport has now become a propaganda and advertising tool, far beyond being a free leisure time activity, a healthy living activity. In order to make the best use of this vehicle, governments and local governments give more places in their work programs, and a significant portion of their investments are devoted to sports (Yetim, 2006).

It is possible to say that countries and cities are almost in a race to host sports organizations with the investments they make, as well as the lobbying and promotional activities they carry out. Organizing successfully large-scale sports organizations and gain success in international sport competitions and competitions are regarded as an important indicator of national dignity (Ataçoçuğu, 2008).

Countries are struggling with all institutions, organizations and economic forces in the international arena to host giant organizations such as FIFA World Cup, Olympic and Paralympic Games, Mediterranean Games, European Football Championship, World Wrestling Championships, World Basketball Championships and so on. Because hosting the Olympics and the world champions is accelerating investments in cities and strengthening its sports infrastructure, it contributes to the promotion of the country, offers an important urban development opportunity. Such organizations provide revenue sources in significant amounts throughout the year together with performing the roles such as reviving the tourism and economy by improving accommodation and food beverage industry as well as the benefits of international relations, sponsorship, infrastructure, facilities, commercial product sales as such organizations are national indications of reputation and prestige. Such large organizations give the host city a very important publicity opportunity; the presence of these facilities has a positive impact on their future organizational candidacy, bringing international standard facilities to the city. Today, Barcelona is still a city preferred by international sporting organizations and sports tourists thanks to the sports facilities inherited from the Olympic Games.

3. CONCLUSION AND RECOMMENDATIONS

In the world, the sports sector is increasingly attracting public attention, while sponsorship and media investments are increasing in this area. In the European Union countries sport is carried out with a well-structured and organized system and contributes to spreading its own values and customs. Despite this, it is fairly new in the European Union to address politics in the field of sport external relation. This is partly due to the absence of a clear sporting substance in the European Union treaties before the Lisbon Treaty. This is partly due to the absence of a clear sporting substance in the European Union treaties before the Lisbon Treaty. Therefore, large-scale sporting events and competitions have provided a strong potential for the development of sports tourism in Europe (Börzel, 1997).

The Europe 2020 Strategy is the growth strategy of the European Union covering the period up to 2020. This strategy aims at realizing the European Union's smart, sustainable and inclusive growth rate under changing global conditions (Hignam, 2007). In this regard, although sports are economically important, a large part of sports activities take place within non-profit-making structures. While it is not easy for these types of activities to be financially sustainable, it is important to strengthen the financial support among sports professionals.

However, sport's carrying the nature of being a supportive tool of education, health, intercultural dialogue, development and peace development, will lead the role of the European Union in foreign relations becoming increasingly strong over time. It is clear that the sport policies developed in this area will directly contribute to sport tourism in the world. With these policies, health awareness, as a source of great motivation for people, will increase individual and group participation in sports tourism. The creation of new markets and the expansion of existing markets will bring new demands and new formations. The increase in the popularity and level of long-distance travels will also be beneficial for the development of less developed industrial societies (Fişek, 1989). Therefore, thanks to sustainable and properly implemented sports policies, the number of sports tourists will increase, and the participation rates of the sports tourists will be increased in sports tourism.

In this context, it can be said that sports tourism is increasingly important in the tourism sector, rapidly spreading to every corner of the world, and strengthening its place by growing as a whole with the sports traditions, sports habits and rules of the countries. As mentioned in the related parts of the study, whether as a primary reason for sports tourism, or as a derivative of sporting events, sports tourism is an important tourism movement that has attracted millions of people around the world and for this reason, causes many environmental influences by creating very important social and economic effects. In addition, sports tourism has become an extremely important society in terms of promoting the tourism movements created by sports events and the prestige of the region's society. Therefore, tourism activities integrated with the well-known cultural characteristics of countries or cities are very popular.

It also shows us how important it is with the effects of sports tourism, such as expanding the business volume in the economy, revitalizing the sectors, intensifying commercial transactions, contributing to the development of physical and institutional infrastructure in the country. Sporting events that constitute the building blocks of sports tourism, tournaments, world championships and Olympic Games play an important role in promoting the geography, climate, architecture, art, music, food habits, and history and tourist attractions of the places where they are organized. Sportsmen and audiences from many different societies will have the chance seeing new countries, acquiring other cultures through intercultural dialogue, representing their own cultures and finding opportunities to develop in a multicultural manner, showing this culture to generations by experiencing sports traditions, habits, rules and policies.

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CHAPTER – XXIX

LAUSANNE OLYMPICS MUSEUM AND TURKISH VISITORS⁷

Neslihan ARIKAN**

INTRODUCTION

Sports museums are a form of expression. It is a story of a nation. It is the most beautiful means of communication in recognizing a country. It is the clear identity of the community to which it belongs. It is the most meaningful bridge established between generations from the past to the future. It is a mirror of sportsperson who have printed their names in gold letters to the history of sport, passing on their sporting heritage from generation to generation. It's the most rational way to encourage the next generation into sport.

It is the duty of museums as well as the institutions concerned to protect the cultural values that make up a nation and to transfer them to the public according to scientific norms. By maintaining these values, it is also down to museums to establish a connection between the past and the future and to provide education for the realization of direct learning. Learning in the museum helps to realize permanent learning as it enables the individual to learn directly. Permanent learning, which is achieved with support from the museum, is important for the individual as well as for the societies. Museums are institutions where cultural heritage is preserved and transferred to future generations, repaired, exhibited, used for educational purposes and having aspects of entertaining the public (Mercin, 2003). Museums are therefore indispensable areas for societies.

These global, cultural and sporting movements, such as painting, music, literature, art and architectural currents that came with the ancient Olympic Games, led to the establishment of sports museums around the world. As human activities began to diversify, it became increasingly important to document and classify them correctly. The first sports museums with this understanding began to manifest itself at the end of the 19th Century (Grulich, 2006).

Private collections often formed the basis of sports museums. This role was then fulfilled by organizations, associations or clubs that had created their own archives belonging to specific sports branches. At the same time, the rapid expansion of sport and the development of sporting materials has encouraged people to meticulously and systematically collect

⁷ The early version of this paper was presented at the International Congress of Sports for all and Wellness on 05-08 April 2018 at Antalya-Alanya.

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all relevant documentation in this direction. Despite the need for the historical classification of the sport, the formation of the sports museum initially faced great hardship. Significant struggles have been made to prove the necessity and benefits of sports museums to exist (Morawinska-Brzezicka, 2012).

Looking at the background of the sports museums, it is the 'Cricket Museum' in London opened in 1865, and the 'Sokol Museum' brought into being in Prague in 1897. A study approved by the International Olympic Committee (IOC) in 1995 found that there are more than 260 sports museums around the world, with more than half of that number being sports museums located in the United States and Canada. In this context, interest in the history of sports in the United States has been found to be quite high (Hoffman, 2006).

Historically, looking at the oldest sports museum in Europe, it is the Swiss Alps Museum in Bern, Switzerland, founded in 1902. Factors such as Switzerland's geographical location, the challenges faced by climbers and the victories they gained have inspired museum curators. Thus, they reflected the interest in mountaineering and the history of the Alpine mountains. It is no coincidence that collections of winter sport equipment have been made, especially in Scandinavian countries. The growth of the sport of skiing as a sport has been thanks to these collections. The first ski museum was opened in Kristiansand, Norway in 1862. Then ski exhibitions in Sweden and Finland have further encouraged the public to do this sport (Morawinska-Brzezicka, 2012).

In 1922, calls were made for sports museums in Europe, and in the same year, the International Olympic Committee took the necessary steps to establish an Olympics Museum. Thus, the Ski Museum in Norway was opened in 1923; the Berlin Sports Museum in Berlin in 1924; and the Physical Education and Sports Museum in the Czech Republic in the same year. The Horse Museum was established in Germany in 1927 and then the Bullfighting Museum was established in Spain in 1929. By the 1950s, the idea of sports was fully adopted in sports museums and museums. This idea has in fact been proved by sports museums (Renson, 2006).

Sports museums, it is an educational institution dedicated to individuals brought up with sports culture and minds that will raise national consciousness. Sports museums are at the same time the handbook of a society that deals with the artistic, cultural and social side of sport.

1. HISTORY OF THE LAUSANNE OLYMPICS MUSEUM

The city of Lausanne has been home to the International Olympic Committee at regular intervals since 1915. Baron Pierre de Coubertin, the chairman of the committee at the time and the founder of the modern

olympics, made statements with the committee noting the need for the creation of a museum befitting the names of the city of Lausanne. For Coubertin, the olympic games are the most important event made in the name of the sport. The museum started its works in order to bring the olympic spirit and achievements to the public in 1920 with the support of the International Olympic Committee. A small museum was established with several exhibition halls at the time, but with Coubertin's death, the task of completing the Olympics Museum project was given to President Juan Antonio Samaranch. With the new chairman, the committee's duties were enlarged, and the museum collection expanded, accelerating the work to make it a permanent exhibition (Arikan Fidan, 2017).

After a meeting held by Chairman Samaranch in 1988, he stated that the museum to be established would be the most prestigious Olympics Museum in the world. The Lausanne Olympics Museum opened its doors to the public on the date '23 June 1993' corresponding to the 90th anniversary of the establishment of the International Olympic Committee. Collection structure and architecture brought to the museum The 'Sports Museum of the Year Award given by the Council of Europe in 1995. In the meantime, it was decided to renew and expand the museum and on 31 January 2012 the museum was closed for two years. Following the renewal, it was put back into the service of the visitors with the 1000 square meters front garden and enlarged display areas (Arikan Fidan, 2017).

The Lausanne Olympics Museum prioritizes works that can remedy the deficiencies in its collections. The efforts to augment sports materials from the period before 1984 which are especially rare in existing collections, sportsman uniforms before 1964, ceremonial clothes before 1988, and the objects representing the olympics from the beginning of the modern Olympic Games have been highly accelerated. The Lausanne Olympics Museum includes the medals, official banners, mascots of the summer and winter olympic games and various objects reflecting the culture of the host country, in its collection within two-year intervals (Arikan Fidan, 2017). About 850,000 (2016) people visit the Lausanne Olympics Museum, among the top four museums with the highest attendance in Switzerland, in a year. Two-thirds of visits are made by foreign tourists from abroad (Arikan Fidan, 2017). The Lausanne Olympics Museum is a foundation museum supported by the state. The chairman of the International Olympic Committee is the chairman of the board of trustees of the museum and the honorary chairman as well. 132 people work at the Olympics Museum. On the basis of other Olympics Museums, it is seen that the museum with the most crowded staff in terms of museum staff is the Lausanne Olympics Museum (Arikan Fidan, 2017).

1.1. Collection Structure Of The Lausanne Olympics Museum

The Lausanne Olympics Museum, which has the largest olympic collection in the world, exhibits its collections in eight main categories. The museum contains about 20,000 medals, mascots, more than 70,000 posters, flags, banners, 450,000 photographs, 24,000 video archives, 1,800 coins, 1,200 olympic official coins, 10,000 rosettes, 50,000 books, 350,000 historical leaflets, 6,000 periodicals. In addition, more than 220,000 private objects belonging to Baron Pierre de Coubertin and other chairmans who initiated the modern olympic movement are exhibited in the museum (Arikan Fidan, 2017).

1.2. Architectural Structure of the Building of Lausanne Olympics Museum

The building of the Lausanne Olympics Museum was built with white marble specially brought from Greece. This choice of materials that reflect the historical texture of the place where the first olympics were held and represent the purity of the olympic spirit has given the museum a symbolic value. The two-floor pool made of white marble and with eight columns located at the entrance to the museum garden, complements the museum's historic texture. Because of these features, the museum has been named the 'white jewel' of sports architecture. The Lausanne Olympics Museum, located in a 23 000 square meter area within a century old trees on the shores of Lake Geneva, was established by the inspiration of the birth of the olympics, peace, brotherhood and social unity (Arikan Fidan, 2017).

2. RESEARCH FOR MUSEUM VISITORS

Since the 1990s, significant works have been done on the development of visitor insights in museums in general and science museums in particular. The study of Hooper-Greenhill (1994), named *Museum and Their Visitors* is a pioneer in this subject. It is seen that thesis studies and articles about visitors were carried out in the departments of museum education, art and design, business administration, economics, interior architecture, cultural heritage management In Turkey, between 2000 and 2014. Among them, the studies of Aydın (2004), Karademir-Uysal (2005), Yılmazsoy (2005), Aktaş (2006), Kırca (2008), Taşkın (2010), Terzioğlu (2012), Yaşar (2014) and Ata (2017) are directly related to the subject of the article:

Aydın (2004) proposed an action plan that would lead the visitor to the participatory dimension in the Beylerbeyi Palace Museum, which includes educational, social and cultural events. Karademir-Uysal (2005) stated that visitors to Atatürk and the Museum of Independence War visited the museum, most often with their families, and spent more than an hour

in the museum. Visitors mostly consist of the domestic tourists. Yılmazsoy (2005) examined the individual characteristics of visitors at Sadberk Hanım Museum and their effect on circulation behavior. Aktaş (2006) conducted pre-and post-trip interviews with 20 visitors at the Ethnographic Museum of Ankara. Kırca (2008), evaluates according to the survey of 119 people in Istanbul Archaeological Museum, 90 people in Rahmi Koç Museum and 151 people from the general public, based on the findings collected that “visit habits and museum preferences change according to the demographic characteristics of visitors to the museum”.

Taşkın (2010), in his research, finds that the sample group of local and foreign visitors who visited the Museum of Dolmabahçe Palace in the summer “left satisfied with the visit”. Terzioğlu (2012) compares the Pera Museum with the visitors of the Peggy Guggenheim Museum in Venice. Yaşar (2014) examined the effect of working in stations at the Science Museum on the information hierarchy of 12 secondary school students (Ata, 2017).

In his research, Ata (2017) visited the Nicolas Tesla Museum in Belgrade and reached findings on visitor behavior in the museum, including the museum visitor book. This study is the first article in its field in Turkey to evaluate museum guest books as historical documents in the name of learning in the museum.

3. METHOD

3.1. The Purpose of the Study

The aim of this study is to evaluate the museum perceptions and experiences of Turkish visitors visiting the Lausanne Olympics Museum towards the Sports Museum based on the statements written in the museum book. The study sought answers to the following questions:

1. What did Turkish visitors write in The Notebook of the Lausanne Olympics Museum?
2. How many Turks visited the Lausanne Olympics Museum between February 1-29, 2016?

3.2. Research Design

The study was conducted by qualitative research method. In accordance with its characteristic features, qualitative research provides different solutions to educational problems with different perspectives, giving educational researchers the opportunity to see not only through the perspective where quantitative aspects of the problem are seen, but also through the perspective where their qualities are seen as alternatives (Işıkoğlu, 2005). Qualitative research is also the study in which qualitative data collection techniques such as unstructured observation, interview and

document examination are used, and a qualitative process for realistically and integrally revealing phenomena within their natural environments is followed (Yıldırım & Şimşek 2008). Since the research aims to examine the data obtained by scanning method and an existing document (museum visit book) in the light of various criteria, the document analysis method has been used (Çepni, 2010).

3.3. Data Source and Analysis of Data

Guest book of the Lausanne Olympics Museum was used as a source of data in the study. In this context, the signed statements of Turkish visitors who visited the Lausanne Olympics Museum between 1-29 February 2016 and wrote their thoughts in the Guest Book were examined by the researcher. The date order in the guest book is based on when the data is collected. The data collected in the study were examined by descriptive analysis technique. In selecting this technique, features like giving the opportunity to summarize and interpret the data within the framework of previously determined themes, allowing the opportunity to frequently include direct quotations, and allowing the ability to examine the cause-and-effect relations of the quotations have been effective (Yıldırım & Şimşek, 2008).

In the study, the writings in the visiting book were primarily analyzed individually by a field education specialist along with the researcher. By comparing the subsequent encodings with the formula of (Reliability= [Consensus/ (Consensus + Separation of Opinion)] x 100) (Miles and Huberman, 1994), the percentage of conformity was calculated as 97.342%. Finally, it was decided to configure the study based on the analysis done by the researcher. Moreover, in the process of data analysis, nicknames instead of the real names of museum visitors (Visitor 1, Visitor 2, etc.) were used and data was supported by direct quotations from notebooks.

4. FINDINGS

By looking at the statements in the museum book written by Turkish visitors visiting Lausanne Olympics Museum, the following findings were reached in this study in order to evaluate their perceptions and museum experiences of the sports museum:

4.1 Findings on the Number of Turkish Visitors:

Within the scope of the study, guest book of the Lausanne Olympics Museum was examined, and it was determined that there were a total of 21 Turkish visitors who visited between 1-29 February 2016 and wrote their views and feelings in the guest book. General information elicited regarding these visitors is described in the following tables:

Table 1. Information on Turkish Visitors Who Wrote Their Views in the Museum Guest Book

Gender	f	%
Female	6	28.6
Male	15	71.4
Total	21	100

Table 1 contains information about Turkish visitors who wrote their views into the guest book of Lausanne Olympics Museum. According to the obtained findings, a total of 21 Turkish visitors indicated their views in the museum book. 6 of the visitors who wrote views in the museum guest book are female and 15 are male.

4.2. Findings on the Writings of Turkish Visitors:

In this section, the phrase sentences written by Turkish visitors in the guest book of the Lausanne Olympics Museum between 1-29 February 2016 will be given and evaluated. The statements are in the following table:

Table 2. Information on Views Written by Turkish Visitors into the Guest Book

Visitor Name	Views
Visitor 1	When the museum visit ended, I had a feeling like I was going to be an olympic champion in the 100 meters hurdles. Why Not!
Visitor 2	That's a good move, man! Great.
Visitor 3	Ancient Greece, dear Pierre, the olive tree and all the examples of struggle ... I was very affected when I saw especially the signed materials. This is taken very seriously. Wish the same for our country.
Visitor 4	I decided one hundred percent to take the sport into my philosophy of life. Thanks museum.
Visitor 5	The structure that let the spirit of the olympics into my heart! How beautiful you were
Visitor 6	It's an interesting place. I've never seen so much interactive exhibition together. I really like it. But souvenirs are a bit expensive.
Visitor 7	Let's love the sport, make it loved, and do sport. I'm offended by the lack of even a single part of us here as a nation.
Visitor 8	I send my sorrows to my dear teacher who said, "study mathematics, my child, university is important"!

Visitor 9	Dear Piyer, a museum like this is built thanks to you. I'm burning with a love of pedaling 25km right now. Maybe 30. Rest in peace. Gad bless you.
Visitor 10	In a word, I'm JEALOUS! Why don't we have a museum like this!
Visitor 11	Dear Olympic Committee. You didn't even put a towel on our Naim Süleymanoglu, three Olympic champions, in your museum! That's a shame!
Visitor 12	Veni, vidi, vici. Luckily, I came, I saw. Great ambience. We should definitely establish a museum like this.
Visitor 13	I offer my eternal gratitude for the olympic legacy left to humanity. This organization that unites nations is well started. I was touched. if I have children in the future, I will teach him sport and the history of sport. With my endless thanks to the museum that gave me these feelings.
Visitor 14	Although I am not very interested in sports, I enjoy every square meter of the museum like the temple. Congratulations.
Visitor 15	What a great man you are Piyer!
Visitor 16	I'm so happy to see the Lausanne Olympics Museum, the greatest of the Olympics. It's a really beautiful place. I wish most of my country's people could see this place.
Visitor 17	Hail to all who have come this far. This is really difficult to tell! I hope everyone having interest in olympic history like me, likes it here.
Visitor 18	Buddy! Every square of the museum is great. Wandered around admiringly!
Visitor 19	Thanks to Pierre de Coubertine for the Modern Olympics.
Visitor 20	Dear officer, I'm writing in Turkish, you probably won't understand or who reads them anyway, but let me write them just in case. please establish the same to my hometown as this museum. Just do it. You got it!
Visitor 21	Dear my beloved Turkey, I believe that you will establish a museum as good as this museum... thank you. Thanks.

When the written statements given above are evaluated, it is noted that only three of the 21 people included English words in their sentences, that the name “Pierre de Coubertin” was written in the form of “piyer”, as it is usually read in Turkish, and that one visitor criticized his teacher who directed him differently in physical education course, and another visitor criticized the fact that Naim Suleymanoglu was not included in the museum. In addition, four visitors were found to have a desire to start doing sport. On the other hand, no idea about the ages and education levels of the Turkish visitors who wrote their views in the guest book of the Lausanne Olympics Museum could acquire.

5. DISCUSSION AND CONCLUSION

The Sports Museum and guest book examined within the scope of the study revealed the concept of a real sports museum, with its applications showing that it undertakes the duties it must perform as a museum and that it is bound by the ethical rules it must follow.

At the present time, many studies have been conducted on visitor behavior in the museum. However, the museum has not reached a nature that will include the visitors book. As historical documents, the guest books of the museum can be considered to contain very important clues about what happened in the museum in the name of learning. Since the Lausanne Olympics Museum also has many "firsts" in its field, the museum can provide important information for understanding visitor dynamics for this study. In this context, the museum guest book of the Lausanne Olympics Museum was examined.

The study was conducted on the basis of qualitative research method. Since the research aims to examine the data obtained by scanning method and an existing document (museum visit book) in the light of various criteria, the document analysis method has been used. The data source of the study is 21 Turkish visitors who visited the Lausanne Olympics Museum between 1-29 February 2016 and wrote their views and feelings in the guest book. The data collected was analyzed by descriptive analysis technique in the study. The findings of the study were obtained over two basic articles, the findings on the number of Turkish visitors and the findings on the writings of Turkish visitors.

The first and most important research about the museum and Turkish visitors is Bahri Ata "Nicolas Tesla Museum and Turkish visitors". In his research, Ata (2017) visited the Nicolas Tesla Museum in Belgrade and reached findings on visitor behavior in the museum, including the museum visitor book. This study is the first article in its field in Turkey to evaluate museum guest books as historical documents in the name of learning in the museum.

In the Coubertin corner of the Lausanne Olympics Museum are the words of Baron Pierre de Coubertin: *"It is the participation that matters in the Olympic games. The most important thing in life is not to win against all odds. The most important thing is to fight well. If we can make this widespread and adopted as necessary, we will create a stronger, bolder and above all, more moral and more generous humanity"*.

It is seen that Turkish visitors writing in the guest book at the Lausanne Olympics Museum, are impressed by the museum exhibition after the visit and express the positive aspects of the museum encouraging sports. In addition, it is especially notable that the absence of a sports

museum in Turkey is questioned by the visitors, and that they wrote sentences supporting the awareness of sports history. In this context, it should be emphasized that, unfortunately, there is not a museum available today that the history of Turkish sports deserves. It is very sad that sports museums whose historical background is so old cannot be included in a formation in Turkey. The establishment of the Turkish Sports Museum is important in terms of showing that Turkish sports history is not backward from the perception of sports in the world, but rather has a great history in the field of sports as in other fields and showing the contributions of Turkish sports culture to the world sports culture.

All kinds of materials (documents, photographs, trophies, mattresses, plaques, medals, posters, gifts, sound recordings, competition images and objects) reflecting the accumulation brought by Turkish sports history should be carefully preserved and the values in Turkish sports should not be lost by respecting the national identity and self of Turkish sports. In this context, the studies of the establishment of a sports museum is of great importance.

With reference to this study, it is understood that museum visitors should take care to write their feelings and thoughts in a more serious, more aesthetic style to historical documents like the guest book of museum, with the awareness that they represent their country and their self-identity abroad or at home. The increase in the number of similar works to be carried out for museum guest books may also indirectly serve to include the feelings, thoughts and opinions recorded in such books with more qualified expressions.

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CHAPTER – XXX

CHANGE OF THE ACCOUNTING PROFESSION IN THE AGE OF DIGITAL TRANSFORMATION

Neşegül PARLAK*

INTRODUCTION

Digital transformation refers to a whole new formation of an organization that embraces the changes that can occur in all areas of the organization, not just through technology, but through the power of technology. As in most professions, digital transformation necessitates a rapid change and renewal process in the accounting profession. Therefore, the members of the profession should not be indifferent to this transformation, but strive to develop and transform themselves, and move to the future.

It is an absolute necessity for the accounting profession to constantly renew and improve itself in parallel with the developments in the digital age. Along with the digital transformation, the emergence of digital systems and the faster and safer operations carried out by accountants in these systems make it necessary to change the social image of the profession. In the process of digitisation, transforming the accounting profession by redesigning it will keep the profession up to date. In order to cope with the challenges of the digital age, the leaders of the accounting profession should continue their work by feeling the responsibility to think, design and be creative in order to shape the future of the accounting profession.

Being open to changes is an important step in the digital transformation process, because this process makes the fundamental changes and transformation of the existing accounting applications inevitable and requires the awareness of the benefits provided by carrying out accounting operations through digital systems. With the help of digital accounting applications, accounting professionals are able to work more efficiently and perform operations faster than traditional methods. The emergence of new methods and facts in the accounting profession together with the changing ways of performing the profession and the field of work is a natural result of the digitisation process.

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1. DIGITAL TRANSFORMATION OF ACCOUNTING PROFESSION

In the traditional accounting system, the members of the accounting profession were performing their profession in a process where they physically delivered the books, financial statements and reports that they filled out manually to the related institutions and conducted all the interviews face-to-face or by phone. Science accounting operations are very time consuming and the probability of making mistakes is very high in this system, audit process could take days, weeks or even months. With the digital transformation, e-systems (e-financial statement, e-book, e-waybill, e-invoice etc.) with brand-new rules have been introduced in the accounting profession, and a new process has been introduced in which there is faster, less face-to-face communication and all work can be carried out in a virtual environment, where auditing and monitoring are extremely fast. In this process, the accounting profession has started to be referred to as vocational counselling instead of consultancy. In order not to lag behind this transformation process, it will be a wise step for the members of this profession to move towards adapting to the requirements of the digital age and gaining new skills. It is an inevitable fact that accounting profession will be carried out by robots and artificial intelligence in the near future and the tax and reports will be followed instantly. The individuals who perform the accounting profession should train themselves as professional consultants who follow digital developments in this process, invest in their professional development and integrate their knowledge and experience into digital transformation. As it is an inevitable fact that professionals who do not keep up with the digital world will be subject to professional erosion.

The process of digitisation forms the basis of the transition from product-oriented approach to knowledge-oriented approach (Tekbaş et al., 2018: 224). The accounting is a profession that is based on knowledge and experience and requires that knowledge as well as professional experience be kept up to date continuously. In the digital age, change and transformation are a must for the survival of the profession.

The effect of the digital transformation process on the accounting profession should be evaluated in two ways: technical and social aspects. It will be possible for accounting professionals to successfully adapt to the process by improving themselves both technically and socially. Considering the digital developments in the accounting profession, it is seen that digital accounting compliance competency is a high-level requirement for accounting professionals (Tekbaş, 2018:2-3). Accounting professionals should not only use digital systems effectively, but also play an active role in adapting these systems to organizations and in the development of their use. (Pekdemir, 1999: 7-14).

The digital age makes it necessary to have new skills in the accounting profession (Akdogan and Akdogan 2018: 5), because the digital transformation eliminates the use of paper and makes use of the professional as the consultant responsible for producing digital solutions as the director and follower of digital systems. Taking measures to ensure that the data is of high quality, consistent and that the data flows are healthy covers an important area of the profession. Failure to adapt to this process sufficiently is likely to significantly hinder the professional development.

Full compliance with digital accounting is the instant recording of accounting transactions and the recording and confirmation of them integrated into related systems. The system includes access to all accounting receipts with a single button, and the process of adding source receipts to the system simultaneously (Can and Kıymaz, 2013: 11).

The possible effects of digital transformation on the accounting profession can be listed as follows (Tekbaş, 2019: 219-223):

- The emergence of virtual (robot) accountants providing high-value services to businesses,
- Performing digital audits applied to 100 percent of records, providing absolute assurance for the authenticity of financial statements,
- Change of job descriptions (consulting, data analysis and strategy development, etc.) of accounting professionals,
- Development of artificial intelligence accounting systems instead of traditional accounting systems,
- Use of digital documents and books in the accounting process,
- Establishment of smart factories that can calculate stock, order and costs in real time and instantly,
- Using real-time registration and tax systems and instant realisation of tax control and audits,
- Elimination of the unrecorded economy and tax injustice,
- Use of MARS (Management Accounting Report System),
- Complex tax laws and tax practices being replaced by simple tax laws and tax practices,
- Use of hologram systems.

It is imperative that professionals take steps to use opportunities, improve and transform themselves, taking into account these potential impacts, because in order to take advantage of the opportunities offered by

digital transformation, it is vital that professionals have the specific knowledge and skills to ensure digital compliance.

1.1. Development Process of Accounting Profession in Digital Age

In our country, the digital transformation process that started with the e-Financial statement in 2005 and continues with the e-applications (e-Invoice, e-Archive, Invoice, e-Waybill, e-Producer Receipt etc.) that are rapidly involved in the process is changing the way accounting profession is performed and its field of work in all aspects. It is vital that the professionals stay up to date and follow all aspects of the digitisation process by fulfilling the requirements of this era.

In the digital age, while the accounting system uses digital data, digital documents, digital records, digital notebook applications and faster workflow processes regardless of time and space, it is impossible to continue to use the paper-based system in the traditional accounting system. Digital accounting involves the transfer of recording, classification, summarization and reporting functions in the accounting process to intelligent machines, intelligent production systems, intelligent warehouses and intelligent stocks, and the real-time recording of data to the accounting system (Rasgen and Gönen, 2019: 2906). With the creation of accounting reports much faster with digital accounting, reports and analyses for making future decisions as well as providing historical data have become important. In addition, data entry mechanisms, data storage and processing mechanisms, recent reports, internal controls, audit trail and skill sets for accountants have been continuously evolving over the last few years. Digital accounting involves a faster and more integrated process than the traditional method, based on the creation of the accounting information system and the provision of data flow by autonomous robots connected to a particular network via the Internet instead of personnel. With the digitisation, the need for human beings decreases even more and accounting operations are carried out through digital tools. Therefore, there are also changes in the circumstances that ensure the professional qualifications of accounting professionals (Kablan, 2018: 1568).

The introduction of electronic and information technologies in production, the development of production lines and the creation of automation systems (Kabaklarlı, 2016: 38) have accelerated the digitisation process. For the companies that perform digitisation, the applications of accountants provide many conveniences both for the enterprise and public institutions (Rasgen and Gönen, 2019: 2901). In addition to this, a significant amount of paper saving is achieved while performing accounting operations with the digitisation process (Yürekli et al., 2016: 291).

In the process of digital accounting, it is necessary to develop the accounting profession with its full scope and to integrate it into digitisation at a level that will enable it to achieve digital transformation and obtain results. Accounting professionals are required to adapt to development and transformation in issues such as reading, analysing, interpreting, recognizing, solving, and developing strategies in order to find a place in the digital world by taking advantage of the opportunities of digital transformation.

Accounting practices and the accounting system will also be significantly affected by the digitisation process. The accounting function, which examines the asset movements of the entity during the period, requires a certain number of personnel according to the amount of daily transactions and the structure of the information system. The personnel here record the transactions realized in the information system and ensure the flow of information. Therefore, there is a direct correlation between the number of transactions and the need for personnel. However, for an enterprise that has chosen industry 4.0 applications and completed its integration, the amount of daily transactions does not affect the number of personnel, because the transactions that occur in the operating functions are performed by the data exchange carried out by the robots that are connected to the network.

Especially with automatic data flow to the information system, fast and reliable information will be easier to access, audit activities will be carried out in a more healthy and transparent manner. Therefore, the credibility of the financial statements will be increased, and more reliable information will be provided to information users (Yürekli et al., 2016: 300). In addition, with paper saving, many trees will be saved and a significant reduction in costs such as printers, toner, and paper will be achieved (Tektüfekçi, 2013: 101). These changes in the accounting profession also include a change in the accounting education process. In order to prepare students for the digital age, educators need to develop their intellectual capacity and teach them to think in a more complex and integrated way. Accountants of the future should be flexible in design, integration and creativity. In order to achieve this, educators need to use different teaching and evaluation methods than the standardized curriculum (Qin et al., 2016: 175).

In particular, university students who take accounting courses can use mobile devices that can be connected to the internet to access information and for mobile learning (Kutluk and Gülmez, 2014: 296). Thanks to the use of mobile devices, students will be able to access the information they need in the course environment in an easy way and do their research instantaneously. This is of great importance in terms of access to information at the time of the course in order to better understand

the subject. However, with the help of data visualization, cloud infrastructures and web-based programs, students can learn accounting information technologies in an integrated manner within accounting courses (Kutluk et al., 2015: 65). With the changing curriculum, students will be a part of a profession that has creative foresight, reduces global cultural differences within teamwork, interprets information under rapidly changing circumstances and ensures sustainable development along with other expertise (Penprase, 2018: 225). Industrial revolutions significantly affect and renew business functions. The fourth industrial revolution, called Industry 4.0, also affects the accounting function of the enterprise and changes the job descriptions of the accounting professionals. In particular, the instant creation of the recording, classification and summarizing functions due to the data flow provided by autonomous robots saves time for the accounting professionals and helps decision makers by analysis and interpretation of the obtained reports in conjunction with this acquisition. The change of job descriptions also directs accounting education and new courses and methods need to be added to the curriculum.

The tasks currently being carried out by the members of the profession are performed by means of software packages, and the members of the profession enter the data obtained from the taxpayers into the software packages. The books and declarations that were previously filled out on paper have now been replaced by software packages that run online. In the very near future, when digital transformation is fully achieved, the positions of the members of the profession will be completely different, and other than those who specialize in the fields of strategy development, interpretation, analysis and system design under the title of vocational counsellor and who prepare themselves for the requirements of the digital age will face the danger of being unemployed.

What needs to be done to achieve digital transformation (Tekbaş, 2019: 216):

- We must accept the change in background in our policies and professional discourse with greater honesty and openness.
- Every discussion, and potential, should be open to redesign for accounting.
- We must systematically approach every aspect of the digital transformation challenge, because new and creative thinking can emerge from systematic approaches and more stakeholders.
- Digital transformation needs to be made a matter of vision by accounting organizations. It is necessary to act with the logic of thinking ahead, thinking and thinking again.

- It is important how we engage in constructive discussions in the process of digital transformation, how we proactively explore diversity, and how we avoid blind spots.

- And the most important thing is to develop a digital transformation strategy that aims to take advantage of the possibilities and opportunities of new technologies and their effects in a faster, better and more innovative way.

The effects of digital transformation on accounting professionals can be listed as follows (Çetin and Eren, 2015; 99);

- Increases efficiency by saving time.
- Makes bookkeeping even easier.
- The operations become faster, clearer and understandable.
- The possibility of making mistakes is reduced as it provides auto control.
- Costs are reduced due to the need for less workforce.
- Improves work performance.

1.2. Risky Aspects of Digital Accounting Applications

Although digital accounting improves the quality of applications, if technical infrastructure is not fully established, it reduces the benefits and leads to the formation of risky situations. System-related deficiencies and malfunctions have a negative impact on efficiency and productivity by decreasing the quality of information (Tektüfekçi, 2013: 89). The possible challenges and risks of using digital accounting applications on accounting information system can be listed as follows (Gönen and Solak, 2017: 79):

- Significant infrastructure work needs to be carried out in order to ensure their integration into the system.
- The investment required to achieve integration involves high costs.
- Members of the profession are likely to make mistakes due to the complexity of the software used.

As the content and job description of the accounting profession will change significantly with the digital transformation, in order to provide added value to the members of the profession, professional organizations should provide training and information to raise awareness of how the profession is performed and change in the job description and support their digital adaptation, enlighten them on the challenges and risks of transformation.

In the digital age, rapid technological developments change the corporate culture rapidly and the need to establish an organization in line with these changes arises urgently. Transformation is no longer an option, it has become a phenomenon that is agile, adaptable and designed to evolve into the future, where change is the only reality. In order to overcome the challenges related to the requirements of technological development for the adaptation of accounting professionals to this age, they need to be continuously equipped with training by professional organizations to improve their professional knowledge and skills, and their participation in digital transformation needs to be encouraged and supported.

In the process of adapting to the digital age, technology investments need to be made, and it is necessary to obtain sufficient information about the scenario and automation applications of cyber physical systems and intelligent systems (Yürekli and Şahiner, 2017: 160). This process integrates all the functions of the organization, eliminating manpower, and allows intelligent robots and all objects connected to the internet to communicate with each other, the company and the customers. Although the creation of the necessary software and infrastructure to adapt to this process is an important cost item, software alone is not enough to ensure the sustainability of the system and increase the quality of information. It is vital for the members of the profession to have sufficient professional knowledge, skills and abilities to adapt to this process.

2. CONCLUSION

The digital accounting process has a significant impact on the accounting system. In this process, the scope and form of responsibility of the accounting professional changes, and analysis, forecasting and interpretation of the reports obtained by the system rather than functions such as saving, classification and summarizing constitute the responsibility scope of the professional. In this case, the need for existing accounting personnel will be significantly reduced, and since the information flow in the system will be provided instantaneously with information from smart devices, members of the profession who are involved in the digital process and those who stay up to date will continue to exist.

It is expected that there will be significant changes in job descriptions, duties and responsibilities of the members of the profession during the digital transformation process. It is necessary for the members of the accounting profession to use the systems developed in order to adapt to this transformation process effectively. The transformation can be achieved by the combination of various elements. In order to establish the system and ensure the effective continuity of the system, accounting professionals and staff are required to receive continuous training on the related software. In addition, undergraduate and associate degree students

who have not started working in the profession are required to take the relevant subjects in their curriculum. However, the change in the methods of education and the use of information technologies in the field of education are seen as a positive step for achieving professional competence.

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CHAPTER – XXXI

THE DEVELOPMENT OF ISLAMIC HISTORIOGRAPHY IN THE PRE-ISHAQ PERIOD: A MENTAL ANALYSIS

Yunus ARİFOĞLU*

INTRODUCTION

Islamic historiography, which took place before Ibn Ishaq, remained at the level of compilation and documentation. The information of early Islamic history that was able to reach as a book starts with Ibn Ishaq. At the same time, with Ibn Ishaq, a world history perspective emerged in Islamic historiography. There is also an understanding of history design starting with Prophet Adam in Ibn Ishaq. This period is a day in which Islamic civilization has become established, its institutions have been formed, the intellectual class has been formed and the activities of literature have been active. For this reason, this study was limited with Ibn Ishaq and it was tried to see the development of Islamic history and historiography before him.

This study aims to discuss Islamic historiography and its sources before Ibn Isaac. In the introduction, the motives that led Muslims to the narrative of history were mentioned. In the first chapter, the characteristic structure of Arab society, the Arabic tradition in the sense of history, and the language development that started before and after Islam were mentioned. The lack of writing material and a classroom in this sense has also been the subject of study in the context of history and historiography. Then, the main sources of early Islamic historiography were examined and historians of this period were mentioned.

The historical accumulation formed around an authority was also able to build itself through that authority. What was built took place in the science of history. History has been told differently in each period. History, which began as a verbal narrative upon the person's realization, has changed and developed over time. History, which was originally a science that conveyed and learned simple lessons from the past, shifted to a different axis, especially with the 19th century. While political history has been the subject of history until this century, everything that has taken place in the world has been included in the field of history with the

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developing historical views. This situation led to the diversification of the science of history.

One of the important turning points of history and historiography is the emergence of Islam. Islamic history begins with the descent of the Qur'an. Islamic historiography emerged at the earliest with the presence of the state in Medina or during the collection of the Qur'an.

In the early period, some motives led Muslims to the narrative of history. One of these was the construction of the new identity. Another was the desire to ensure the continuity of culture by conveying the past to the future generations vividly. Another reason was to know what was being built (society, state), the difficulties and the state of construction. One of the important things for a society is continuity and this was possible with history. This situation highlighted the narrative of history. Ensab and Eyyamü'l-Arab understanding in the Arab tradition were made more comprehensive and this tradition was continued within the framework of the understanding of being a community from the tribal understanding to the ummah.

The Qur'an, which is the main source of Muslims, has become a reference source in terms of the narrative of history as it is in all other fields. The existences of stories referring to history in the Qur'an and the sending of messages to Muslims through these stories have caused Muslims to be interested in history. Even if a conscious history design and perception of world history had not yet been created in the first period, the line of prophets in the Qur'an instilled a thought into Muslims in terms of the beginning and end of humanity. This motive was also a reason in the narrative of history (Ibn Ishaq, 2012; İbn Hisham, 1971; Gibb, 1991: 132; Gunaltay, 2015).

1. CHARACTERISTIC STRUCTURES OF ARABS AND LANGUAGE

The characteristic structures of Arabs are nomadism. They were kneaded with this way of life. It is thought that nomadic life, which is also called bedavet, is one of the first lives of human beings and that this form of life preserves human purity. Ibn Khaldun states that humanity maintains its pure state in bedavet. Another factor in maintaining purity in this lifestyle was its diet and nutritional value. Ibn Khaldun states that nutrition is one of the factors affecting human beings in his assessment of nutrition. The purity of their foods preserved the purity of those who prefer this lifestyle. Goldziher states that Arabs continue to live in their regions without interfering with other nations. He lists the characteristics that a Bedouin society should possess similarly. The most important and powerful aspect of the Bedouin society was that they had a strong memory. Only in this way could information be conveyed in a constantly migrating

society. The memory is the means of transferring knowledge, and it is transformed into a temperament and passed from generation to generation (Ibn Haldun, 2016; Goldziher, 1993: 11; Watt, 2017).

As a nomadic community, the Arab written tradition was limited. Although this began to change with the establishment of the state in Medina, the writing effort still remained limited. In this limitation, as well as the nomadic character of the Arabs, the lack of opportunities in terms of writing material restricted the development and continuity of the written tradition. First of all, there was the problem that the writing material was scarce and difficult to find. Again, the writing was written on the bookmarks and stored in scroll form. It was difficult to move them from place to place because they could not be turned into a book which was another problem. In this sense, the fact that a class does not yet constitute was one of the factors that persists these problems (Pedersen, 2018: 53-58).

It was only at the end of the 8th century that writing material would become easy to find, and with the introduction of the paper into the Islamic world, writing would be easier. Scientific activities had matured up to this time, the publication and those dealing with them increased. Together with the paper, it had formed a class of publishing and printing works called varakkiyyün. The information, which was carried as a scroll, was placed between the two cardboards with the paper and became a book. However, various professions in literature emerged during this period. A large class of publishing and broadcasting was born, muellif (author), musahhih (proofreader), mucellit (bookbinder), musavvir (painter), muzeyyip (penman) and varakkiyün. This gave rise to a broad intellectual class and made the book permanent and steady. Since there was no such class in the early Islamic historiography, the written tradition was limited and the writings could not be preserved. The writings of this period were incorporated into later works. For this reason, early Islamic historiography was continued rather through the oral tradition (Jahiz, 1991: 21-22; Ibn Nedim, 2009: 47; Pedersen, 2018).

As memory emerges from the nomadic lifestyle, oral culture is at the forefront. For this reason, Arab culture is mostly based on oral expression. Poetry comes to the forefront to carry oral culture to the future in a good way. Culture, knowledge and history have been transmitted from generation to generation mostly with poetry in this society. Of course, the major weakness of this culture was the discontinuity of what was conveyed. The idea of completing this, on the other hand, gave rise to a menkibarian (mythical) tradition and thus mythologizing. In another aspect, the legend has an effect that forms and maintains identity for this period. In this respect, the myth was accepted as real for this period. Early Islamic historians have also used legendary knowledge. The first criticism

came from Ibn Khaldun. Orientalists such as Gibb criticized early Islamic historiography in this respect (Ibn Khaldun, 2016; Pedersen, 2018: 26, 50; Watt, 1962: 25-35; Belting, 2012: 129-130)

The narrative of history in the pre-Islamic Arab society *Ensab* and *Ayyamu'l* has found its place in the Arab traditions. *Ensab* was a narrative of the stories of nobles. *Ayyamu'l Arab*, on the other hand, was a narrative of history telling the victories of the tribes against each other. Before Islam, each tribe continued the Arab tradition of *ensab* and *ayyamu'l*, which depicts its nobles and achievements. With Islam, this tradition evolved from tribe to *ummah*, world has become extend narrative (Rosenthal, 1963; Gunalay, 2015).

History of writing in Northern Arabs goes back to the 1500s BC. The writing, which started in this period in the Northern Arabs, was also developed as a grammar and in this sense, the style was formed. In the Arabs where Islam emerged, writing began to develop with the 5th century. In this century, the Arabs started to trade and transported their products from Yemen to Syria to the Byzantine territories. Trade has contributed to the development of the Arabic script. This development continued in the 6th century with intensive commercial activities. Northern Arabic is also taken into consideration in this article. The main development of the Arabic language was after Islam (Pedersen, 2018; Heyd, 2000).

After Islam, in terms of language development in scientific activities, grammar, syntax and language philosophy emerged as a necessity. For this reason, the scholars set out on the roads to travel to create a healthy Arabic language. Therefore, they went to the deserts, met with the tribes and tried to reach the purest form of the language. As a result of their studies, Arabic language, grammar and philosophy began to form from the early period. Before Islam, each tribe had separate dialect. With the intense use of writing after Islam and the development of language, Mecca Arabic became standardized and this language became the language of all Arabs. This language spread together with the conquests became the common language of all Muslims (Ibn Ishaq, 2012; Goldziher, 1993; Touati, 2015, 42-45; Yildirim, 2017: 235-243; Boyalık, 2017, 247-250).

2. DISCOVERY OF THE METHOD, ISNAD / NARRATION METHOD AS THE BASIS AND THE OBLIGATION TO TRAVEL FOR NECESSITY

Compilation of hadiths has started after the gathering of the Qur'an, the making and reproduction of the Qur'an. Method / manner problem has arisen in the compilation of hadiths and therefore the narrative method has been adopted. This method was used to transcribe poetry before Islam. The information conveyed in the narrative procedure had to have a justification. For this reason, this was called *isnad*/ narration.

Isnad method was a hadith method based on the Ravi chain. In this method, information was collected from the witnesses. Isnad is also used instead of the phrase note. In this method, the mainstay of the isnad / note would be intact. This method has been used in the transfer of knowledge since the end of the first century when Islam emerged (beginning of the 8th century) (Gibb, 1991: 127).

Isnad method which is used in the compilation of hadith was also used to gather information about the life of the Prophet, and scholars who carried out both sciences together applied the method of isnad in both.

The wishes of the hadith compilers to try to reach the person who passed the hadith for a healthy compilation revealed the necessity of travel for them. The companions of Prophet Mohammed were scattered in various geographies with conquests. Therefore, scholars who tried to gather information about the hadith or history science started to travel extensively (Ishaq, 2012; Touati, 2015, 42-45).

There are also some problems in the method of Isnad. The most important of these problems was the fact that witnesses were not always present in this method based on witnessing. Some events may not have been taken back. For example, there were no companions old enough to witness the birth and childhood of the Prophet. Information about this period could be known through oral transmission. Some notes may not be in a series. It is also seen as a weakness that rumours that do not give confidence are included in the notes. It was also the lack of this method that the narrated chains were not subjected to criticism by being transferred as they were. Sometimes it is seen that the names of these narrations are not mentioned. Another problem was that the narrations were intermittent (Hizmetli, 1991: 50-51; Horovitz, 2002: 45).

3. EARLY RESOURCES AND ANALYSIS

The main sources of Islamic history are the Qur'an and Hadith. In this sense, Humphreys states that Islamic history cannot be known without knowing Qur'an and Hadith. Poetry has a place about telling the life of Prophet Muhammad before Islam. In addition to these sources, *ahbar*, which means news, is one of the sources of early Islamic historiography (Humphreys, 2004; Öztürk, 2010; Bolay, 1985).

The fact that the Qur'an provides historical information highlights it in the context of Islamic historiography. These historical data have not been ignored while writing Islamic history. Secondly, the fact that the Qur'an is the main reference in the lives of Muslims makes the Qur'an important in every work, formation and action in the lives of Muslims. When the Prophet was alive, Muslims shaped their new life by taking him as an example. After his death, the tradition of learning by seeing and

making him a part of life continued while the companions were still alive. The depart of the Prophet from the world and the deaths of the companions one by one, together with seeing and understanding and realizing that time of the birth of religion is getting far from the new generations, the status of the written tradition became necessity as jurisprudence. On the other hand, the spread of Islam in different geographies stipulated such a thing. The Qur'an and the hadith were taken as a reference and fiqh was created, and this surrounded the lives of Muslims. The fact that the Qur'an and the hadith have an important place in Islamic history and historiography stems from the fact that, through fiqh, these sources are included in the lives of Muslims as a whole. In addition to fiqh, the mentioned sources have been of primary importance in the lives of Muslims in particular (Humphreys, 2004; Öztürk 2010; Hizmetli, 1991; Sıddıki, 1982; Bolay, 1985).

The second main source of Islamic history is the hadith. The Hadith is to identify and write the behavior of the Prophet as well as the words he said to enlighten Muslims on various topics and explain the verses of the Qur'an. The words of the Prophet, who had great importance for the explanation and application of the Qur'an, were collected and hadith books were written. The events that took place in the early days of Islam and developed around the Prophet; it reflects the religious, social, economic and cultural structure of that period. In the Hadith books, besides the words of the Prophet, there are some events and activities that took place during the birth and spread of Islam. The fabricated hadiths also have an important place in Islamic history and historiography. Taking the hadith as the main reference in the lives of Muslims has been effective in the history of Islam and Islamic historiography is built on it (Goldziher, 1993; Servant, 1991: 168).

As a carrier of tradition in pre-Islamic ancient Arab history, poetry stands out as an important source in the formation of the literature of Islamic historiography. It does not present anything in the chronological sense that is seen as negative in poetry, and its emotional dimension is the use of intense and exaggerated language. Another negative aspect is the abandonment of old stories in the shadow of new ones. However, poetry has an importance because it preserves the reflection and essence of the truth (Gibb, 1991: 127).

Before Islam, the science of ensab was widespread among the Arabs. This continued with Islam. Both poetry and prose, the transfer of events with the *eyyamu'l Arab*, past victories, honourable and proud days, with ensab; an understanding of giving an honour such as descent to the origins of history and contributed to the formation of the science of its material (Gunaltay, 2015; Watt, 1962) 26).

4. BEGINNING OF EARLY ISLAMIC HISTORIOGRAPHY

The writing of Islamic historiography began with the 7th century when Islam was born. Written with the collection of the Qur'an is accepted as the beginning of Islamic historiography. Also, hadiths have been compiled with the Qur'an (Hizmetli, 1991: 47; Öztürk, 2018).

In Islamic historiography, the Qur'an writing first comes to the fore. In the period of the Prophet, the Qur'an was generally preserved through memorization. Although the Qur'an writing appears to be a small part in this period, this science was made for reference to its sacredness rather than to its writing. The gathering of the Qur'an was first started in the period of Abu Bakr and the writing of the Qur'an was started in this period. During the reign of Osman, the Qur'an was invaded and reproduced. However, because of the written tradition and the reasons in this sense, those written in this period could not be kept in written form for future generations. The manuscripts written during the Osman period could not be transferred physically and the mushafs (Qur'an) written in the following century were written with the benefit of the copies of this century (Öztürk-Ünsal, 2018).

Except for the Qur'an, the history of Islam began as an oral tradition. History has been made by explaining the life of the Prophet in chat environments. During this period of urbanization, the Arabs retained the characteristics they had gained from bedavet, and thus their memory remained strong. The most important problem of this period is that the legend is mixed with historiography. The legend was a part of culture and identity for the societies of this period. Ibn Khaldun points out this situation when he criticizes early Islamic historiography. Orientalises' greatest criticism of early Islamic historiography is in this respect. Therefore, they think that historiography should be approached cautiously (Gibb, 1993: 127).

Following the chat tradition is the period in which information is collected and collected. In the written sense, early Islamic historiography began in the form of compilation. In the course of the hadiths, the material that emerged in this context was compiled. Islamic historiography continued in this way during a period. Both oral and written tradition continued together. The tradition of Islamic science has been developed in sadr and line traditions.

During this period, oral and written materials were collected and classified and transferred as a draft. This was the beginning of early Islamic historiography (Gibb, 1962: 54-58; Servant, 1991; Horovizt, 2002: 33, 128).

Early Islamic historiography began in Medina. Therefore, it was called Medina cult for this first period. Starting from the information from Qur'an; hadith, poetry and ahbar, the first period of Islamic history was tried to be built, and in this sense, the works called megazi and siyar emerged. (İbn İshak, 2012; İbn Hişam, 1971; Gibb, 1993; Horovitz, 2002)

It is seen that the sources of early Islamic history were mostly handled in a narrative style. However, there are also works written with criticism. Information from these early sources is also seen as instructive information. Early historical sources have been transferred without separating some suspicious transfers from their intact. There is the opinion that most of these are eliminated within the method of Isnad. It is also seen that tribal understanding is still maintained in early sources. This raises the concern that there may be a subjective aspect in these sources. Naturalness is reflected in such works. Describing the events of the period as a whole and boldly presenting the conflicts and colourfulness in the social life of the period provides insight (Gibb, 1962: 54-58).

Historiography made during this period formed a basis and historiography of development period was built on this period. The Islamic historical tradition built on this roof provided a regular chronology for later periods. In the following period, information about the early Islamic history built on the literature created during this period.

5. EARLY ISLAMIC HISTORIANS (UNTIL IBN ISHAQ, 768)

With the convening of the Qur'an, the Islamic historiography was also initiated, and so people in this sense need to be regarded as the first historians of early Islamic historiography. Again, individuals in the compilation of hadiths can be accepted in this sense. However, since the main issue is those who deal directly with the science of history, it would be more appropriate to mention them here.

Early Islamic historians were both Arab and from different nations (Hizmetli, 1991: 44-45; Sezgin, 1977: 486-491).

From a chronological point of view, the first of the early Islamic history transmitters was Ka'b al-Ahbar and lived for more than a century between 551 and 652. Another is Abdullah b. Selam, lived in 663 (Sezgin, 1977: 488; Benefit, 1988; Kandemir, 2001). Zeyd b. Sabit witnessed an important period of Islam as someone who lived between 611-665 (İbn Sad, 2015, II / 355; Erul, 2013). Another Islamic history transmitter was Cürhümi who passed away in 686 (Dahan, 1962: 108-109). Urve b. Zübeyr, 643-713 (İbn Hişam, 1971; Durî, 1962; 46, 54; Aycan, 2012), Abu Salih Semman 644-720 (Sakallı, 1994) and Eban b. Osman stands out in the field of prophetic biography in 640-723 (İbn Sad, 2015: V/113;

Hizmetli, 1991; Horovitz, 2002: 3-6, Polat, 1994). Vehb b. Münebbih was a historian of Persian origin who lived until 732. Shurahbil b. Sad 741, Tirimmah et-Tai, 670-743, (İbn Hişam, 2014; Horovitz, 2002), Asim b. Ömer, 738, Zühri are among the early historians who lived until 671-742. Cabir b. Al-Cufi was one of the first to deal with history in the early period, which lived until 746. Abdullah b. Ebubekir lived until 747 (Sezgin, 1977: 491; Hizmetli, 1991: 117; Fayda, 1991; Özkan, 2013). Muhammad b. Abdullah 685-747 and Moses b. Ukbe are local historians who passed away in 679-758. Ali b. Abu Talha, 760 and Hisham b. Urve lived in the early period of 680-763. Avene b. al Hakim is a collector who lived between the years 709-764 and transferred the time from the beginning of Islam to Abdülmelik (Horovitz, 2002: 48-53; Cerrahoğlu, 1989). Isâ b. Ömer es-Sekafî, who lived in 766, was one of the people who knew the ahbar (Tural, 2000). Mamer b. Rashid, who lived until 770, was one of the students of Zühri and an expert in the field of megazi (Servant, 1991: 52, 115, 119).

Those who compile and transfer the early Islamic history are knowledgeable scholars in the field of hadith, commentary and fiqh. The period they lived in was a period in which most of the leading prophet's companions were alive. They listened to their works by listening to the companions who witnessed the events themselves and compiled them as a whole (Horovitz, 2002).

Early Islamic historians were from different classes of society. Historians of this period consisted of the children of the Companions, the ordinary folk and people of various identities in the administration. One of the historians of this period, Şurahbil b. Sad confused many events because of his advanced age. Therefore, it has not been taken into consideration (Gibb, 1993; Horovitz, 2002). Avene b. El Hakem had the opportunity to use the state's archives due to his proximity to politics. His writings about Umayyad considered as guidance. It is necessary to be cautious about his writings since he has built an anti-Ali history. Zuhri was in good relations with the Umayyad khalifa (Horowitz, 2002: 56-61). Abdullah b. Ebubekir has reached official documents because of his father's position as a governor and kadı (muslim judge) (Hizmetli, 1991: 117; Gibb, 1993: 131-132). Cabir b. Al-Cufi is known as a Shiite historian. Taberi and later historians have benefited from his writings (Sezgin, 1977, 491).

Early Islamic historians were close to politics. Some are also in administration. Osman b. Eban was the governor of Medina for 7 years. Urve b. Zubair is the brother of Abdullah b. Zubayr. Despite Abdullah's political opposition, Urve was able to maintain a certain level of relations with the Umayyad khalifa Abdülmelik. Urve was also close to politics because he was one of the canonist consulted by Abdulaziz, also known as II. Omar.

Early Islamic historians seem to be relatives of the leading companions. Osman b. Eban (Ibn Sad, 2015: V / 113) was the son of Osman. The descendants of Urve are based on Ebubekir's daughter. His narrations are through of Aisha, his aunt (Belazüri, 2002: İbn Sad, 2015: V/133). Kaab al-Ahbar is one of the Jews of Yemen. Again Abdullah b. Selam is one of the Jews of Medina and both know the history of the Israelites (Sezgin, 1977, 488).

These first writers mainly tried to compile information about the life of the Prophet, as well as the immediate surroundings of the Prophet, the first Muslims, friends, war heroes, events in the period of the Prophet lived and the events that occurred during the four Khalifas.

An important corpus was formed with the beginning level of early Islamic historiography, it was transferred at the level of this document, and subsequent historians benefited from these individuals. The Islamic historical tradition built under this umbrella provided a regular chronology for later periods.

RESULT

As historical accumulation takes shape around an authority, it is also able to build itself through that authority. The emergence of Islam has been an important turning point in history. Islamic history and historiography have not developed independently of Arabian influence. Their pre-Islamic lives have shown itself in this sense. The nomadic life and the culture of oral tradition developed from had a significant place in the tradition and the transfer of knowledge from the sadr has continued throughout the early Islamic history. Ensab and Eyyamu'l-Arab tradition, which took place in the context of Arab historiography before Islam, was carried to a universal scale in this period. Early Islamic historiography developed parallel to the formation of Arabic.

In the early Islamic historiography, hadith narration method which called isnad was used. This method, which goes down to the first source of information, has not been able to apply a healthy isnad method for each event due to interruptions from time to time.

The main sources of Islamic history are the Qur'an and the Hadith. The second main source of Islamic history is the hadith. The main reference of the Qur'an and hadith in the lives of Muslims has been influential in Islamic history and Islamic historiography is built upon it. Poetry and ahbar are also sources of early Islamic historiography.

Early Islamic historiography developed rather as an oral. As the nomadic tendency of the Arabs gave birth to the oral culture, reasons such as the scarcity of the writing material, the difficulty of portability and the

lack of an organization such as publication and broadcasting that would make it oral transmission of information.

Early Islamic historiography in writing began in the form of a compilation. The review was conducted both verbally and in writing. In a sense, this period was the period in which oral and written materials were collected and classified and transferred as a draft.

Early Islamic historiography began in Medina. Therefore, it was called Medina cult for this first period.

Early Islamic historians were both Arab and from different nations. Early Islamic historians were close to politics. Some are also in administration. Early Islamic historians seem to be relatives of the companions.

An important corpus was formed with the beginning level of early Islamic historiography, it was transferred at the level of this document, and subsequent historians benefited from these individuals. The Islamic historical tradition built under this umbrella provided a regular chronology for later periods.

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CHAPTER – XXXII

VIOLENCE AGAINST ORAL AND DENTAL HEALTHCARE CENTERS' WORKERS: A QUESTIONNAIRE STUDY

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INTRODUCTION

Violence in the health field is a major problem that can be seen in any country or region of the country, often unreported, unavoidable and unfortunately can be ignored (James, 2016). Workplace violence in Europe is seen as an important health problem that affects many institutions and employees (Beech and Leather, 2006; Chappell and Di Martino, 2006), as well as an important epidemic and workplace problem in the USA (Fletcher, et al., 2000).

Workplace violence occurs in forms such as murder, assault, threatening, verbal assault, sexual assault, etc. The increase in violent incidents in industrialized societies affects the health sector as well ((NOHSC, 1999; Mayhew and Chappell, 2003). Some occupational groups are more at risk of exposure to workplace violence. As examples of this are the health and education sector, which are constantly stay in touch with the society (Beech and Leather, 2006; Bowie, 2000). As a result of the worrisome rapid increase in violence in health, in 2000, international organizations such as International Labour Office (ILO), The International Council of Nurses (ICN), The World Health Organization (WHO) and Public Services International (PSI) have launched a joint program to remove the violence in the health sector (Mayhew and Chappell, 2003; ILO/ICN/WHO/PSI, 2002; Di Martino, 2003).

Although the number of studies on the subject of violence in health done by medical doctors (Carmi-Iluz, et al., 2005; Koritsas, et al., 2007; Arimatsu, et al., 2008), nurses (Çelik, et al., 2007; Kamchuchat, et al., 2008) and other health personnel is high, the number of studies in oral

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health care is very low (Ryan, Maguire, 2006; Schulte, et al., 1998; Azodo, et al., 2011; Abodunrin, et al., 2014; Karadayı, et al., 2016). The most important aim of this study is to help to determine the existence of the problem also in this field and to find a solution.

MATERIAL AND METHODS

This descriptive study was conducted in August-November 2015 with 501 oral health workers agreed to participate in the questionnaire and working in the Oral and Dental Health Centers within the Ministry of Health located in the city center of Ankara. For the implementation of the study questionnaire, written consents were taken from 3 Regional General Secretariats of Ankara City Public Hospitals Association.

The data source of the study was the questionnaire prepared by the researchers and applied with face-to-face interview technique. The first part of the questionnaire consists of descriptive questions related to personal and workplace information.

The second part of the questionnaire consists of the questions involving the participants' opinions about the causes of increase of violence in health; the causes, types, place and location of the violence they exposed or witnessed in healthcare institutions and the procedure they followed after violence exposure (as a victim or eyewitness) at the end of this part participants were asked to state the types of violence they witnessed and/or exposed. In the study, acts of violence were classified as: 1) physical violence (*to slap-punch-kick, to attack with an instrument, to choke, to beat with an object, to pull hair, to tear hair, to hold hair and drag, to use sharp objects or guns, to bite, to bend hand-arm, to throw to floor or wall*) 2) verbal violence (*to insult, to yell, to swear, to threaten, to closet, verbal acts of violence*) and 3) sexual violence (*verbal sexual harassment, sexual harassment with hand, to offer sexual intercourse*).

And the third part of the questionnaire contains questions that examine current measures for the prevention of violence in the institutions where participants work, their adequacy and the methods participants recommend.

The data of the study were analyzed by transferring it to SPSS Version 22.0 statistical packaged software. Categorical variables were presented as "number and percentage" and continuous variables were presented as "mean \pm standard deviation". Chi-Square (χ^2) analysis was used to evaluate the cases of witnessing or exposure to violence in workplace according to groups. Statistical significance level was accepted as "p<0,05".

Ethical Approval:

The project with the headline “*The opinions of the oral and dental health service workers about the frequency, causes and the solutions of violence*” was carried out by the decisions of Baskent University Institutional Review Board dated 03/06/2015, numbered KA 15/189 and Non-interventional Clinical Research Ethics Board dated 24/04/2015, numbered KA 15/72.

FINDINGS

A total of 501 ODHC worker agreed to fulfill the questionnaire and participated to the study; 75.3% of them are women, 24.7% are male. The mean age was 37 ± 8 . 38.6%; 38.6% of the participants were dentists, 3.8% were nurses and 57.6% were other dental health workers (dental technicians, radiology technicians, medical secretaries, security guards and cleaning staff). Out of the participants 43.4% have been working in that profession for more than five years (Table 1).

Table 1. Distribution of participants according to their descriptive characteristics

	Number (n)	Percentage (%)
Gender (n:493)		
Female	371	75.3
Male	122	24.7
Age (n:453)		
≤29	73	16.1
30-39	190	41.9
40-49	163	36.0
≥50	27	6.0
Institution of employment (n:501)		
Mamak ODHC	32	6.6
Topraklik ODHC	73	14.6
Golbasi ODHC	8	1.6
75. Yil ODHC	116	23.2
Tepebasi ODHC	99	19.8
Osmanli ODHC	58	11.6
Etimesgut ODHC	27	5.4
Sincan ODHC	33	6.6
Balgat ODHC	55	11.0
Profession (n:495)		
Dentist	192	38.6
Nurse	20	4.0
Member of other health profession	285	57.3
Years of employment in that profession (n: 472)		
≤years	85	18.0
6-9 years	91	19.3
10-14 years	91	19.3
≥15 years	205	43.4
Position in the institution (n:480)		

Specialist dentist	49	10.2
General dentist	143	29.8
Nurse	20	4.2
Dental technician	80	16.7
Radiology technician	22	4.6
Secretary	82	17.1
Member of other health profession	84	17.5
Department of employment (n:479)		
Oral and dental surgery	18	3.8
Endodontic	11	2.3
Orthodontics	9	1.9
Periodontology	18	3.8
Prosthetic dentistry	18	3.8
Restorative dentistry	11	2.3
Radiology	63	13.2
Pedodontics	36	7.5
Integrated policlinic	27	5.6
Laboratory	124	25.9
Other	144	30.1

Table 2. Distribution of the participants' opinions about the increase of violence in society, health and the institutions they work within the last year

	n	%
In society (n= 500)		
Yes	465	93.0
No	21	4.2
No idea	14	2.8
In health sector (n= 496)		
Yes	463	93.4
No	13	2.6
No idea	20	4.0
In institution (n =494)		
Yes	359	72.7
No	79	16.0
No idea	56	11.3

Participants stated that within the past year, there has been an increase in violence in society (93.0%), in health (93.4%) and in the institution they work (72.7%) (Table 2).

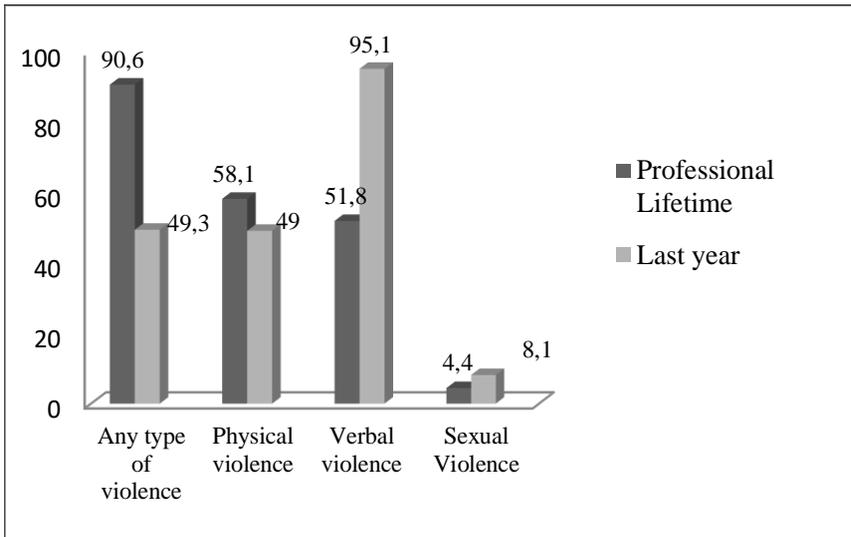


Figure 1. Proportion of being exposed to / witnessing violence during professional life and last year (The number of the participants witnessed and/or were exposed to violence during their professional life is 454; The number of the participants witnessed and/or were exposed to violence during the last year is 247)

Out of 501 ODHC workers, 68.9% were exposed to violence at least once (n=345) and 80.4% of the participants (n=453) witnessed violence at least once in their professional life. While exposure and witnessing were evaluated together, 90.6% (n=454) of the participants witnessed and/or were exposed to violence at least once during their professional life and 247 of them (49.3%) during the last year.

The proportions of being exposed to / witnessing violence during the professional life and last year are shown in Figure 1. The professional lifetime percentages were 58.1 % for physical , 51.8% for verbal and 4.4% for sexual violence. The proportions for the last year are 49.0%, 95.1% and 8.1% respectively.

Table 3. Witness and/or exposure to violence during the last year according to ODHCs

Centers	n	Types of Violence (%)			
		Any type	Physical	Verbal	Sexual
Mamak ODHC	32	53.1	21.9	53.1	3.1
Topraklık ODHC	73	38.4	21.9	35.6	6.8
Golbaşı ODHC	8	25.0	-	25.0	0.0
75. Yil ODHC	116	55.2	36.2	50.0	6.0
Tepebasi ODHC	99	42.4	20.2	41.4	3.0
Osmanli ODHC	58	51.7	22.4	50.0	1.7
Etimesgut ODHC	27	66.7	25.9	63.0	3.7
Sincan ODHC	33	69.7	42.4	66.7	3.0
Balgat ODHC	55	41.3	3.6	41.8	1.8
p* (*Chi-square test)		0.014	0.000	0.040	0.758

When the witness and/or exposure to violence according to ODHCs, it is determined that there is a difference between ODHCs in terms of witness and/or exposure to any type of violence. While the rate of witness and/or exposure to any type of violence in Sincan ODHC is the highest, in Golbasi ODHC is lowest (respectively 66.7% and 25.0%) ($p<0,05$). The rates of witness and/or exposure to physical and verbal types of violence are likewise the highest in Sincan ODHC and lowest in Golbasi ODHC ($p<0,05$) (Table 3).

Table 4. Distribution of the types of violence which participants witnessed and/or were exposed to during their professional life and the last year

	During professional life		During the last year	
	(n=454)		(n=247)	
	n	%	n	%
Physical violence				
Throw something	161	35.5	70	28.4
Shake, pushing around	167	36.8	89	36.0
Slapping	51	11.2	16	6.5
Hair pulling	33	7.3	11	4.5
Sharps attack	29	6.4	14	5.7
Threatening with gun	28	6,2	6	2.4
Punch	97	21.4	43	17.4
Beating with an object	35	7.7	22	8.9
Throwing to floor, wall	42	9.3	14	5.7
Kick	45	9.9	23	9.3
Choking	29	6.4	12	4.9
Holding hair and dragging	9	2.0	2	0.8
Biting	12	2.6	8	3.2
Verbal violence				
Offense, insult, swearing	337	74.2	218	88.3
Yell	326	71.8	203	82.2
Threatening	285	62.8	179	72.5
To closet	14	3.1	7	2.8
Sexual violence				
Verbal sexual harassment	45	9.9	19	7.7
Sexual harassment with hand	8	1.8	2	0.8
Offering sexual intercourse	4	0.9	1	0.4

When we examine the distribution of the types of violence which participants witnessed and/or were exposed to during their professional life, it is seen that they encounter:

1. Mostly shake/pushing around (36.8%), throw something (35.5%), punch (21.4%) as physical violence,

2. Offense/insult/swearing (74.2%), yell (71.8%), threatening (62.8%) as verbal violence,

3. Verbal sexual harassment as sexual violence (9.9%).

When we examine the distribution of the types of violence which participants witnessed and/or exposed to during the last year, it is seen that they encounter:

1. Shake/pushing around (36.0%), throw something (28.4%), punch (17.4%) as physical violence,

2. Offense/insult/swearing (88.3%), yell (82.2%), threatening (72.5%) as verbal violence,

3. Verbal sexual harassment as sexual violence (7.7%) (Table 4).

Table 5: Participants' witness and/or exposure to violence according to sex

Types of Violence	Female (%)*	Male (%)*	p**
During Professional Life			
Any kind of violence	75.5	76.6	0,82
Physical violence	54.3	66.7	0,022
Verbal violence	51.3	52.3	0,864
Sexual violence	3.8	6.4	0,255
During the last year			
Any kind of violence	50	49.2	0,875
Physical violence	22.2	31.1	0,045
Verbal violence	47.3	47.5	0,963
Sexual violence	3.5	5.7	0,281

* Percentages of witness/being exposed are presented

** Chi-square test

While evaluating being exposed to/witnessing any type of violence during their professional life, there is no statistically significant difference according to gender; men were encountered physical violence more than women (respectively 66.7% and 54.3%) ($p < 0.05$). During the last year, men were exposed to physical violence more than women, likewise (31.1% and 22.2%) ($p < 0.05$) (Table 5).

Table 6. Participants' witness and/or exposure to violence according to profession

	Dentist (%)*	Nurse (%)*	Other (%)*	p**
During professional life				
Any type of violence	80.9	83.3	71.3	0,052
Physical violence	57.2	61.1	57.2	0,948
Verbal violence	59.6	52.9	45.2	0,012
Sexual violence	4.3	-	4.4	0,64
During the last year				
Any type of violence	61.3	57.9	41.3	<0,001
Physical violence	24.1	10.5	25.5	0,335
Verbal violence	58.6	47.4	39.5	<0,001
Sexual violence	4.2	-	4.2	0,66

* Percentages of witness/being exposed are presented

** Chi-square test

While the proportion of witnessing and/or exposure to violence was evaluated according to profession, dentists and nurses witnessed/exposed to both “any type of violence” ($p < 0,05$) and “verbal violence” ($p < 0,05$) at a higher level than other professional groups during the last year (Table 6).

Table 7. The answers given to the question “*What are the causes of violence in health in your opinion?*”

Causes of violence in health	n	%*
Displeasure of the treatment	189	38.9
Waiting a long time in the health institution	360	74.1
Bad news about the patient	37	7.6
Thought of being ignored	219	45.1
Being under the influence of alcohol and drug	58	11.9
Articles against physician in the media	167	34.4
Inadequacy of equipment, institution	81	16.7
Applied health policies	252	51.9
Late appointment dates	160	32.9
Other**	42	8,6

* Percentages were calculated based on 486 respondents of the related question.

** Patients' having problem (n: 23) and having psychological problems (n: 7), patients' lack of education (n:7), miscommunication (n:5)

Table 7 shows the answers given to the question “What are the causes of violence in health in your opinion?”. The first three statements of the subjects are:

1. Patients' waiting a long time because of huge demand (74.5%)

2. Applied health policies (52.5%)

3. Patients'/their relatives' perception of the patients' long waiting period as being ignored (45.9%)

Table 8. Opinions of oral and dental healthcare personnel witnessed and/or were exposed to violence on causes of violence

Variables *	Violence witness (n=453)		Violence victim (n=345)	
	n	%	n	%
Lack of education of individuals commit violence	232	51.2	165	47.8
Perceiving violence as a method for seeking their rights	354	78.1	231	67.0
Impatience of patients/their relatives	330	72.8	228	66.1
Long waiting period of patients because of density	262	57.8	185	53.6
News, articles and movies in the media that provokes violence	173	38.2	105	30.4
Declarations of politicians disfavoring HCPs	172	38.0	102	29.6
Public opinion that HCPs earn too much	207	45.7	106	30.7

* More than one option is marked for related question

The subjects witnessed and/or were exposed to violence (n=454) associate the most important causes of violence with “patients'/their relatives' perceiving violence as a method for seeking their rights” (78.1% and 67.0%) and “impatience of patients/their relatives” (72.8% and 66.1%) (Table 8).

The question “Where are violence seen most frequently in Oral and Dental Healthcare Centers?” was answered by 454 participants; 52% stated the case occurred in hospital corridors and 40.1% stated that it occurred in the clinic. A major part of the violence cases (78.6%) occurred during daytime working hours, while the patient density is the highest (data not shown). Out of 80.1% of the violence witnesses stated that the persons acting violence that they witnessed were patient and 78.4% stated that the violence acting persons were patient relatives. Likewise, violence victims specify that the violence often committed by patient (77.4%) and patient's relatives (74.2%) (data not shown).

Out of 55.1% of all the subjects stated that, those acting violence were mostly male and 36.1% stated that both sexes were in an equal proportion. Those who witnessed or exposed to violence stated that violence committed mostly by men giving similar answers (57.4% and 49.6% respectively) (data not shown).

Table 9. The actions proceeded by the violence victims/witnesses when violence occurred

Variables	n	%*
I reported the case administration of relevant institution	121	26.7
I made denunciation to Public Prosecution Office	14	3.1
I made denunciation to Communications Center of the Ministry of Health	20	4.4
I asked for help from police/security	115	25.3
I solved the problem myself	33	7.3
I did not register a complaint	27	5.9

* On this question the participants were told that they could mark more than one answer; 422 subjects answered this question and calculations made based on this number

Table 9 presents the actions that violence victims and/or witnesses proceeded: 26.7% of them reported the case to the intuition administration; 25.3% asked help to police or the security.

Table 10. The answers given to the question “*what are the precautions against violence in your institution?*”

Variables	n	%*
There is no precaution	22	5.2
There is security guard at the entrance	352	83.4
There is 24 hours camera surveillance	308	73.0
There is an alarm system	114	27.0
There is detectors at the entrance	13	3.1
Workers safety procedure was settled	144	34.1
Legal procedure is immediately beginning against the violence acting person	168	39.8
There is a patient information system	81	19.2

* On this question the participants were told that they could mark more than one answer; 422 subjects answered this question and calculations made based on this number

Participants state that with the intent to prevent violence in the institutions they work have security guard (83.4%), 24-hour camera surveillance system (73.0%) and legal procedure urgently be initiated for the assaulters (39.8%) (Table 10).

Out of 63.2% of the participants stated that these measures are inadequate, 21.2% that these measures are adequate and 15.6% that they have no idea about if the precautions are adequate or not (data not shown).

Table 11. Distribution of participants' recommendations on prevention of violence

Variables	n	%*
Communication skills training	192	46,5
Bringing service delivery to the level that meets the demand	256	62.0
Providing legal support	267	64.6
Enabling safety measures	295	71.4
Informing society correctly and raising public awareness	296	71.7
Ensuring that the printed and oral media make accurate news	247	50.8
Other**	36	8.7

* On this question the participants were told that they could mark more than one answer; 413 participants answered this question and calculations made based on this figure

** The healthcare system should be revised (n:20), society should be educated in violence (n: 11), deterrent punishments should be applied in violence (n:5).

While the participants' opinions related to increase the safety measures in their institutions were evaluated; it is determined that they think that the society should be informed correctly on healthcare services and public awareness should be raised (71.7%), current safety measures in institutions should be enabled (71.2%) and legal support should be provided in violence (64.6%) (Table 11).

DISCUSSION

Today violence is a common social problem for healthcare personnel. In this regard, studies were conducted in different countries, different hospitals and different healthcare groups. However the number of studies in terms of violence conducted with the personnel of oral and dental health center is limited.

As a result of the questionnaire conducted with 501 personnel of oral and dental health center in Ankara province, 68.9% of the participants were exposed to violence at least once during their professional life and 80% witnessed violence at least once.

It is seen that 90.6% of the participants were exposed to violence during their professional life, and 49.3% of them witnessed violence at least once during the last year. Participants think that violence has increased in society, health and their institutions (72.7%) over the last year in our country.

In the study, it is determined that dentists and nurses witnessed/exposed to violence more frequently than other professional groups during their professional life and the last year.

In a study conducted in an oral health center affiliated to university in Nigeria, it is determined that dentists' and assistants' prevalence of violence is 31.9% and it is seen that there is no significant difference between these groups in prevalence of exposure to violence (Azodo, et al., 2011). And in the study of Abodunrin and his colleagues in which took place also dentist participants it is determined that the frequency of exposure to violence in health sector is (69.4%) (Abodunrin, et al., 2014). In the study conducted in Istanbul province it is seen that 48.5% of dentists were exposed to violence at least once during their professional life and 65.6% of them were exposed to violence at least once during the last year (Karadayı, et al., 2016). In another study conducted in oral and dental health centers in Zonguldak it is determined that 40% of personnel were exposed to violence at least once (Erbaycu, 2014).

The rate of exposure to violence at least once we obtain in the study (68.9%) is higher than the rates reported in local and foreign literature. This may be due to the fact that all of the healthcare personnel of ODHCs are included in the study. The 80% prevalence of violence in the study conducted by English Dentists Unit including dentists and auxiliary staff confirms our opinion (British Dental Association, 1997; Pemberton, et al., 2000).

Studies on violence in health show that the healthcare personnel often encounter with verbal violence (Fletcher, et al., 2000; Abodunrin, et al., 2014; Ayrancı, et al., 2006; Talas, et al., 2011; Acık, et al., 2011). While the number of studies is limited, verbal violence is seen the most frequent type of violence in the studies conducted in oral and dental health centers (Azodo, et al., 2011; Abodunrin, et al., 2014; Karadayı, et al., 2016). When the relation between the types of violence and gender is evaluated, it is seen that women mostly encounter with verbal violence and men with physical violence, as it is in our study (Karadayı, et al., 2016; Keser, et al., 2011; Chen, et al., 2008). On the other hand, in the study of Koritsas and his friends, it is found that only sexual violence is more frequent in female groups and the other types of violence are similar in both genders (Arimatsu, et al., 2008). And in the study conducted in Nigeria, no significant difference is found between female and male groups in terms of exposure to violence (Azodo, et al., 2011).

When we examine the distribution of frequency of exposure to violence according to profession, in our study it is seen that dentists and nurses were exposed to violence more during the last year. Although the rate of exposure to violence in the last year is similar in the study of Abodunrin and his colleagues nurses take place on the top (57.4%) and doctors and dentists are the second (21.5%) (Abodunrin, et al., 2014).

In our study participants witnessed and were exposed to violence state that the violence committed by patients and patient's relatives. It is seen

that similar results obtained in the studies on violence in health (Azodo, et al., 2011; Abodunrin, et al., 2014; Aydın, et al., 2009; Canbaz, et al., 2008). However in some studies it is reported that violence is frequently committed by patients (Acık, et al., 2011) and in some others by patient's relatives (Talas, et al., 2011; Keser, et al., 2011).

Participants in our study answered the question “What is the cause of violence in health?” as long waiting period of patients because of density, applied health policies and patients'/their relatives' perception of the patients' long waiting period as being ignored. When the same question is asked only to the participants witnessed and/or were exposed to violence, they associated the most important causes of violence in health with the patients'/their relatives' perceiving violence as a method for seeking their rights and their impatience. The most frequently encountered causes of violence in the researches and studies on violence in health are long waiting periods, patients with psychiatric problems, patients' displeasure of the treatment, physicians' not taking enough care of them, low educational level of patients and applied health policies (Carmi- Iluz, et al., 2005; Azodo, et al., 2011; Abodunrin, et al., 2014; Karadayı, et al., 2016; Ayrancı, et al., 2006; Canbaz, et al., 2008).

In our study, it is seen that only in a small part of violence legal procedure is initiated, mostly asked for a help from administration of the institution or private security units. Similar results are encountered in local and foreign studies related to the subject. The studies indicate that although it is a common behavior to report in physical violence, in verbal violence notice is not made with the concern about not being able to get a result (Abodunrin, et al., 2014; Talas, et al., 2011; Aydın, et al., 2009; Canbaz, et al., 2008; Farrell, et al., 2006; Hesketh, et al., 2003).

In our study it is determined that a major part of violence in ODHCs occurs during daytime working hours, when the patient density is the highest in hospital corridors and clinics. The number of the studies on violence in oral and dental health is very limited. However the studies on violence in health conducted in hospitals show that violence mostly takes place out of working hours (Lau, et al., 2004; Senuzun, Karadikovan, 2005). When we evaluate the violence in terms of the place they occurs, violence in health institutions apart from oral and dental health centers, it is seen that they occur in clinics, polyclinics, patient waiting rooms and especially in emergency departments (Senuzun, Karadikovan, 2005; Ayrancı, et al., 2002, Atik, 2013; Winstanley, Whittington, 2004).

In our study, participants state that the violence cannot be prevented although with the intent to prevent violence in the institutions they work taken measures like private security guard, 24-hour camera surveillance system, alarm system etc. Participants argue that informing society

correctly on healthcare services, raising public awareness of violence and providing legal support to violence victims can be more accurate methods that can be used to prevent violence. These results obtained in our study are compatible with the study on this subject done in our country (Karadayı, et al., 2016).

Study limitations

Participation in the study based on voluntariness. Although the number of people agreed to participate in the study is 501, it should not be overlooked that the number does not involve all the personnel in Ankara Oral and Dental Health Centers, and the actual number is much higher than this.

CONCLUSION

As a result of this study, violence is seen as a serious problem in oral and dental health services as well as in all fields in health sector. Although dentists and nurses work in this field witnessed/exposed to any type of violence at a higher level than the other professional groups during the last year, the number of violence encountered by the auxiliary staff entitled other is not negligible. Personnel's frequent encounter with violence although they state that the security measures were taken in their institutions shows that the current measures are inadequate. Measures like ensuring adequate enlightenment in oral and dental health centers, blocking blind zones and hidden areas in the hospital and, if such areas are available, making these areas observable with convex mirrors, ensuring that at least two people work in the same area, etc. will contribute to ensure effective security.

In our study it is seen that personnel that were exposed to violence do not report the situation and not initiate the legal procedure after the violence, just content their selves with verbal notice to administrators. This situation reveals the necessity to inform the healthcare personnel about notify in all case of violence.

For the solution of the problem, we think that it is necessary to determine faults arising from the system, educate the society and healthcare personnel about violence.

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CHAPTER – XXXIII

EXAMINATION ON THE HISTORY OF POSITIVE VALUES EDUCATION IN TURKISH CULTURAL GEOGRAPHY: MORAL EDUCATION IN THE OTTOMAN EMPIRE

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INTRODUCTION

In this study, the moral education, which is in the center of the renewed curriculum of the Turkish Ministry of Education and is subject to many studies in recent years, in the Ottoman Empire, which represented an important portion of the Turkish cultural geography in a broad time frame, (Şimşek, 2018: 63) will be examined by providing a review of the literature. It is believed that moral education practices in the Ottoman Empire, which had a significant impact on the entire Turkish cultural geography in the past, will give important clues about this whole geography, considering Ottoman Empire's broadness in terms of temporal and spatial terms. In educational sciences, which were directly affected by the trends in psychology that examine human behavior positive education approach was brought to the agenda with the effect of positive psychology that gained momentum at the end of the 90s (Seligman et al., 2009: 293). Today, positive education approach is an understanding of education that is accepted worldwide, and becomes widespread day by day (Seligman & Adler, 2018: 55). Established on the basis of positive teachers and positive schools, positive education hypothesis includes an educational environment that aims to increase the number of happy students, and meaningful contribution of the teachings in the school to the difficulties in life, and thus includes permanent learning and education effective beyond the school. Positive education proposes a dual-spiral education model. In this model, on the one hand, traditional academic education is provided, and on the other hand, character education that develops the strengths of character referring to well-being and "basic human values" is presented (Ekşi, 2003: 80). Therefore, it can be said that this education model, in which positive values are provided, is an important component of values education. In this study, the concepts of value and values education and then different approaches and methods for values education, moral

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education, which is the equivalent of values education in the past, and moral education understanding and practices in the Ottoman Empire will be presented.

VALUE

According to the Turkish Language Institution (TDK, 2020), value is defined as abstract measure for determining the importance of something, the worth, high quality, virtue, and the total of social, cultural, economic and scientific values of a nation (TDK, 2020). Value is an interdisciplinary concept, and different disciplines (anthropology, sociology, social psychology, etc.) have provided different definitions of the term value for their own fields (Izgar, 2013: 14).

Schwartz (2012) made the following definitions regarding the concept of value:

- a) Value is a concept or belief,
- b) Value is related to a desirable outcome, situation or behavior,
- c) Value exceeds certain (special) situations,
- d) Value is a guide in the selection or evaluation of behavior and events,
- e) Values are ranked according to their relative importance,
- f) The relative importance of many values guides action.

Values are the basic principles shaping the understanding and behavior of individuals and societies. Conducted a comprehensive study of values, Schwartz determined ten universal values and ranked them according to their importance. These are power, universalism, security, hedonism, achievement, stimulation, self-direction, benevolence, tradition and conformity (Güneş, 2015: 4).

According to another definition, values are the measures made up of thoughts and beliefs enabling individuals to distinguish between good and bad, and right and wrong through social rules, traditions and customs (Yazıcı, 2006: 501). Some placed the concept of value as a problem of moral philosophy by pointing out that it is a concept of the world of humans (Şimşek, 2018: 59). If we consider values as a social criterion, values also have an unwritten sanction power in society.

Fichter (cited in Şimşek, 2018, 2006: 167) lists the characteristics of values as follows:

1. Values are shared: The majority of people agree on values. They do not depend on the judgment of one individual.

2. Values are taken seriously: People consider them important in the protection of common prosperity and meeting social needs.

3. Values are the principles people fight for: People sacrifice, fight, and even die for honorable values.

4. Values are abstracted: Because they require interpersonal consensus and reconciliation, they can be conceptually isolated from other valuable objects.

5. Values are social: Values are beyond the individual. The individual finds the social values already existing in the society in which he or she was born, and adopts and participates in their implementation by learning them during the socialization process.

6. Social values are constant: Societies, groups and institutions embody and develop many social values, and transfer them to new generations.

7. Values are conveyed by language and symbols: The language a society uses and common symbols of the society reflect and maintain the common values of that society.

8. Values are open to change: The relativity and absoluteness of values are debatable.

9. Values are the standards, beliefs or moral principles that give meaning: Values are criteria that give meaning to culture and society.

10. Values are the standards directing the selection or change of behavior, people and events.

Values are classified in different ways according to different criteria. The value classification of Schwartz is one of the most recognized of these classifications and has been subject to many studies (Schwartz, 2012: 9):



Self-Direction: Defining goal is independent thought and action--choosing, creating and exploring.

Stimulation: Defining goal is excitement, novelty and challenge in life.

Hedonism: Defining goal is pleasure or sensuous gratification for oneself.

Achievement: Defining goal is personal success through demonstrating competence according to social standards.

Power: Defining goal is social status and prestige, control or dominance over people and resources.

Security: Defining goal is safety, harmony, and stability of society, of relationships, and of self.

Conformity: Defining goal is restraint of actions, inclinations, and impulses likely to upset or harm others and violate social expectations or norms.

Tradition: Defining goal is respect, commitment, and acceptance of the customs and ideas that one's culture or religion provides.

Benevolence: Defining goal is preserving and enhancing the welfare of those with whom one is in frequent personal contact (the 'in-group').

Universalism: Defining goal is understanding, appreciation, tolerance, and protection for the welfare of all people and for nature (Schwartz, 2012: 5-7)

VALUES EDUCATION AND MORAL EDUCATION

The two main goals of schools are providing a good service academically and the successfully teaching the basic values (Ekşi, 2003: 79). In addition to these goals, some educators consider training the body as another goal. However, the most prominent of these three goals throughout the history of education has been moral education, the historical equivalent of today's values education. (Meydan, 2014: 94).

Values education

The ultimate purpose of values education is to provide the students with the desired values. The differences in educational approaches are also reflected on values education. The values education in the educational environment where the behaviorism is adopted and the values education in the educational environment where cognitivism or constructivism is adopted will differ. Furthermore, different methods for values education have been adopted. The direct teaching model, a traditional model, is the direct narration and presentation of the desired value. In value analysis, also known as the indirect teaching method, students are provided with the opportunity to form hypotheses about values, and reach their results through their own research and observations. While in the explanatory method, the value is clarified by asking questions frequently, in the interactive model, students discuss and share about values. In the sampling method, concrete presentations are considered important (Güneş, 2015: 13). It is possible to benefit from the richness of these different approaches and methods in the implementation of education according to the different conditions in which education will be implemented. It is believed that employing a mixed and flexible model in teaching morals employing a single approach and method will provide a more effective education process.

Moral Education

The historical equivalent of the educational content presented as values education today is moral education. Societies were also conducting studies and writing books on morality in the past just like societies are conducting studies on values education and having discussions on morals nowadays. These studies, of course, were not studies that were handled with a scientific discipline like today, and they did not place morals on a

scientific approach like they do today, and instead, value systems based on culture and religion were followed (Şimşek, 2018: 63). Morality referred to the entire values and behaviors that were accepted as good for society. It was expected by the society to comply with the values, attitudes and behaviors in the context of morality, even if it was not stated in a written rule.

MORAL EDUCATION IN OTTOMAN EMPIRE

As we examine the studies and practices on moral education in the Ottoman Empire, we see that studies and practices on values education are not a new phenomenon in terms of our cultural geography. Of course, these studies and practices are not as versatile and are not conducted with an advanced scientific discipline like today. For an unbiased assessment, it is important not to ignore facts' historicity. Therefore, even though the studies and practices on moral education in the Ottoman Empire cannot be compared with today, they reveal a highly developed structure within their own historicity.

Although morality did not constitute a serious problem in the classical period of the Ottoman Empire, it was not regarded as a subject of education. However, there were many important written works on moral philosophy (Şimşek, 2018: 63). The moral problem that occurred in state institutions and society in the future made the subject of morality an educational issue. The fact that moral education mentioned here started to be implemented later on was because moral education was not seen as a separate education subject and a course. Of course, in the Ottoman Empire, which has a religion-centered education structure, morality was taught as a subject in the schools since beginning "as a theme of religion".

PROMINENT FIGURES IN MORAL EDUCATION IN THE OTTOMAN EMPIRE

Denizlili Mehmed Fevzi Efendi

He was a late Ottoman educator who lived between 1826-1900. Besides having written many works, Mehmed Fevzi Efendi was a well-equipped professor (müderris) who wrote the books he taught himself. Served as a mufti for a while, he is the author of the "Hadaik-I Hamidiyye Nam Ahlak Risalesi", an important work on morality (Göz, 2014: 717).

Ali Seydi Bey

Ali Seydi Bey was an educator and a bureaucrat who lived between 1870-1933. He wrote on different topics. He was a successful and versatile educator. He is the author of the important book titled “Terbiye-i Ahlakiyye and Medeniyye” (Aybey, 2019: 566)

Taşköprülü-zade

The real name of Taşköprülü-zade, who lived between 1495-1561, was Ahmed Bin Mustafa. He wrote many books. He worked as a professor and judge. In his work titled *Mevzuat-ul Ulum*, there are comprehensive articles on teaching and student morality (Korkmaz, 2018: 300).

Abdullah Şevket

His date of birth and death is not fully known. He lived during the reigns of Sultan Abdulhamit II and Mehmet Reşat. His works were influential on the public because he used a plain language in his works on morality and written about moral knowledge towards practice rather than theoretical knowledge (Meydan, 2017: 141).

Azmi Pir Mehmed

Azmi Pir Mehmed, who died in 1582, worked as a professor in many madrasahs. He knew Arabic and Persian very well. He is the author of *Enis-ül Arifin*, an important moral guide. (Koyuncu, 2016: 915)

Eşrefoğlu Rûmî

Eşrefoğlu Rumi, who lived in the 15th century, was an important figure on the Rumi Sufi history. His works include important moral teachings (Güneş, 2016: 957)

EXAMPLES OF WRITTEN WORKS ON MORAL EDUCATION IN OTTOMAN EMPIRE

Hadaik-i Hamidiyye Nam Ahlak Risalesi

Written by Denizlili Mehmed Fevzi Efendi, *Hadaik-i Hamidiyye Nam Ahlak Risalesi* addressed morality. Containing detailed classifications on morality, the book explained moral values with religious references (Göz, 2014: 720).

Terbiye-i Ahlakiyye ve Medeniyye

Written by Ali Seydi Bey, Terbiye-i Ahlakiyye ve Medeniyye was a book on morality. Aimed for elementary schools, it addressed the subject of morality under different headings and made use of proverbs (Aybey, 2019: 569).

Ahmet Mithat Efendi Theaters

Considering theater as a school, Ahmet Mithat Efendi's approach showed itself in his plays. In addition to entertaining the readers and the audience, these plays had educational characteristics in terms of morality (Baştürk, 2016: 988).

Enis-ül Arifin

Written by Azmi Pir Mehmed, Enis-ül Arifin contained practical moral information. It is a well-known book of morality and has been translated into many languages.

IMPLEMENTATION EXAMPLES ON MORAL EDUCATION IN OTTOMAN EMPIRE

Malumat-ı Medeniye Course

Malumat-ı Medeniye was a course included in the curriculum during the 2nd Constitutional Monarch period and also a book in the same name written for the course. Since the course addressed an individuals' responsibilities towards themselves, their families and their country, it is a clear example of moral education (Tunç Yaşar, 2018: 312).

Dârülmualimât, İnas Dârülfünûnu and Ticâret Mekteb-i Âlîsi

These three different colleges operating in the last period of the Ottoman Empire offered courses that would facilitate women's entry into business. Of course, this was the result of women's intense efforts. In terms of today's values education, it can be said that entrepreneurship value was taught in these schools. The courses offered can also be evaluated within the scope of business ethics (Özkul&Baysal, 2017: 3).

European Governesses

Originally brought from abroad by wealthy families to teach their children at home, these educators began to come by themselves later on. They are examples of moral education towards westernization and modernization (Koçak, 2016: 63).

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CHAPTER – XXXIV

SERVICE INNOVATION IN ELDERLY CARE

Fahri ÖZSUNGUR*

INTRODUCTION

The world population is getting older (Harris, 2020; Lutz, Sanderson, & Scherbov, 2008). The rapid increase in the elderly population and the developments in the field of health provided important advances in elderly care (Shrestha, 2000; Cohen, 2003). Because of the decline in the health of the elderly, their position in the family and their withdrawal from life, ignoring the health problems increase the importance of the care services (Doyal & Wilsher, 1994). Early diagnosis and treatment of health problems of the elderly has become possible with services such as geriatric check-up, health control, controlled drug use, and mobile tracking (Berrett-Abebe et al., 2020; Gehlen et al., 2020; Padikkapparambil et al., 2020). The adaptation of the Internet and smartphones to home care services brought important innovations. These innovations have made it possible to closely monitor the health problems of the elderly but have remained incomplete in adapting to social life.

A plurality of factors related to the care of the elderly can often be ignored in the provision of the service. Factors such as environmental protection, elderly psychology, social adaptation, communication, education are important in services to be offered to the elderly (Alves et al., 2020). Personnel that will provide the presentation of these factors should consider these factors. On the other hand, the responsible personnel and the institution/corporation should provide innovation in the services to be provided to the elderly. Innovation is the variety and innovation in the delivery, production, and distribution of the product or service (Mylan, 2019). These innovations have an impact on consumer satisfaction (Marwede & Herstatt, 2019). Individuals who receive service in terms of the elderly are also consumers (Vitanza et al., 2019). Therefore, elderly care is an important service for elderly consumers.

Companies or the government that provide home care services should measure the quality of service delivery of individuals assigned to this service (Broekens, Heerink, & Rosendal, 2009; Miskelly, 2001). The measurable service provides an important prediction for the next service (Bemelmans et al., 2012). Determining the perceptions of the elderly about the service provided is important for the quality of service (Elstad & Vabø,

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2008; Fialová et al., 2005). Innovation also affects the quality of this service (Soini, Routasalo, & Lagström, 2004; Marc, Raue, & Bruce, 2008). Technological advances, changing consumer needs, and innovations in medicine are important in the context of the development of elderly care services (Banerjee & Macdonald, 1996; Kemper, 1992; Noelker & Bass, 1989). Considering that the elderly are consumers, the contribution of innovation to the service provided, the effects of innovative actions on the elderly care service are the subjects that should be investigated. In this context, the aim of the study is to determine the innovation of services in elderly care services and the factors affecting this innovation, to provide the necessary information and suggestions. This study, which is the first in the literature, is thought to provide important contributions to policymakers, elderly care practitioners, nursing home managers and employees, the literature.

HOME CARE SERVICES

Due to health problems of elderly individuals, examination, analysis, treatment, medical care and rehabilitation are provided via home care service (Baldissera, Camarinha-Matos, & De Faveri, 2020). This service is provided by nurses, psychologists, and doctors. After the elderly person faces a disease, this service is purchased by acting an agreement with the state or a private health institution to deliver home care service (Tsunemi et al., 2020; Akgun-Citak et al., 2020). If the elderly individual has health insurance, the service fee is covered by the state at certain rates depending on this social security. Social and psychological support of individuals living together at home can be included in the scope of the service if the elderly person lives with their family.

Palliative patients, elderly who cannot be outpatient due to muscle and joint pain, patients who have to use drugs continuously, elderly with Alzheimer's and Parkinson's disease, mental health, and psychological problems can benefit from home care services (Stein et al., 2020; Calvo, 2020). Considering that these patients are especially elderly individuals, they need special care.

The necessity of continuous treatment, which arises due to their diseases, can wear out the psychology of the individual in the hospital environment and cause them to feel weak in struggling against the disease (Amoo et al., 2020). When this feeling of weakness is combined with declines in old age, significant difficulties may emerge in coping with the disease (Gordon, 2020). However, an individual may have stronger psychology as a home treatment. (Chia et al., 2020) Besides, elderly people who live with their families at home provide significant support from their families with home care services (Lalitha & Devasirvadham,

2019). For this reason, this service is of great importance for recovery, response to treatment, and psychological resilience.

Service provider and family support are important in home care services (Muramatsu et al., 2018; Coyte & McKeever, 2016). The interaction of consumption and satisfaction, which occurs with the provision of services, has some effects on the elderly individual and his family (Hoff & DePuccio, 2018). These effects can take place in the form of satisfaction, dissatisfaction, meeting the need or not (Altinay et al., 2019). These impacts are important for the elderly individual who purchases the service and his/her family for the next service purchase or the sustainability of the current service (Mathur & Kasper, 2019). Besides, the feedback that will be obtained as a result of service delivery can provide important foresight for different elderly individuals (Clifton, Fernández-Gutiérrez, & García-Olalla, 2017).

HEALTHCARE SERVICE

In the home care service, healthcare can occur in two basic factors. The first is medical support (Schooling et al., 2016). Medical support is carried out in the form of coping with the health problems that arise due to the physical and medical decline of the individual, the diagnosis and treatment of health problems that may occur, improving the quality of life of the individual, assisting in the realization of body functions, and supporting their functional deficiencies (Ren et al., 2019).

Treatment of diseases diagnosed with health services, ensuring the individual's resistance to diseases, follow-up of medications, continuous tests, oxygen concentrator and ventilator service in Chronic obstructive pulmonary disease (COPD), consultation, radiology, meeting parenteral and enteral needs in cancer patients, treatments to eliminate movement limitations in muscle diseases, meeting the needs of individuals who are unable to discharge urine and feces, treatment of neurological diseases (Næss et al., 2017; Lahousse et al., 2016; Cortopassi, Gurung, & Pinto-Plata, 2017). The fact that treatment and diagnosis are carried out at home aims to provide the necessary resistance in the struggle of the elderly with diseases. In this way, the elderly individual's friends can come to visit, family members provide the care of the elderly person in a more comfortable environment (Fotokian et al., 2017).

In situations that limited mobility, such as physiotherapy, orthopedic rehabilitation, nervous system disorders, paralysis, the mobilization of the individual should be provided (Sciumè et al., 2018). Home care services support overcoming these problems with medical devices and necessary treatment. In COPD and upper respiratory diseases, respiratory therapy is applied to elderly individuals (van Mourik et al., 2020). Breathing exercises, incentive spirometer are among the services to

be performed at home (Lantz, Buchalter, & McBee, 1997). Exercises that are important for the active participation of the individual in life are practiced with this service. The necessary exercises for the swallowing problems of the elderly who have difficulty in eating are carried out in the home care service.

The second healthcare support is psychological support (Şahin, Özer, & Yanardağ, 2019). Psychology is an important element that allows the individual to hold on to life and cope with diseases (Khalid, Malik, & Musharraf, 2019). Sometimes the degree of the treatment and the negative effects of drugs on the individual weaken the ability to cope with difficulties (Tu et al., 2019). With advancing age, psychological resilience decreases to even lower levels. Psychological support is necessary for gaining the awareness that psychological strength is important in keeping the individual alive and in responding to the disease (Meyer et al., 2019). There is a need for psychological support against anxiety, depression and other adverse conditions caused by the physical, social, cognitive and health-related declines of the elderly. Especially in the use of medicines, it is necessary to keep consciousness open to prevent forgetfulness and to protect the health of the individual. On the other hand, family members living with elderly individuals also need support so that they are not affected by this situation and can support the patient (Li, Jiang, & Zhang, 2019). Thanks to psychological support, the elderly individual and their family will learn to adapt to the current situation by acting together (Ris, Schnepf, & Mahrer Imhof, 2019). Thus, an important acceleration can be gained in dealing with difficulties.

Psychological support also includes training of staff performing patient care. The staff can often associate the current status of the elderly with their past life. The need for psychological support starts at this point. It is possible to control the behavior of the elderly individual and his family and to conduct the behaviors that will ensure the patient's commitment to life, by training of the staff in charge.

NURSING SERVICE

Nursing service is a service that assists healthcare in-home care (Lucena et al., 2019). This service includes nursing services such as IV drug application, injection, dressing, blood collection for tests, serum application, probe insertion, first aid, drug control, vaccine (Dawber et al., 2019). These services are related to ensuring the continuous control of the individual in terms of health, the application of the medicines required by the treatment, and the intervention until the health team arrives in emergencies (Zallman et al., 2019).

Nurses record the current situation by making a physical assessment of the health status of the elderly. Immediately notifies the

doctor about any deviations in the patient's data. When it is necessary to attach a peripheral IV catheter, it makes dressings and performs steam and oxygen therapy. Tracheal aspiration, colostomy, endotracheal tube, gastrostomy care, rectal tube, enema, gastric lavage, tracheostomy, urinary catheter, infusion and transfusion, enteral and parenteral nutrition, sterilization, fluid-electrode balance control, pace marker patient monitoring and care, patient relatives It has many duties such as communication, teapot communication, prevention of infection development and taking necessary precautions, hot and cold application, replacement of drainage bags, monitoring respiratory problems, ensuring the patient's mobilization control, control of medical drugs, providing necessary communication with health units in emergencies (Nadeak et al., 2019; Jie et al., 2019; Morton et al., 2005). Conducting the treatment following the procedures depends on the nursing service.

Nursing service performs four basic functions: intervention, control, and follow-up, communication, implementation. Nursing service is important for the diagnosis and treatment of diseases and the necessary interventions in emergencies (Bleckwenn et al., 2019). The responses of the elderly individual to the disease, physical and psychological status, environmental effects are recorded by the nurse (Urden, Stacy, & Lough, 2017). The information obtained is shared with the medical board and the doctor. Thus, continuous support is provided in the treatment of the elderly individual. The nurse plays an important role in communicating with the patient's relatives, family members, healthcare provider, and doctor (Arnold & Boggs, 2019). The nurse, who gives information to the family members and the doctor regarding the treatment process about the elderly person, plays an important role in the health of the elderly by intervening in emergencies (Tourangeau, Giovannetti, Tu, & Wood, 2016). Necessary tests, application of medications, control of compliance with the treatment plan of the doctor, availability of the environment where sterilization and elderly care are performed are determined and reported by the nurse (Feo et al., 2017). Thus, suitable elements are provided in the home care of the patient.

HEALTHCARE SUPPORT STAFF SERVICE

Health Care Support Staff are the assistance staff in elderly care (Griffiths et al., 2016). Performing the daily activities of the patient, providing the necessary assistance in personal hygiene, providing the necessary physical support for getting up and going to bed, meeting the toilet need are among the services of the health care support staff (Sarre et al., 2018). Elderly individuals may need support for needs such as loss of muscle strength due to diseases and aging, eating due to sarcopenia, toilet (Hiramitsu et al., 2018). This need may arise due to limited mobility. This limitation needs to be supported by trained staff. Health support personnel

also play an important role in the transfer of the elderly to the health institution.

Personnel is obliged to take the necessary precautions by considering possible accident risks. They play an important role in the safe transportation of the patient to the transport vehicle. Besides, they determine the possible risks of accidents that may cause physical injuries of the patient and shows the necessary care in the use of vehicles such as wheelchairs, patient lifts, and crutches (Wallace et al., 2016). On the other hand, they share the necessary information about the current status of the elderly individual with the nurse and the relevant healthcare institution (Rasoal et al., 2017). All concerns about the patient's mobility and health risk are reported by the staff. While carrying out all these services, the satisfaction of the elderly individual and their family regarding consumption is considered. Security is an essential element that needs attention.

TRAINING SERVICE

Training is the process of transferring information to the elderly individual and his/her family, support healthcare staff and nurse regarding the home care service (Hetherington et al., 2019). These transfer experiences are related to previously recorded risks and threats, cases, clinical trials, research results, demographic characteristics of the elderly, characteristics of the house and family, quality of the service to be provided, time, environmental factors and climate, distance of health institutions and public institutions, telephone and contact information technological infrastructure (Lam et al., 2018; Goh et al., 2018).

The demographic information of the elderly person to be given home care service should be known by the institution and staff who will provide the service (Cooper et al., 2017). Demographic information such as age, gender, family information is important in the care of the elderly. Medical history, allergic conditions may require some precautions to be taken in the treatment of the individual (Hallberg et al., 2016). It gives information about the psychological state of the individual, his experiences about the patient care service he received before, and the method to be applied. This information is reported to the staff who will provide home care services and necessary training is given (Feinberg et al., 2017).

In the home care service, the family of the elderly is effective in the efficiency of the service. Communication with the elderly individual, psychological empowerment of the elderly to fight disease, support in the use of drugs, social adaptation of the individual may require the support of the family. For this reason, it is necessary to train the family regarding communication with the elderly and to give the necessary information about the elderly. On the other hand, the elderly individual should be

trained in the current health status, psychological empowerment, use of medications, and personal care. The necessary information should be provided to the individual about the medical devices used in particular. The necessary awareness in the elderly individual is possible with training.

The issues of an individual's self-control, fever, pain, anxiety, bloating and transmitting certain symptoms to the healthcare team should be trained to the elderly (Giuliant et al., 2018). The elderly may not know what symptoms require intervention. In this context, necessary training should be provided for timely intervention. These trainings are given by trainers who are experts in their field. Continuity of training is important for the quality of service. Besides, new technology, up-to-date applications should be reviewed before training.

Technical infrastructure is the whole of the tools that support the service provided in the field of health care (Smaradottir et al., 2017). These technical tools are improved with changing technology. The adaptability of the devices to the new technology, changing usage instructions and frequency of use makes it necessary to train the personnel and individuals who use the device (Nelson & Staggers, 2016). The factors to be considered in education are fitness for purpose, technological developments, the suitability of the patient, ergonomics, and sterilization. These elements require training on the functional features required for technical tools that interact with the patient.

SERVICE INNOVATION

Offering service is the whole of the services and actions provided to meet the needs provided from the production of a manufactured product to its delivery to the consumer (Maglio et al., 2019). Need-oriented actions such as sales, marketing, after-sales services, projects, reports, consultancy, patient care are services (Salunke, Weerawardena, & McColl-Kennedy, 2019). The main actors in the service are the service providers and the service purchaser. The service provider pays attention to the formation of a sense of satisfaction in the actions it performs. But satisfaction is often continuous (Tseng et al., 2019). Even if the need is fulfilled with a single action, the consumer may not always be satisfied with this need. In such cases, providing sustainability in satisfaction is necessary for the continuity of service quality (Bustanza et al., 2019). Sustainability is possible with innovation.

Service innovation includes innovation in actions performed in the delivery of the service, new processes, creating new business areas, innovation in the form and process of the presentation (Joly et al., 2019). Innovation in the delivery of the service is the differentiation of the service towards the satisfaction of the consumer by creating a difference in the actions performed or by providing additional services. Thus, consumer

satisfaction can increase. Innovations to be introduced during the delivery process include the time of offering service, the improvement of the staff or conditions. This often requires the process to be recreated. On the other hand, creating new business fields is to reveal different services due to the service is insufficient for consumers. Technological developments, internet, smartphone, new applications in medicine cause these innovations.

HOME CARE SERVICE INNOVATION

Home care services reveal a relationship between the service provider and the purchaser/consumer (Mu, Bossink, & Vinig, 2019). This relationship creates a sense of meeting the needs of the service after the purchase and satisfaction. Service delivery during home care of elderly individuals has a significant impact on the individual's family and the individual (Berry, 2019). These effects are related to the level of meeting the current needs of the elderly individual and her/his family (Samuelsson et al., 2019). If service delivery is not sufficient to meet the need, service or process may need to be differentiated.

If innovations in the medical field require different treatment methods, healthcare personnel should reflect this situation in the service (Hollick et al., 2019). Because improvements in the diagnosis and treatment of diseases are important in the context of combating the disease. On the other hand, the timely implementation of innovations that will occur in the treatment of diseases that require continuous care such as palliative diseases, dementia, Alzheimer's or Parkinson's diseases can increase the longevity and the quality of life of the individual (Patrício, Teixeira, & Vink, 2019).

Technological innovations provide important developments such as communication, internet, reporting information, quick access to information, and improvement in patient care devices. Following these improvements and developments closely is important in identifying risks and threats, early diagnosis of diseases and increasing the quality of life (Wass, Vimarlund, & Ros, 2019). However, adaptation and implementation of innovations should be taken into consideration by home care service staff and the relevant institution (Pfannstiel & Rasche, 2019). The integration of innovations with existing services and tools used in the service may not be sufficient. Because consumer needs are constantly changing.

The home care service of elderly individuals is consumption. The consumed thing is the care that elderly people need. How maintenance is carried out is related to how needs are met. Services to which technological and medical innovations are stimulated may not always be satisfactory. The expectations of the individual and her/his family regarding the service,

comfort and quality expectations vary from consumer to consumer. The beds, wheelchairs, transfer services, medical care equipment used may not be considered sufficient by the consumers who purchase the service (Lins, Zotes, & Caiado, 2019). On the other hand, the provision of additional services to the services offered may be requested by the consumers who purchase them. In such a case, it is important for the perceived service quality that the institution providing the service realizes personal innovations. The perception that the service offered is personal, develops a special sense of satisfaction in the individual. Thus, the service is perceived as high quality.

The extra performance is shown by the nurse or health care support staff in the delivery of the service, minor changes in the standard service, and the development of standards in accordance with the individual's desires can provide innovation in the service (Rygh & Clatworthy, 2019). Innovations carried out by the service provider during the delivery of the service are also innovative actions. Innovations that shorten the procedures for the application of the elderly individual, improvements in the time of delivery of medicines and treatment, purchase of psychological counseling services from professional organizations are innovations regarding the process and service. However, these innovations should not endanger the ergonomics and health of the individual.

The Effects of Family on Service Innovation

Family is an important factor in the psychological empowerment and social life of the elderly in the context of home care (Kor, Liu, & Chien, 2019). When the elderly individual is with her/his family, s/he may feel more comfortable than the hospital (Burton, 2019). The circle of friends of the individual can socialize with the elderly provided that the necessary hygiene condition is provided. The elderly individual, who interacts with her/his environment, will take a break from focusing on her/his diseases and pain for a while. Because focusing on pain and disease can negatively affect an individual's psychology (Li et al., 2019).

In addition to psychological support, the family closely knows the desires, history, and characteristics of the elderly individual. For this reason, family members can provide important assistance to the staff, nurse, and doctor who provide home care services. Because family members can know the pleasures, satisfaction level, health problems and psychological traumas experienced in the past (Ordway et al., 2019). Obtaining this information from the family is important for innovation in service.

It is often not possible to measure the effects of service innovation on the elderly individual. The elderly individual may exhibit an introverted state due to the effects of aging and health problems. In this case, family

members may have an impact on learning the thoughts of the elderly (Chen & Jordan, 2019). Older individuals can conceive the staff as foreigners and hide their true thoughts and give misleading answers. It may be up to the help of family members to provide true information about the individual's service or health status. In this case, the support of family members is needed. The same support can be obtained from the friend circle of the elderly.

CONCLUSION AND RECOMMENDATIONS

Home care services are an important service that helps improve the medical and psychological status of the elderly. This service does not only affect the elderly individual. It also affects the elderly family or individuals with whom they live. Elderly care includes health, nursing, health care support staff, and training services. These services significantly affect the elderly individual's perception of service quality. The desires of the elderly and the wishes of the individuals with whom they live together play a significant role in the development and improvement of the service. It is possible to ensure the continuity of this effect based on the satisfaction created by the service on the individual through service innovation.

Service innovation affects the individual's perception of service quality, the level of meeting the need, and the sense of satisfaction. This effect concerns the individual and the people they live with. The development of service innovation depends on the desires of the individual and the people they live with, technological and medical innovations, and innovative behaviors of the staff and the institution. The outcomes to be obtained as a result of the service innovation can provide the satisfaction and psychological strengthening of the elderly person who purchases the service. Therefore, it is important to innovate in the services and processes that will be offered to the elderly in home care services. In the realization of innovations, it is important to obtain some information about the elderly individual from the family and their close friends.

The medical history, phobias, hobbies, expectations, fears of the individual have an impact on the quality perception of the service to be given. Therefore, obtaining detailed information about the elderly person is important for service innovation. Besides, it may not always be possible to reach real information about the individual's satisfaction and health problems. When the elderly individual has pain, s/he can hide it from the staff. In such a situation, significant health risks may arise. To prevent this situation, the social circle of the individual should be contacted and support should be obtained from them.

Increasing the importance of home care services due to increasing age-related declines and health problems necessitates developing remedial policies in this direction. It is recommended to investigate the problems of

the elderly who receive home care services in developing countries and to improve the service according to the information to be obtained. Besides, increasing empirical research on this subject will make important contributions to the literature. It should be taken into consideration that innovations to be carried out in the home care service will increase the quality of service and satisfaction of the elderly and training on this issue should be increased.

ACKNOWLEDGMENT

This research received no specific grant from any funding agency in the public, commercial, or not-for-profit sectors.

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CHAPTER – XXXV

A QUALITATIVE INVESTIGATION OF GRATITUDE IN TURKISH CULTURE

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BACKGROUND INFORMATION

Gratitude, especially in English-spoken cultures, has been relatively defined well so far. The word “gratitude” is used to explain other-directed (Watkins, Woodward, Stone, & Kolts, 2003; cited in Nelson, 2009) and moral emotion (cited in Solomon, 2004) related to appreciation of what is valuable and meaningful to one’s life, life satisfaction (Sansone & Sansone, 2010), positive recognition of benefits received (Nelson, 2009), sense of abundance, and an appreciation of the contribution of others and small pleasures (Watkins, Woodward, Stone, & Kolts, 2003; cited in Nelson, 2009). On the other hand, experience and manifestation of gratitude diverse across religions, philosophy and cultures (Emmons & Crumpler, 2000). Receiving favors from others may lead feeling of indebtedness, shame, and self- condemnation in addition to the positive feelings of thankfulness within individuals in some societies. (Naito, Wangwan, & Tani, 2005). In Turkish culture and Islam, gratitude is a special value as well (Söylemez & Kırkkılıç, 2015). In Turkish language, there are different terms like “*minnet*”, “*şükretmek*”, “*şükran duymak*” to cover the concept of gratitude in daily language. Thesaurus (2015) translates gratitude in Turkish as *şükran*. However, dictionary of Turkish Language Association (1932) suggests one synonym for *şükran*, namely, *minnettarlık*. And also, the dictionary claims that *şükür* is *minnettarlık* to God. Additionally, in Turkish, there are many words corresponding to gratitude (e.g., *kadirşinaslık*, *alicensaplık*, *minnettarlık*, etc.). Addition to the ambiguity, so far there has been only four studies that investigate gratitude in Turkish culture (Yüksel & Oğuz Duran, 2012; Ayten, Göcen, Sevinç, & Öztürk, 2012; Satici, Uysal, & Akin, 2014; Oğuz Duran & Tan, 2013). These studies are not in agreement with each other in terms of Turkish meaning.

There are different approaches to define the concept of the gratitude. It was suggested that emotions in general are elicited by causal attributions (Weiner, 1981), choice processes so as happiness and sadness or by social interactions like pride, hostility and last but not least gratitude (Kemper 1978; cited in Lawler, 1992). Kempler (1978) defines gratitude as a secondary emotion (Lawler, 1992). Secondly, Rosenberg’s

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hierarchical model of affective experience (1998) was suggested to account for gratitude (cited in McCullough, Tsang, & Emmons, 2004). Gratitude was defined as affective traits, emotion, and mood hierarchically. Thirdly, a socio-cognitive model of state and trait gratitude (SCM) was stated. According to the model, appraising prosocial situations in terms of value, cost, and genuine helpfulness mediate the relationship between trait and state levels of gratitude. The benefit appraisals cause the experience of state gratitude. The appraisals lead people higher in trait gratitude to make more positive benefit appraisals. More positive benefit appraisals explain why trait and state levels of gratitude are linked (Wood, Maltby, Steward, Linley, & Joseph, 2008). Lastly, recently Multi-Component Gratitude Measure (MCGM) was suggested to conceptualize gratitude regarding four components, namely, conceptions (or understandings) of gratitude, grateful emotions, attitudes towards gratitude, gratitude-related behaviors. The study supported the theoretical conception of gratitude, as a moral virtue, comprising distinct emotions, attitudes and behaviors (Morgan, Gulliford, & Kristjánsson, 2017). Since experience and manifestation of gratitude diverse across religions, philosophy and cultures (Emmons & Crumpler, 2000), so far no study has been conducted to discuss gratitude in Turkish culture regarding theoretical approaches.

This paper aims qualitatively searching gratitude in Turkish culture. The study purposes to define gratitude covering “*minnet duymak*”, “*şükretmek*”, and “*şükran duymak*” to avoid ambiguity, determine and discuss both possible positive and negative functions of gratitude, discuss cultural findings within the scope of theoretical approaches.

1. METHOD

1.1. Procedure

To be able to discriminate gratitude-specific-concepts and reduce the ambiguity among the concepts, two studies were conducted, namely, the pilot and the main study. In order to gain a general understanding about the nature of gratitude in a Turkish sample, a socio-demographic form in which age, gender, marital, occupational and educational statuses and residency questions included. Also questions focusing on gratitude and its three possible meanings in Turkish, namely, *minnet*, *şükran* and *şükür* was prepared. Preliminary and limited results gained from pilot study strengthened the hypothesis that the concept of gratitude has different cultural features specific to Turkish culture. Unexpectedly and surprisingly, compassion is described as a feeling that leads to mercy and love and a motivation to help to the individual in need. Therefore, socio-demographic information form and open-ended questions related to definitions and examples of feelings of *minnet*, *şükran*, *şükür* and compassion, *şefkat* in daily life were detailed and added. Informed consent was taken in both studies. Participants initially filled out socio-

demographic form and answered 12 open-ended questions about *minnet*, *şükür*, *şükran* and compassion, *şefkat*. Participants were asked to define these feelings, to give examples accounting for their experience of these feelings, and specify the object of these feelings. Answers given by the participants were examined in detail. Ethical approval was taken from ethical committee of Middle East Technical University (2016).

1.2. Participants

Forms were sent through email to 50 first-grade students in a medical school located in Ankara for the pilot study. Unfortunately, only seven of them returned the forms back. Later conveniently sampled 298 participants who answered open-ended questions in paper-pencil format enrolled in order to qualitatively study gratitude. 224 (75.2%) females and 74 (24.8%) males participated in the main study. The age of the subjects ranged from 18 to 65 years ($M = 30.30$, $SD = 12.68$). Socio-demographic information of the participants was presented in Table 1 in detail.

1.3. Statistical analysis

Although the number of the participants was quite limited, content analysis was conducted to gain insight. In main study, frequency and content analyses were applied. IBM SPSS 21 program was used for the frequency analyses.

1.4. Additional information¹

The study presented in this manuscript is a part of the doctorate thesis of the first author. Also, its English abstract is accepted as oral presentation at the 2nd International Congress of Human Sciences (ICHUS 2019) in Ankara, Turkey.

2. RESULTS

2.1 Pilot study

Seven participants described in *minnet* as feeling of indebtedness when the receiver needs help. Help, that is needed, is more likely to be rooted in daily hassles like doing a homework. Feeling of *minnet* also motivates to help to the giver in the future and to a human being. In the answers *minnet* does not differentiate from *şükran*. *Şükür*, on the other hand, has similar characteristics with *minnet* but it is felt to god and related to focusing on positives and thinking worse situations that the individual had faced. Also *şükür* covers *minnet* and *şükran* since it was thought that even coming up with an individual who helps to the person in need is a thing that the receiver should feel *şükür*. Surprisingly, compassion is described as a feeling that leads to mercy and love and a motivation to help to the individual in need.

2.2 Descriptive statistics and frequency analysis

298 participants included in the main study. Participants were assessed in terms of gender, relationship status, education, occupation and residency. Numbers in the participant categories were compared by χ^2 analysis of independence. Group frequencies were significantly different from each other across all variables ($p < .000$) (Table 1). Participant's mean of age was 30.30 (SD= 12.68). *T* test revealed that there was a statistical difference between female (M= 28.30, SD= 11.53) and male (M= 36.38, SD= 14.09) participants in terms of age ($t(296) = -4.934, p < .001$).

Table 1. Socio-Demographic Information

	n(%)	χ^2	<i>p</i>
Gender		75.503	.000
Female	224 (75.2)		
Male	74 (24.8)		
Relationship status			
Single	144 (48.3)	172.953	.000
In a relationship	33 (11.1)		
Married	115 (38.6)		
Divorced	6 (2)		
Education		285.893	.000
Grade school	16 (5.4)		
High school	58 (19.5)		
University	198 (66.4)		
Graduate	26 (8.7)		
Occupation		87.812	.000
Employed	164 (55)		
Unemployed	102 (34.2)		
Retired	32 (10.7)		
Place lived in the longest time		236.966	.000
Village	8 (2.7)		
Town	31 (10.4)		
City	259 (86.9)		

2.3 Semantic content analysis

In order to explore the participants' reactions, themes and items that accounting for the concepts of *minnet*, *şükran*, *şükür* and compassion primed after *gratitude* were determined. Each response or item representing these feelings was coded and grouped according to their common features. Frequency of the responses was calculated through SPSS as well (Bilgin, 2006). Results revealed that four main categories or themes existed defining the feelings of *minnet*, *şükran*, *şükür* and compassion, *şefkat* primed after *minnet*, *şükran* and *şükür*. Participants had consensus upon conditions that requires to be set for the occurrence of feelings, accompanying other feelings, the object of these feelings and

action tendency that motivated by these feelings. Frequency of responses for each was summarized in Table 2.

2.3.1 *Minnet*

Participants defined that *minnet* was felt as a response to both positive (3.4%) and negative events in which they need help (72.1%) either by directly articulating (3%) or not (1.7%). They reported that they feel *minnet* to others because they share their happiness in events like weddings or share their grief, remind their loss and socially support in events like *mevlüt*, which is an Islamic memorial event. On the other hand, they defined negative events as being in need of help. Participants varied across types of help. That is, help needed could be in six forms, namely, not specified (1.3%), daily help (55.7%), help changing pace of life (3%), unconditional (4.4%), conditional (0.3%) and help in a condition that needy is not capable of (7.4%). In daily helps like taking kids to school for a working mother or shopping for an elderly, individuals could continue their daily routine without help but help speeds up the routine, saves time and energy and leads emotional connectedness and sharing among individuals. In help changing pace of life like giving money to a friend who had bankrupted or supplying a rare and expensive medicine for a critic patient, individuals reported that they feel shame because of becoming needy. Since their needfulness is so obvious that they can be realized by others so they have to accept their needfulness, weakness and incapability as accepting the help. In unconditional help, individuals get help regardless of what the situation is and feel free from others judgements. In conditional help, individuals need help for a specific time period or specific situation otherwise they do not need this type of help such as taking somebody who has a car to his/her workplace until his/her car fixed. In help in a condition that needy is not capable of, individuals need help but help does not have to change the pace of life. It is critic for this period of time like taking a student who had missed the bus to university for final exam. If s/he misses the exam, s/he could fail but s/he can compensate in future (Table 2).

Participants reported that they feel pleased (28.9%), noteworthy and valued (3.7%), safe (1.3%), thankfulness (5.4%) and relief with crying (2.3%) but conscientiousness accompanying with shame (6.4%) and burden and fidelity, *gönül borcu*, (27.2%). These feelings lead individuals favor the helper (6%) and make same help (5%) to same individual (11.4%), *mukabelede bulunmak*, or others (2%) if possible in the future. The helper who helps especially in negative events is also defined as virtuous (9.7%). Participants see helpers as self-sacrificed and devoted (8.7%), feel respect (0.3%), admire (0.3%) and proud (0.3%) (Table 2).

The object of *minnet* also varied (68.8%). Most of the participants feel *minnet* to their family (30.5%) including nuclear and extended family

members. Second popular answer is feeling to divine power, *Allah* for this sample, (24.5%). *Minnet* is also felt to individuals who played important roles in history such as Mustafa Kemal Atatürk or soldiers in Turkish War of Independence, state itself, doctors, teachers and inventors (3%) because their help and devotion yields freedom and affects individuals' daily life indirectly, across generations and beyond their time. Participants also stated faith (0.3%), life or nature (1.3%), friends and neighbors (5%), employer (1%), boy/girlfriend (1%), self (1.3%) and those who contributed to the help (0.7%) (Table 2).

2.3.2 *Şükran*

Participants reported that *şükran* is “a sibling of *minnet*” (31.2%). However, they added some features beyond features of *minnet* explained above. Individuals divided *şükran* into two by comparing *minnet*. That is, *şükran* is more superficial than *minnet* across kindness (18.1 %) and deeper than *minnet* across help (17.8%). In both cases, apriori condition is awareness about the situation (Why I need this help, how I ended up this negative situation, who helps me in what condition, etc.) and compassion of the helper (11.1%), feeling *minnet* accompanying with happiness and excitement (13.8%), urge to verbally or behaviorally express thankfulness to show that awareness (22.8%), feeling indebtedness (8.4%) and responsibility to respond in a personal manner (e.g., handcrafts in return for money) (2.3%). Awareness and expressiveness also “protects individuals from being ungrateful, *nankör*”. Idealization of the helper is more frequent than *minnet* for *şükran* with 16.4%. Participants defined that they feel *şükran* to authorized and respected people such as police, soldiers, managers or supervisors or divine power who “has endless power and control over servants”, *Allah* for this sample. They “all have power and authority”. Therefore, when we feel weak and incapable, they do us favor by using their power with their will and wish. In turn this favor yields *şükran* and accompanying “a bunch of feelings” comprised of “admire for power”, “respect for helper’s moral attitude, his/her turning consideration into act of help and compassion”, “shame for being disadvantaged, weak and incapable”, “relief rooted from acceptance that I am weak and incapable”, “indebtedness for and obligation to an irredeemable favor” and “submission to power” (Table 2).

The object of *şükran* varied as well (67.8%). The most common answer was *Allah* (27.2%). Participants also feel *şükran* to their family (24.5%), including nuclear and extended family members, friends (4.4%), self (2%), unspecified beloved ones (2%), boy/girlfriend (1.7%), life or nature (2%), authority figures (1.3%) and contributing others (2.7%) (Table 2).

2.3.3. Şükür

Participants reported that *şükür* is common with *minnet* (8.4%), and 4% of them said that *şükür* is common with *şükran*. *Şükür* is a feeling that empowers individuals' endurance and stamina during or after stressful life events (21.1%) via comparing ourselves with others who are more disadvantageous than us (17.4%) such as “comparing an amputee with a paralyzed one after a traffic accident” or “comparing having unpaid bills with being homeless”. Comparison yields to remind ourselves (11.1%) and see the positive aspects of our lives as compared to others (40.3%); “not complaining” but acceptance and satisfaction for our positives (e.g.; health, money, family, etc.), *gönül hoşnutluğu* (48.3%); feeling (3.4%) and showing (9.7%) thankfulness for not being worse condition like those with whom we compared ourselves. 33.2% of participants stated that *şükür* is related to religion. Participants emphasized that they feel *şükür* especially when they do not have total sense of control over the situation, *tevekkül*; in which result depends upon partly or totally luck (10.4%) such as “success in university exam”, “while searching job, happening upon with an employer in a football game”, “not getting hurt after a car accident” or “having children after 10 years of marriage”; or on things that individuals have no chance to choose such as individuals' own parents, their children and basic abilities that they were born with. With Turkish equivalents, individuals feel *şükür* for favors, *nasip edilen* by a divine power. *Şükür* yields to feel compassion to ourselves (2.3%) and feeling relief, existing and satisfied (48.3%) via trusting a power which has “absolute and endless source of abundance” (33.2%) (Table 2).

Moreover, since divine power has “absolute and endless source of abundance”, “servants” fundamental assumption is that the “power will enlighten every negative event sooner or later”. Therefore, patience and hope accompanying *şükür* is emphasized. While waiting with hope and feeling patience, *şükür* is also accepted as a way of worship to divine power which is believed to protect individuals from future negative life events and worse situations than currents and desired positive outcomes or unexpected favors (9.7%). Therefore, it is accepted that being a Muslim, having Quran, “being servant”, *kulluk etmek*, worship and to be able to feel *şükür* are even the reasons itself to feel *şükür* to divine power. By doing so, participants stated that they feel themselves as a part of a divine power, increase sense of relief and “purified”, and depending on anything or anyone except a divine power (Table 2).

In some cases, even negative events are seen as a way of examination by divine power for future favors. Therefore, since *şükür* is a way of worship, participants reported that “forgetting *şükür* in times when everything is fine” is a “human weakness” “needed to be ashamed and aware of” and which “aimed to be empowered by negative life events

provided by the power”. So individuals should also accept whatever comes from the power and feel *şükür* even for negative life events (Table 2).

The object of *şükür* varied as well (67.8%). The most common answer was *Allah* (55.4%). Participants also reported that they feel *şükür* to their family (0.7%) including nuclear and extended family members, books or factories leading production and serving individuals’ existence (6.7%), self (0.3%), lecturers or teachers who help to reach information serving individuals’ existence (1%), life or nature (2%), health (1.3%), contributing others (1.7%) and boy/girlfriend (0.3%) (Table 2).

2.3.4 Compassion, *Şefkat*

Compassion questions were primed after *şükür*, *şükran* and *minnet*. 32.6 % of participants stated that they feel compassion to a person or an animal when they are in need of help such as feeling compassion to a child who lost her/his parents in a traffic accident, hungry animals staying when outside is cold or an elder person. Participants reported that compassion is like motherhood (8.7%) comprised of mercy (21.8%), empathy (5.7%), love (51.7%) and being loved (15.1%), trust (4.7%), protection (23.8%), self-sacrifice (1.3%), conscientious and pity (16.4%).

Table 2. Frequency Table for Content Analyses

Themes		<i>Minnet</i>	<i>Şükran</i>	<i>Şükür</i>
		n(%)	n(%)	n(%)
1. Conditions				
Awareness		-	24(8.1)	-
Reciprocal responsibility		-	5(1.7)	
Articulation		9(3)	68(22.8)	-
Type of events	Positive	10(3.4)		-
	Negative	215(72.1)		63(21.1)
	Not specified	4(1.3)		-
Type of help	Daily	166(55.7)	79 (26.5)	-
	Life changing	9 (3)		-
	Unconditional	13(4.4)		-
	Conditional	1(0.3)		
Comparison		-	12(4)	52(17.4)
Reminding		-		33(11.1)

	Focusing positives	-		120(40.3)
	Religion	-		99(33.2)
	Sense of control		None	31(10.4)
2. Feelings	Pleased	86(28.9)	-	144(48.3)
	Noteworthy & valued	11(3.7)	-	-
	Safe & trusting	4(1.3)	-	14(4.7)
	Thankfulness	16(5.4)	-	10(3.4)
	Relief with crying	7(2.3)	-	-
<i>For self</i>	Conscientiousness with shame	19(6.4)	-	-
	Burden and fidelity	81(27.2)	-	-
	Indebtness	-	20(6.7)	-
	Compassion	-	-	7(2.3)
	Relief, existing & satisfied	-	-	144(48.3)
	Self-sacrificed & devoted	26(8.7)	-	-
<i>For other</i>	Respect	1(0.3)	-	-
	Admire	1(0.3)	-	-
	Proud	1(0.3)	-	-
	Idealization	-	36(12.)	
	Family	91(30.5)	73(24.5)	2(0.7)
	Allah	73(24.5)	81(27.2)	165(55.4)
	Figures in society	9(3)	4(1.3)	20(6.7)
	Faith	1(0.3)	-	-
3. Object	Life or nature	4(1.3)	6(2)	6(2)
	Friends & neighbors	15(5)	13(4.4)	-
	Employer	3(1)	-	-
	Boy/Girlfriend	3(1)	5(1.7)	1(0.3)
	Self	4(1.3)	6(2)	1(0.3)

	Not specified others	-	8(2.7)	5(1.7)
	Favor the helper	18(6)	49(16.4)	47(15.8)
	Make same help	15(5)	-	-
4. Action tendency	To same individual	34(11.4)	-	-
	To others	6(2)	-	-
	Worship	-	-	29(9.7)

2.4 Inter-rater reliability

Due to personal judgement of the researcher, results of content analysis may be biased. Therefore, in order to prevent bias interrater reliability was considered via including another researcher. Randomly chosen questionnaires filled by 5 male and 5 female participants were re-rated by the other researcher according to items and themes. New researcher's ratings were same with the previous ratings. Thus, it can be concluded that interrater reliability was reached with a percentage of 100.

3. Discussion

Culture-specific features defining experience and manifestation of gratitude have been emphasized in the literature (Naito, Wangwan, & Tani, 2005). In Turkish daily language, three words “*minnet*”, “*şükran*” and “*şükür*” are used interchangeably and complementarily in order to express gratitude. Current paper is the first study in the literature, which qualitatively search these words' definitions and operationally define them to avoid semantic ambiguity. As expected content analysis results revealed that although there are commonalities, there are basic features that discriminate *minnet*, *şükran*, and *şükür* from each other.

Gratitude is felt across kindness, generousness, gifts, giving and receiving, or getting something for nothing” (Pruyser, 1976). This definition is true for *minnet*, *şükran*, and *şükür* as well. Participants agreed upon that they feel these when they experience both positively and negatively perceived events. Participants varied across types of help. Four forms of help were defined, namely, daily help, life changing, unconditional and conditional. For instance, participants feel gratitude when their relatives join wedding ceremony or *mevlüt*, which is an Islamic memorial event, as a manifestation of kindness and sharing. They also feel gratitude when they need a daily or life changing type of help. Gratitude is a moral and prosocial emotion that functions to balance self-interest and social-interest, and improve social relationships (Solomon, 2004; cited in Emmons & McCullough, 2004). Some of the participants reported that *minnet*, *şükran* and *şükür* are similar to each other. While collecting data,

participants verbally reported that although they use these words frequently in daily language, up to now they had never thought about their meanings. This could be accepted as a practical manifestation of ambiguity in Turkish dictionary (1932) and need for current study in order to operationally define them to avoid ambiguity.

Process of feeling gratitude in Turkish culture seems consistent with SCM (Wood, Maltby, Steward, Linley, & Joseph, 2008). When an individual come across a situation which imbalances the homeostasis, s/he makes cognitive analyses to define the characteristics of the situation. The concept includes both feelings and an attitude towards a giver and a gift, where the gift has been freely owned without deserved effort (Watkins, Woodward, Stone, & Kolts, 2003; cited in Nelson, 2009). Individuals have a need to define the situation in terms of whether event is negative or positive; help is a daily help or a life changing one; and the help is either conditional or not. Similar to the SCM (Wood, Maltby, Steward, Linley, & Joseph, 2008), these factors' analyses are refined and lead individual conclude benefit and cost appraisals both for helper and the person. Appraising prosocial situations in terms of value, cost, and genuine helpfulness mediate the relationship between trait and state levels of gratitude (Tsang, 2006). It is obvious that benefit appraisals are valid for both helper and the person in need so as the costs. However, individuals may not conduct or not have need of manifesting benefit and cost appraisals to the helper every time. This discrimination may divide participants into two categories in terms of their interest, namely, personal and interpersonal interests. It can be concluded from the results that presence of benefits and cost appraisals for the individual and absence or non-manifestation of appraisals for the helper is a discriminator for *minnet*. In this respect, if a person appraises the event negative but daily help such as taking kids to school for a working mother or shopping for an elderly, it can be said that individual may make personal attributions. They may think that individuals could continue their daily routine without daily help but help speeds up the routine, saves time and energy, and leads emotional connectedness and sharing among individuals. Their focus may be mostly on positive recognition of benefits received (Nelson, 2009). Parallel with that, individuals reported that they feel pleased, noteworthy and valued, safe, thankful and relief with crying accompanying with feelings of *minnet*. In a way, it can be said that apparent personal appraisal of benefit and cost and associated self-centered emotions may contribute to the narcissistic sources of the individual. It was said that gratitude protects people from stress and depression (Wood et al., 2008) and improves psychological (Wood, Joseph, & Maltby, 2009) and physiological well-being (Alspach, 2009). Conservation of the narcissistic sources may contribute well-being of the individual.

On the other hand, results revealed that *şükran* has an apriori condition which is awareness about the situation including helper's perspective. That is, individuals reported that they appraise why they need this help, how they ended up this negative situation, who helps in what condition, how help was received etc. They also report feelings of compassion for self and the helper. It was believed that this awareness is more than grateful thinking (Froh, Bono, & Fan, 2014) because of manifestation of theory of mind. Since individuals report the helper's perspective, it can be said that *şükran* is related to interpersonal interest. Interpersonal interest may lead more accurate appraisals for benefit and cost of self and the helper. Results revealed that it is possible to feel *şükran* and *minnet* accompanying with happiness and excitement at the same time. However, it seems that *şükran* is an inclusive feeling for *minnet*. Moreover, answers about compassion primed after *şükür*, *şükran* and *minnet* determined that individuals feel compassion to a person or an animal when they are in need of help. Participants defined compassion like motherhood comprised of mercy, empathy, love and being loved, trust, protection, self-sacrifice, conscientious and pity. It can be said that feeling compassion for needy self and the helper may be differentiating factor between *minnet* and *şükran* via leading directly or indirectly interpersonal interest and awareness. Bidirectionally, feeling compassion may increase our helping behavior as well. Within this consideration, *şükran* is deeper than *minnet*. It is parallel with the finding that causal attribution and event valence predict the direction and magnitude of the emotion (Tsang, 2006). *Şükran* is closer than *minnet* regarding the definition stated by Smith, the philosopher. Gratitude is accepted as a moral and prosocial emotion which balances self-interest and other emotions such as love and compassion within an individual; and as a source to flourish the society in a moral manner (cited in Emmons & McCullough, 2004).

Şükran and *şükür* are similar in terms of nature of the events and awareness. It can be said that *şükür* has interpersonal interest. Participants reported that *şükür* is a feeling that empowers individuals' endurance and stamina during or after stressful life events. It helps empowerment via comparing ourselves with others who are more disadvantaged than us. Comparison yields to remind ourselves and see the positive aspects of our lives as compared to others; "not complaining" but acceptance and satisfaction for our positives (e.g.; health, money, family, etc.), *gönül hoşnutluğu*; feeling and showing thankfulness for not being worse condition like those with who we compared ourselves. Parallel with that gratitude leads the appreciation of what is valuable and meaningful to one's life (Sansone & Sansone, 2010), ability to recognize and focus on positives received (Vázquez, Pérez-Sales, & Ochoa, 2012) and a positive recognition of benefits received (Nelson, 2009). Also similar with finding that instead of ruminating over negative aspects of life, individuals who

appreciate and share gratitude seem able to feel joy from whatever their current circumstances may be (Alspach, 2009). Within this perspective, *şükür* may provide living in the present and enrich gratitude (Minear, 2013), and, in turn, may improve psychological growth and heal during or after stressful life events (Van Loey, Van Son, Van der Heijden, & Ellis, 2008). Cognitive process of *şükür* in stressful life events resembles cognitive processing period in posttraumatic growth (Tedeschi & McNally, 2011; Calhoun & Tedeschi, 1995; Tedeschi & Calhoun, 2004; Karancı et al., 2012). Feeling *şükür* could be a protective factor during or aftermath stressful or traumatic events, and may lead psychological improvement. This resemblance may also enlighten mechanisms underlying following findings that as post trauma gratitude scores increases, posttraumatic stress disorder symptoms decrease in women; gratitude is positively correlated with PTG in patients with breast cancer (Ruini & Vescovelli, 2013); and view of that gratitude is not being felt simply due to unexpected positive outcomes aftermath stressful events; but should be due to reflection of individual features (Vernon, Dillon, & Steiner, 2009).

Participants stated that *şükür* is specifically related to religion. Sense of control was seen a discriminator between *şükran* and *şükür*. This is parallel with the finding that object of *şükür* was *Allah*. Participants emphasized that they feel *şükür* especially when they do not have total sense of control over the situation, *tevekkül*; in which result depends upon partly or totally chance factor such as “success in university exam”, “while searching job, happening upon with an employer in a football game”, “not getting hurt after a car accident” or “having children after 10 years of marriage”; or on things that individuals have no chance to choose such as individuals’ own parents, their children and basic abilities that they were born with. As previously mentioned gratitude could be directed either to a human being or to transpersonal bodies like god or nature (Watkins, Woodward, Stone, & Kolts, 2003; cited in Nelson, 2009). Similarly, with Turkish equivalents, individuals feel *şükür* for favors, *nasip edilen*, by a divine power. This divine power is nature or mostly *Allah* for this sample. *Şükür* yields to feel compassion to ourselves and feeling relief, existing and satisfied via trusting a power which has “absolute and endless source of abundance”. This finding is parallel with that those with a strongly grateful disposition have been found to manifest three differentiating features, namely, a sense of abundance, an appreciation of the contribution of others, and an appreciation of small pleasures (Watkins, Woodward, Stone, & Kolts, 2003; cited in Nelson, 2009). Moreover, since divine power has “absolute and endless source of abundance”, “servants” fundamental assumption is that the “power will enlighten every negative event sooner or later”. Therefore, patience and hope accompanying *şükür* is emphasized. While waiting with hope and feeling patience, *şükür* is also accepted as a way of worship to divine power which is believed to protect individuals

from future negative life events and worse situations than currents and desired positive outcomes or unexpected favors. Therefore, it is accepted that being a Muslim, having Quran, “being servant”, *kulluk etmek*, worship and to be able to feel *şükür* are even the reasons itself to feel *şükür* to divine power. By doing so, participants stated that they feel themselves as a part of a divine power, increase sense of relief and “purified”, and depending on anything or anyone except a divine power. In some cases, even negative events are seen as a way of examination by divine power for future favors. Therefore, since *şükür* is a way of worship, participants reported that “forgetting *şükür* in times when everything is fine” is a “weakness of human” “needed to be ashamed and aware of” and which “aimed to be empowered by negative life events provided by the power”. So individuals should also accept whatever comes from the power and feel *şükür* even for negative life events.

In terms of action tendency (McCullough, Kilpatrick, Emmons, & Larson, 2001), although presence of feelings or intentions for favoring the helper and making same help to same individual, *mukabelede bulunmak*, or others if possible in the future, there is no reported or observable action for articulation of these feelings or intentions in *minnet*. Receiving favors from others may lead feeling of indebtedness, shame, and self-condemnation in addition to the positive feelings of thankfulness within individuals in some societies (Naito, Wangwan, & Tani, 2005). This finding is valid for Turkish sample as well. Individuals reported conscientiousness accompanying with shame and burden and fidelity, *gönül borcu*. While defining events, participants said that they feel shame because of becoming needy. Since their needfulness is so obvious that they can be realized by others so they have to accept their needfulness, weakness and incapability as accepting the help. These accompanying feelings may be seen as a threat for narcissistic sources of the individual and retain awareness and development of interpersonal interest as seen in *şükran* and *şükür*. Therefore, although they feel or intent to act, that may prevent individuals taking any action after a positive or a negative event. As another point, most of the participants feel *minnet* to their family including nuclear and extended family members and secondly to a divine power, *Allah* for this sample. Participants may perceive received help as an ordinary consequence of being family. This rationalization of becoming needy and getting help from family members may be accepted as ordinary so individuals may compensate their burden and fidelity by other unrelated behaviors. For instance, an unemployed wife who needed money and received from her son may compensate her feelings by cleaning his apartment. Therefore, while reporting, participants may not establish connections between their feelings or intentions and their behaviors.

Previously stated link between gratitude and prosociality is sensitive to the type of gratitude induced (Ma, Tunney, & Ferguson, 2017). Parallel with that, *şükran* and *şükür* have an action tendency to articulate awareness. Although they reported that they feel indebtedness similar to *minnet*, they have an urge to verbally or behaviorally express thankfulness to show that awareness and responsibility to respond in a personal manner (e.g., handcrafts in return for money). This action tendency may be related to intrinsically rewarding experience of gratitude (Emmons & McCullough, 2003). Also, it was reported that awareness and expressiveness “protects individuals from being ungrateful, *nankör*”. Awareness, its expression and avoiding being ungrateful may be related to the finding that higher levels of gratitude led to higher levels of perceived social support (Wood et al., 2008) by improving social relationships. In turn, this may lead lower levels of stress and depression within individuals (Wood et al., 2008).

Participants reported that *şükran* is deeper than *minnet* across help. This finding may be related to true gratitude in the literature (Fredrickson, Tugade, Waugh, & Larkin, 2003). Results revealed that *şükran* has an a priori condition which is awareness about the situation including helper’s perspective. That is, individuals reported that they appraise why they need this help, how they ended up this negative situation, who helps in what condition, how help was received etc. McCullough, Emmons, and Tsang (2002) found that people with higher scores on measures of gratitude also scored higher on measures of prosocial behavior, empathy and forgiveness. Similarly, participants also reported feelings of compassion for self and the helper. Moreover, grateful disposition was found to be related positively to agreeableness and negatively to neuroticism among the Big Five (McCullough, Emmons, and Tsang, 2002). It was stated that perceived tolerance mediates the relationship between gratitude expression and selfish behavior (Yip, Lee, Chan, Cindy, & Brooks, 2017). Within this perspective, *şükran* with awareness including other’s perspective may be related to modeling of grateful parenting and be a manifestation of secure attachment style. Those who report *şükran* may come from families in which they learn value and practices of *şükran*. Previously found that parents high in gratitude were more likely to place their children in gratitude-related activities. Placement in these activities was associated with more frequent expression of gratitude in children (Rothenberg, Hussong, Langley, Egerton, Halberstadt, Coffman, & Costanzo, 2017). People rely on attachment figures when they encounter stresses, threats, or disappointments. Individuals with positive working models of the others (as being likely to provide comfort and assistance) and of the self (as deserving love and support) have a secure attachment style (Gillath, Selcuk, & Shaver, 2008). Individuals showed greater well-being when they perceived their partners particularly responsive while expressing gratitude (Algoe &

Zhaoyang, 2016). Repeated experiences with sensitive and responsive attachment figures play essential role in the formation of secure attachment (De Wolff & van IJzendoorn, 1997).

Participants reported *şükran* more superficial than *minnet* across kindness across help. This finding may be related to superficial kindness (Fredrickson, Tugade, Waugh, & Larkin, 2003). Idealization of the helper is more frequent for *şükran* than *minnet*. It was believed that when we feel weak and incapable, they do us favor by using their power with their will and wish. In turn this favor yields *şükran* and accompanying “a bunch of feelings” comprised of “admire for power”, “respect for helper’s moral attitude, his/her turning consideration into act of help and compassion”, “shame for being disadvantaged, weak and incapable”, “relief rooted from acceptance that I am weak and incapable”, “indebtedness for and obligation to an irredeemable favor” and “submission to power”. Fear of being ungrateful may increase the likelihood of articulate *şükran*, perceived social support and possibility of same or different helps in future. It was known that expressed gratitude (vs. no expression) increases the helper’s positive behavior back toward the expresser (McCullough, 2001). This view may also be associated with the finding that gratitude is in relation with greater optimism for the future, as well as with higher levels of contentment and satisfaction with one’s life (Walker & Pitts, 1998). However, level of idealism in *şükran* may be harmful in relationships. Devaluation of self and idealization of the helper may inhibit development of autonomy, taking responsibility, and psychological and physiological preparedness for future stressful events. Even gratitude could be harmful especially in abusive relationships (Wood, Emmons, Algoe, Froh, Lambert, & Watkins, 2016). Victim may feel gratitude to the abuser (Yip, Lee, Chan, & Brooks, 2017). In society level, idealization of powerful other may function as a system-justifying beliefs and attitudes (Eibach, Wilmut, & Libby, 2015). That is, as in the case of abusive relationships, individuals may justify political, religious, or other views, rules and practices by idealization of powerful other. By nature, *şükür* with idealization may inflate vulnerable narcissistic features. It was suggested that individuals with vulnerable narcissistic features have fantasies about the self, feelings of entitlement, and a willingness to exploit others for one’s own gain (Cooper, 1998; Dickinson & Pincus, 2003; Pincus et al., 2009). Those individuals were found to be less equipped to use self-enhancement strategies, often must rely upon external feedback from others, experience much greater anxiety in developing relationships with others, are hypervigilant to cues of separation, and experience greater distress over separation (Besser & Priel, 2009; Mikulincer, Kedem, & Paz, 1990). Admiration, respect and submission to the other may manifest the fantasies that they wish for themselves. Fear of being ungrateful and “relief rooted from acceptance that I am weak and incapable” may be

manifestation of need for external feedback from others. It was demonstrated that participants who express gratitude were more likely to make aggressive offers in distributive negotiations than counterparts expressing neutral emotion. Also, individuals become more likely to engage in selfish behavior in competitive interactions (Yip, Lee, Chan, Cindy, & Brooks, 2017). Expectancy of prospective help and need for external feedback may lead negatively valenced emotionality. In addition, expressing gratitude promotes self-interested behavior compared to excitement or neutral emotion (Yip, Lee, Chan, Cindy, & Brooks, 2017). Presence of idealization and absence of excitement may be precursors. Additionally, fear of being ungrateful and indebtedness may trigger anxiety. Feeling obligation to an irredeemable favor and articulation may be compensatory behaviors reducing anxiety. Within this consideration it can be said that idealization features inflating vulnerable narcissistic features may account for the finding revealing *şükran* superficial than *minnet* across kindness. Lastly, it was suggested attachment styles and gratitude is related (Zhang, Zhang, Yang, & Li, 2017). Superficial feelings of *şükran* may be manifestation of insecure attachment style projected to other relationships (Mikulincer & Shaver, 2007). It was found that attachment security can be developed within the context of a supportive and reliable relationship but it is generally assumed that this takes considerable time (Hesse, 1999). Maybe that could be a reason why effectiveness of gratitude interventions are controversial.

There has been limited number of studies that investigate concept of gratitude in Turkish culture (Yüksel & Oğuz Duran, 2012; Ayten, Göcen, Sevinç, & Öztürk, 2012; Satıcı, Uysal, & Akin, 2014; Oğuz Duran & Tan, 2013). These studies are not congruent each other in terms of Turkish meaning. It is known that experience and manifestation of gratitude diverse across religions, philosophy and cultures (Emmons & Crumpler, 2000). It seems valid for Turkish culture as well. Therefore, previous Turkish studies on gratitude should better be revised.

Laypeople in Turkey frequently use words of *minnet*, *şükran* and *şükür* in daily language. Although these words are confirmedly used, natives find hard to discriminate those words from each other in terms of their definition, exemplifying their daily experience, etc. This condition was also valid when participants asked to answer open-ended questions related to *minnet*, *şükran* and *şükür*. Common verbal feedback was about that they had not thought about these words at that moment and how hard they find to state these feelings. Some participants wrote that "... *Bu duygular içten geliyor.*" That is, these feelings are simply from inside. Actually this situation may also lighten the undefined side of the relationship between growth, spirituality and gratitude. Although a total of 298 participants with different demographic features were included into study. It could be said

that this sample is heterogeneous enough to represent the Turkish population. In open-ended questions, only *minnet*, *şükran* and *şükür*, and compassion primed after these words, defining gratitude, were taken into consideration. However, in Turkish language there are different words which could be related to gratitude such as *memnuniyet*, *kadirşinaslık*, *alicenaplık*, etc. To be able to keep information in perspective, only *minnet*, *şükran*, *şükür*, and compassion were considered. Inclusion of these words could enrich cultural nuances. Therefore, vocabulary scan for gratitude in Turkish culture and inclusion of these words would be useful for future research. In addition, although religion was taken into consideration, it was not included into analyses since none reported any relationship between *minnet* and religion in qualitative data. Also, it was only asked whether participants define themselves as religious and rate their religiousness. However, since Turkish population's officially determined religion is Islam, findings were discussed as considering Islam. However, Turkey has diverse religious and ethnic groups. This assumption may be biased. For further research, inclusion of atheism, deism and diversity of ethnic and religious groups may be an important step to overcome this possible bias.

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CHAPTER – XXXVI

A CASE OF COUPLE THERAPY WITH INTEGRATIVE PSYCHOTHERAPY

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INTRODUCTION

Integrative Psychotherapy is focused on relationship, both in early development and current life. This unique form of psychotherapy was conceived in by Dr. Richard Erskine in 1972 and refined by the associates of the Institute for Integrative Psychotherapy in New York City and Vancouver, Canada

The term integrative refers to the full synthesis of affective, behavioral, cognitive, and physiological theory and methods of psychotherapy and also to the outcome of psychotherapy-the integration or assimilation within the client of the fragmented or fixated aspects of the personality.

Integrative Psychotherapy has eight philosophical principles (Erskine, 2015). These are the principles subsistent in a respectful, co-constructed, and interpersonally focused integrative psychotherapy. The philosophical principles described here are the foundation for the therapeutic approach. The approach engages in a developmentally based and relationally focused psychotherapy. Integrative psychotherapy that holds the relationship between the therapist and client as central to a process of healing and personal growth.

Integrative Psychotherapy, like all relationships, is an indissoluble whole, a series of interrelated contact experiences with self and with other. Handled well, it builds synergistically, leading the client into a spiral of ever-broadening awareness of internal and external events. Each time an idea, a memory, an emotion, or a belief is revisited, some new richness or interconnection is revealed.

Inquiry, attunement, and involvement comprise the essence of a successful therapeutic relationship. With careful inquiry, sensitive attunement, and authentic involvement, the therapist will be experienced as dependable, consistent, and trustworthy. Experiencing such a relationship, clients can begin to reintegrate the parts of self that were split off in response to trauma and neglect; and with reintegration comes the

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possibility of full contact with self and others, of true relationship, of being in the world as a whole person (Şahin, 2019).

THE FIRST OBSERVATIONS RELATED TO THE COUPLE AND MAKING A CONTRACT

The clients decided to get a therapy with the recommendation of an old client of the therapist Şahin. The clients were living in different city from the therapist in Turkey. When they came to the session, Aydın was 44, and Emel was 38 years old (The nicknames are used to keep confidentiality). They had 4 children. Their therapy lasted for about 3 years. In the first three sessions focus was on a problem about their children. Then the problem was solved, and a secure relationship was established between the therapist and the clients. After the third session, Aydın and Emel took an appointment to work on some problems they experienced during their marriage. In the fourth session, a contract was made to continue the therapy until the problems between the partners could be solved. The clients had seen clergymen and other psychologists to solve their problems. However, there was no improvement in their relationship.

Aydın was wearing a kufi and had a long beard, Emel was wearing an abaya, and she never shook hands with men. The therapist observed that the clients were very faithful to their religious values. The clients' values were much more different from the values of other clients. The therapist thought for a moment and checked whether he had any prejudgments from the past against these clients; he noticed that he had got rid of his prejudgments years ago and had no negative judgments on the clients. He paid attention to the principle of Integrative Psychotherapy: "All people are equally valuable." (Erskine, 2015).

PHENOMENOLOGICAL INQUIRY

Therapist (Şahin): "Can you give information about the problems you experience in your relationship?"

Emel (She was speaking like a furious parent.): "Our relationship progressively decreased in four years; we have had no relationship for the last one year. A man must leave money for his home, he must take care of his home, but my husband does not allocate time for home. I am alone. If I will be alone, what is the meaning of this marriage for me? I want to get divorced." *Her emphasis on loneliness attracted the attention of the therapist.*

It was observed that Aydın was looking at Emel by blinking, feeling scared, and bowing his head. Developmentally, Aydın was like a 7 or 8-year-old child. He was unconfident and speaking in a low tone of voice.

Aydın: “I am sorry, Emel. I am responsible for the whole grocery. That’s why I cannot find time for home. I love you so much. I do not want to get divorced.”

Between them, there was an external contact interruption. As his relationship with the clients progressed, the therapist observed that Aydın had an anxious and fearful attachment pattern and Emel had an avoidant attachment pattern (for details, see, Bartholomew and Horowitz, 1991). Furthermore, the therapist started to have the questions below:

1. Aydın opened a kindergarten for Emel, and Emel had a monthly income. Still, what could be the reasons behind that belief: “A man must leave money for his home, he must take care of his home”?

2. Why did Aydın work so much and come home late?

Aydın was unconfident and fearful; therefore, the therapist decided to work with Aydın first. He made a phenomenological inquiry on Aydın.

Therapist (Şahin): “Aydın, you spend most of your day in the grocery. What would you like to say about it?”

Aydın: “We used to be very poor, I don’t know anything other than working, I’ve had no holiday in my life. Other children used to play with their fathers, they used to have wooden cars made by their fathers, I used to envy them. I never had a car or a ball. While other children were playing games, I was selling sunflower seeds and water, and polishing shoes. I envied them while they were playing with their friends. I have never had a picnic with my family. I started to work with my father when I was 5 years old. My father was very cruel, he used to beat my mother and me. Well, ignorance.”

The therapist noticed that Aydın tried to stay loyal to his father and disavowed (for details, see, Erskine, 1999, p.9) his feeling of anger against him. He put the father’s bibelot on an empty chair on the left side. The therapist was in the interposition between Aydın and the father’s bibelot.

Therapist (Şahin) (He turned to the father’s bibelot): “A father has no right to beat his children and wife. You will stand here and listen to Aydın.”

Historical Inquiry on Aydın:

Therapist (Şahin): “Aydın, you are 5 years old and working with your father. What are you experiencing?”

Aydın: “We used to sell stuff in a pushcart. I used to get tired a lot. One day, we were selling cherries. I wanted to eat a cherry. When I just put it in my mouth, he said that they were for customers. He slapped me. I fell

over the pushcart board. My tongue had a deep cut, and there was blood everywhere. He used to beat me at times. After a while, my father opened a grocery. I started working in that shop. When I would make a mistake, he would throw iron weights at me. We were living in a shanty house. My mother used to collect wood and cook with the wood she collected. One day, she went to collect wood again, and she was very tired. She was trying to cook. My father started beating my mother with the wood because the food was late. I used to be scared a lot while my father was beating my mother. I felt sorry for my mother, but I couldn't do anything. As if time had stopped, I was waiting for my father to stop beating my mother in despair.”

The therapist also had two similar memories. He was affected very much by Aydın's memories. The therapist had also seen his mother being beaten two times and similarly felt desperate. When Aydın was telling his memories, his whole body was shaking, and he was crying loudly. The therapist also remembered the painful memories of losing his daughter. He had felt pain in all his cells for a long time when he had lost his daughter. His whole body had shaken, and he had cried loudly. The therapist thought that those memories were very painful for the client. He felt deep empathy for his feelings. He came out of his internal process, thinking that he was there for his client, and he focused on his client again.

The therapist observed that Aydın was cognitively 5 or 6 years old at that time, in the sensorimotor stage according to Piaget, in the preverbal period according to Erskine, and had primary anxiety symptoms observed during a birth trauma according to Otto Rank. He was attuned to Aydın cognitively, affectively, developmentally, relationally, and rhythmically. He waited while Aydın was crying. The therapist slowed down his speech with his eyes filled with tears and felt deep affection for the client. Emel was also crying. The therapist noticed that Emel was substantially affected by what Aydın was telling, and she felt his pain deeply and empathized with him. The therapist thought that the affection she would feel for her husband would decrease the tension between them. The therapist asked Emel to approach her husband, hold his hands, and hug him. The therapist helped Emel show affection to her husband. At the end of the session, the therapist also hugged Aydın and showed affection by telling that he was deeply affected by the regression of Aydın to the years when he was 5. (Erskine, Moursund & Trautmann, 2015; Steiner, 2014; Rank, 1993).

Affective attunement: When the psychotherapist notices the client's sadness, s/he feels the same by approaching events from his/her perspective, and shows his/her client their own feeling, it means s/he emphasizes with his client. When the therapist has the feeling that would correspond to the feeling of the client and responds to it, s/he goes beyond empathy and becomes attuned to the client affectively.

The psychotherapist should be open to being affected by the experiences of the client; the therapist cannot empathize and go beyond empathy if s/he is not affected by the experiences of the client and does not sense the client's feeling deeply (Erskine, Moursund, Trautmann, 2015; 2019). If the psychotherapist first senses the client's feeling deeply and then shows affection to the client who feels sad, takes the anger of the client who feels seriously angry, reviews the process in detail together with the client who feels fearful and sees what could be done to protect him/her, shares the client's happiness (The therapist is expected to feel less happy than the client knowing that this happiness belongs to the client.) and responds to the client with the feeling that corresponds to the feeling of the client, s/he goes beyond empathy, and affective attunement is achieved.

Oscillation towards intrapsychic and extrapsychic processes cannot be avoided in both the therapist and the client. However, it is a professional responsibility for the psychotherapist to re-set focus on the client, thinking that s/he is present there for the client, and to focus on the client.

Therapist (Şahin): "Aydın, you are going to primary school. What are you experiencing?"

Aydın: "My father opened a shop. I used to come from school and work in the shop. I failed the class for one year. My father said, "You are stupid." I was really stupid. I was not successful in my courses. Then, I stopped going to school."

Therapist (Şahin): "Aydın, do you think your children can be successful if they work continuously after coming from school?"

Aydın: "They can't."

Aydın noticed that no children could be successful under those conditions. The psychotherapist enabled Aydın to normalize his unsuccessful under those conditions.

Therapist (Şahin): (He turned to the father): "I don't agree with you, dad. Aydın is a very clever person. He is not poor anymore. He has commercial achievements."

Therapist (Şahin) (He turned to Aydın): "Aydın, I congratulate you for your commercial achievements."

Aydın's need for "being accepted by a reliable person," which was one of his relational needs, was fulfilled. Aydın said that he was very scared of his father when he was a child. The therapist shared similar memories: "When I was a child, I was also very scared of the elders and my teachers who were beating me." His need for reciprocity was met by the therapist. The existence of Aydın's fear was accepted by the therapist;

it was stated that the emergence of the feeling of fear was normal under those conditions, everyone would feel the same in similar situations, and the feeling of fear was validated and normalized (Erskine, 2019). It was observed that Aydın stabilized himself by working too much to cope with difficulties, he coped with difficulties in this way, and he made a construct decision as a result of acute and cumulative traumas and introjection. It was observed that Aydın worked more as Emel criticized Aydın, he transferred his fear of his father to Emel (<http://www.integrativetherapy.com id=41, 2019>). His construct decision was found to be in connection with his current behaviors and feelings.

Therapist (Şahin): Emel, what do you think about Aydın’s childhood, how do you feel?

Emel: “Aydın used to avoid telling his memories about his childhood. This is the first time I have heard how much Aydın was hurt and exposed to violence when he was a child, I have never seen him crying so deeply before. I felt very sorry for him. I felt a deep affection for him.”

Therapist (Şahin): Emel, “Can you show affection to Aydın for a while?”

Emel accepted the request of the therapist. In the next session, Emel complained by saying, “I gave birth to four children.” Aydın needed a fantasy and an idealized parent. During the sessions, Aydın’s work and his real achievements were appreciated, valued, and accepted by the therapist. While Aydın was expressing himself, the therapist listened to him with respect and attention; he accepted him unconditionally. Thus, the therapist responded to the client’s need for security, being understood and accepted by someone else, need for love, and affective needs.

The therapist made phenomenological and historical inquiries on Emel: (<http://www.integrativetherapy.com. 2019>). Emel’s sensitivities were discovered as a result of these inquiries: Emel was fully dealing with the household chores and care of her children. She was supporting and guiding her children in solving their problems. She was participating in school meetings and fulfilling their needs of any kind perfectly and completely. With Aydın’s support, Emel was helping her own mother and father with their economic needs. She was helping her friends, relatives, and people in need materially and morally. She was carrying out her tasks and responsibilities at her workplace without any interruption.

Emel was experiencing the same problem as her husband, Aydın. Emel had material expectations from Aydın, which would be difficult for Aydın to afford at that time. She would demand them, and although it would be difficult for Aydın to afford them, he would meet some of Emel’s demands and not others. Emel did not appreciate enough what Aydın was

doing, and she was criticizing him severely for what he could not do. Sometimes, Aydın would borrow money from Emel for urgent payments, and Emel was having trouble with her own payments because he could not return it on time. This would cause Emel to feel anxious and angry at Aydın, and then they would have serious arguments.

Emel had another expectation about which she was quite sensitive: She expected Aydın to leave money at home every day for daily expenditures. When Aydın would not leave money on a daily basis, Emel was getting angry at him a lot and having arguments with him. The therapist began to think that leaving money on a daily basis had a different meaning for Emel.

PHENOMENOLOGICAL AND HISTORICAL INQUIRY ON EMEL

Therapist (Şahin): “Emel, it seems like it is important for you that Aydın leaves money every day. Can you also teach us this importance?”

Emel: “When I was a child, we were very poor. When a friend of mine in primary school asked me how much my father gave me as pocket money, I said that I had no pocket money, and I felt very ashamed.”

The therapist also had similar memories. The therapist was affected by Emel’s memories. He shared his memories with Emel.

Therapist (Şahin): “I also felt ashamed whenever I had no pocket money at school.”

When the therapist shared his own memories, the existence of Emel’s problem was accepted, validated, and normalized by the therapist.

Emel: “My father never left money for home, and my mother never asked him to. We couldn’t buy even bread. I used to get angry with my mother for her passiveness and with my father for his irresponsibility. I will never be passive, like my mother. I will not marry someone like my father.”

Emel had made a construct decision in her childhood.

Therapist (Şahin): Aydın, how does Emel feel when you leave or don’t leave money?

Aydın: “When I leave money, Emel feels secure. When I don’t, she feels insecure and then gets angry with me. I will be more careful about leaving money from now on.”

Therapist (Şahin): “I am very much affected by your understanding of each other’s relational needs.”

The connection between Emel's experience in the past and her decisions today was noticed by both the therapist and Aydın.

THE HISTORICAL INQUIRY WAS CONTINUED

Emel's family did not send her to school after she finished primary school.

Therapist (Şahin): "Emel, you graduated from primary school. You are 12 years old. What is Emel's experience at the age of 12?"

Emel: "I started working at the age of 12 and I worked until the age of 16. When I was 16, my mother wanted me to marry one of her relatives. I didn't want to marry him because he was poor. My younger brother said at the dining table, near my mother and all my siblings: "You can't eat with us because you didn't want to marry him." I left the table crying. I never ate with them again. My mother didn't say anything to my brother. She never asked me why I didn't eat with them. I felt excluded from the family."

Emel's contact with her family was interrupted. Emel was alone, dreaming and reading whatever she found. Emel stabilized herself in this way.

Therapist (Şahin): What were your dreams, Emel?

Emel: "I am alone, there is no one for me, I will stand on my own two feet and be strong. I am telling you this here for the first time. I had a convenience marriage with Aydın, I didn't feel anything emotional for him. I married Aydın because his family had a shop."

Emel's choices and solutions, the way of coping started to become clear. The connection between Emel's experience in the past and her decision on loneliness today was noticed. When Aydın did not leave money on a daily basis, Emel's anticipation (Men do not leave money.) was being confirmed. She was transferring her anger at her father to Aydın.

A Two-Year Process in the Clients' Life

Aydın started to come home earlier and talk to Emel. For the first time in his life, he went on a one-week holiday with his family. In two years, they had four arguments, and Emel decided to get divorced four times. During the sessions, the therapist was attuned to them affectively and taking their anger seriously; he was present there for them. They would see their own responsibilities in arguments and return with hope.

Once, they had a very serious argument during the session. The therapist felt a tightness in his chest. He helped the clients to continue their divorce fantasies until the end and imagine the results. The clients did not like the results of the fantasy. After another argument, their children were

also called for the session by the therapist...The children were asked how they would feel and behave in case of a divorce.

Arguments began due to Emel's harsh criticisms three times and Aydın's jealousy once. Aydın insulted Emel in front of their children. When they came to the session after this argument, the therapist observed that Emel was very upset, felt depressed and alone as in her youth. During the session, Emel was very depressed. Aydın admitted that he behaved against Emel in a wrong way, and he apologized. Emel did not accept Aydın's apology. The therapist wanted Aydın to admit his mistake within the same context and to apologize (for details, see, Steiner, 2014). Aydın admitted his mistake within the same context in front of their children and apologized to Emel; Emel accepted Aydın's apology. The therapist talked to Aydın alone for 10 minutes. He wanted all the family members to express their love for Emel one by one and surprise her. Aydın and the children took Emel to a restaurant. All of them expressed their love for her separately. They gave her flowers. Moreover, Aydın said that he loved Emel and hugged her in front of everyone in the restaurant. During the next session, Emel said, "Aydın has jumped on another level, he has gone beyond himself." Emel was happy, and her need for love was fulfilled (Erskine, Moursund & Trautmann, 2015).

Intergenerational Construct Transmission

Emel's criticisms of Aydın did not come to an end, she kept being angry at her mother. The therapist used the empty-chair technique so that Emel could express her feelings about her mother. Even after this practice, Emel did not forgive her mother, she was still angry at her mother. At this stage, the therapist decided to have a parental session. He had a parental session with Emel's mother.

Afterward, he had two parental sessions with her grandmother, whom she said she resembled. Following the parental sessions, Emel noticed that she criticized her husband as her grandmother did. She noticed that her mother was passive because her grandmother treated her mother harshly and dominantly. The therapist asked Emel about her characteristics resembling and not resembling her grandmother. The therapist also asked her about Aydın's characteristics resembling and not resembling her grandfather. Emel saw that Aydın was much more different than her grandfather. She noticed that they did not have a good financial status and any real estate when she married Aydın, but now, they have goods and properties and have a good financial status, which is the result of Aydın's hard work.

A Change in Constructs and Making Decisions Again

After these practices, significant changes started to be observed in Emel. She forgave her mother. She started appreciating her husband.

Emel: Thank you so much. We solved our problems thanks to you. “I noticed how much I criticized and tried to control Aydın. Now, I stopped it. I am looking for peace inside me. I have made peace with myself. I was born again.”

Emel’s sensitivity increased. She re-identified herself. It was observed that Emel’s internal and external contact increased. However, the therapist thought that, even after this awareness, Emel needed more time to come out under the influence of her construct and apply the things she noticed in her life.

Aydın also began to experience significant changes. Aydın was speaking confidently as a mature adult everywhere and expressing his feelings and opinions confidently:

Aydın (He expressed his feelings and opinions to the therapist): “Only you understood me. I have never seen affection from my father. I have enjoyed fatherly love with you.”

He kissed the therapist’s hand respectfully. The therapist hugged Aydın.

The therapist had one individual session with Aydın and three individual sessions with Emel. During these three sessions, Emel’s decisions from her childhood and their marriage relationship were reviewed again. Emel noticed the effects of her childhood decisions on her relationship with her husband.

Emel: “I was very narcissistic and demanding before. How could Aydın bear me? I couldn’t feel his love. My eyes were closed. I will apologize to him. I will treat him nicely; I will support him. I will celebrate anniversary of our marriage as if it is our first anniversary, on March 9.”

Emel’s sensitivity increased. Her defenses disappeared, and she was in full contact with herself. The therapist was present there with her.

They came to the last session together. Emel kneeled in front of her husband. She held his hands, looked into his eyes, and apologized to her husband for her previous furious reactions, not supporting him adequately before and her heavy criticisms on him. Aydın held Emel’s hands and helped her stand up. He told Emel that he loved her so much and forgave her. They hugged each other with affection. The therapist said that he was significantly affected by the increase in their internal and external contacts, improvement in their relationship, and their expressions of love for each other.

Therapist (Şahin): “You both had very important internal journeys. You worked faithfully and noticed both your own needs and each other’s needs and experiences. I am proud of you both for reaching this stage.”

The clients thanked the therapist a lot. Aydın kissed the therapist’s hand again, and the therapist hugged Aydın sincerely.

After the last session, the therapist investigated whether they came out under the influence of the construct decisions. The therapist telephoned Emel after 15 days (February 8). He asked her how she was feeling.

Emel: “I am peaceful and happy about solving a big problem. I feel great. I pay attention to my husband. During the sessions, I used to miss you a lot. I thought we wouldn’t be able to solve our problems without you. Now, I trust both myself and my husband. We can now solve our problems together. Can I visit you if I miss you?”

The therapist telephoned Aydın on February 22. Aydın had a confident and strong tone of voice. He said that their relationship and work were good. He thanked the therapist. After these calls, the therapist became sure that his clients came out under the influence of their construct decisions.

On March 9, they went abroad for their honeymoon to celebrate the first anniversary of their marriage, which, for them, had a new start. Aydın and Emel sent a message to the therapist to share their happiness with him, saying “We are happy as a result of your efforts and we frequently remember you. Thank you so much for everything.”

CONCLUSION

The clients had come to the therapy to either solve their conflicts that had continued for years or get divorced. Within three years, their internal and external contacts have increased, and a significant change has occurred in the relationship between the two adults, who have understood and fulfilled the relational needs of each other.

In this practice, it was observed that there was an improvement in the clients’ relationship as they responded to the relational needs of each other and noticed their past patterns. As a result of the parental sessions, they gained significant awareness. The therapist had sessions with the introjected parents for the first time. The effects of the intergenerationally transmitted construct on children and grandchildren’s experiences and relationships were noticed. With this practice, the therapist noticed that he gained a significant experience by using the approaches of integrative psychotherapy.

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CHAPTER – XXXVII

BEYOND POST MODERNISM AND ORIENTALISM

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INTRODUCTION

This research is an analysis of the concepts of post-modernism and Orientalism by illustrating their historical paths. The goal of this research is to inform Intercultural Communication and Postmodern cultural studies' scholars and students about parallels between post-modern and orientalist thinking and expressions. Defining the postmodernism is the starting point of this research. Differences between modernism and postmodernism are provided at first. Then, focusing on the general maintenances of postmodernism in the fields of cultural studies is displayed. After that, this research explores Orientalism which has a long history, as a concept that partakes of the life force of western self-identification. To make sense where Orientalism stands today's postmodernist world and how argument about the concept of Orientalism operates; this research concentrates on Edward Said's *Orientalism*.

METHOD

This domain pertains to historical precedent which focuses on examining research throughout Edward Said's *Orientalism* (1979), starting with few things rest in isolation from historical precedent. Historical literature reviews focus on examining research throughout a period of time, often starting with Foucaultian thought. The purpose is to place this research in a historical context to show familiarity with state-of-the-art developments and to identify the likely directions for future research. This research reviews, critiques, and synthesizes representative literature review on postmodernism and Orientalism in an integrated way such that new frameworks and perspectives on the topic are generated. The body of literature includes all studies that address related or identical hypotheses or research problems. A well-done integrative review meets the same standards as primary research in regard to clarity, rigor, and replication.

RELATIONSHIP BETWEEN MODERNISM AND POSTMODERNISM:

Today we live in a different world, with a rapidly changing postmodern culture. It is a postmodern world, which is a world of emergence, contingency, and ultimately shapes our passion for truth and new forms of

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truth-telling. Postmodernism is hard to define, because it is a concept that appears in a wide variety of disciplines or areas of study, including art, architecture, music, film, literature, sociology, communications, fashion, and technology etc.

The postmodern movement has been located as early as the late fifties to as late as the early seventies, but for the most part changes in the 1960s lead cultural critics to see the societies as entering a new historical period (especially in the worlds of art, architecture, literature, and ideologies). Some observers have identified this shift with the attack of consumer capitalism: Such as, Jameson (1991) who calls postmodernism "the culture of late capitalism." In this circle, perhaps the easiest way to start exploring postmodernism is by studying about modernism, the movement from which postmodernism seems to grow or emerge.

Modernism started at 1890's to assert that it was necessary to push aside previous norms entirely, instead of solely altering former knowledge in light of instant techniques. The "avant-garde" was what modernism was called at first, and the term remained to describe movements which identify themselves as attempting to overthrow some aspect of tradition or the status quo. People often use the term in French, English, and German to refer to people or works that are experimental or novel, particularly with respect to art, culture and politics. Avant-garde represents a pushing of the boundaries of what is accepted as the norm⁸, or the status quo⁹, primarily in the cultural sphere. The notion of the existence of the avant-garde is considered by some to be a feature of modernism, as distinct from postmodernism. Postmodernism presumes that the age of the constant pushing of boundaries is no longer with us. Postmodernism suggests that avant-garde has less relevant in the age of postmodern art.

Postmodernism, like modernism, carries on most of these same ideas, refusing boundaries between high and low forms of art, rejecting inflexible genre distinctions, emphasizing pastiche, parody, bricolage, irony, and playfulness. Postmodern thought braces reflexivity and self-consciousness, disjunction and disconnectedness in narrative contexture, ambiguity, simultaneity, and a highlight on the restructured, decentered,

⁸ In sociology, a **norm**, or **social norm**, is a rule that is socially enforced. Social sanctioning is what distinguishes norms from other cultural products or social constructions such as meaning and values. In other words, a social norm is defined as shared expectations of culturally appropriate and desirable behavior (Marshall, 1998).

⁹ **Status quo** is a Latin term meaning the present, current, existing state of affairs. The term is mostly used in social, political and economic contexts. The status quo might refer to a single element of a particular situation, but also to a broader range of conditions that define a complex state of things

mechanized subject (Klages, 2001). However, while postmodernism appears like modernism in some ways, it differs from modernism in its notion toward a lot of these liabilities. For instance, modernism oversees a decomposed aspect of human subjectivity and history telling, but submits that fragmentation as something poignant, something to be felt great sorrow. On the contrary, postmodernism, doesn't mourn the idea of decomposition, circumstantially, or dissonance, but rather eulogize that irregularity (Klages, 2001).

The relation between modernism and postmodernism lends to picturesque some distinctions. Jameson (1991) points out that modernism and postmodernism are cultural formations which attend particular levels of capitalism. Jameson outlines three primary aspects of capitalism which require particular cultural practices (including what kind of art and literature is produced). The first is market capitalism, which occurred in the eighteenth through the late nineteenth centuries in Western Europe, England, and the United States (and all their spheres of influence). This first phase is associated with particular technological developments, namely, the steam-driven motor, and with a particular kind of aesthetics, namely, realism. The second phase occurred from the late nineteenth century until the mid-twentieth century (about WWII); this phase, monopoly capitalism, is associated with electric and internal combustion motors, and with modernism. The third, the phase we're in now, is multinational or consumer capitalism (with the emphasis placed on marketing, selling, and consuming commodities, not on producing them), associated with nuclear and electronic technologies, and correlated with postmodernism (Klages, 2001).

Modernity is fundamentally about order: about rationality and rationalization, creating order out of chaos. Modernity is about the pursuit of ever-increasing levels of order, modern societies constantly are on guard against anything and everything labeled as "disorder," which might disrupt order. Thus modern societies rely on continually establishing a binary opposition between "order" and "disorder," so that they can assert the superiority of "order." But to do this, they have to have things that represent "disorder"--modern societies thus continually have to create/construct "disorder." In western culture, this disorder becomes "the other"--defined in relation to other binary oppositions. Thus anything non-white, non-male, non-heterosexual, non-hygienic, non-rational, (etc.) becomes part of "disorder," and has to be eliminated from the ordered, rational modern society.

Lyotard (1984: 24) compares that inertia with the notion of "totality," or a totalized system. He argues that totality and stability are conserved in modern societies through the agencies of "grand narratives" which are stories of a culture that gives a voice itself about its rituals and

beliefs. According to Lyotard every belief system or ideology has its grand narratives (Samad, 2016: 70). Lyotard affirms that all vistas of modern societies, including science as the main form of knowledge, depend on these grand narratives. Postmodernism then is the critique of grand narratives; the cognizance of such narratives serves to veil the conflicts and instabilities that are inherent in any social organization or practice. Briefly, every trial to make an "order" in the society always culminates the creation of a coequal "disorder" but a "grand narrative" veils the designs of these categories by defining that "disorder" is chaotic and ugly, and that "order" is rational and well-favored. While postmodernism is the critique of grand narratives, it fortifies "local narratives" which define local histories, rather than large-scale universal concepts. Postmodern criticism of big stories vitalizes the "local-narratives" which are always stateful, provisional, stipulated and temporary, "making no claim to universality, truth, reason, or stability" (Klages, 2001).

Modern societies rely on the remarks of signifiers which always indicate signified concepts. As for the signified, most scholars who embrace Saussure's model still engrave this as a "mental construct", although they sometimes highlight that it may refer implicitly to concepts which are constructed in the world. On the other hand, in postmodernism, there are only signifiers which are only associated with the sounds or images. The thought of any consistent reality blurs with the idea of signified in postmodern societies. In other words, for postmodern societies, "there are only surfaces, without depth; only signifiers, with no signifieds" (Ozumba and Udofia, 2017: 6). This new form of thought becomes a prominent feature of a postmodern society

Moreover, according to Baudrillard (1994), in postmodern societies there are no originals, only copies--or what he calls "simulacra" which never conceals the truth. For example, in art, where there is an original work (as a sample by Claude Monet), and there might also be millions of copies and imitations, but the original one is always the possessor of the highest monetary value. On the other hand, millions of music cd's or recordings have the same monetary value just because they cannot be displayed on the walls (Klages, 2017: 158). Today, postmodern societies witness another version of Baudrillard's "simulacrum" which would be the concept of virtual reality. This reality is created by simulation

rather than the original. For example, Fortnite¹⁰ or PubG¹¹ create whole new worlds in computer games which are the simulations of the real one.

Finally, postmodernism is basically a critique of the notion of reason and knowledge. In modern societies, knowledge was assumed a particular kind of rational ‘knower’ which identifies with science and Meta narratives. In modernism, individuals were gradually heading along the full picture towards certain global ideas. However, in a postmodern society, individuals have multiple pathways and plurality towards an incomplete picture by partiality of all knowledge. In sum, Hassan (1985) has provided schematic differences between the two complex concepts; modernism and postmodernism. This is a representative sample which captures the essence of the distinction (Table 1).

Table 1. Schematic differences between modernism and postmodernism

MODERNISM	POSTMODERNISM
romanticism/symbolism	paraphysics/Dadaism
form (conjunctive, closed)	antiform (disjunctive, open)
purpose	play
design	chance
hierarchy	anarchy
mastery, logos	exhaustion, silence
art object, finished work	process, performance, happening
distance	participation
creation, totalization	decreation, deconstruction
synthesis	antithesis
presence	absence
centering	dispersal
genre, boundary	text, intertext
semantics	rhetoric
paradigm	syntagm
hypotaxis	parataxis
metaphor	metonymy
selection	combination
root, depth	rhizome, surface
interpretation	against interpretation
reading	misreading
signified	signifier
lisible (readerly)	scriptible (writerly)
narrative	anti-narrative
grande histoire	petite histoire

¹⁰ Fortnite is an online video game developed by Epic Games and released in 2017. <https://www.epicgames.com/fortnite/tr/chapter2>

¹¹ Player Unknown's Battlegrounds is an online multiplayer battle royal game developed and published by PUBG Corporation, a subsidiary of South Korean video game company Bluehole. <https://www.pubg.com/tr/>

master code	idiolect
symptom	desire
type	mutant
genital, phallic	polymorphous, androgynous
paranoia	schizophrenia
origin, cause	difference-difference, trace
God the Father	The Holy Ghost
metaphysics	irony
determinacy	indeterminacy
transcendence	immanence

Postmodernism:

According to Rossides (1998), there are five basic aspects which designate postmodernism. First, modernity has been inefficacious and a new world horizon is expressing. Postmodern intellectuals often refuse meta-narratives, objective moral values and ideologies. Postmodernism proclaims a single world view and celebrates the particular insights (Jencks, 1992).

Second, rationality ruled the old modernity, with the popular opportunity of coming across grounds for truth; the postmodern society is relativistic (Grenz, 1996: 14). Any assertion can have thousands of meanings, and reality is variable. Rorty (1979: 393) argues that the look for fact needs to no longer maintain, and we need to be happy with interpretation. For Rorty, postmodernism enables people for his or her very own reality.

Third, postmodern thinkers' emphasis that the force of language over the power of science. Rather than a world wherein technology systematically uncovers information in a fixed fact, the postmodern global view beholds a linguistic international of multiple and discursive metaphors and unattested assumptions. Language is the maximum massive social construct that facilitates people make experience out of inherently meaningless studies (Waters, 1994: 206-211). Truth isn't always restricted to its rational size, and human mind is motivated as the anchor of fact. There are numerous paths to reality except purpose, and postmodernists boost non-rational methods of understanding (Grenz, 1996: 49, May, 1996: 197-215). Therefore, postmodern social notion offers a strong emphasis on emotions, intuition, mirrored image, speculation, private experience, custom, metaphysics, magic, delusion, and mystical reports.

Fourth, in a postmodern society the self becomes the source of requirements, and values come to be manifestations based on expertise of particular emotions. Ideas of right and wrong end up with personal preference, emotional decision, and quality of culture or cultural desire (Hewitt, 1998: 129). This postmodern cultural shift additionally produces

what Irving Horowitz calls, “a culture of victimization” (Horowitz, 1993). This new subculture of victimization has additionally caused a proliferation of addictions, an excess of recent psychological complexes/syndromes (i.e., the Cinderella Complex or the Peter Pan Syndrome) and a proliferation of rights agencies (Hollander, 1998: 14). Rights are greater important than responsibilities as expanding and competing claims for unmet rights give a boost to opposition.

Fifth; Barthes, along with other critics, has presaged the *Death of the Author* (1967). Now, which means is meant to return from interplay among the text and the reader: the reader of literature constructs the text from his or her very own particular attitude. Under the postmodernist philosophy, everything can be read as a textual content, and all readings of textual content are similarly significant. Meanings and facts are accordingly plural, converting, and subjective. To provide privilege to one truth over another will become an act of psychic terrorism.

Above the general framework of postmodernism is given. Theoretically, postmodernism claims that it is not possible for all of us to have objective and impartial knowledge of every other subculture (McGee & Warms, 1996: 480). This view comes from the perception that all of us interpret the arena round us in our own manner in line with our language, cultural background, and personal experiences. In different phrases, absolutely everyone has their very own views based totally on his or her social and private contexts. Because of this aspect of human nature, anthropologists (classical/past) can never be independent observers of other cultures. When postmodern anthropologists examine one-of-a-kind societies, they are touchy to this limitation. They do not anticipate that their manner of conceptualizing lifestyle is the most effective way.

The postmodernists trust that anthropological texts are motivated via the political and social contexts within which they're written. Therefore, it is unreasonable whilst authors try to show their interpretations and underlying biases via the use of the idea of objectivity. The postmodernists declare that the acceptance of an interpretation is in the long run a difficulty of power and wealth (McGee & Warms, 1996: 481). Postmodernist anthropologists say that historically the interpretations voiced by means of white Protestant adult males in western industrialized societies have delicensed all others and silenced them. In other words, they generally tend to legitimize specific statements represented by those with political and economic benefit. In order to intensify sensitivity towards those who aren't part of mainstream culture, the postmodernists frequently promote unpopular viewpoints, which include those of ethnic minorities, women and others thru their works.

As Turner (1994), argues that the trouble of social and cultural diversity has been a classic difficulty in humanities and social sciences throughout the length the human beings refer as the cutting-edge age. With the upward thrust of the sector economy and cultural globalization, this question of cultural difference has become even greater acute in cutting-edge instances. As the postmodernism raises the query and reject the “one truth” and provides the voices to the “others”, Orientalism and colonial discourse studies are concerned to discover the issues of subjectivity and authenticity amongst social parties or cultures which are left out from power. In other phrases; “Otherness” has emerge as the issue.

Late 1970’s, while the polemic debates about postmodernism were towering, a Lebanese professor, Edward Said (1979), published his famous work; “Orientalism”. Said’s work was essential in displaying how discourses, values and styles of information honestly built the “facts” which students and scholars were attempting to study, apparently independently.

Said and *Orientalism*:

Before analyzing Said’s work, the first step should be exploring the meaning of Orientalism. The meaning of Orient is an object that identifies something the author, inscriber or observer desires it to mean. In other words, the Orient inside the minds of Orientalists (folks that have a look at the Orient, Westerners) is a constructed artifact thru which the West explains, objectifies and demonstrates its own cutting-edge concerns. Beaulieu and Roberts argue that Orientalism changed into a discourse framed by using the responses, adaptations and contestations of these whom it built as its items (Beaulie & Roberts, 2002). The Orient seems as a domain of reception and production, no longer simply as a supply of uncooked cloth for cultural merchandise whose consumption is thought to arise most effective in the Western facilities “privileged as an interpretive site” (Beaulie & Roberts, 2002: 5).

As both geographical and cultural entities, such areas as “Orient” and “Occident” are human constructs. Throughout the 19th and early centuries, the West did control to take vanity in its distinction from other cultures (Fox, 1999: 531). Here, the most important element inhibiting the understanding of “other” human beings is ethnocentrism-judging the conduct and ideals of others in phrases of one’s personal cultural values and traditions. Orientalism, consistent with critics, which includes Edward Said, must be understood as “a Western style for dominating, restructuring, and having authority over the Orient” (Nafissi 1998: 99). Thus, many Westerners; who can also or may not have traveled to Orient or regarded every person from this vicinity perpetuate those stereotypes. At this factor, to honestly understand others, they must observe the concept of cultural

relativism that is thinking about and decoding the conduct and ideals of others in terms in their traditions and reveal in.

The critique of Orientalism focuses upon the right that Westerners inflict upon others by using assigning them the function of "the opposite." In this view, Westerners culturally take advantage of "others" with the intention to establish their own superiority. In this context, Westerners are the informed observers who provide their understanding. Their glad consistent appearance decreases "others" to the discovered. In this circle, the first call for of those who are found is to receive same appreciate as thinking, gazing topics (Moeran, 1996: 81).

Foucault (1970) argues that shared understanding exchange is a function of human adaptation. Human intelligence makes shared information alternate amongst people a tremendously elaborated a part of their life. The Foucaultian theory is that understanding is in no way harmless or innocent, but constantly linked to power battle. This concept is the main theme in Orientalism. Research, writing, questioning and appearing on or of the Orient, all produced one-of-a-kind kinds of know-how, which in a Foucaultian concept, fashioned power relations between East and West. Said's argument is that knowledge of the East, as it was produced a meaning within the West by scholars and artist.

From the start Orientalism took form as an interchange of photographs and representations through the collaboration of intellectuals and others. In different phrases, Orientalism is a line of thought this is based on an epistemological and ontological dichotomy between East and West. This dichotomy is especially visible in arts, wherein writers, painters, and poets dealt with the Orient in a way that usually more or less manifestly, has been constructed on an idea of distinction (Graversen, 2001). Originally, the circulation of Europeans in Asia came after a wide circulation of Asians in Europe and United States passed away (Celik, 1996: 202). For example, in 1798, Dominique-Vivant Denon followed the Bonaparte's troops via Egypt who played the founding function. His works and drawings of correct renderings of websites and people become something new and it speedy captured the attention of all Europe. His drawings seduce the history painters who inaugurated Orientalism (Peltre, 1998: 22).

Rather than view Orientalism as a manufactured from a European modernity, it seems as a product of those "contact zones," where Europeans came upon non-Europeans. The term "contact zone" is borrowed from Mary Louis Pratt, who has described it as "the space of colonial encounters, the space in which peoples geographically and historically separated come into contact with each other and establish ongoing relations, usually involving conditions of coercion, radical inequality, and intractable

conflict" (Pratt, 1992: 6). The contact zone isn't merely a quarter of domination, however additionally a sector of alternate, even supposing unequal trade, which Pratt describes as "transculturation." The contact zone is a region of domination, because it no longer abolishes the structures of power. Yet the contact zone additionally implies a distance, a distance from the society of the self, as well as of "the other".

Cultural Studies that is visible as a fabricated from contact region, as a classical social science has been worried with the hassle of which means, the translation of symbolism and the inquiry into the fundamental capabilities of human societies via the evaluation of tradition. To some quantity, therefore, anthropology may be visible as a hermeneutic inquiry into belief systems, rituals, and cultural practices. Since postmodernism, like hermeneutics, cultural studies is concerned with the specified evaluation of irony, parody, satire and other literary devices in belief systems and cultural practices. The effect of postmodernism on cultural research therefore has been recommended to pupils that they're mostly concerned with the translation or studying of the textuality of rituals and other cultural practices. In this body, one can recall Edward Said's *Orientalism* is an interpretation of Orientalism text.

The critique of Western expertise of the Orient is as antique as contemporary Orientalism. Abd-al-Rahman al-Jabarti (1993: 109-110), the Egyptian chronicler, witness to Napoleon's invasion of Egypt in 1798. More recently the studies of Kiernan (1969), Malek (1963), and Cohn (1987) tracked the relationship among European representations and rule. But, due to the fact that Said described it as a system of idea dominating the Western perception of the East, the ideological texture of Orientalism is becoming an increasing number of clear.

"The Orient," Said (1979: 1) defined, "was romance, exotic beings, haunting memories and landscapes, remarkable experiences." Orientalism turned into an instance of what Said called "imaginative geography," which is a social assemble that coincides in lots of methods with the colonialist ideologies that predominated in the 1800's, at some point of the peak of the British and French empires. However, Orientalism is prominent from colonialist discourse in element through its preliminary focus on North Africa and the Eastern Mediterranean. Because the very presence of the Ottoman Empire had created Islam in Western eyes as a picture of "danger, destruction, and the supernatural" inflicted by "hordes of hated barbarians", Orientalism helped to control and domesticate this sort of worried yet captivating prospect (Said, 1979: 59-60).

In representing Orientalism as a meta-discourse, Said become able to contain all previous definitions of Orientalism into his evaluation. Using the subsequent definitions, Said constructs Orientalism as a exceptionally

unified discourse spanning the entire direction of history from antiquity to modern-day instances. Therefore, Said defined Orientalism as:

1. The classical tradition of studying a region by means of its languages and writings; thus anyone who teaches, researches or writes about the Orient is an Orientalist. It is in this form that Orientalism lives on through its doctrines and theses, with expert Orientalist as its main authority.

2. 'A way of coming to terms with the Orient that is based on the Orient's special place in European Western experiences.' (Said, 1979: 1).

3. An overarching style of thought with a history going back to antiquity based on ontological and epistemological distinction between the "Orient" and "the Occident".

4. A "western style for dominating, restructuring, and having authority over the "Orient" (Said, 1979: 3).

5. 'A library or archive of information commonly and, in some of its aspects, unanimously held. What bound the archive together was a family of ideas and unifying set of values proven in various ways to be effective. These ideas explained the behavior of the Orientals; they supplied the Orientals with a mentality, a genealogy, an atmosphere; most important, they allowed the European to deal with and even to see Orientals as phenomenon possessing regular characteristics" (Said, 1979: 41).

6. A "System of representations framed by a whole set of forces that brought the Orient into Western learning, Western consciousness, and later, Western Empire" (Said, 1979: 203).

Orientalism refers to numerous overlapping domains: first, the converting ancient and cultural dating amongst Europe and Asia, a courting with a 4000-vintage history; second, the scientific subject inside the West in keeping with which, starting within the early 19th century, one specialized inside the have a look at of numerous Oriental cultures and traditions; and, third, the ideological suppositions, photographs and fantasies approximately a currently vital and politically pressing region of the area referred to as the Orient. Among these three components of Orientalism, the extremely common place innovations are the line setting aside Occident from Orient and that is far less a reality of nature than it is a fact of human production. "Imaginative geography" is the term used on this research to deal with this phenomenon.

Said's study focused on the second and the third factors of Orientalism because it associated with Western Asia. He drew upon the paintings of distinguished English and French Orientalists to argue his theory "Orientalism." A critical perspective of those paintings turned into

to symbolize cutting-edge location research as a linear descendant of the Orientalist way of life in Euro-America. "One of the legacies of Orientalism, and indeed one of its epistemological foundations, is historicism, that is, the view ... that if humankind has a history it is produced by men and women, and can be understood historically as, at each given period, epoch or moment, possessing a complex, but coherent unity" (Said, 1997: 91). Said, drastically defined this perception of historicism greater exactly as a "universalizing historicism," that placed exceptional histories designed as "coherent unities" on a provisional scale.

Orientalist epistemology as it will become more obvious from Said's study is likewise honestly culturalist, because of this that that the illustration of societies is in terms of essentialized cultural traits, greater often than now not delivered in basis texts. Culturalist essentialism is homogenizing both spatially and temporally. Spatially, it ignores versions inside individual societies. In the case of Orientalism, versions between Eastern societies, that is mentioned with not unusual developments that mark them as "oriental." It is homogenizing temporally in substituting a cultural essence that defies time for culture as lived revel in that is concern to temporal manufacturing and reproduction. Culturalism, in different words, emerges from a de-socialized and de-historicized conceptualization of subculture (as "organically and internally coherent, bound together by a spirit, genius, Klima, or national idea (Said, 1979: 118), which is the perception in which it appears in eighteenth-century European historicism, and also states Said's use of "historicism"). This theory compresses relations both between and inside societies within the production of culture as ongoing ancient activity (which is informed by an alternative sense of historicism). Such culturalism is essential to understanding why, in Orientalism, so-called oriental societies may additionally transpire simultaneously as items of admiration for their civilization achievements, yet additionally exile to the beyond as fossilized remains. With subculture subrogates for history, those people don't have any "real" historicity. As Johannes (1983) denotes, this de-contextualization is no real simultaneity, but a simple reproduction of their past.

This epistemology is bound up with questions of Euro-American power over the Orient. In *Orientalism*, Said singles out four preconditions which enabled Orientalism: European expansion which brought Europeans into contact with other societies; the confrontation with other histories this contact necessitated, which resulted in relative history; "sympathetic identification," which for some offered the only access to the accoutered of foreign cultures, "each permeated by an inimical creative spirit" (this, informed by, and informing, eighteenth-century historicism); and, finally, "the impulse to classify nature and man into types," and to bring order into the profuse variety of experience that could no longer be contained in

inherited conceptions of the world (Said, 1979: 116-120). Expansion, we might also have a look at, become the point of departure for the new epistemologies for re-ordering the sector. Orientalism was a critical effect of this manner.

It is important to underline here that, whilst Said is quite privy to the complex relationship between strength and Orientalism, he is adamant that Orientalism does now not simply serve or represent power, but is itself "a distribution of geopolitical awareness into aesthetic, scholarly, economic, sociological, historical, and philological texts" (Said, 1979: 112). In other words, Orientalism as a discourse is an epistemology of power. As such, it is imperative to a modern Euro-American cultural consciousness (and unconscious).

CONCLUSION:

Orientalism concludes not with condemnation or closure, but with a further set of questions: "How does one represent other cultures? What is another culture? Is the notion of a distinct culture (or race, or religion, or civilization) a useful one, or does it always get involved either in self-congratulation (when one discusses one's own) or hostility and aggression (when one discusses the 'other')" (Said, 1979: 325).

Culture as a strategy of questioning, is both transnational (as Bhabha (1994) addresses that contemporary postcolonial discourses are rooted in specific histories of cultural displacement) and translational (such spatial histories of displacement create the question of how cultures signify). This calls for a form of dialectical studies which does not sublimate the otherness. In this framework, one way of analyzing Orientalism is as an extended investigation into the postmodern identity of culture results in decentering of the geographical obstacles as subjects.

At the very last factor, basically postmodernism rejects the colonial efforts and create a new ethnographic awareness which isn't the monopoly of Western professionals but on the opposite it's shared with an entire variety of native audiences who will severely attend ethnographic texts and decode them of their very own ways. Natives (others) and Western audiences at the moment are free to deal and warfare such representation on what has come to be a global-wide cultural level. Local cultures revive themselves within and against the brand new circumstances of worldwide relationally.

Hence one can say the motto for postmodern politics might well be "think globally, act locally". In this frame, Said (1997) argues that a whole range of intellectual projects, just like his own, have already begun to discover old objects of knowledge ruled by Orientalism and breaking up them by forming new fields of investigation. Such ventures are local and

self-convicted, but they are not rare attempt. Their strategies notably keep away from totalizing and systematizing. They facultatively tend to be secular, marginal, and more importantly oppositional. They intend to offer the end of dominating authority and structures of understanding. However, they do not longer quest common-place team spirit or methodological consistency.

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CHAPTER – XXXVIII

THE CASE OF THE COURT: EMOTIONAL INTELLIGENCE

Atakan YAZICI* & Meriç ERARSLAN**

Since the 1980s, Gardner has put through to make the definition of "intelligence" as multidimensional. While the secret of success in life was thought to be realized by the high "intelligence quotient (IQ)", this understanding would become a rapidly changing structure, and under the leadership of Goleman, researchers would defend the importance of emotions apart from IQ as a component that could make a difference in success by putting forward the concept of "emotional intelligence (EI)". Today, EI has attracted the attention of sports scientists as well as all other fields. The effect of mood on performance changes is frequently seen particularly on athletes. Successful business people who didn't have a professional athletic career in the sportive development process and those who added to their careers by taking benefit of the emotional gains of sports in the business sector will be addressed. The study will be explained with the case examples of EI, sports career and business life by being supported with the connection between the actual cases and the literature.

“In short, out of control emotions can make smart people stupid”

Daniel Goleman (1998)

INTRODUCTION

Intelligence Quotient, so called IQ, is the concept that indicates the functionality of our intelligence coefficient power. It was accepted that intelligence had an individual-like structure like personality and had an active role in personal success. When we think about the relevant concept alone, our ability to analyze mentally can be seen also as a feature which many today's robots have. However, one of the biggest factors that differentiates human beings from other living things is that they have emotional skills as well as personality or thinking ability. In this context, it can be considered in the concepts related to humans that they are bio-psycho-social living forms. Accordingly, emotions continue to exist in many aspects of our lives. Although many studies and definitions about emotions have been made by different scientists until today, Salovey and Mayer (1990) evaluated the emotion as a type of intelligence and set forth the concept of emotional intelligence (EI) for the first time. Six years after this work, Daniel Goleman wrote the book “Working with Emotional

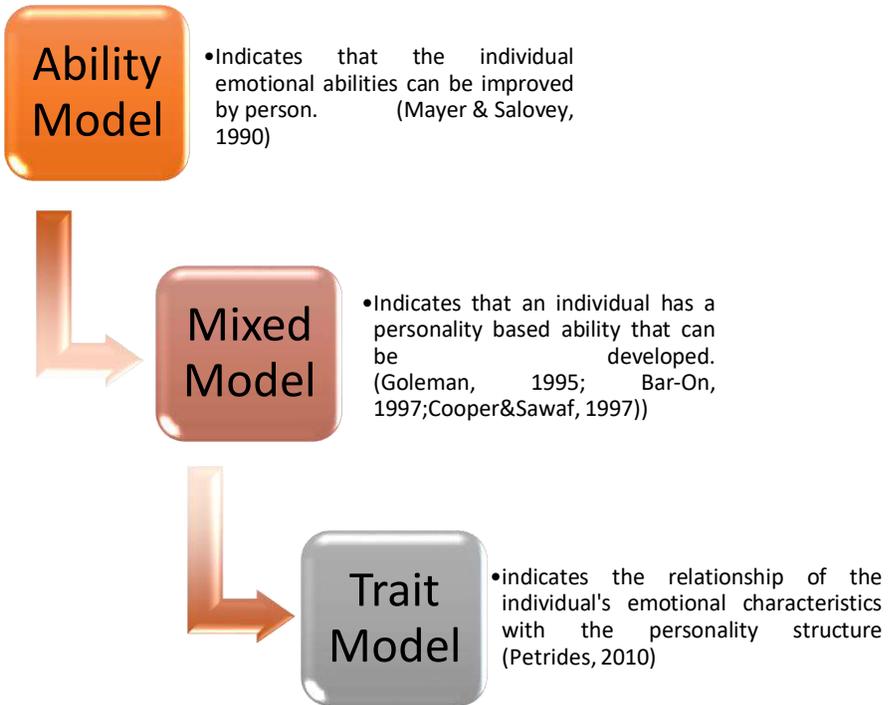
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Intelligence" and became the author who brought this concept to large masses in the business sector. Later, in the light of scientific sources, it started to be considered that taking part of EQ as an effective concept other than IQ in individual and group success may be a concept which may make a difference. While the place of emotions in psychology is seen as abstract, the neuroscientist Damasio (1994) and LeDoux (1996) stated the interaction between physiology and emotions in their studies. Accordingly, the belief that emotions can have an active role in success started to increase.

It seems to have started with "multiple intelligence theory" of Gardner (1983) when the emergence of emotional intelligence theory is examined. According to Gardner, apart from verbal, numerical, analytical intelligence components, people also have other types of intelligence such as kinaesthetic, musical, internal and social intelligence. While the concept of IQ had been accepted as the most influential factor on personal success until that time, it was quickly and strikingly understood that this structure did not fill the 'intelligence' universe alone. The concept of intelligence would gradually gain a structural expanse and enter a process of development. The concept of emotion also gained importance, particularly, as a result of being a part of social intelligence concept in this scope and coming to forefront of cognitive abilities due to environmental factors and interactions of human beings (Goleman, 1998). Nowadays, there are a few models of emotional intelligence that are used to explain performance (business or sport). According to Yazıcı (2019), the models (ability model, mixed model and trait model) of emotional intelligence are demonstrated below (table 1).

Table 1. The models of emotional intelligence (Yazıcı,2019).



In our study, the interaction of work and sports performance and the functionality of emotions in performance will be examined in the light of cases.

1. DEFINITION OF EMOTIONS AND PLACE OF EMOTIONAL INTELLIGENCE IN SPORTS

There are many people who do not have a chance to play in youth league in a long term. For example, some talents are discovered and start their sportive career relatively late. It is possible to say that these are the athletes who also realize quite late that athletic traits alone are not enough to be a professional. If we have to summarize how they usually describe their negative experiences after a game, it sounds approximately like this: “It is the sum of feelings and emotions experienced in the field during performance that negatively affect your concentration”. As the main problem, they frequently refer to lack of concentration, which in many cases is caused by the emotions that have negative effects on it, such as fear, anxiety, and excitement’.

According to Goleman (1996), the researchers stated that people have some emotion types and they are; "anger, sadness, fear, pleasure, love, confusion, disgust and shame". These feelings represent the individual's responses to stimuli, whether aware or unconscious. First of all, athletes are also human beings. They have different emotional responses that every person can have. In this respect, it is possible to see the emotional responses an athlete can give while maintaining her performance due to different stressors. However, to what extent are athletes aware of these emotional responses, and do they understand what kind of performance behaviours such responses can turn into at that moment? At this point, it is argued that one of the psychological skills that athletes should have today is emotions (Cox, 2011). In this respect, for the example of Sedat Ali, it can be considered that young athletes who have the ability to define their emotions, understand their own and others' emotions and have the skills to manage them may be among the concepts that may have effect on their performances. In this challenging sports environment, the best theoretical knowledge can be demonstrated with the practices on the field. The emotions also are among the skills that need to be developed and taught like technical, tactical and athletic performance. When the athletes who show the best performance and take the most game time in Turkish basketball league are examined, the American players stand out. Yazıcı and Güçlü (2019) compared emotional intelligence scores between American and Turkish players in his research. When the related findings were examined, it was seen that the ability of American athletes to empathize had higher averages than those of Turkish Athletes, but they obtained the opposite result in terms of social skills. In addition, Zizzi et al. (2003) emphasized the importance of the studies that will be made depending on the stress itself or the simulations of the competitive environment which is the natural climate of the competition in the examination of the emotional intelligence concept in sports. He reported that this structure, which has different components, will provide more explanatory findings to the researchers about the relationship between emotional intelligence and performance through experimental studies.

Zamanian et al. (2011) reported that they found a significant difference in emotional intelligence levels of individuals who do and do not do sports. According to the report, athletes having higher emotional intelligence scores compared to individuals who do not do sports is as a result of their ability to improve their emotions in different environments such as training and competition. In addition, according to Forbes' research, the common characteristics of the 400 CEOs in the world are seen as having a sporting background in addition to their academic careers. In this regard, we may tell that EQ may have a complementary effect in career besides the impact of IQ on career development. It may also suggest that a sporting career has a positive impact on the development of EQ. Crombie

et al. (2009) reported that the relationship between sports performance of cricket teams and emotional intelligence had a positive effect on team success. This finding suggests that the emotional intelligence levels of teams and athletes may contribute to the success of teams participating in complex sports such as cricket. Extensive studies of other team sports will allow us to discuss the possible future contributions of emotional intelligence to individual and team performance. In addition, in another study, the relationship between personality-based emotional intelligence structure and the stress of athletes during the competition process was examined. In the experimental study, physiological responses (HRV) against the stressors created in the laboratory environment were examined. When the findings of the study were examined, it was reported that the athletes with high emotional intelligence score had higher stress-coping skills (Laborde et al., 2011). In this regards, the positive approach and belief on the importance of emotions and the effect of emotional intelligence on performance are increasing.

2. EMOTIONAL PHYSIOLOGY- ZIDANE-MATERAZZI CASE

The controversial nature of sport can cause the athlete to act with primitive emotions, sometimes as an animal fighting for survival in a wild forest. As a result of intense mood variables and many different stimuli, athletes sometimes may make mistakes that can seriously harm their careers. To give an example, the captain of French team Zidane and Italian defender Materazzi entered a dialogue around 109. minutes in the additional time minutes of the World Cup Final match between Italy and France on 09.07.2006 during the attack of France. However, this half-minute dialogue ended with head-butt of Zidane to his rival Materazzi and left the match by dismissal due to red card. This act may have had an impact that made France lose the World Cup. As a matter of fact, Italy won the game with penalty shootouts after the additional time. The reason of this act coming from such an athlete who achieved numerous successes in his career aroused worldwide curiosity and the reason wasn't known for a long time.

Intellectual Intelligence (IQ) is related to the neocortex, which forms the newly evolved and uppermost layer of the brain. Emotional intelligence (EI) is located in the lower cortex, which is the more primitive structure of the lower brain where emotion centers are. This shows that emotions play a more active role in the evolution of the brain and the effectiveness of emotions from the very beginning of the process. Emotional centers working with emotional intelligence and intellectual intelligence centers are based on a structure. At this point, the limbic system appears in return for the whole system. The two main members of this system are emotional and rational minds. The emotional mind first

evaluates sensory stimuli from the neocortex after providing integration with all past knowledge and experience and gives the most reasonable response as output. As for Amigdala; the emotional mind effect (negative experiences in the past) can momentarily activate people. This action is actually the response in a situation like survival. It is similar to a situation when a wild animal suddenly appears, the response would be to “fight, flight or freeze” with the physiological changes (stress hormones-heart rate variable) accompanying to the instantaneous reaction of emotional input. James-Lange theory explains the relationship between emotions and amygdala. According to LeDoux (1996), when a normal stimulus is received, our sensory organs such as eyes or ears carry this stimulus through the sensory receptors to the thalamus and then they reach to the neocortex and limbic brain via neurons. At this point, while the rational mind processes a slightly slower state, the emotional mind reaches the amygdala through a shorter neuron network than the neurons leading to the neocortex in the thalamus. In the Cannon-Bard (cited in LeDoux, 1996)’s theory which is an approach in which autonomous and central nervous system is included where the emotions are physiological based , the theory of James-Lange (1994) is criticized in various aspects and according to them the emotional reaction will be simultaneous besides the physiological stimulation when emotional stimulation is received.

In these instant emotion stimuli, without a readiness to fully perform, mental or emotional preparation (autogenic training, mental training, meditation, breathing exercise), increased struggle together with the high performance may result in inability to control emotions and the possibility of seeing anger or high severity aggression bursts make us think about the Zidane example in his sports career. (Botterill, Brown, 2002; cited in, Yazıcı, 2019). With regards to the dialogue among Zidane and Materazzi, the team of Materazzi who pulled together and didn't show an angry reaction won the match after a mutual dialogue containing slang words. Any kind of dialogue that may occur in the field can be potential negative stimuli. We may think that the ability to control and manage emotions may be a positive gain for individuals in terms of sports or business at this point. In addition, Tok et al. (2013) reported in the study they have conducted that athletes with high emotional intelligence scores against intense stress can keep going without a decrease in their performance.

3. EMOTIONAL INTELLIGENCE AND ACUTE STRESS

In the 1950s, Hans Selye stated that today's stress is perceived by the mind as a real physical threat (Hans, 1978).

From the very beginning of mankind, when a physical threat was encountered in wildlife, stress emerged and physiological responses were

given. Even if the risk of seeing a life-threatening wild animal while walking on the road has disappeared, perhaps our boss could be the person who makes us produce the same response.

Nowadays, when faced with intense stress, the answer comes out as physiological and psychological responses instead of “fight or run” in primitive times. However, the consequences of acute stress, such as in the case of Zidane, may appear differently. Because the symptoms of stress appear in 5 different structures. When the related symptoms are examined;

1. Cognitive Symptoms
2. Emotional Symptoms
3. Behavioural Symptoms
4. Physiological symptoms
5. Social Symptoms (cited in Goleman, Gurin,1993).

Acute stress may manifest itself more strongly by the effect of changing physiological conditions on athletes. Environmental stress (such as a World Cup final match) may become more different and severe under certain conditions. Anger reactions that occur at the end of a strong and perfect career can be thought to be one of the causes of aggression. Because, for a performance athlete, only the struggle he performs during the competition is a physiological, psychological and cognitive necessity. However, the response that will be given depending on these features, which are worn out as a result of stress or intense stress or an acute situation, may be outside the limits of sportsmanship. In such cases, emotional intelligence may be one of the most important mind structures that can protect us from this. In this sense, emotional intelligence is not only related to the person's own resources like IQ, but on the contrary, it is a concept that supports the ability of understanding the feelings of others out of this mind structure and to control the emotions.

In high-level competition, sometimes performance athletes can do much more than just winning. Despite the concept of "fair-play" 'which is reflection of ethical and moral rules in the sports environment, even though it is an unwritten rule, our ability to control such primitive responses apart from the "respect to rival" approach can be directly proportional to the emotions we can train outside of athletic performance.

Emotional Intelligence is seen as a structure that can be developed as a concept based on talent. While some researchers argue that this structure is connected to talent and learnable (Mayer & Salovey, 1990), several researchers think it is related to personality structure (Schutte, 1998 ; Petrides,2004). There are also researchers who think that this approach is characterized by both personality and talent (Bar-on,2000).

4. COMMON POINT SPORT FOCUS POINT EMOTIONAL INTELLIGENCE

Goleman' (1998) states that the only way to be intelligent is not having high IQ. In many countries of the world, career choice due to sporting performance requires professional athlete candidates to choose between academic career and sports. As having a professional career is a long and difficult way, it also causes loss of academic life. Being a performance athlete candidate can make an individual gain not only an athletic physical structure but also many different psychological factors. In the case of journalist Bosilkovski (2017) for Forbes only 26 people took part in University Varsity Teams although many of persons contained in list of richest 400 people of United States did sport in different branches. Basketball stands out as the most popular sport after American Football. In addition, while 16 of these business people did team sports only 10 preferred individual sports.

In a different study, the common feature of 9 successful CEOs is that they did sports. When the related study is examined, it is seen that 7 out of 9 CEOs did team sports. In the article, Meg Whitman talks about how basketball, a team sport, brought him/her to business life with the following words: "I liked team sports the best. When I'm pulling a business team together, I still use those basketball aphorisms: "Let's pass the ball around a little before game time.' 'Do we need man-to-man or zone defense? (Elkins, 2015).

The people who executed their academic career with sportive performance at some point experienced being the leader to their, managing their own and others' emotions, organizing their emotions in response to stressors and converting them to performance, and problem solving at high level, which are the key to the emotional intelligence and which took them to serious career levels in their business life although they do not continue playing sports.

5.CONCLUSION

Sport may have positive effects on the development of our emotions and their identification. In addition, even if they are not performance athletes, an individual can show a positive development when they transfer these emotional gains in their career. Emotions will gain importance in planning for success day by day. Today, although examinations have a determining feature in all areas, it can be thought that skills such as emotion regulation, empathy skills, controlling your own and others' emotions, recognizing and understanding emotions under intense stress can be as effective as regular exam systems. Experimental studies in the future will help us better understand the role of emotions in both business and sporting life.

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CHAPTER – XXXIX

EFFECT OF ETNOCENTRISM ON TOURIST-TOURIST INTERACTION

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INTRODUCTION

The destinations are one of the places of intense intercultural interaction as it allows different cultures to come together. In this context, tourism is considered an industry that contributes to developing relations between cultures thanks to the interactions experienced, but it is observed that empirical studies on this subject are insufficient. Although the relationships between different tourists visiting the same destination are quite complex, these relationships are still influenced by numerous factors, such as travel motivation of each tourist, personal and psychological status of the tourists, and behaviors of the tourists encountered and location of the encounter (Yagi, 2001). These interactions are known to develop mutual understanding and produce positive attitudes under appropriate conditions, but can cause prejudice and distrust under negative conditions (Yu and Lee, 2014).

Previous studies, investigating intercultural interactions in tourism literature, have focused more on interactions between tourists-local people (Reisinger and Turner, 1998, Wu, 2007, Yu and Lee, 2014, Fan, 2016) or guests traveling on cruise ships (Islam and Hewstone, 1993, Huang and Hsu, 2010, Papathanassis, 2012), therefore, there is relatively little information about tourist-tourist interactions in a destination. A limited number of studies, investigating the intercultural interactions of tourists,

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¹² This research was supported by Eskişehir Osmangazi University Scientific Research Project Coordinatorship

identified the predictor role of ethnocentrism in the tourist-local population interaction (Yu and Lee, 2014, Fan, 2016). In addition, it is known that the changes in individuals' attitudes and reactions towards communication are determined by a number of factors related to the personality of the tourists (Tomljenovic, 2010). Therefore, it is believed that ethnocentrism may be an important factor affecting the quality of interaction between tourists. Tourist-tourist interactions are known to have a direct impact on customer satisfaction, and practitioners need to provide a coherent customer mix in order to increase the satisfaction of the tourists (Wu, 2007, Nicholls, 2010).

This study also highlights the effects of ethnocentrism on the travel behavior of tourists. Ethnocentrism has long been studied in connection with conflicts between groups and the physical-product purchasing behavior of customers. However, its effects on travel behavior and behavioral intentions towards a destination are largely incomplete. Therefore, current study seeks to narrow such research gaps by investigating the concept of ethnocentrism and tourist interactions. The current study also incorporates the demographic characteristics of the tourists into the research model. Demographic characteristics are believed to be a decisive factor in affecting interaction and ethnocentric trends.

The findings of this study will provide useful insight to tourism practitioners and to government officials responsible for tourism. The study is noteworthy in terms of preventing further misunderstandings between different cultures that came together in the same place. The study is expected to provide important insight to improve the quality of tourists' interaction with each other, to regulate their communication, and enable them to change their behavioral intentions in a positive manner. The derived relationships among the variables of the study offer ways to explain the phenomena of intercultural travel from a social-psychological perspective. Such behaviors and cognitive mechanisms can be used by national or regional tourism organizations to clearly understand the tourism phenomenon between different ethnic groups or groups of different personalities.

BRIEF LITERATURE AND DEVELOPMENT OF HYPOTHESES

1. ETHNOCENTRISM

In terms of understanding the mechanisms underlying the processes of intergroup interactions and formation of behaviors in social structures, ethnocentrism has been a subject of focus on fields such as anthropology, sociology and social psychology (Brewer and Campbell, 1976). Ethnocentrism is seen as a universal problem for discriminatory attitudes and behaviors, and is one of the fundamental concepts in understanding group attitudes and intergroup relations (Sumner 1906, Le

Vine and Campbell 1972).

The term ethnocentrism was first used by Sumner in 1906, and it is based on the view that one considers his or her group to be the center of everything, and appraise everyone outside that group compared to his or her group. Accordingly, each group of people creates their own sources of pride, consider themselves superior, place a higher value to their own spirituality, and despises foreigners (Sumner, 1906). The differences that cause ethnocentrism varies according to culture, ethnicity or lifestyle, such as language, traditions, values, and political principles among different groups. For example, an outside group may become a target of the ethnocentrism attitude as it poses a threat to the in-group lifestyle of a group (Forbes, 1985).

Some social psychologists argue that ethnocentrism is essentially a "psychological" problem, and therefore it is not about ethnic groups or ethnic differences (Fan, 2016). According to this view, the main cause of ethnocentrism is the fear and hostility of the ethnocentric people, rather than the variations in culture that separate one ethnic group from the other (Adorno et al., 1950, Forbes, 1985). In this context, Adorno et al. (1950) have stated that ethnocentrism is a trend arising from the pathological structure of personality. Similarly, according to Forbes (1985), ethnocentrism is not about the characteristics of groups, but rather about irrational, restrictive, and angry forms of the authoritarian personality type (Neuilep and McCroskey, 1997).

2. TOURIST-TOURIST INTERACTION

Intercultural social interaction is defined as face-to-face encounters between people from different cultural backgrounds (Yu and Lee, 2014). The relationships between different tourists are quite complex in the tourism industry, which offers an intercultural encounter; and, these relationships are influenced by numerous factors such as travel motivation of each tourist, personal and psychological status of the tourists, and behaviors of the tourists encountered and location of the encounter (Yagi, 2001). In a review of previous studies, the intercultural social contacts were found to be determined by various cultural factors, such as the nature of the contacts, social motivations, interpersonal attraction, code of conduct, attitudes and perceptions, status, and interests (Reisinger and Turner, 1998). Moreover, it is believed by many researchers that the tourism experiences are formulated according to the encounters of these different cultures (Yu and Lee, 2014). Tourists who do not know each other in the same destination may have numerous opinions about other tourists, and these interactions are stated to be a neglected topic in the literature (Pearce, 2005, Yu and Lee, 2014).

In the literature of service marketing, although the important role

of interaction between unfamiliar customers, the so-called customer-customer interaction, in the service experience is acknowledged, it continues to be an area of research (Martin 1996, Wu, 2007). It is emphasized that this phenomenon needs to be better understood, especially in intercultural settings (Nicholls, 2010). When considered in a cross-cultural context, customer-customer interaction can be considered the interaction between tourists from different cultures visiting the same destination. An important issue here is that members of other groups are still part of the environment and their features or behaviors can still be observed by the tourist, despite the lack of intention to interact with other group members in this shared facilities of service among different tourists (Martin, 1996).

Amir and Ben-Ari emphasize that situational and personal factors need to be taken into account, arguing that intergroup relations formed through tourism activities do not always guarantee a change in a positive direction. This is because, there is a consensus that contact actually has a negative effect that increases prejudice and distrust, rather than resulting in mutual respect and appreciation under some negative circumstances (Tomljenovic, 2010). For example, Stauss and Mang (1999) discussed how intentions and meanings can be misinterpreted in cross-cultural service encounters, and provided an example of how a Japanese guest can be uneasy when a German guest greets a Japanese guest at a German restaurant by shaking hands at the table. On the other hand, it is believed that intercultural interactions, especially through tourism, affect the elimination of prejudices and can lead to a positive change in attitudes towards other nations (Yu and Lee, 2014).

Previous studies, investigating intercultural interactions in the context of tourism, have focused more on interactions between tourists-local people (Reisinger and Turner, 1998, Wu, 2007, Yu and Lee, 2014, Fan, 2016) or guests traveling on cruise ships (Islam and Hewstone, 1993, Huang and Hsu, 2010, Papathanassis, 2012), therefore, there is relatively little information about tourist-tourist interactions in a destination. Fan (2016) explained the extent of social interaction by the "quality of interaction" on the basis of Cohen's (1972) argument "social relations' 'scope' and 'diversity' can be determined by the degree of influence between tourists and hosts to a large extent", and explained the diversity of social interaction by the concept of "amount of social interaction". In this context, previous literature also argued that the quality of the interaction has a stronger influence than the quantity of the interaction (Binder et al., 2009, Huang and Hsu, 2010, Islam and Hewstone, 1993). Similarly, according to Wu (2007), the quality of tourist-tourist interaction has positive direct effects on the travel experience.

Ethnocentrism and Tourist-Tourist Interaction

Ethnocentrism has been stated to be a good predictor in determining the individuals' sense of identity within the group, discrimination or hostility, in studying them sociologically and psychologically, and in the subject of social contact (Fan, 2016). Studies have shown that ethnocentrism has negative effects on the quality of social interaction, and that individuals with high ethnic backgrounds tend to believe to be superior to members within the group and maintain social distance from non-group members (Neuliep and Ryan, 1998, Neuliep et al., 2001, Fan, 2016). It is also stated that ethnocentric individuals consider themselves superior to those who cannot speak their own language, and have no motivation to communicate with them (Neuliep and Ryan, 1998).

Although the relationship between ethnocentrism and preferences and choices of tourists has been investigated within the context of tourism (Chang and Cheng, 2011), a limited number of studies, investigating the intercultural interactions of tourists, have identified the predictor role of ethnocentrism in the tourist-local population interaction (Yu and Lee, 2014, Fan, 2016). In their study on the interaction of Asian tourists with local people in their destinations, Yu and Lee (2014) have identified the main characteristics of tourist interactions as the trust and ethnocentrism. According to the study, trust promotes relationships, while ethnocentrism imposes limitations on relationships. Fan (2016), who addresses ethnocentrism as a variable in tourist-local population interaction, has stated that ethnocentrism restricts tourists' interactions with local people. Thus, it was assumed that ethnocentrism will have a role in determining tourist-tourist interactions, and the following hypotheses were developed.

H₁: Ethnocentrism has a significant effect on the tourist-tourist interaction.

H₂: "There is statistically significant differences in perceptions of ethnocentrism and tourist-tourist interaction according to the demographic characteristics of visitors."

METHOD

In this study, which aims to investigate the relations between tourist interaction and ethnocentrism, Antalya and Istanbul were chosen as the area of application, which hosts the most of the tourists and where foreign tourist interactions in the sample group can be seen more intensively. These regions, where tourist interactions can be seen at different points, were considered suitable. In regions in question, a face-to-face survey was conducted with German and Russian tourists, who agreed to fill out the questionnaires, which were selected by the convenience sampling method. According to the 2017 tourism data of the

Istanbul Provincial Directorate of Culture and Tourism, German tourists and Arab tourists, which ranked first in terms of the number of tourists coming to Istanbul (986,560 visitors), followed by Russian tourists (494,084 visitors) were selected as the target group. In the study, tourists were selected from two different nationalities in order to be able to see and compare the perspectives of two different nations and cultures.

It is stated that in sample size calculations, sensitivity and confidence levels should be determined first, and it is often necessary to work at a 5% level of significance (Hair, et al., 2010). In this regard, the following equation can be used to calculate the sample size in cases where the study population is greater than 10,000 (Yılmaz and Doğan, 2016):

$$n = \frac{z^2 \cdot p \cdot q}{d^2}$$

where, p is the rate of incidence, q is the rate of not seeing the incident examined ($p+q=1$), and d is sample size calculated by the sensitivity value (Yılmaz and Doğan, 2016). Since the German and Russian tourists visiting Istanbul had a population of 100,000 and above, the sample size for this research was calculated as 384 approximately, in order to obtain healthy results from the analyses. However, it is aimed to reach at least 400 questionnaires in total in order to obtain more healthy results and to justify incomplete or incorrectly filled questionnaires. In the study, the interaction of German and Russian tourists with other tourists and their perceptions were tested separately by the research model, and it was planned to have a total of 900 questionnaire forms completed to compare the results of these models, but a total of 812 questionnaires was obtained, and their data analyses were carried out.

A structured questionnaire was used for the data collection in the field survey. The questionnaire consists of 3 sections. In the first part of the questionnaire, the ethnocentric trends of the participants are measured by 24 items, suggested by Neuliep and McCroskey (1997). The second part contains 16 items, adapted from Fan (2016), measuring the participants' quality of tourist interaction. The expressions in the first two sections are evaluated with a 5-point Likert type scale (1:Strongly disagree, 5:Strongly agree). The final part of the questionnaire includes questions to determine the demographic characteristics of the participants.

First, these originally English statements will be translated into German and Russian by a professional translator. In order to ensure translation invariance, the phrases translated into German and Russian were back-translated into English by another interpreter and compared to their original form. A pilot study was carried out with 90 participants (45 German, 45 Russian tourists) prior to the field application in order to check the intelligibility of the expressions in the measurement instruments.

The pilot study and field application was supported by a travel agency operating in Istanbul and conducting a city tour for German tourists. The purpose and importance of the study were explained to the tourists when returning from the tour by the two surveyors who will be involved in the field survey, and those who agreed to participate in the research voluntarily were identified to perform the application.

The SPSS (Statistical Package for Social Sciences) 22.0 program was used to create a dataset with the data obtained, to calculate frequency distributions for the demographic information, to calculate averages of the factors and sub-scales for related variables, and for correlation and regression analyses.

In addition, t test and analysis of variance was used to investigate whether the tourist-tourist interaction differed according to the demographic characteristics and ethnocentrism attitudes of the participants.

RESEARCH FINDINGS

Findings in Relation to Demographic Characteristics

The frequency distributions for the items about the demographic characteristics of the visitors participating in the study are shown in Table 1.

Table 1. Findings on the Demographic Characteristics

	Groups	n	%
Marital Status	Single	525	64.7
	Married	287	35.3
Educational Status	Elementary school	10	1.2
	Secondary school	67	8.3
	High School	329	40.5
	Bachelor's degree	326	40.1
	Graduate	80	9.9
Age	16-25	68	8.4
	26-35	230	28.3
	36-45	237	29.2
	46-55	162	20.0
	56-65	90	11.1
	66+	25	3.1
Number of Visits	1	502	61.8
	2	216	26.6
	3	57	7.0
	4+	37	4.6

Of the 812 respondents, 64.7% was single and 35.3% was married. Of the study participants, 29.2% was in the 36-55 age range, and 28.3% was in the 26-35 age range. Of the respondents, 40.5% was high school graduate, 40.1% had a Bachelor's degree, and 9.9% was postgraduate. Of these people, 61.8% stated that they came to Turkey for the first time.

Reliability of the Scales

In order to determine the reliability of the application questionnaire, Cronbach's Alpha reliability coefficient and the Alpha Model were used. Cronbach's Alpha was calculated separately for each resulting factor.

Table 2. Reliability Analysis Results for the Questionnaire Items

	Cronbach's Alpha Value	Standard Cronbach's	Number of Questionnaire
Ethnocentrism	0.820	0.819	10
Tourist	0.700	0.696	5
General	0.864	0.863	15

Accordingly, by looking at the Cronbach's alpha value, it can be stated that ethnocentrism items are highly reliable, while tourist interaction items are moderately reliable. Considering all the items of the scale together, overall reliability (0.864) was also found to be high.

Correlation and Regression Analysis

Correlation analysis aims to identify the relationship between variables and the significance of the relationship. The correlation coefficient calculated as a result of correlation analysis is symbolized by the letter 'r' and can take values between -1 and +1. If the variables are increasing or decreasing together, there is a positive relationship between them. If one of the variables is increasing and the other is decreasing, then the relationship between them is called as negative. A correlation coefficient between 0.00 and 0.30 indicates a low correlation, 0.30-0.70 indicates a moderate correlation, and a coefficient between 0.70 and 1.00 indicates a high-level correlation (Coşkun et al., 2015:228).

Correlation values between ethnocentrism and tourist-tourist interaction are shown in Table 3.

Table 3. Findings on the Correlation Analysis

Correlation	ETHNO	TTI
ETHNO	1	
TTI	-0.799**	1

** Correlation is significant at the 0.01 level (two-tailed).

According to Table 3, there is a significant, high-level and negative relationship between ethnocentrism and tourist-tourist interaction factors ($r=-0.799$). In other words, ethnocentrism is an important variable in tourist-tourist interaction.

According to regression analysis performed to determine the level of relationship between perceived ethnocentrism and tourist-tourist interaction, it is understood that perceived ethnocentrism negatively affects tourist-tourist interaction. It is understandable that visitors with high ethnocentrism perceptions consider their culture to be superior, which deteriorates communication with other tourists. When we look at the table, it is seen that the perception of ethnocentrism in tourists is an important variable in communication with other tourists, and that ethnocentrism explains the quality of tourist interaction by 63%. According to the findings, hypothesis 1, "There is a significant relationship between the perception of ethnocentrism in tourists and the tourist-tourist interaction" was accepted.

Table 4. Regression Analysis Results Showing the Effect of Trust Factor on Purchasing Intention

Variable	B	Standard Error	β	T	p
Constant	-.099	.077		-1.289	.198
TTI	.936	.025	0.796	37.427	.001
R= -0.79	R²=-0.63	ΔR^2=0.633	Durbin-Watson=1.469	F=20.103	

The t test and one-way ANOVA were used to test whether there were statistically significant differences between the intention of the visitors to come again according to their demographics, and the results were presented in Table 5. Accordingly, significant differences were found between all variables (marital status, age, education, number of visits) and both ethnocentrism and tourist-tourist interaction.

Table 5. The t-test and ANOVA to determine whether there are significant differences between tourists' perceptions of problems according to their demographic characteristics

Variable	T Test		ANOVA (p)	
	Marital Status	Age	Education	Visit
ETHNO	0.001	0.001	0.001	0.002
TTI	0.909	0.002	0.001	0.007

Marital status, age, education and number of visits differentiate ethnocentrism and tourist-tourist interaction. From this point of view, it was found that there was a statistically significant difference between ethnocentrism and tourist-tourist interaction according to demographic characteristics, and the H2 hypothesis was accepted.

CONCLUSION

In this study, factors determining the relationship between ethnocentrism perceptions of visitors to Turkey and tourist-tourist interactions were investigated. It was also tested whether ethnocentrism and tourist-tourist interaction differed according to the demographic characteristics of the visitors. Research data were collected through a questionnaire, which includes statements on ethnocentrism and tourist interaction.

The strong negative correlation between ethnocentrism and tourist-tourist interaction found in the study is in line with the results obtained by other researchers (Yu and Lee, 2014, Chang and Cheng, 2011). According to these results, ethnocentrism negatively affects tourist-tourist interaction, and as the level of ethnocentrism increases, the level of tourist-tourist interaction decreases. In other words, an increase in the visitor's level of ethnocentrism restricts their interaction with other tourists. Ethnocentrism in tourism is a concept that should to be taken into consideration, especially because it can affect customer satisfaction. It should be considered that people or societies with high levels of ethnocentrism may be prejudiced to people from other cultures, and that they may be uncomfortable for being present in the same environment with them. Ethnocentrism in visitors can be influenced by economic, religious and political events during certain periods.

Tourism enterprises that choose different target markets should also pay attention to ethnocentrism in their marketing activities, and promotional activities and marketing communication for the target group

should emphasize that differences are a gain by highlighting the unifying nature of tourism. On the other hand, groups that do not want to go on holiday together can be separated by being sensitive on this issue at the booking stage.

Ethnocentrism and tourist-tourist interaction varies according to marital status, age, education and number of visits. People with higher levels of education are expected to have less conservative tendencies and to behave more rationally, thus they are expected to have less ethnocentric tendencies (Javalgi et al., 2005). According to another study, the effect of consumer ethnocentrism increases as age increases, and decreases as the level of education increases (Haizhong and Gangmin, 2003:157). Unlike this research, Caruana (1996) concluded that marital status does not affect ethnocentrism. Tayfun and Gürlek (2014), however, concluded that consumer ethnocentrism differs according to marital status, and that married consumers have a higher level of consumer ethnocentrism than single consumers.

Ethnocentrism and tourist-tourist interaction are discussed in this study. In future studies, it is believed that addressing ethnocentrism together with its socio-psychological, economic and political premises that will affect the tourist-tourist interaction will contribute significantly to the literature. The fact that the study was conducted with German and Russian visitors in Istanbul limits the generalization of the research results. It may be recommended to conduct future studies in different provinces, especially for the sun-sea-sand tourism.

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CHAPTER – XL

A STUDY ON THE ROLE OF SOCIAL MEDIA IN CONSUMER PURCHASE DECISIONS

Zehra TÜRK *

INTRODUCTION

With the development of technology, access to the internet has become easier, and thus, internet use has become widespread. Many people have the opportunity to access the internet from almost anywhere, both via their computers and smart phones. This situation has also affected the marketing field, accelerated the transition from traditional marketing to modern marketing. Consumers research the products and services they want to buy over the internet and when they decide to purchase, they can make orders for those products/services, again via the internet.

Most of the internet users use social media tools as well. Consumers generally use social media when making product and purchasing decisions. People make researches on social media related to the products and services they are interested in, evaluate the opinions of users about these products/services and make a final purchase decision.

With the development of social media, businesses have had the opportunity to deliver their products and services to consumers by using social media tools as well as classic marketing methods. Social media has become one of the most widely used mass media. Businesses that want to inform consumers about their products and services and increase their sales can carry out their advertising and promotion activities through social media platforms and reach their customers within their target group more effectively.

This study aims to investigate the role of social media tools in consumers' purchasing decisions. For this purpose, field research was carried out for consumers in and around Muğla province and it was tried to be determined how social media tools were utilized in making purchasing decisions.

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I.CONCEPTUAL FRAMEWORK

1.1 Consumer Behaviors and Purchasing Decisions

In order to talk about consumer purchasing decisions, it is first necessary to define the consumer. The concept of consumer and customer is often used interchangeably and confused. (Bahar, 2008: 23). Consumer and customer concepts differ depending on the way they purchase. Laudon and Bitta (1993: 5) define the customer as “the person who purchases the products of a particular brand regularly and continuously and the customer of that brand or company”. Consumer, on the other hand, is a broader concept and all potential buyers in the relevant market that have the potential to purchase products or services are considered as consumers (Karabulut, 1989: 15).

Consumer behavior is a concept to explain what, where, how, when and why consumers buy (Walters, 1974: 5; Akturan, 2007: 238). According to Solomon (2009: 34), consumer behavior is defined as "all behaviors in the process of choosing or abandoning products, services, and experiences in order to meet the needs and desires of individuals or groups". Consumer behavior occurs not only with the effect of personal desires, wishes, needs, motivations, personalities, perceptions, attitudes, and beliefs of the consumers, but can also occur under the influence of socio-cultural factors such as culture, social class, reference group and family in the society in which the person belongs (Captain, 2011: 121).

There are a number of features that direct and influence consumer behavior. It is possible to explain these features as follows (Harmanşa Demir, 2019: 42; Asanbekova, 2007: 10; Bamyacıoğlu, 2018: 40; Doğan, 2009: 52):

- Consumer behavior is motivated to achieve a certain purpose. The purpose of consumer behavior is to eliminate the unrest that may arise if the desired demand and need from the product or service are not met.
- Consumer behavior can develop and change dynamically. The reason for this change is that consumers' emotions, thoughts, and ideas are in continuous development.
- Consumer behavior occurs as a result of combining different features that consumers have. Each consumer has his own feelings, thoughts, ideas, and preferences.
- Consumer behavior has a complex structure and may differ depending on the time.

- There are various roles in the consumer behavior process. Within these roles, consumers can take on new and different behaviors.
- Consumer behaviors are affected by environmental factors. They keep up with environmental variables and can renew and change themselves.
- Consumer behavior may differ from person to person.

There are a number of factors that affect consumers' purchasing decisions. These factors are evaluated under three groups as personal, psychological and socio-cultural factors (Mucuk, 2009: 76).

Personal Factors; Demographic features that affect consumers' purchasing decisions. These are personal characteristics such as age, gender, income level, marital status, education level, and occupation (Kotler and Armstrong, 2010: 142; Tengilimoğlu, 2011: 67).

Psychological Factors; The psychological factors that affect consumers' purchasing decisions are stated as personality, motivation, sensation, learning, perception, and attitude (Uyanık, 2018: 47).

Socio-cultural Factors; It is expressed as the fact that people make purchasing decisions by being affected by the environment they are in. Among the socio-cultural factors affecting individuals, factors such as family, social classes, lifestyle, culture, subculture, and reference groups are considered to be effective (Cemalcılar, 1999: 45). Especially, the effects of peer groups on the purchasing decisions of young consumers are high (Beaudoin & Lachance, 2006: 314).

Activities such as choosing, purchasing and trying out products and services with the intention of satisfying the wishes and desires of consumers are specified as the purchasing process of consumers (Altunışık et al., 2006: 62). Many studies have been conducted on how consumers make decisions in purchasing decision processes, and according to the most accepted model, the stages of the consumer purchasing decision process are as follows (Faulds et al., 2018: 326; Engel et al., 1995; Sudha and Sheena, 2017: 16; Panwar et al., 2019; Wright, 2018: 122; Mucuk, 2009: 83):

- Being in need of a product/service
- Determination of alternatives
- Evaluation of alternatives
- Making the purchasing decision and realizing the purchasing activity
- Emotions during and after purchase.

Purchase decision processes may differ from consumer to consumer. For some consumers, steps in the decision-making process can be skipped, while for others changes may emerge. In some cases, consumers skip some steps in the decision process to make quick decisions (Erbaş, 2006: 40).

1.2 Concept of Social Media and Social Media Tools

Social media is the general name given to virtual environments where internet users can broadcast their own content and reach large audiences. Some of these content shared by users can, directly and indirectly, affect community behavior. Through social media, consumers can benefit from the experiences of real users regarding products and services, which they have not had a chance to try before. Social media has become a platform for consumers to share opinions and suggestions about the products and services used (Arkin, 2018: 69). All users can create content on social media and manage the changes related to the content with their own accounts (Kaplan & Haenlein, 2010: 61). According to Akar (2011: 17) and Lewis et al. (2008: 330), social media is defined as websites built on Web 2.0 technologies, allowing social interaction and social community creation. Nixon and Woodhouse (2015: 42) consider social media as an easily accessible platform that contributes to communication and interaction with stakeholders.

It is possible to list the most used social media applications and the most popular social media tools on the Internet as follows (Van Looy, 2016: 27-40):

Social communities (Facebook, Google, Yammer, LinkedIn); are network-based applications that allow users to reach many people and to share with them.

Text publishing tools (Wikipedia, WordPress, Slideshare, Quora); are applications that allow users to share their articles.

Microblogging tools (Twitter, Tumblr); provide the opportunity to communicate with other users and share their opinions through short messages.

Photo publishing tools (Flickr, Pinterest, Picasa); are the applications where the users share the pictures and the ideas or feelings that lie behind these pictures.

Audio streaming tools (Spotify, iTunes, Podcast); are the applications that users share about their sounds and music.

Video publishing tools (YouTube, Vimeo, Vine); are the applications that contain the videos that the users make or want to share.

Social media applications such as Facebook, Twitter, LinkedIn, Myspace are seen as the most widely used tools by young people and other groups (Chen & Bryer, 2012: 92). Although the use of social media applications is rapidly spreading in all age groups, many of the research related to social media concentrates on young people (Chua et al., 2016; Van Rooyen, 2015; Quan-Haase & Young, 2010).

Millions of people using social media can convey their opinions and suggestions on products and services to businesses and other stakeholders. Social media is considered to be the Facebook application where people share family pictures or Youtube where videos are shared, but it has become an internet platform that has a great impact on businesses, apart from being an environment where personal activities are shared (Singla and Durga, 2015: 90).

The desire of consumers to want more alternatives in their purchasing decisions and the desire to share the questions they have about the products and services they want to purchase with wider audiences contributed to the spread of social media applications in marketing activities. Consumers can benefit from social media applications at every stage of their purchasing decision processes. Being able to conduct price research on products and services on the internet, and product and service users sharing their experiences through social media can provide convenience to consumers in the purchasing decision process (Kırcova, 2005: 66).

II. METHODOLOGY

2.1 The Aim and Method of the Research

In this study, the role of social media in the purchasing decisions of consumers is tried to be determined. For this purpose, field research was conducted for consumers in and around Muğla province. In the field research, the survey technique was used as the data collection method. The data obtained as a result of the survey application were evaluated by descriptive statistics, Mann Whitney U test and Kruskal Wallis analyzes.

2.2 Research Sample and Data Collection Tool

The research was carried out for consumers actively using social media in and around Muğla province. 500 questionnaire forms were distributed to consumers in and around Muğla province to be answered. As a result of the questionnaire application, it was determined that 408

questionnaires were suitable for the analysis and the data of these questionnaires were analyzed.

In the research, the scale developed by İşlek (2012) was used to determine the social media usage of consumers in their purchasing decisions. In the second part of the questionnaire, questions regarding the demographic features of the consumers and their use of social media were asked. In the questionnaire form, the 5-point Likert scale, which consists of 1-Strongly Disagree and 5-Strongly Agree, was used to determine the use of social media in consumers' purchasing decisions.

2.3 Evaluation of Research Findings

The data obtained as a result of the questionnaire application were analyzed using IBM SPSS 25.0 statistical software. The findings obtained as a result of the research were evaluated within the 95% confidence interval.

2.3.1 Demographic Data

Demographic information regarding the gender, age, marital status, education level, and income level of the consumers participating in the research are given below.

Gender: When the descriptive statistical analysis of the genders of the surveyed participants was examined, it was determined that 226 (55.4%) consumers were female and 182 (44.6%) were male.

Age: 22 (5.4%) of the consumers participating in the study are 20 years and under, 100 (24.5%) are in the 21-30 age range, 118 (28.9%) are in the 31-40 age range, 110 (27%) are aged 41-50 and 58 (14.2%) are aged 51 and over.

Marital Status: When the marital status of the consumers participating in the study was examined, it was determined that 124 (30.4%) consumers were single and 284 (69.6%) were married.

Education Level: 12 (2.9%) of the participants in the study are graduated from elementary school, 22 (5.4%) from secondary school, 122 (29.9%) from high school, 110 (27%) are associate degree graduates, 80 (19.6%) are undergraduate graduates, and 62 (15.2%) are graduates of postgraduate education.

Income Level: According to the frequency analysis results regarding the income status of consumers participating in the research, it has been determined that 74 (18.1%) consumers have 1300 TL and below monthly income, 20 (4.9%) have between 1301-2599 TL, 144 (35.3%) have between 2600-3899 TL, 76 (18.6%) have between 3900-5199 TL and 94 (23%) have 5200 TL or more.

2.3.2 Descriptive Statistics for Research

Descriptive statistical analysis results carried out in order to determine whether the consumers participating in the research shop on the internet and how often they make a purchase are presented in table 1.

Table 1: Online Shopping Frequency of Consumers

Online Shopping Frequency	Frequency	Percentage (%)
Once a week	46	11.3
Once every 15 days	66	16.2
Once a month	164	40.2
Once every 3 months	120	29.4
Once every 6 months	12	2.9
Total	408	100

As a result of the analysis of the frequency of online shopping made by the consumers participating in the research, it was found that most of them make online shopping once a month or more.

Descriptive statistical analysis results of the statements directed to determine the role of social media in the purchasing decisions of the consumers participating in the research are given in table 2.

Table 2: The Role of Social Media in Consumer Purchase Decisions

Statements	Mean	Std. Deviation
I do research on social media about that product and service before purchasing a product.	3.85	.656
I pay attention to the recommendations of users who are popular on social media regarding the products and services I will buy.	3.87	.472
I prefer to buy the products of brands/companies that I like and follow on social media.	3.87	.555
The social media environment is a suitable place for consumers to communicate with the company.	3.83	.538

The average values of the opinions regarding the statements about determining the role of social media in the purchasing decisions of the consumers participating in the research are above the median. It is seen that consumers use social media in their purchasing decisions.

2.3.3 Evaluation of Research Findings

Kruskal Wallis analysis was carried out in order to determine whether the use of social media in the purchasing decisions of the consumers participating in the research varies by age variable among demographic characteristics. The results of the analysis are given in table 3.

Table 3: Kruskal Wallis Analysis by Age Variable

Kruskal Wallis Test	Age (Mean Rank)					Kruskal Wallis	p
	20 and below	21-30	31-40	41-50	51 and above		
I do research on social media about that product and service before purchasing a product.	61.5	245.2	216.9	223.6	127.1	91.3	.000
I pay attention to the recommendations of users who are popular on social media regarding the products and services I will buy.	226.5	226.5	244.4	139.7	199.9	121.5	.000
I prefer to buy the products of brands/companies that I like and follow on social media.	230.5	175.3	220.3	245.4	135.3	62.6	.000
The social media environment is a suitable place for consumers to communicate with the company.	50.5	239.5	214.7	235.9	122.2	124.6	.000

According to the Kruskal Wallis analysis conducted on whether the use of social media varies according to age in the purchasing decisions of the consumers who participated in the research, it was determined that there were statistically significant differences. The level of participation in the statement “I do research on social media about that product and service before purchasing a product.” is at the lowest level for consumers aged 20 and under, whereas it is at the highest level for consumers aged 21-30. The level of participation in the statement “I pay attention to the recommendations of users who are popular on social media regarding the

products and services I will buy.” is at the lowest level in the 51 and older age group, while it is at the highest level in the 31-40 age group. The level of participation in the statement “I prefer to buy the products of brands/companies that I like and follow on social media.” is at the lowest level in the age group of 51 and above, and the highest in the age group of 41-50. While the level of participation in the statement “The social media environment is a suitable place for consumers to communicate with the company.” is at the lowest level in the age group of 51 and above, it is at the highest level in the age group of 21-30.

Mann Whitney U test was carried out to determine whether the use of social media in the purchasing decisions of the consumers participating in the research varies by gender variable among demographic characteristics. The results of the analysis are given in table 4.

Table 4: Mann Whitney U Test by Gender Variable

Mann Whitney U Test	Gender (Mean Rank)		Mann Whitney U	p
	Women	Men		
Statements				
I do research on social media about that product and service before purchasing a product.	228.9	174.2	15046	.000
I pay attention to the recommendations of users who are popular on social media regarding the products and services I will buy.	210.7	196.8	19166	.068
I prefer to buy the products of brands/companies that I like and follow on social media.	199.9	210.3	19514	.281
The social media environment is a suitable place for consumers to communicate with the company.	211.0	196.4	19096	.129

According to the results of the Mann Whitney U test conducted to determine whether the use of social media varies according to the gender variable in the purchasing decisions of the consumers participating in the research, there was a statistically significant difference in the level of participation in the statement “I do research on social media about that product and service before purchasing a product.”. When the mean ranks are examined, the level of women's participation in this statement is higher than that of men.

Mann Whitney U test was carried out to determine whether the use of social media in the purchasing decisions of the consumers participating in the research varies by marital status variable among demographic characteristics. The results of the analysis are given in table 5.

Table 5: Mann Whitney U Test by Marital Status Variable

Mann Whitney U Test	Marital Status (Mean Rank)		Mann Whitney U	p
	Single	Married		
Statements				
I do research on social media about that product and service before purchasing a product.	210.1	202.0	16910	.477
I pay attention to the recommendations of users who are popular on social media regarding the products and services I will buy.	193.1	209.5	16196	.047
I prefer to buy the products of brands/companies that I like and follow on social media.	165.2	221.7	12736	.000
The social media environment is a suitable place for consumers to communicate with the company.	205.9	203.9	17426	.839

According to the results of the Mann Whitney U test carried out regarding whether the use of social media in the purchasing decisions of the consumers participating in the research varies according to the marital status variable, it has been determined that there are statistically significant differences in the level of participation in the statements “I pay attention to the recommendations of users who are popular on social media regarding the products and services I will buy.” and “I prefer to buy the products of brands/companies that I like and follow on social media.”. When the mean ranks are examined, the level of participation of consumers who are married to both statements is higher than that of single consumers.

Kruskal Wallis analysis was carried out in order to determine whether the use of social media in the purchasing decisions of the consumers participating in the research varies by education level variable among demographic characteristics. The results of the analysis are given in table 6.

Table 6: Kruskal Wallis Analysis by Education Level Variable

Kruskal Wallis Test	Education Level (Mean Rank)						Kruskal Wallis	p
Statements	Elementary School	Secondary School	High School	Associate Degree	Undergraduate Degree	Graduate Degree		
I do research on social media about that product and service before purchasing a product.	61.5	234.5	220.6	168.5	148.0	326.8	145.0	.000
I pay attention to the recommendations of users who are popular on social media regarding the products and services I will buy.	226.5	226.5	226.5	231.7	158.9	159.8	76.6	.000
I prefer to buy the products of brands/companies that I like and follow on social media.	230.5	388.5	208.6	217.1	179.9	135.5	118.3	.000
The social media environment is a suitable place for consumers to communicate with the company.	239.5	393.5	190.7	167.3	239.5	178.5	119.9	.000

According to the Kruskal Wallis analysis conducted, whether the use of social media varies according to the level of education in the purchasing decisions of the consumers participating in the research, it was determined that there were statistically significant differences. While the level of participation in the statement “I do research on social media about that product and service before purchasing a product.” is low for primary school graduate consumers, it is highest for graduate education graduates. The level of participation in the statement “I pay attention to the

recommendations of users who are popular on social media regarding the products and services I will buy.” is the lowest among graduate education graduates and the highest level among associate education graduates. The level of participation in the statement “I prefer to buy the products of brands/companies that I like and follow on social media.” is the lowest for graduate education graduates and the highest for secondary school graduates. While the level of participation in the statement “The social media environment is a suitable place for consumers to communicate with the company.” is at the lowest level among graduate education graduates, it is at the highest level among secondary school graduate consumers.

Kruskal Wallis analysis was carried out in order to determine whether the use of social media in the purchasing decisions of the consumers participating in the research varies by income level variable among demographic characteristics. The results of the analysis are given in table 7.

Table 7: Kruskal Wallis Analysis by Income Level Variable

Kruskal Wallis Test	Monthly Income (TL) (Mean Rank)					Kruskal Wallis	p
	1300 and below	1301-2599	2600-3899	3900-5199	5200 and above		
I do research on social media about that product and service before purchasing a product.	277.1	130.7	140.8	216.3	251.2	116.0	.000
I pay attention to the recommendations of users who are popular on social media regarding the products and services I will buy.	226.5	226.5	203.7	206.2	182.5	15.7	.003
I prefer to buy the products of brands/companies that I like and follow on social media.	286.1	230.5	207.5	186.9	144.4	92.3	.000

The social media environment is a suitable place for consumers to communicate with the company.	285.3	239.5	145.0	235.8	199.3	117.7	.000
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According to the Kruskal Wallis analysis conducted, whether the use of social media varies according to income level in the purchasing decisions of the consumers who participated in the research, it was determined that there were statistically significant differences. While the level of participation in the statement “I do research on social media about that product and service before purchasing a product.” is low for consumers with a monthly income level between 1301 TL - 2599 TL, it is at the highest level for consumers with a monthly income of 5200 TL and above. Participation in the statement “I pay attention to the recommendations of users who are popular on social media regarding the products and services I will buy.” is the lowest for consumers with a monthly income of 5200 TL and above, while it is the highest for consumers with a monthly income of 2599 TL and below. The level of participation in the statement “I prefer to buy the products of brands/companies that I like and follow on social media.” is the lowest for consumers with a monthly income of 5200 TL and above, and the highest for consumers with a monthly income of 1300 TL and below. While the level of participation in the statement “The social media environment is a suitable place for consumers to communicate with the company.” is the lowest for consumers with a monthly income of 5200 TL and above, it is the highest for consumers with a monthly income of 1300 TL and below.

III. EVALUATION AND CONCLUSION

In this study, which was carried out to determine the role of social media in purchasing decisions of consumers, statistically significant results were obtained. The level of participation in the statements made by the consumers participating in the research in order to determine how they benefit from social media applications in their purchasing decisions is above the median. According to these results, it is understood that consumers benefit from social media applications in purchasing products or services.

It has been determined that more than half of the consumers participating in the research buy products and services online once a month. The significance test results regarding the statements about how the participants used social media in their purchasing decisions were statistically significant.

According to the results of the analysis carried out whether the level of participation in the statement "I do research on social media about

that product and service before purchasing a product." differs according to demographic characteristics, differences were determined according to age, gender, education level, and income level of participants.

It is determined that there is a significant difference in terms of marital status, age, education level and income level in the level of participation in the statement "I pay attention to the recommendations of users who are popular on social media regarding the products and services I will buy."

It is determined that there are significant differences in terms of marital status, age, education level and income level at the level of participation in the statement "I prefer to buy the products of brands/companies that I like and follow on social media."

It was concluded that there are significant differences in the level of participation in the statement "Social media is a suitable place for consumers to communicate with the company" in terms of age, education level, and income level.

As a result, it was determined that the consumers who participated in the research frequently shop on the internet and use social media in their purchasing decisions. It is determined that information about product and service, user comments, social media sharing of businesses and communication with consumers have an important role in purchasing decisions. With developing technology, the speed of consumers' access to information has increased. It is recommended that businesses take part in social media platforms and take precautions about negative sharing about them so that consumers can access correct information about them.

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CHAPTER – XLI

THE IMPACT OF THE NEW WORLD ORDER TRADE WARS ON THE ECONOMY

Selminaz ADIGÜZEL *

1. TRADE WARS

War has been the subject of many works as a means of obtaining the sources of the rivals of the rising civilizations since the existence of history (Oflaz, p 219). Trade wars are in dispute over trade tariffs between two or more countries. Such conflicts often occur because the countries in question are trying to improve imports or exports for their own country. Promoting domestic trade, making the supply chain advantageous, exchange wars, also known as energy and competitive devaluations, Promoting domestic trade, making the supply chain advantageous, exchange wars, also known as energy and competitive devaluations,

They want to gain a commercial advantage from other countries by causing them to fall in relation to other currencies. Trade wars have the potential to increase the cost of some imports, if the countries in question refuse a compromise (www.businessdictionary.com Accessed Date 15.11.2019). The trade wars, the cause of the overriding protectionist economic policies, have been on the agenda of the whole world. In the narrow sense, trade wars mean conflicts or conflicts arising from the commercial tariffs imposed by two or more countries against each other. Trade wars are when a country raises customs walls by imposing a high rate of tax and / or quota on its raw materials (or additional tax on existing taxes). This situation causes retaliation against tax decisions in the countries that export raw materials. Retaliation creates global tension. According to a research called “Trading Is War”, prepared by Philip Martin Mathias Thoenig in 2019. There is a surprisingly large effect on countries probability of military conflict. With the economic rise of Asian countries, it has come to the fore that the economic rules in the world can no longer be shaped solely by the criteria set by the US, so the search for a new global order in which multi-polar economic balances. China's progress towards becoming a new global power has troubled the US, and the strategies developed for it have a close impact on the trajectory of the world economy. Several of the recently negotiated regional trade agreements

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contain significantly fewer concessions by the large countries to smaller countries than vice versa. Countries can start a trade war for economic or non-economic reasons. These are ideological, political or military reasons. It is thought that the trade war initiated by the US was mostly fought for non-economic reasons (Yılmaz & Divani, 2018). When we examine all the crises in the past, we see that they started on indebtedness regardless of the main reason and although the interest rates were different in the period of similar crises, the pressure of the indebtedness ratio was almost at the same level. The indebtedness ratio causes the economies to have problems with the joint effect of interest and total debt amount; For an economy, if the problem is interest-based, it is relatively easy to solve, but crises or problems caused by the amount of debt are much more difficult to solve because of the Chinese model, the world is struggling with second-rate problems..

The International Monetary Fund (IMF) recently published in the World Economic Report said that the direct impact of trade wars could reduce global growth by 0.5 percentage points by 2020. The world economy of about \$ 90 trillion, 0.5 percent less growth points to a loss of \$ 450 billion. The projections of FitchRatings, the international credit rating agency, point out that the cost of the trade war can be much higher. According to Fitch, retaliation from tariffs and trade partners announced by the US so far and the cost of the collapse of the NAFTA to the global economy could reach \$ 2 trillion. The European Economic Research Center (ZEW), which measures the confidence of institutional investors and analysts in the economy, announced that the Eurozone Economic Confidence Index decreased by 6.1 points in July 2019 compared to June and decreased to minus 18.7 points. The ZEW Indicator of Economic Sentiment for the Euro Area rose by 22.5 points from the previous month to -1 in November 2019, better than market expectations of -32.5 and the highest since April. US News & World Report's BAV Group and University of Pennsylvania Wharton School of Business in collaboration with 20,000 people in 4 regions around the world prepared by asking the world's strongest perceived countries in the United States ranked first in Russia, second in China, Germany, England, France and Japan ranked as followed. Turkey has become the 16th among 80 countries. The fact that America and China are in the top three in these rankings shows that countries fighting trade wars have turned crises into opportunities.

2. REVIEW THE LITERATURE

There have so far been a small number of publications analyzing the impacts of the US–China trade war because trade policies are fairly recent. However, some articles, using the computable general equilibrium model, have already demonstrated the harmful effects of increased protectionism mainly on US and China, especially in terms of trade and welfare

reduction, such as Ciuriak and Xiao (2018) and Bollen and Rojas-Romagosa (2018). These authors focused on economic effects in countries directly involved in the trade war and other potential targets, generally developed countries, such as the European Union, or countries geographically close to the US (Canada and Mexico), with emphasis on those sectors that were initially affected by the measures (steel and aluminum). In this sense, the two major contributions of his article are to examine the impacts of protectionist measures, including developing countries such as Argentina, Brazil, and India, and covering other sectors of special interest to this group of countries. With the surge in protectionism between the two largest global economies, it is natural that emerging countries not directly involved in the trade war can benefit by the shift in demand to sectors where they have comparative advantages. Therefore, even if the trade dispute generates losses, in terms of welfare and trade, for the US and China and for the world as a whole, certain sectors of emerging countries can benefit. Two scenarios are examined: one where only US measures are considered and another in which Chinese retaliations are taken into account (A. Massuquetti, Carvalho M, Azevedo A, 2019, p 2). <https://journalistsresource.org/studies/economics/u-s-china-trade-war-global-consequences-edition/> (Accessed Date 11.15.2019). Exchange Wars are the most common type of war that countries face. Trade wars are a strategy that countries use to strengthen their national economies. These weapons, additional customs duties, quotas and protectionism, which are used to close the gap in the economy, have become popular. Invisible Barriers by Alagöz and Yapar (2007), an obstacle to free trade? In order to remove the invisible barriers, they emphasized that the existing rights should be used very well and thus the parties should be given equal conditions in foreign trade. Dadush and Eidelman (2011) stated that the concern of exchange wars was based on the 1930s and that during these years countries such as France, Greece and Spain devalued their money at high rates many times. On top of this, the writers are encouraged to further develop the international monetary system and increase the role of the ERM. Eçilmez, (2013), in the article named Exchange Wars, The Baby Industry in order to protect the domestic producer. He referred to the argument. Brown, (2013), in his study named: Currency Wars, stated that Brazilian Finance Minister Guido Mantega used the term Exchange Wars for the first time in October 2010 and stated that exchange wars began with the devaluations of the United States and Japan. Włodarczyk, (2014), in his study "Is There a Global Currency War?, Under the conditions of free capital, emerging markets and financial emphasized that they are facing. Yücel, (2015), Intellectual Games of International Strategic Economy: Exchange Wars and Stratagems "in order to avoid the use of tariff-like barriers that limit international trade to prevent possible exchange rate wars from

organizations such as the World Trade Organization It should take the necessary measures.

Ertürk, (2017), in his study titled “Trade Wars and Their Effects on the World Economy” the exchange rate wars that started and its transformation into trade wars caused the emergence of new powers in the world economy; Ünay and Dilek, (2018), New Protectionism and Trade Wars and analyzed. Kunalp, (2018), in his work titled “Are the Wars of Protectionism Starting?“, discussed the subject in a theoretical framework and underlined that the effectiveness of international organizations should be increased in order to avoid such bitter experiences after the Second World War.

3. EXCHANGE RATES AND WAR

The exchange rate plays an important role in a country's trade performance. Whether determined by exogenous shocks or by policy, the relative valuations of currencies and their volatility often have important repercussions on international trade, the balance of payments and overall economic performance (Alessandro Nicita, 2013). It is seen that the studies on the effect of the volatility in exchange rates on foreign trade have reached different results (Auboin and Ruta, 2011, 18). In the economic literature, there are studies in which negative and positive relationships between exchange rate volatility and foreign trade are determined, and there are also studies that conclude that there is no relationship between these variables. Roberto Alvarez et al. (2009), Recep Tarı and Durmuş Çağrı (2009) and Omojimite and Akpokdje (2010) in their studies reveal the negative relationship between exchange rate changes and foreign trade. Rey (2006), Javed and Farooq (2009) and Nicita (2013) show that there is a positive relationship between these variables. The studies in which there is no significant relationship between exchange rate changes and foreign trade have been determined by Tenreyro (2007), Hallvd, (2010), Serenis and Tsounis (2013), Kızıldere et al. (2013) as an example (Torun, Kurt, 2017, S1). The exchange rate war is a process in which a country generally devalues and decreases the value of one's own currency, providing a relatively competitive advantage in export markets and implementing a strategy of limiting imports with high exchange rates. One country's exchange war against others through competitive devaluations is one of the most devastating and feared consequences in the international economy (Rickards, 2017: 59).

3.1. Economic Nationalism

There is an important relationship between the concept of economic nationalism and being a hegemonic power or preserving hegemonic power. In addition, what is necessary to create hegemonic power is another important element. While the field of economic nationalism, concept and

application is most evident in the mercantilist period (15-18 century), when we look at the following periods, the rise of economic nationalism in the late 19th century, the effect of the crisis after 1929 and the institutionalization after 1945 (Pyrke, 2012: 281). Although the revival of economic nationalism is the cause and consequence of the crisis of the 1970s, it is the most important factor affecting the 1980s perspective in both developed and developing countries. (Hieronymi, 1980: 1) If we continue in the historical flow, 2008 financial crisis and the US customs walls and protectionism policies that began with Trump Yılmaz and Divani, 2018, 13).

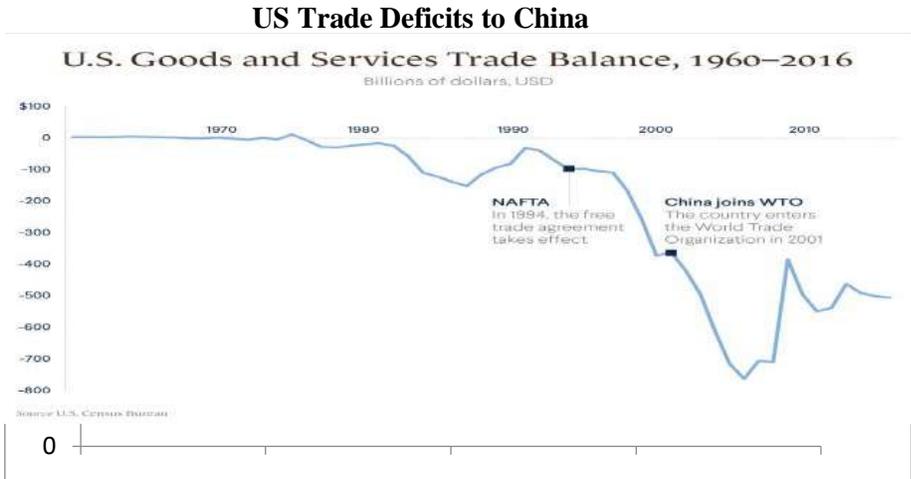
3.2. Donald Trump's Wars

Adam Smith, with his book "The Wealth of Nations", promoted free trade in the world, while institutional support was provided by the GATT agreement that came into force in 1948 and the WTO.

White House Press Secretary Sarah Huckabee Sanders said, "If there is no change in China's behavior and China continues its unfair trade movements, we will continue our attitude. The US government has given 180 days to China. The first move came on March 8 by Trump. The US Government has announced the decision to impose 25% and 10% additional customs duties on certain items of iron and steel and aluminum imports, respectively. The US Commercial Code, adopted in 1962, is the 232th. according to the article on national security reasons. Canada and Mexico are exempted from the decision. The European Community, Australia, Argentina, Brazil and South Korea are also exempted. In accordance with the national safety and protection rules of the DTO, customs tariff. The United States has gathered the executives of these sectors in the White House, since steel, which is used for building construction materials, automobiles and aircraft, is not very common in the United States. According to the decisions taken at the meeting, the US announced that it would impose additional customs duties on steel imports by 25 percent and aluminum imports by 10 percent. In this way, imports would be reduced in the US and the required steel and aluminum would be produced in the country. In this way, domestic production would be encouraged.

As can be seen in Graffic 1 While there was a trade surplus until 1970-1980, it had a trade deficit after 1980. Last 30 years 1987-2016 Trade Deficits was increase.

Graffic 1.



Source US Census Bureau

The Trump administration has also threatened to withdraw the United States from its free trade agreement with South Korea, known by the acronym KORUS, which entered into force in 2012. Since then the U.S. trade deficit with South Korea has doubled and U.S. exports to the country fell by \$3 billion, which critics blamed on deliberate policies enacted by Seoul, including currency manipulation and restrictive labor rules. In August 2018 the United States and South Korea reached an agreement to amend Korus that included export restrictions on Korean steel and an extended phaseout period for various tariffs. (Chatzky A, (2019), <https://www.cfr.org/backgrounders/us-trade-deficit-how-much-does-it-matter> Accessed Date 11.30.2019).

The factor that transforms the decisions into a trade war is that the US is the world's largest importer of steel and aluminum. The US imports one-third of its 100 million tons of steel and 90% of its 5.5 million tons of aluminum each year. However, the fact that China is the world's largest exporter of steel and aluminum and exports to the US is enough for a global tension. China and Mexico imposed a tax of US \$ 3 billion on imports of American products, the European Union of \$ 3.3 billion, and Canada of \$ 12.8 billion. In response to these attacks, the US applied a new tariff of 36 billion dollars on Chinese imports on July 6, 2018, while China responded to the imports of American goods with a tax of 36 billion dollars on the same day (Genereux, 2018). In addition, China imposed a 25% tax on 106 products imported from the United States, including some aircraft,

automobiles, chemical products and agricultural products such as soybeans (Aran, 2018), (David Lawder, 2019). In 2015, China's steel exports reached a record high of 110 million metric tons — an increase of 21 percent from 2014 —before declining annually to 88.9 million metric tons in 2018. In YTD 2019, the volume of China's steel exports have decreased 3 percent to 33.2 million metric tons compared to 34.1 million metric tons in YTD 2018. The value of China's steel exports have decreased by 9 percent from \$27.8 billion in YTD 2018 to \$25.4 billion in YTD 2019. Flat products accounted for just over half of China's steel exports in YTD 2019 at 58 percent (19.4 million metric tons). Long products accounted for 25 percent (8.3 million metric tons), followed by pipe and tube products at 12 percent (3.9 million metric tons), stainless steel at 5 percent (1.6 million metric tons), and semi-finished steel at 0.04 percent (13 thousand metric tons). (Steel Exports Report: China Background) The main reason for these retaliations between the US and China is that China has become a global economic power in recent years and has made America dependent on itself. China has made significant progress, particularly in 2000 and beyond, in terms of economic growth and increasing international trade volume. On March 23, the US received \$ 60 billion from China. When the US announced that it would be rich in customs tariffs, China announced that it would launch an investigation to add 25% additional customs duties on products such as pork, fresh fruit, wine and dried fruits imported from the US in April. it announced its intention to impose 25% additional customs duties on imports of China from a total of more than 1,300 products worth US \$ 50 Billion in intellectual property.He said the Chinese side is stealing \$ 200 or \$ 300 billion from US firms. The discomfort of the US, forced to transfer technology by printing in various ways to US companies producing in China, the US imports of \$ 50 billion targeted from China, the US total annual imports of 2.4 trillion dollars or China compared to the total imports of \$ 506 billion(Aran, 2018, 1). China's progress in such a short time has become an important threat for the US (Siby & Arunachalam, 2018, David H. Autor & David Dorn & Gordon H. Hanson, 2016). One of the reasons for the economic tensions between China and the US today is the foreign trade imbalance between the two countries. Those who argue that this imbalance stemmed from the manipulation of the exchange rate reveals that the Chinese Yuan is trying to keep the exchange rate low(Sabir, 2019, p 20). Trump threatened to impose a 45% tax on Chinese goods. But there is no such application yet.

4 QUOTAS

Import quotas means a restriction of import quantity and it is usually enforced through a license system where individuals or firms are exposed to a maximum quantity of which they can import a good. Usually, exporting governments are given the right to sell on the domestic market

(Krugman and Obstfeld 2009, 195). An import quota always increases the domestic price of the imported good. As imports are limited, the instant result is that the demand for the good exceeds the domestic and import supply at the initial price. The price will then increase until demand and all supply are equal (Emelie Wallin and Emelie Åström, 2018). Trade wars are good, and easy to win” A study of Trump’s steel tariffs and international trade. United States go back many years. China's transformation began with the death of Mao and his entry into the WTO. The new economy model is based on exports. Taking into account the economies comparable to China, the share of exports in the economy is much higher in countries such as Germany, South Korea and Canada than in China. In the 2000s, China became the country of export for US .

The Institute for Economic Research (IFO), headquartered in Munich, reported that the July Business Confidence Index for industry and trade in Germany fell to 101.7 points. According to the Bank of Japan, confidence in the country's major manufacturers in the economy in the first quarter of the 13-year peak in the second quarter, then declined. Companies lower income expectations another indicator that revealed the negative effects of the trade wars in which the US fired the roving was the financials of the company. Ford, General Motors and Fiat-Chrysler's second-quarter balance sheets announced this week prove that the automotive sector has been adversely affected by steel and aluminum tariffs. Accordingly, the largest US automaker General Motors, 2018 profit expectation for the range of \$ 6.30 to \$ 6.60 to \$ 6.00 pulled. Ford, which did not meet the expectations in the second quarter, lowered its revenue expectation for this year from \$ 1.45-1.70 per share to \$ 1.30-1.50 per share. Fiat-Chrysler announced that its revenue fell 35 percent in the second quarter due to the decline in sales in China. <https://www.reuters.com/article/us-gm-preview/gm-faces-declining-sales-and-price-wars-in-largest-markets-idUSKCN1UQ1GA> Accessed Date 15.11.219).

The company's total revenue expectation for this year was revised from \$ 146 billion to \$ 134-137 billion. All three companies have lowered the expectations, indicating the possibility of tariffs for steel and aluminum to raise input prices and increase the tariffs on cars. Cost may reach \$ 2 trillion It is worth noting that there are different estimates of the direct and indirect effects of trade tensions initiated by the US in March with additional taxes on steel and aluminum.

5. PROTECTIONISM AND NEW PROTECTIONISM IN FOREIGN TRADE

Protectionism policies in foreign trade go back to the mercantilist period. We can think of protectionism as a synonym, especially in the context of economic nationalism. The reasons why protectionism policies

are applied in the aftermath of the 2008 financial crisis and especially the trade wars are triggered again come into question as a separate study. In other words, it is possible to examine the reasons of protectionism in two groups. The first of these is non-economic views and thoughts. In the non-economic views of protectionism, countries have the aim of having a self-sufficient national power, being less dependent on the outside, gaining more political power on the world, and coming to a certain degree of self-sufficiency, even at very high costs, with military concerns trade relations between the major industrialized nations of the world have worsened since the 1970s and are now entering a more difficult period with new trade restrictions known as new protectionism.

By means of tariffs on imported goods, restrictive quotas and other restrictive government regulations, protectionism, which is an economic policy that restricts trade between countries, is designed to deter imports and prevent foreign purchases of local markets and companies This policy is closely linked to anti-globalization. This term is mostly used in the context of economy. Protectionism refers to policies or doctrines that protect businesses and "living wages" in a country by restricting or regulating trade between foreign countries. Almost all modern economists today agree that the costs of protectionism are more harmful than the benefits and hinder economic growth (Fouda, 2012: 351). In the beginning, when the foreign exchange wars are discussed in the economic world, when we examine the aims of the concepts that came up as trade wars, exchange wars are the strategy of decreasing the value of a country's own currency by devaluation and providing a relatively competitive advantage in its markets and limiting imports with high exchange rates Economist Joan Robinson was likened to a card game played in England in the 1930s under the name of beggar-thy-neighbor neighbor beggar policy. Today it is likened to a zero-sum game. (zero-sum game). First World War I (1921-1936) II. Courts of War (1967 1987) and III. Currency War (2010- (Rickards, 2017: 79-148). The trade wars, which are more frequently on the agenda with Donald Trump, have emerged when other countries have similarly retaliated against a country that has imposed restrictions on imports by applying protectionism. This situation, which is based on nationality in the economy with high tax and quota, limiting mutual imports, limiting the definition of the standards of the goods to be imported, introducing high tax and quota, makes it possible for a state to diversify international trade in order to protect its national It is divided into two as economic ones and non-economic ones. According to Salvatore, the new concept of protectionism, which emerged in the mid-1970s, refers to the resurgence of mercantilism. In this context, nations, in particular industrialized nations, will address unemployment, growth and declining industrial problems; they attempt to mitigate or resolve through import restrictions and export subsidies. Import restrictive instruments are slightly

different from traditional import tariffs; they are less transparent and are called non-tariff barriers. These; voluntary export restraints, orderly marketing arrangements, anti-dumping measures, countervailing duties, safeguard codes and similar measures (Yılmaz and Divani E , 2018, 13).

6.CHINA

In the 1980s, China began liberalization and free trade policies in countries like Turkey, Russia and India in the 1990s, also accelerated by the inclusion in this process. India in 1995, China entered the World Trade Organization in 2001, Turkey in March 1995 the European Union (EU) have signed the Customs Union agreement with the EU, it has brought 28 members to increase the number gradually. All these developments have increased the degree to which foreign exchange and foreign trade policies of countries are affected by foreign developments. Especially in the face of China's national currency Yuan other currencies are keeping consciously reduced, to increase its competitiveness in foreign trade, suffered from this situation and foreign trade that is open is agresifleştir countries such as the US and Turkey, countries in customs tariffs getting incrisis so existing free revising foreign trade agreements can be revocation.The exchange wars between the US and China go back to the G20 summit in 2010 in Seoul, the capital of South Korea. While China sells goods to the US more easily thanks to its high exchange rate policy, the US is constantly defending its foreign trade with China. The US is trying to deter China's high exchange rate policy, but China is reluctant to do so.It is among the priorities of all countries to increase their economic growth and prosperity by earning high income through free foreign trade. However, countries can give a current account deficit by increasing their imports through free foreign trade. In order to prevent this situation that put countries into crisis, it is necessary to ensure the sustainability of foreign trade balance and export.

Since 1955, China's trade war with the United States has increased markedly. This is the main reason for the debate between the two countries. On 21 July 2005, under the pressure of the international community, a new exchange rate reform in China was decided and the controlled floating exchange rate regime, which was fixed to the US dollar in 1994, was abandoned. In the new exchange rate regime, the Chinese Yuan; not in US dollars, in basket currency (Tursun Sabir, 2019,p 1).

If a country has a current surplus, it means that the demand for the money of that country is greater than the foreign currency the country needs (goods received); If an economy with a constant current surplus does not have inflation problems (goods that are less), the currency should naturally be valued; The Chinese government / central bank constantly made the yuan much cheaper than it should have prevented normalization.With the increase in China's foreign trade volume, foreign

trade surplus has been growing day by day, while other countries' trade deficit against China is widening day by day. Because of this, economic and commercial frictions are more frequent between China and other countries. Chinese Yuan exchange rate; As one of the focal points of this issue, it is subject to constant criticism and it is desirable to increase the value of Yuan. In 2003, the Japanese Finance Minister officially announced its report on the Yuan exchange rate for the first time at the G7 summit, claiming that the Yuan was trying to keep its value low, and asked China not to intervene in the exchange rate. The “Courts War, which has been going on since then, has not ended yet. Since 2010, the exchange rate issue between China and the United States has begun to exacerbate. Many countries and international financial institutions, including the United States, unanimously criticized China's exchange rate system and demanded a more flexible and realistic exchange rate policy, demanding the realization of the Yuan value. The US, which is one of the leading countries that want Yuan to evaluate, evaluates China's intervention in the exchange market as “manipulation. Yuan argues that when it gains value, it may prevent Chinese products from entering the US market, decrease the trade deficit with China, and revive the general economy by reducing the unemployment rate.

If the Chinese administration had not intervened in the past, the Chinese people would have increased their welfare / purchasing power earlier than today; the natural consequence of this would be the year-on-year decrease in China's exports to the world (weakening of price competitiveness), while China's imports would have increased relatively year-over-year, thus causing less damage to Chinese trading partners.

7. TURKISH-AMERICAN-RUSIAN RELATIONS

Turkish-American relations date back to maritime trade in the Ottoman Empire in the 18th century. Between the US and Turkey economic, military, global-scale relations, bilateral, regional and bilateral relations in the global fight against terrorism were carried out. February 18, Between US and Turkey agreement was signed about defense and security issues that NATO members. Interfering in Turkey's foreign trade import substitution strategy after 1980

has abandoned industrialization policies and shifted to external policies. The US, an import and export ally in the defense industry, has increased trade in the past decade. In 2017, Turkey exports to the US increased by 30.7% profit of USD 8.7 billion was achieved. Imports increased by 9.9% to USD 11.9 billion. The two agreed to work together to increase trade in energy, agriculture, chemical and medical products, as well as reset trade barriers to non-automotive industrial products from the White House meeting. US trade wars are harming here is no consensus in

the doctrine of economics between the direction and magnitude of the relationship between changes in foreign exchange rates and foreign trade. Trade wars also affect Turkey. Turkey, the United States is a country that imports of steel and aluminum. It ranks 13th with a share of \$ 1.3 billion. Total imports from Turkey of the pen brought this additional tax is calculated at \$ 1.2 billion. Also in this list, Canada, Mexico, the European Community, Australia, Argentina, when Brazil and is billed as South Korea exempted China, Russia, Japan, Turkey after the most affected countries in place in Turkey from additional tariffs to be imposed on products in the fourth row. It is located. Turkey's exemption list will be eligible to enter the show every effort. On the other hand Turkey 'GDP ratio rose to 24% of foreign trade and the international system has been an important part. In an environment where international law is invalidated and there is a legbusiness, especially in the economic field since the beginning of 2000 Russia-Turkey relations serious steps were taken on the issue of unity. On January 20, 2017, On 20 January 2017, Among Turkey and Russian in New York November 16. With the "Eurasian Action Plan" signed in 2001, a consensus was reached on the political field in the Eurasian geography, on the fight against terrorism, on cooperation and economic partnership (Cafersoy, 2015: 57-61) and the increase of trade volume between Turkey and Russia, the abolition of visas, cooperation on energy lines has upset some circles. Turkey's Russian missile system purchase NATO's security that jeopardize and Western NATO Allied Forces in Europe with the claim that further divide the Supreme Commander Gen. Michael was Scaparrot, Turkey S-400 when it obtains the air defense system, saying it would pose a risk to the F-35 had to be canceled. US State Department spokesman Robert Palladino, in the case of Ankara to take delivery of S-400 air defense systems from Russia, had indicated Washington might activate sanctions against Turkey. Palladino, upon receipt of S-400 missile deliveries of F-35 jets from the United States, Turkey has made too can be stopped. US presidential elections and radical decisions for US economic growth

Donald Trump, who promises to win decline and afterward increase, increase in commodity prices factors. In fact, these developments both

favor the world trade of goods. both it was also negatively affected (Turkey Exporters Assembly-TIM, 2017, p.18).

Positive Effects;

- Monetary expansion policies and outflows of developed central banks time spread,
 - Continuing growth in the euro area and increasing imports,
 - Expectation of recovery in economic activities with the effect of Trump,
 - Increase in oil and commodity prices.
- Adverse Effects;
- Slowdown in developing countries, particularly China,
 - Consolidation in idle capacities and slowdown in investments,
 - US Federal Reserve FED's strong dollar monetary policy,
 - The selection of Brexit and Trump was beyond expectations and uncertainties.

The contraction in world commodity trade, which started in 2015 and the reasons can be attributed to the following reasons (TIM, 2017, p.20);

- Significant slowdown in foreign trade demand and inward closure,
- The rise of protectionism trends,
- Decreasing Trade Agreements,
- Slowdown in developing countries,
- Economic slowdown in China,
- Slowdown in global supply chain growth,
- Oil and commodity prices turning upwards,
- Average prices of industrial products are still weak.

It can be said that the most debated issue of the reasons mentioned above is the trade wars that started with protectionist tendencies. (Bahçeci, 2019, 17).

8 .TRADE WAR BETWEEN US AND EU

While the World Trade Organization (WTO) approved the US to impose an additional US \$ 7.5 billion on customs duties to the European Union (EU) for illegal subsidies to Airbus, the American administration immediately took action to implement it. As of October 18, the US imposes an additional 25 percent customs duty on many products such as French wine, Scottish whiskey and cheese. The US administration will also

impose an additional 10 percent customs duty on Airbus aircraft and civil aircraft. The decision on the Boeing-Airbus dispute, which returned to the snake story between the EU and the US, was released on Wednesday. The WTO has ruled in favor of the US in the dispute that has been going on for almost 15 years. The WTO approved the US administration's additional customs duties of \$ 7.5 billion annually on EU products for illegal support to Airbus. Against the decision of the WTO, the EU will respond if the United States applies the measures permitted by the WTO. Centre for European Economic Research (ZEW) The US, which is the best country in the free market economy, manages the production and services with the private sector. The service sector accounts for 80% of GDP. It is a country that is the world leader in production and industry. But US today, the trade deficit of the US is 800 billion dollars annually. He is aware of the sudden collapse of the dollar hegemony which was imposed on the world in 1947. President Trump plans to add 25 per cent to steel products and a 10 per cent tax to aluminum products. The fact that it imposes quotas on steel imports and increases its duties in order to protect its market affects the EU very negatively. The US is the largest market for the automotive industry, German automotive and car parts which occupy a major place in the US economy. President Trump is considering a 35 percent tax on vehicles imported from the EU. If the US imposes a 25 percent tax on imports of automobiles and auto parts in Europe, the German automotive industry will get a major blow. 80 thousand people work in the German automobile industry. Republic of Turkey organizations need policies a country turned to the west because of; He is a member of the NATO military alliance. Flights to Turkey after the crisis has passed direct contact with NATO. But it was supporting the NATO Secretary General Jens Stoltenberg said in a statement after the Special Crisis Turkey as an ally. Top 2 of 2016 Turkey's exports to Russia in a month 61.5 percent compared to the same period of the previous year decreased from Russia in the same period. Turkey imports decreased to 32.8 percent With the start of the Syrian Civil War in 2011 A new agreement between Turkey and Russia the field of political separation was born. In this battle that gave support to Turkey's dissident; Russia supported the Bashar Assad regime. While the initial support was political, it later gained an economic and military dimension (GRI, 2016). Therefore, the possibility of confrontation between the parties increased, Russia supporting the Assad regime, the war against the opposing forces was involved. The first important from Russia political stance, United Nations Security.

9. OPTIMUM BALANCE

In order to prevent the negative effects of the contraction in foreign trade volumes, tariffs to maximize net welfare increases resulting from improved terms of trade Seyidođlu (2009: 168) is defined as the optimum

balance in accordance with this definition should be examined first, the country, even in a tariff situation is possible to increase the level of welfare is possible.

10. NASH EQUILIBRIUM

Nash equilibrium is a fundamental concept in game theory and is one of the most widely used methods to predict the outcome of a strategic interaction in the social sciences. A game (in strategic or normal form) consists of the following three elements: a set of players, a set of actions (or pure strategy) for each player, and a feedback (acquisition) function for each player. Feedback functions represent each player's preferences over the action profiles. Here, an action profile consists of only one action list for each player. The Nash equilibrium achieved by pure strategy is an action profile in which a single player cannot achieve a higher gain by deviating from this profile unilaterally (Campbell and Miller, 2007: 540). In a game involving N partners, if no partner's moves are sufficient to change the equilibrium condition that occurs during the game process, and there is no change in the equilibrium point, this refers to the Nash equilibrium. In the case of Nash equilibrium, if a player attempts to change his position independently of the others, the benefit of his new position will be lower than that of his former position (balance). Council. In 2011, the Security Council voted against the sanction against Syria, along with China rejected the vote (Guardian, 2011) Russia's support for the Syrian regime parallel to the increase; Turkey also increase its support to the opposition forces, made it appear çelişkinidah the two countries' foreign policy toward Syria. In 2012, a Moscow-Damascus time on a civil aircraft, by a Turkish jet over Turkey

Descent Airplane in Russia Of military equipment sent to Syria notice that such a way to It was announced that the go (AlJazeera, 2012b). More any of the contents of these cargoes no explanation was made. This event is Turkish-Russian to show that their relationship is strained It is important. Immediately five days of the event after, a civilian Armenian cargo plane When carrying out the Yerevan-Aleppo expedition After landing in Erzurum humanitarian aircraft aid supplies and allowed (CNN TÜRK, 2012). Good relations with Russia after 2001 Turkish-Russian relations provided the necessary environment for progress. The US-based Boeing, the world's largest aircraft manufacturers, and Airbus, a European company in France, Germany, the UK, Spain and the Netherlands, are mutually accusing each other of receiving illegal public subsidies. These companies are conducting legal process against each other on the grounds that there is unfair competition within the WTO structure. The US claims that the incentives provided by European countries to Airbus are illegal. The EU, on the other hand, claims that tax concessions provided by the US to Boeing and military contracts with the company are not legal. US

Department of Commerce; France, Germany, Spain and the United Kingdom plan to impose an additional 10 percent customs duty on civilian aircraft. However, some of the technical parts Boeing uses will be excluded. Customs duties on food products such as whiskey, wine, olives and cheese, will increase by 25 percent. Wool and cashmere garments, blankets produced in the UK; German origin coffees and camera parts will be subject to an additional 25 percent tax. The EU is the second front in the US trade wars after China.

The US has increased the tax on steel and aluminum imported from the EU. In return, the EU imposed an additional tax on US products of a total trade volume of 2.8 billion. There is also a customs tax war between the US and China. In the struggle that has been going on for 15 months, the parties are trying to reduce the tension, but so far no agreement has been reached. US-EU tax wars: 60 billion euro product could be affected.

RESULTS

One of the events of 2018-2019 affecting the global economy is trade wars. The steps taken by Trump with the desire to protect his own economy were called protectionism in the world economy and a process of intense protectionism was entered into with China. The US renews trade agreements such as NAFTA and withdraws from the process by stepping back in trade agreements with the EU and Asia. Although these attacks are seen as trade wars in the economy, each country leader is responsible for protecting its own economy. This crisis environment is seen as an opportunity for some countries and will lead to significant developments in bilateral trade. To this end, the EU Commission has decided to start negotiations in April and plans to turn the crisis into an opportunity. Trump has decided to remove tariffs and non-tariff quotas for industrial products other than automotive. They have given good examples of converting trade wars to reconciliation with their efforts such as the convening of EU member countries under the umbrella of the Union, establishing the EEC and European Atomic Energy Community and the Coal Steel Community Agreement. If the customs duties on industrial products are abolished, the EU's exports to the US are expected to increase by 8 percent and the US's exports to the EU will increase by 9 percent. Public procurement with agricultural products will be excluded from the negotiations. Resetting US customs in industrial products between Turkey Customs Union, trade with the EU has given courage to renew. The United States and China are negotiating for trade reconciliations. In the April 2019 report of the IMF World Economic Outlook, South Korea and Taiwan China stated that Asian countries would benefit from reconciliation. US; Reviewed the NAFTA agreement with Canada and Mexico, and the trade agreement with South Korea. Japan is requested to reduce the high customs duties on imports of agricultural products. protectionism approach has started to take

place among the agenda of economy, developing countries and international organizations. With the global crisis of 2008, they tried to keep the subsidies, tax cuts and economic structures alive. With protective policies, countries advocated free trade when necessary, strengthened their industries when necessary, and supported local entrepreneurs. Mercantilist understanding has gradually been replaced by liberalism in world trade. Commercial liberalism has been replaced by a conservative approach. Developed countries in industry have had an impact on monetary policy and supported protectionism in technology and industry. It was seen that the leading central banks, including the FED, ECB and the Central Bank of Japan (BOJ), could easily break the neoliberal policy framework in order to maintain economic growth and employment priorities in times of crisis. Mobilizing domestic trade, making the supply chain advantageous, taking measures to reduce the cost of energy and raw materials, minimizing foreign dependence on production, consolidating companies in foreign markets and making them stronger, concentrating on investments to reduce energy and raw material costs of domestic producers, Supporting incubation and clustering activities in markets, providing incentives for R & D, fair, quality standardization for production, supporting domestic and international education expenses, supporting scientific and technological developments, preventing all political and political tariffs. While strengthening the national economy, improving domestic trade by putting tax quotas on products from other countries is perceived as war in international trade, but only a few strategies should be perceived as measures to stabilize and improve the economy. The trade war is actually a process of balancing the national economy.

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