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INTRODUCTION

Hello,

The 2nd International Conference on Social Sciences, Humanities and Education was held in Istanbul/Turkey on 21-22 October 2022, hosted by Fenerbahçe University, with the participation of 183 people from 25 countries. 60 of the participants were from Turkey and 123 were from different countries. The countries of the participants are Australia, Bangladesh, Croatia, Cuba, France, Georgia, Germany, Ghana, Indonesia, Israel, Lebanon, Malaysia, Maldives, Moldova, North Cyprus, North Macedonia, Pakistan, Poland, Romania, Serbia, Turkey, Ukraine, United Arab Emirates, United Kingdom and United States of America.

A total of 93 valuable papers were presented at the conference, 57 of which were in the field of social sciences, 16 in the field of human sciences and 20 in the field of educational sciences.

First of all, I would like to thank all the participants for their scientific contributions to the conference and Fenerbahçe University Board of Trustees and Rectorate for their kind hosting. I would also like to thank the Dean of the Faculty of Economics, Administrative and Social Sciences, invaluable faculty members and volunteer students who made us feel at home.

I hope to be together in new scientific studies with the justified pride of successfully completing a large-scale organization with wide participation.

Best regards.

Prof. Dr. Aytekin DEMIRCIOGLU
Conference Chair

EDİTÖRDEN

Merhaba,

2nd International Conference on Social Sciences, Humanities and Education 25 ülkeden 183 kişinin katılımıyla 21-22 Ekim 2022'de Fenerbahçe Üniversitesi'nin ev sahipliğinde İstanbul/Türkiye'de gerçekleşmiştir. Konferansa katılanların 60'ı Türkiye'den, 123'ü farklı ülkelerden olmuştur. Katılımcıların ülkeleri Australia, Bangladesh, Croatia, Cuba, France, Georgia, Germany, Ghana, Indonesia, Israel, Lebanon, Malaysia, Maldives, Moldova, North Cyprus, North Macedonia, Pakistan, Poland, Romania, Serbia, Türkiye, Ukraine, United Arab Emirates, United Kingdom and United States of America'dır.

Konferansta 57'u sosyal bilimler alanında, 16'sı insan bilimleri alanında ve 20'si eğitim bilimleri alanında olmak üzere birbirinden değerli toplam 93 bildiri sunulmuştur.

Öncelikli olarak konferansa katkılarından dolayı tüm katılımcılara ve nazik ev sahipliklerinden dolayı Fenerbahçe Üniversitesi Mütevelli Heyeti ile Rektörlüğüne teşekkür ediyorum. Ayrıca bizleri evimizde hissettiren İktisadi, İdari ve Sosyal Bilimler Fakültesi Dekanlığına, çok değerli öğretim üyelerine ve gönüllü öğrencilere özel bir teşekkür etmek istiyorum.

Geniş katılımlı ve oldukça büyük çaplı bir organizasyonu başarı ile tamamlamanın haklı gururu ile yeni bilimsel çalışmalarda birlikte olmayı umut ediyorum.

En içten selamlarımla.

Prof. Dr. Aytekin DEMİRCİOĞLU
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ABSTRACTS
-
ÖZETLER

The importance of foreign investments for the development of the Georgian economy

Guguli KURASHVILI[1], Medea CHELIDZE[2] & Liana KANCHAVELI[3]

Abstract

Foreign investments are a proven way around the world to expand the sources of financing necessary for the development of the national economy and the solution of social problems. It is an important component especially for the economic development of countries with economies in transition, which should be given great attention in the context of economic and financial instability due to the global pandemic. Despite the current difficult situation in the world, as a result of the active work of the Georgian government, as well as with the support of donor organizations, significant foreign investments are planned to inflow to the Georgian economy by the end of this year. There is no doubt that attracting investments to the country and ensuring a stable business environment, especially in the current situation, is of great practical importance for the Georgian economy and is a very topical issue.

We conducted a study to explore the role and importance of investments for the development of the Georgian economy, also the investment environment. Based on the data obtained, the position of Georgia at the international level requires additional efforts to increase the inflow of foreign investments (including foreign direct investments). For this a number of measures should be taken, for example, the improvement of tax and economic policies, which will significantly increase the investor interests in the country and their involvement; ensuring a stable business environment is also a very important factor.

One of the important and contributing factors in attracting foreign direct investments in the Georgian economy can be considered agreements concluded under the EU/Georgia Association Agreement, which, in our opinion, will have a positive impact on the sustainable development of the country in the long term.

Keywords: Foreign Investments, Financing, Economic Development, Georgian Economy, Investment Environment. kanchaveliliana08@gtu.ge

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Management impact during World War II

Razvan - Cristian MUSCĂ[1]

Abstract

World War II brought great trials to humanity. However, because of the problems that had to be solved tactfully, indirectly, the war also brought beneficial things that we all use today, and here I am referring to specific concepts and management procedures...

We know already that POLC is one of the short-theory of management systems but when we think about management more deeply, we can consider also some specifically human activity -meant to lead and organize; to cooperate, coordinate and to direct the human and material forces at hand in the interior of a particular system for touching some given strategic objectives. In the armed forces field, this super complex activities require knowledge and availability to develop, create, and ready for research.

Because leadership is the most crucial component of the combat field, we must admit that we can touch the objectives only with the excellent manager.

Keywords: Standardization, Quality, Theory of Management, War and Leadership, Mass Production, POLC

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Offer of protected agricultural products in rural tourism of central Croatia

Kristina SVRŽNJAK[1]

Abstracts

According to the EU database of agricultural products and foods in Croatia, there are 35 protected products with the EU label that are characteristic of certain parts of rural areas. It is assumed that such products are mandatory in the offer of rural tourism farms. In order to confirm or reject this assumption, a study was conducted in the area of central Croatia before the COVID-19 pandemic on a deliberate sample of 107 rural tourism farms registered in the National Catalog of Rural Tourism.

Research has shown that the supply of protected agri-food products is small. The menus of rural tourist facilities in central Croatia primarily feature indigenous dishes recognizable to the local environment. Only 36% of protected products are on the menus offered by rural tourist farms in central Croatia, but they are not recognized as a segment in expanding the gastronomic offer. Probably the reason is that most of the protected agri-food products are from other parts of the Republic of Croatia and they do not consider them an attractive and interesting offer in central Croatia. However, one part of the respondents (38%) thinks that their reputation would be increased if they included protected products from all areas of Croatia in their gastronomic offer (raising the category of the facility, higher employment), and the most important thing is that they could work on the promotion of the gastronomic offer of the entire Republic of Croatia.

Keywords: Rural Tourist Farms, Gastronomic Offer, Protected Agri-Food Products

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Japan - Nation of readers

Danijela VASIC[1]

Abstracts

The history of reading in Japan dates back to the 5th century, when Chinese characters arrived in Japan. The Japanese later adapted these letters, which led to the flourishing of literature. The 8th century is the time of the oldest extant texts, but also of the beginnings of printing in Japan, which is also due to the cultural exchange with China. The oldest surviving printed texts are paper scrolls with Buddhist prayers, placed in one million miniature wooden pagodas (Hyakumanto dharani). The history of printing is closely connected with the history of libraries, so the oldest Japanese public library (Unten) dates from the 8th century. After the Heian period, when manuscripts were most prevalent, in the Middle Ages many books were printed at Buddhist temples. In time, Buddhist texts were replaced by books of various genres. From the Edo period in the 1600s, books were mass-produced by woodblock printing and spread among the common people. Traveling merchants and numerous bookstores where books could be rented, tried to satisfy the reading hunger of all social classes. The developed library activity of modern society is based on such foundations, and its beginnings are connected to the accelerated modernization of the country at the end of the 19th century. The first modern library in Japan, the Imperial Library (1872), is one of the three pillars on which the National Parliamentary Library (NDL) was established in 1948. Despite the fact that today the advancement of information technology distances people from books, it seems that Japanese libraries and publishing industry still resist these pressures. The developed reading culture is reflected in the number of published books, but also in the constant growth of the number of libraries, both public and specialized, as well as libraries within the educational system in Japan.

Keywords: Japan, Woodblock Printing, Japanese Libraries, Kana Writing, Hyakumanto Dharani

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The moderating role of stock price to enhance firm value in healthcare companies

Ana KADARNINGSIH[1],
Dian PRAWITASARI[2] & Atika Farhana HERDAJANTI[3]

Abstract

This study aims to analyze the effect of Earning Per Share (EPS), Debt To Equity Ratio (DER), and Return On Assets (ROA) on firm value with stock price as a moderating variable in Healthcare companies listed on the Indonesia Stock Exchange for the period of 2016-2020. The data used are secondary data for the period of 2016-2020. This study used 20 companies using purposive sampling method. This research's technique used descriptive statistical tests, classical assumption tests, multiple linear regression analysis, moderated regression analysis (MRA). The results of this study indicate that Earning Per Share (EPS) has a negative and significant effect on firm value. Debt To Equity Ratio (DER) has a positive and not significant effect on firm value. Return On Assets (ROA) has a positive and significant effect on firm value. Stock Price has a positive and significant effect on firm value. Stock price can't moderate the effect of Earning Per Share (EPS) on firm value. Stock price can't moderate the effect of Debt To Equity Ratio (DER) on firm value. Stock price can't moderate the effect of Return On Assets (ROA) on firm value.

Keywords: Earning Per Share (EPS), Debt to Equity Ratio (DER), Return on Assets (ROA), Stock Price, Firm Value

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Spor ve egzersiz yoluyla psikososyal gelişim

Gözde ERSÖZ[1] & Esra ŞENTÜRK[2]

Öz

Sporun çocuk ve gençlerin psikososyal gelişimine çok önemli katkılar sağladığı ve bu gelişimin onların ileri yaşlarına aktarılabilir olması birçok araştırmada belirtilmiştir. Çocuk ve gençlerin spor eğitimi onların gelişiminde üç önemli hedefi gerçekleştirme potansiyeline sahiptir. Birincisi, spor eğitim programları çocuk ve gençlere fiziksel olarak aktif olma fırsatları sağlar ve bu sayede fiziksel sağlıkları iyileşir. İkincisi, gençlerin kişisel gelişimine katkı sağlayarak onların iş birliği, disiplin, liderlik ve özdenetim gibi önemli yaşam becerilerini öğrenme fırsatını sağlar. Üçüncüsü, motor becerilerin öğrenilmesi ve performansın geliştirilmesine fırsat verir. Dolayısıyla doğru hazırlanmış spor eğitimi programları ile çocuk ve gençlerin spora katılımı ve sporda devamlılık göstermeleri, spor yoluyla kişisel gelişimlerini sağlamaları ve motor becerilerinin geliştirmeleri mümkündür. Spor eğitimi yoluyla ayrıca çocuk ve gençler etik bir birey olmayı ve kurallara uymayı öğrenir, benlik saygısı, adalet ve empati duygusunu geliştirir, olumlu bir gelecek yönelimine sahip olur, farklı eğitim ve çalışma ortamlarına uyum sağlar, kişisel sorumluluk almayı öğrenir, hedef belirleyerek çalışma disiplinini geliştirir, inisiyatif almayı öğrenir ve takım çalışmasına yatkın hale gelir. Spor ve fiziksel aktivite ayrıca çocuk ve gençlerin bilişsel becerilerini geliştirerek akademik başarılarına katkı sağlar.

Çocuk ve gençlerin psikososyal gelişiminde sporun olumlu etkisinin yanı sıra düzenli egzersiz yapmak ve aktif yaşam tarzını benimsemek de bireylerin zihinsel ve psikolojik sağlığını pozitif yönde etkilemektedir. Araştırmalar düzenli fiziksel aktivitenin ruh sağlığını olumlu yönde etkilediğini, stres ve anksiyete belirtilerini azalttığını, öfke ve saldırganlık gibi duyguları kontrol altına almayı sağladığını, uyku kalitesini arttırdığını ortaya koymuştur. Düzenli yapılan egzersiz kişinin sağlığını, fiziksel yapısını, esnekliğini ve kilosunu dengelediği için kendini algılama ve benlik saygısını arttırdığı ve artan endorfinin pozitif duygu duruma öncülük ettiği söylenmektedir. Ayrıca egzersiz yoluyla sosyalleşen bireylerde insan ilişkileri gelişir ve topluma daha uyumlu insanlar haline gelirler. Spor ve egzersizin çocuklar, gençler ve yetişkin bireylerde bu pozitif etkileri doğrultusunda birçok gelişmiş ülkede spor ve fiziksel aktiviteye katılımı özendirme, toplum sağlığının öncelikli hedefleri arasında yer almalıdır.

Anahtar Kelimeler: Spor, Egzersiz, Psikoloji, Sosyal Gelişim

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Psychosocial development through sport and exercise

Gözde ERSOZ[3] & Esra ŞENTÜRK[4]

Abstract

Many studies have found that sports contribute to the psychological development of children and adolescents, and that this development can be carried over into their adulthood. Sports education for children and young people could fulfill three crucial developmental goals. For starters, sports education programs encourage children and teens to be physically active, hence enhancing their physical health. Second, it promotes young people's personal development by giving them the chance to learn vital life skills such as collaboration, discipline, leadership, and self-control. Third, it allows you to practice motor skills and enhance your performance. As a result, with properly planned sports education programs, children and young people may participate in sports and exhibit consistency in sports, ensuring their personal development via sports, and developing their motor abilities. Children and young people learn to be ethical individuals who follow the rules, to develop a sense of self-esteem, justice, and empathy, to have a positive future orientation, to adapt to different educational and working environments, to take personal responsibility, and to develop work discipline by setting goals through sports education. learns to take initiative and develops a preference for collaboration Sports and physical activity also help children and young people achieve academic achievement by boosting their cognitive skills.

Aside from the favorable impact of sports on the psychosocial development of children and adolescents, regular exercise and living an active lifestyle have a positive impact on individuals' mental and psychological health. Regular physical activity has been demonstrated in studies to improve mental health, reduce stress and anxiety symptoms, assist manage emotions such as anger and aggressiveness, and improve sleep quality. Regular exercise is thought to boost self-esteem and self-perception by balancing one's health, physical structure, flexibility, and weight, and that higher endorphins contribute to a happier mood. Individuals who socialize via exercise also improve their human interactions and become more adapted to society. Considering these favorable impacts of sports and exercise on children, teenagers, and adults, increasing involvement in sports and physical activity should be one of the key goals of public health in many industrialized nations.

Keywords: Sport, Exercise, Psychology, Social Development

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Fastest growing economy of Bangladesh: Miracle or Sheikh Hasina's leadership?

Md Ikhtiar Uddin BHUIYAN [1]

Abstract

This study seeks to examine the elements that have contributed to Bangladesh's fastest-growing economy, as well as Prime Minister Sheikh Hasina's leadership in emphasizing industrial policy, agricultural policy, SME policy, and education policy in order to promote the country's economic growth. Despite the fact that Bangladesh is plagued by corruption, overpopulation, poverty, and a lack of resources, it is experiencing economic progress. Though it appears to be a miracle, it was a combination of sound policies and Prime Minister Sheikh Hasina's leadership that enabled the country's economic prosperity to continue. In 2016 World Bank recognized Bangladesh as a lower middle-income country and last February 2021 United Nations Committee officially declared Bangladesh as a developing country from the status of least developed country. Moreover, World Bank has declared that Bangladesh is passing a great time by holding great rate of annual GDP growth of 8.1 percent whereas India, Pakistan, Sri Lanka and many other countries are just behind of Bangladesh. This study will use Rostow's theory of development and his stages of development to find out the present stages of Bangladesh economy and its challenges. Secondary data will be used for this research. Relevant literatures will be consulted to analyze East Asian Miracle and to build normative arguments for the research. In this regard, Google Scholar online directory and Scopus will be followed to find referred books and journals, documents and legal stipulations related to different tools of economic development.

Keywords: Economic development, Leadership, Public policy

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Political challenges of restoration of territorial integrity of Georgia

Sophio DEMETRASHVILI [1]

Abstract

In the political landscape of Georgia, the problems of de-occupation and restoration of territorial integrity are rarely on the agenda of systematic studies and state policy. Without any doubt there is no modern constitutional model of coexistence between Abkhazians and Georgians, which includes institutions and procedures for protecting the interests of both sides.

According to history, during the existence of Georgia as an independent state, Georgia has never been state with a simple territorial-administrative division form. If we judge by the categories established in contemporary legal and political science, in the past Georgia was an asymmetrically organized regional state, today it is assumed to be a decentralized unitary state and the existence of Abkhazia at different times in its composition has a very rich history.

The aim of presented paper is to search for ways to reconcile the people of Abkhazia and South Ossetia and to reintegrate these territorial units into the state of Georgia. It also became clear that the searching ways to achieve the goal should be based on a complex approach, which means solving the problem taking into account historical, political, legal, socio-economic, ethno-psychological and geopolitical aspects.

Keywords: Georgia, Abkhazia, South Ossetia, Restoration of territorial integrity, Administrative Division, De-occupation, Occupied Territories

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Design entanglements in the age post-truth

Amos BAR-ELI[1]

Abstract

Post-Truth refers to the disintegration of objective standards of "truth" and a preference for emotional beliefs over objective facts. It is commonly used as a term to describe political controversy such as Trump's presidency, the Brexit vote, etc., but it actually refers to a much broader technological, and social shift. Post-truth undermines ideas of stability and clarity and impedes agreement on fundamental concepts of what design is. Posing the question, how to design in this complex and contradictory age? The post-truth era represents a new era, one whose hallmarks are excess and speed. It is the result of hyper-modernism, hyper-visibility, and hyper-technology. It might seem like a new phenomenon, but it is actually part of a continuing crisis of originality, multi-truths, excess information, and reliability. This is a continuation and a consequence of the preference, predominantly in the west, for ocular and technological-based solutions. In this paper, we explore themes such as the amplification of conflicting attitudes, relationship between creators and users, eclecticism, design tactics, transparency, speed, nomadic, entrepreneurship, non-sequentially, self-referentiality, and re-fabricating reality. As the theoretical discussion is extended to a variety of contemporary examples, the aim of the research is to analyze such issues with a polemical attitude. This will enable us to discuss their relevance for contemporary design creativity and discourse.

Keywords: Post-Truth, Design, Politics

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What determine the bank health level on comercial banking in Indonesia

Maria SAFITRI[1] & Vicky OKTAVIA[2]

Abstract

The purpose of this study to determine and analyze the effect of Non-Performing Loans (NPL), Capital Adequacy Ratio (CAR), and Operational Costs on Operating Income (BOPO) on Return on Assets (ROA). This study uses 45 banking companies listed on the Indonesia Stock Exchange in the observation year 2017-2021 as the population. Sample selection using purposive sampling technique, 38 data were selected as research samples. Data analysis and hypothesis testing in this study used Eviews software version 9.0. The results of the study showed that NPL and BOPO partially had a negative and significant effect on ROA, while CAR has a positive and insignificant effect on ROA. The results show that NPL, CAR, and BOPO together have a significant effect on ROA. The predictive ability of the three independent variables on ROA is 95.24%, the rest is 4,76% is explained by other variables outside Research Model.

Keywords: Non Performing Loans, Capital Adequacy Ratio, Operational Costs on Operating Income , Return on Assets.

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Person-organization fit (pofit) to improve employee performance through job satisfaction and organizational commitment

Sih Darmi ASTUTI[1] & Ana KADARNINGSIH[2]

Abstract

This study was conducted to examine the effect of perceptions of conformity with the organization (PoFit) on employee performance through job satisfaction, organizational commitment. Methods The data in this study were 126 employees of the marketing department with a survey method using a questionnaire. The validity of the instrument was tested using Confirmatory Factor Analysis, and all items were declared valid. The reliability of the instrument was tested using construct reliability and all variables were declared reliable. The analytical tool used is structural equation modeling (SEM) with AMOS version 21.0. The mediation effect test was carried out using the Sobel Test. The results of the study found that: (1) employee performance will increase the fastest, which is directly influenced by employees who fit into the organization (PoFit); (2) employee performance will also increase from PoFit through employee job satisfaction; and (3) employee performance will improve from PoFit through their organizational commitment.

Keywords: Person organization Fit (PoFit), Job satisfaction, Organizational commitment, Employee performance

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Integrated reporting of ASEAN member companies

Dwiarso UTOMO[1] & Zaky MACHMUDDAH[2]

Abstract

Integrated reporting is a concise communication tool covering an organization's strategy, governance, performance and prospects, in the context of its external environment, leading to value creation in the short, medium and long term. Currently, only South African companies are required to disclose integrated reporting and until now, integrated reporting is still not required in ASEAN member countries. The purpose of this study is to describe the implementation of integrated reporting for ASEAN member countries with an observation year from 2019 to 2021. Based on data obtained from the value reporting foundation(http://examples.integratedreporting.org/all_reporters), the findings of this study are still the low number of companies from ASEAN member countries that publish integrated reporting. The implementation of this research is to motivate ASEAN member companies to carry out integrated reporting to create corporate value from time to time.

Keywords: Integrated Reporting, Companies in ASEAN member countries, Company Values

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Improving nurse performance from the influence of discipline, motivation, supervision, communication and competence

Kusni INGSIH[1], Vicky OKTAVIA[2] & Aditya HARISMOYO[3]

Abstract

Nurse performance is the level of employee work achievement after trying or working hard or the end result of an activity. Nurses with a high level of performance are called productive nurses, and conversely nurses whose levels do not reach the standard are said to be unproductive or have low performance. Based on 2018-2019 data, there was a decrease in BOR of -3.49%. It is suspected that the performance of nurses at RSI Muhammadiyah Kendal has decreased. Many factors can affect the performance of nurses such as discipline, motivation, supervision, communication and competence. The purpose of this study was to analyze the effect of discipline, motivation, supervision, communication and competence on the performance of nurses. The population of this research is the nurses of RSI Muhammadiyah Kendal. Samples were taken as many as 65 nurses with random sampling method based on the Slovin formula. The type of data used is primary data. Methods of data collection using a questionnaire. The analysis technique used is multiple regression. The results of the analysis show that: work discipline, motivation, supervision, communication, and competence have a positive and significant effect on performance. The implication of this research is the importance of work discipline, motivation, supervision, communication, and competence of nurses at RSI Muhammadiyah Kendal to improve nurse performance.

Keywords: Work discipline, Motivation, Supervision, Communication, Competence, Nurse performance

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**Cultural intelligence:
As a soft skill facing cultural shock in the 4.0 industrial
revolution era**

Rauly SIJABAT[1] & Sih Darmi ASTUTI[2]

Abstract

Globalization, industrial revolution, the depletion of regional boundaries and a series of changes in other environmental conditions have bombarded and put pressure on human resources. Human resources are easier to move across national boundaries. The demand for increasingly dynamic human resources becomes a necessity. This phenomenon requires an atmosphere of change in human resources capacity such as changes in work methods, mindset, and pattern of relation among human resources to get a harmonious relationship. Intellectual Quotient (IQ), Emotional Quotient (EQ), dan Religious Quotient (RQ) are no longer sufficient as the provisions when human resources move across the boundaries of their countries and are faced with different culture. Cultural shock often occurs when human resources are not ready or even unable to accommodate the cultural differences. Based on the empirical phenomenon, this study uses a non-interactive qualitative method with a concept analysis approach that seeks to explain the concepts that can explain or be explained by cultural intelligence and cultural shock. The outputs of this concept analysis are a network knowledge, a grounded theory model and the propositions that explain the influence among cultural shock dan cultural intelegence variables.

Keywords: Cultural intelligence, Cultural shock, Grounded Theory

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Interdisciplinarity in Dr. Saad Muslouh's lingual achievement from the clarification of the idea to the creativity of the application

Ihab Said İBRAHİM İBRAHİM[1]

Abstract

Prof. Dr. Saad Muslouh is one of the Arab Linguists with early and clear awareness of the issue of interiority, and its importance in the Arab lesson, to see how much Arab linguistics needed it, and that awareness did not stand at the limits of endoscopy. It went beyond the practical prospects practised by Dr. Saad Muslouh himself, and the ideas he advocated in some of his linguistic knowledge product.

Since the problem with this study is inherent in the search for the linguistic model, young researchers should follow suit in the intersection order. It took Dr. Saad Muslouh's linguistic achievement as her field to reveal through inspection the evidence and the statement of her presence. About this desired paradigm that awaits the attention of the quest to elevate Arab linguistics by going beyond mono-specialization to the generosity of cognitive interference, integration and synergy of different areas. In the production of linguistic knowledge of the Arabic tongue. The objectives of this study are thus: First: Clarifying the importance of the interface through the achievement of one of the famous of the Arabic linguistic lesson. Second: elucidation of the various applied ideas that the interface contributes to enriching. Third: To find a living and realistic model to benefit from the interpersonal Arabic linguistic lesson by considering the experiences of pioneers to pave the way for successors from researchers.

The study is based on the extrapolation of the manifestations of the interface and its effects on the linguistic achievement of Dr. Saad Muslouh, by standing on his theoretical and foundational sayings of the intersection. Finally, it seeks to identify new research perspectives that are the subject of its knowledge by drawing attention to the need to enter its areas of research consciously; To achieve the best research results.

Keywords: Linguistics, Arabic Linguistics, Interlocutory studies, Saad Muslouh

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Luxury tourism: A new trend in tourism industry

Viana HASSAN[1]

Abstract

Luxury Tourism designed to satisfy the lavish travel expectations of high-net-worth individuals. This travel segment is changing and evolving almost as fast as it's growing -- a third faster than any other travel segment, to be precise the growth rate in outbound luxury trips would have been 6.2%, which is almost one-third greater than what had been the forecast for overall tourism (4.8%) (Amadeus, 2016). Needless to say, the ongoing situation drastically changed the plans of the whole industry, including of course those of the luxury travel market. However, even before the pandemic began there were interesting shifts and new trends rising in this niche sector that are worthwhile to be discussed and reviewed. Probably the most important factors that led to the "new luxury" are the stages of maturation the market had reached in general and the switch in consumers' values from owning to experiencing and being, alongside the rearrangements in age groups that are interested and can afford it (Conrady, Ruetz and Aeberhard, 2020).

The main aim of this study is to understand the concept of luxury tourism and discuss the current trends and characteristics. The basic components and concepts of today's luxury travel will be analysed in order to understand whether and how the market changed in the past years and what the future holds for it. In order to understand the Luxury Tourism, the study will be based on some case studies in Europe such as: Greece, France

The main research questions are: What is the main concept, characteristics, and the components of luxury tourism? What are the characteristics of typical luxury travellers? How the Luxury Tourism becomes a new trend of Tourism industry?

Keywords: Luxury tourism- Traveller- New trend- Tourism industry

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A general view of the Austrian judicial system

Xhemile SALIU[1]

Abstract

Austria is a federal republic made up of nine member states and has a civil law legal system. Austria is a democratic country and the focal point of the Federal Constitution (Verfassung). Austria has left legislative power to the people. The constitution of Austria applies the rule of law which is based on republican, democratic and federal principles. Legislative, legal (executive) and executive powers are strictly separated from each other. In the Austrian constitution (Verfassung) the judiciary is only a federal matter and is fully independent. According to the provisions of the Austrian constitution, judges in the exercise of their judicial functions are fully independent, and there is no possibility of being dismissed or transferred.

The stages of the appeal follow each other and send the case to the Federal Court (Oberster Gerichtshof) and this represents the guarantee of any eventual legal error. The basic principles of the Austrian civil court system are: the right to be heard by the parties, namely the right to a hearing, the principle of publicity, the principle of directness, the principle of intense procedural activity, the principle of prosecution by the parties and the principle of authorization of a judge with limited powers to hear the parties.

Keywords: Federal constitution, Federal principles, Judicial functions, Federal Court, Basic principles of The Austrian Civil Court System.

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Institutionally regulated distribution of power within political parties. A comparative analysis between Germany and Türkiye

Burak GÜMÜŞ[1] & Christian Johannes HENRICH[2]

Abstract

Using the actor-centred institutionalism approach, we will compare and analyze the distribution of power in political parties in Germany and Türkiye. While in Turkey a great deal of power falls to the party leader, power in German parties is distributed at party conferences. While pleasing the party leader to boost someone's political career is important in Türkiye, networking far into the party committees is helpful in Germany. Turkish parties have developed a top-down system, while in Germany a bottom-up prevails. In our contribution we will provide some background information and examples and dare to make a forecast for the future.

Keywords: Political parties, Actor-centred institutionalism, Power, Pluralism, Top-down, Bottom-up, Germany, Türkiye

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Türkiye’de meydana gelen deniz yolu ulaşım kazaları ve tıbbi sonuçlarının değerlendirilmesi

Cüneyt ÇALIŞKAN[1]

Öz

Bu araştırmada, 1994 - 2021 yılları içerisinde Türkiye’de meydana gelen deniz yolu ulaşım kazaları ve tıbbi sonuçları ile son beş yıl içerisinde Türkiye’de meydana gelen yasa dışı göçmen olaylarına ait deniz yolu kazaları ve tıbbi sonuçları değerlendirilmektedir. Tanımlayıcı tipteki epidemiyolojik araştırmanın evreni EM-DAT veri tabanından (1994 - 2011) ve T.C. Ulaştırma ve Altyapı Bakanlığı Ana Arama Kurtarma Koordinasyon Merkezinin internet sitesinden çekilen (2012 - 2021) deniz yolu ulaşım kazaları oluşturmaktadır. Araştırmada deniz yolu ulaşım kazalarının yıl, olay sayısı ve yeri, ölen, etkilenen ve kayıp olan kişilerin tanımlayıcı istatistikleri verilmektedir. 1994 -2021 yılları arasında 7.113 tane deniz yolu ulaşım kazası meydana gelmiş, 1.525 kişi yaralanmış, 231 kişi yaralanmış, 136.783 kişi etkilenmiş ve 430 kişi kayıptır. Bu kazalar en fazla sırasıyla 2019 (n=2.325; %32,7), 2021 (n=1.587; %22,3), 2020 (n=1.075; %15,1), 2018 (n=924; %13,0) ve 2017 (n=277; %3,9) yıllarında meydana gelmiştir. Deniz yolu ulaşım kazaları en az 1994 - 2011 yılları arasında (n=16; %0,2) dağılım gösterirken, 2012 yılı ile birlikte bir artış gözlenmektedir. 2012 - 2017 yılları arasında 1.117 olay (%15,7) meydana gelmiş olup 16.237 kişi etkilenmiş ve 421 kişi hayatını kaybetmiştir. Bu yıllar içerisinde en fazla kaza Ege denizinde (n=484), en az kaza ise Karadeniz’de (n=62) meydana gelmiştir. Son beş yıl içerisinde ise yasa dışı göç olayları nedeniyle 3.468 kaza (%48,7) meydana gelirken, 113.303 kişi etkilenmiş (%82,8), 268 kişi hayatını kaybetmiş (17,5) ve 80 kişi (%18,6) kayıptır. Türkiye’de son 27 yıl içerisinde deniz yolu ulaşım kazalarında bir artış gözlenmektedir. Bu artış özellikle son beş yıl içerisinde meydana gelmektedir. Bu kazaların yaklaşık yarısını yasa dışı göç olayları oluştururken, deniz yolu ulaşım kazalarından en çok etkilenen kişilerin yasa dışı göçmenlerin olduğu anlaşılmaktadır.

Anahtar Kelimeler: Deniz kazaları, Ulaşım kazaları, Göçmen olayları

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Evaluation of Maritime Transportation Accidents Occurring in Turkey and Their Medical Consequences

Cüneyt Çalışkan[1]

Abstract

In this study, maritime transport accidents and medical consequences that occurred in Turkey between 1994 and 2021, and maritime accidents and medical consequences of illegal immigrant incidents that occurred in Turkey in the last five years are evaluated. The universe of the descriptive epidemiological research consists of maritime transport accidents (2012 - 2021) pulled from the EM-DAT database (1994 - 2011) and the website of the Republic of Turkey Ministry of Transport and Infrastructure Main Search and Rescue Coordination Center (2012 - 2021). In the research, the descriptive statistics of the year, number and place of the maritime transport accidents, deaths, affected and missing persons are given. Between 1994 and 2021, 7,113 maritime transport accidents occurred, 1,525 people were injured, 231 people died, 136,783 people were affected, and 430 people are missing. These accidents occurred mostly in 2019 (n=2.325; %32,7), 2021 (n=1.587; %22,3), 2020 (n=1.075; %15,1), 2018 and 2017 (n=277; %3,9), respectively. While maritime transport accidents showed a distribution at least between 1994 and 2011 (n=16; 0.2%), an increase is observed with 2012. Between 2012 and 2017, 1,117 (15.7%) events occurred, 16,237 people were affected and 421 people died. During these years, the most accidents occurred in the Aegean Sea (n=484) and the least accidents occurred in the Black Sea (n=62). In the last five years, 3,468 accidents (48.7%) occurred due to illegal immigration events, 113,303 (82.8%) people were affected, 268 (% 17.5) people died and 80 (%18,6) people were missing. There has been an increase in maritime transport accidents in Turkey in the last 27 years. This increase has occurred especially in the last five years. It is understood that illegal immigrants are the people most affected by maritime transport accidents, while illegal immigration incidents constitute nearly half of these accidents.

Keywords: Maritime accidents, Transportation accidents, Immigrant incidents

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Social responsibility in the theory of organization management

Patricia CRENTSIL[1] & Alvina ORIEKHOVA[2]

Abstract

The aim of the study was to determine social responsibility in the theory of organisation management. The main objectives were to examine the link between accountability, transparency and ethical on organisation management. The study seeks to answer questions that have received inadequate attention in social responsibility literature. Specifically, how accountability, transparency of policy and ethical aspect enhanced organisation management? The target population of the study comprises of Deans and Head of Departments of Public Universities and Technical Universities in Ghana. The study used purposive sampling technique to select the Public Universities and technical universities in Ghana, and adopted simple random Technique to select 300 participants from all Technical Universities in Ghana and 500 participants from all Traditional Universities in Ghana. The sample size was 260 using confidence level = 95%, Margin of Error = 5%. The study used both primary and secondary data. The study adopted exploratory design to address the research questions. Results indicated that accountability, transparency and ethical have a positive significant link with organisation management. The study suggested that management can motivate an organization to act in a socially responsible manner.

Keywords: Corporate social responsibility, Organization management theory, Organization management, Social responsibility

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Suriyeli sığınmacılara yönelik uygulanan sağlık ve sosyal yardım hizmet politikalarının yasal dayanaklarının yıllar içerisindeki değişimi

Gülcan DEMİR[1]

Öz

Suriye'de 2011 yılında patlak veren savaşın ardından milyonlarca Suriyeli, hayatlarının kurtarmak ve daha güvenilir bir alanda yaşamak üzere Lübnan, Türkiye, Ürdün gibi komşu ülkelere sığınmıştır. Özellikle paylaşılan resmi verilere göre en fazla sığınmacıya ev sahipliği yapan ülkenin Türkiye olduğu ve gelenlerin bir kısmının mülteci kamplarına yerleştiği bildirilmektedir. Daha büyük bir çoğunluğunun ise yardımlara erişim daha sınırlı ve parçalı olduğu kamp alanları dışında yaşamlarını sürdürmektedir. Suriyeli sığınmacı konusu hala gündemde olan önemli bir konudur. Hâlihazırda hala devam etmekte olan Rusya-Ukrayna savaşını düşünecek olursak bu tür kriz durumlarının devam edebileceğini ve hazırlıklı olmak gerektiğini söyleyebiliriz. Bu nedenle, çalışmamızda Suriyeli sığınmacılara yönelik resmi gazetede yayınlanan "sağlık hizmetleri" ile "sosyal yardımlar ve hizmetlerin" yasal dayanaklarının incelenerek süreç içerisinde meydana gelen değişikliklerin kronolojik olarak ortaya konulması amaçlanmıştır. Bu gerekçeden hareketle, Resmi Gazete arşivinde "Suriyeli", "Geçici Koruma", "Sığınmacı", ve "Mülteci" anahtar terimleri altında aramalar gerçekleştirilmiştir. Sırasıyla 13, 28, 7 ve 36 kayda ulaşılmış olup toplamda 84 belgeye ulaşılmıştır. Bu belgelerin her biri içerik kontrolü yapılarak ön değerlendirmeye tabi tutulmuş, duplikasyon olanlar da ayıklanarak 63 belge çıkarılmıştır. Ön değerlendirmeden geçen 21 tane belgenin araştırılan konu ile ilgili olması nedeniyle derinlemesine incelemeye tabi tutulmuştur. Elde edilen bilgiler dâhilinde, özellikle Suriyeli sığınmacıların ülkemize giriş yaptıkları andan itibaren onların yaşadıkları yerlerde gerek alt yapının güçlendirilmesine yönelik gerekse sağlık hizmetleri ile sosyal hizmetler ve yardımlar boyutunda ciddi gelişmeler kaydedildiği, yabancı ülkelerin de milletlerarası antlaşma ve sözleşmelerde belirtildiği üzere mali destek sağladıkları ve bunun da ülke içerisinde sığınmacıların ülke üzerinde yarattığı maddi yükün azaltılmasında ve daha iyi hizmet sunulmasında etkin olduğu görülmüştür.

Anahtar Sözcükler: Suriyeli, mülteci, sosyal hizmetler, sağlık hizmetleri

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Changes in the Legal Basis of Health and Social Assistance Service Policies for Syrian Asylum Seekers Over the Years

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Abstract

After the war that broke out in Syria in 2011, millions of Syrians sought refuge in neighboring countries such as Lebanon, Turkey and Jordan to save their lives and live in a safer area. According to the shared official data, it is reported that Turkey is the country that hosts the highest number of asylum seekers, and some of those who come have settled in refugee camps. A greater majority of them continue their lives outside the camp areas where access to aid is more limited and fragmented. The issue of Syrian asylum seeker is still an important issue on the agenda. If we think about the Russia-Ukraine war, which is still going on, we can say that such crisis situations may continue and it is necessary to be prepared. Therefore, in our study, it is aimed to chronologically reveal the changes that occurred in the process by examining the legal bases of "health services" and "social aids and services" published in the official newspaper for Syrian asylum seekers. Based on this reason, searches were carried out in the official newspaper archive under the key terms "Syrian", "Temporary Protection", "Asylum Seeker" and "Refugee". Respectively 13, 28, 7 and 36 record has been reached and a total of 84 documents have been reached. Each of these documents was subjected to preliminary evaluation by controlling the content, and 63 documents were extracted by removing the duplicates. Because of the fact that 21 documents that passed the preliminary evaluation were related to the researched subject, they were subjected to in-depth examination. According to the information obtained, especially from the moment that Syrian asylum seekers entered our country, serious developments have been made in terms of strengthening the infrastructure and in terms of health services, social services and aids in the places where they live, and foreign countries have provided financial support as stated in international agreements and agreements, and it has been seen that it is effective in reducing the financial burden created by asylum seekers on the country and in providing better service.

Keywords: Syrian, refugee, social services, health services

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Efficiency of organizational performance in Maldives civil service sector: Empirical analysis

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Abstract

Other than technical competence employability skills refer to attributes of employees, which makes an asset to an employer. Therefore, the key factors of employee performance are integrity, reliability, and honesty to do their job responsibilities skills are crucial for employment for the workplace success. To serve as basis for lifelong learning needed by graduates to find a job and performance dimensions should be generalize across a wide range of job. The main objective of this empirical study is to examine the efficiency of organizational performance in the context of Maldives Civil Service Sector. The responses were drawn from individuals who works as Civil Servant; Ministry, Atoll Council, Island Council and other Government Institutes. Statistical data collected through adopted questionnaire of 418 samples size within the population. Statistical Data was analyzed using SPSS and AMOS version 25.00. The study concluded that Maldives Civil Service Organization service efficiency is much lower than expected. On the other hand, the speed of project operations was efficient. However, the study identified critical gaps of factor effects to Recruitment and selection practice on organizational Performance of Civil Service Sector.

Keywords: Organizational performance, Civil service sector, Service efficiency, Recruitment and selection, Job satisfaction

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İnşaat sektöründe çalışan kadın iş güvenliği uzmanlarının sorunları

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Öz

İş güvenliği çalışmaları, işin yapılması sırasında çalışanların karşı karşıya kaldıkları tehlikelerin belirlenmesi, ortadan kaldırılması eğer kaldırılamıyor ise azaltılmasını öngören çalışmalardır. Bireylerin sağlık ve güvenlik içerisinde çalışmaları en temel haklarıdır. Bu kapsamda yasal ve kurumsal uygulamalar oldukça önemlidir. Ülkemizde 2012 yılında yürürlüğe giren 6331 sayılı İş Sağlığı ve Güvenliği Kanunu ile yasal anlamda birçok adım atılmıştır. Kanuna dayanak olarak çıkarılan yönetmelikler, tehlikelerin araştırılması, belirlenmesi ve sonuçlarında karşı karşıya kalınabilecek risklerin azaltılmasına yönelik proaktif (önleyici) yaklaşımın uygulanmasını istemektedir. Bu uygulamaların etkin ve verimli gerçekleştirilebilmesi için İş Güvenliği Uzmanları görevlendirilmiştir. Bu çalışma, çok tehlikeli sınıfta yer alan inşaat sektöründe çalışan kadın iş güvenliği uzmanlarının cinsiyet ve mesleki ayrımcılığa maruz kalıp kalmadığının değerlendirilmesi, işverenlerin kadın uzmanlara ait tutumları ve yaklaşımlarının belirlenmesini amaçlamaktadır. Bu kapsamda, nitel araştırma yöntemlerinden olan odak grup görüşmesi tekniği kullanılmıştır. Bursa ilinde İş Güvenliği Uzmanı olarak çalışan 16 kadın İş Güvenliği Uzmanı ile bu görüşmeler gerçekleştirilmiş olup, veri analizi yöntemi olarak da içerik analizi yönteminden yararlanılmıştır. Analizler devam etmektedir.

Anahtar Kelimeler: İş güvenliği uzmanı, İş sağlığı ve güvenliği, İnşaat sektörü

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Problems of female occupational safety experts working in the construction industry

H. Gizem AKALP[4], Bülgen TOMAÇ[5] & Uğur SAKLANGIÇ[6]

Abstract

Occupational safety studies are the studies that envisage the determination of the dangers faced by the employees during the performance of the work, their elimination, and if they cannot be removed, they are reduced. It is the most fundamental right of individuals to work in health and safety. In this context, legal and institutional practices are very important. With the Occupational Health and Safety Law No. 6331, which came into force in 2012, many legal steps were taken in our country. The regulations issued as a basis for the law require the implementation of a proactive (preventive) approach to investigate and identify the hazards and to reduce the risks that may be encountered as a result. Occupational Safety Specialists have been appointed in order to carry out these practices effectively and efficiently. In this context, focus group interview technique, which is one of the qualitative research methods, was used. These interviews were conducted with 16 female Occupational Safety Specialists working as Occupational Safety Specialists in Bursa, and the content analysis method was used as the data analysis method. Analyzes are ongoing.

Keywords: Occupational safety specialist, Occupational health and safety, Construction industry

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Peyami Safa'nın *Cânân* adlı romanı üzerinden Batılılaşma sorununa yaklaşımı

Aysin ÖZAY[1] & Abdullah DURAKOĞLU[2]

Öz

Bu çalışmada *Cânân* adlı romanı üzerinden Peyami Safa'nın Doğu Batı sorununa yaklaşımı ele alınmıştır. Safa'nın Batılılaşmaya ilişkin düşüncelerinin ele alındığı eserlerden biri olan bu romanda, tutkularının baskısıyla bohem bir hayat yaşayan *Cânân*'ın başından geçenler anlatılmaktadır. *Cânân*, gösterişe ve maddiyata önem veren bir karakteri temsil etmektedir. Romanda *Cânân*, yanlış Batılılaşmayı temsil etmektedir. Çalışmada ayrıca Doğulu ve Batılı kadın arasında kalmış olan Lâmi'nin duyduğu kafa karışıklığının sebepleri analiz edilmiştir. Romanda Peyami Safa'nın gözünde Doğulu kadın betimlemesi ise Bedia karakteri üzerinden yapılmıştır. Bu nedenle çalışmada, Safa'nın maneviyatın sadakatini kullanma biçimi Bedia üzerinden ele alınmış ve bu kullanma biçimi maddiyatın aldaticılığı ile karşılaştırılmıştır. Çalışmanın sonunda her iki kullanma biçimi hakkında bir değerlendirmede bulunularak Peyami Safa'nın *Cânân* adlı romanını, Doğu'dan yana tercihte bulunarak şekillendirdiği tespit edilmiştir.

Anahtar Kelimeler: *Cânân*, Doğu- Batı Sorunu, Kadın, Modernleşme

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Peyami Safa's approach to the problem of Westernization through her novel *Cânân*

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Abstract

This study discussed Peyami Safa's approach to the East-West problem through his novel *Cânân*. In this novel, one of the works in which Safa's thoughts on Westernization are concerned, the experiences of *Canan*, who lives a bohemian life under the pressure of her passions, were explained. *Cânân* represents a character who gives importance to ostentatiousness and materiality. In the novel, *Cânân* means false Westernization. Therefore, in the study, Safa's thoughts on false Westernization are primarily included through the character of *Cânân*. This study also analyzed the reasons for the confusion of Lâmi, who was torn between Eastern and Western women. In the novel, the depiction of an Eastern woman in Peyami Safa's eyes is done through the character of Bedia. In this study, Safa's use of the loyalty of spirituality is handled through Bedia, which is compared with the deception of materiality. At the end of the study, an evaluation was made of both forms of use, and we determined that Peyami Safa shaped his novel *Cânân* by choosing to burn from the East.

Keywords: *Cânân*, East-West Problem, Women, Modernization, Loyalty

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Yabancı dilde bilişsel uyarımların öğrenme üzerinde etkisi: iki deneysel çalışma

Hamit COŞKUN[1] & İbrahim And UYANIK[2]

Öz

Öğrenciler yabancı dil öğrenmede çok zaman harcamasına rağmen, konuşabilecek ve anlayacak kadar yeterince dil öğrenememektedir. Bu durumun olası nedenlerinden biri dilbilgisi ağırlıklı eğitim programlarının ülkemizde yaygın kullanılmasıdır. Kavram veya sözcük öğrenme dil öğrenmenin en temelidir ve çocuklar ilk olarak nesnelere yerine geçen kavramları veya sözcükleri öğrenmektedir. Bu iki araştırmada hiç yabancı dil geçmişi olmayan öğrencilere resim ve alıştırma temelli bilişsel uyarımların etkisi incelenmiştir. Birinci, araştırmada resim, yazılı ve hem yazılı hem resim olarak sunulan Almanca kavramların Almanca ve Türkçe sözcük hatırlama performansı üzerindeki etkisi incelenmiştir. Bu araştırmada toplamda 8 somut objelerden oluşan her uyarıcı üç saniye aralıklarla resim, yazılı veya hem resim hem de yazılı olarak sunulmuştur. Araştırmanın sonuçları Almanca sözcük hatırlamada yazılı ve hem yazılı hem görsel sunumun, sadece görsel sunuma göre daha yüksek performansa yol açtığını göstermektedir. Buna ek olarak, Türkçe veya anadilde sözcük hatırlama açısından resim ile hem resim hem de yazılı sunumun, yazılı sunuma göre daha yüksek performansa yol açtığına işaret etmektedir. İkinci araştırmada Almanca dilinde yazılı veya hem yazılı hem de resimli uyaranlar üç saniye aralıklarla sunulmuştur. Bu sunumdan sonra katılımcıların yarısı sunulan uyaranları hatırlayabildikleri kadar yazmıştır. Araştırmanın sonuçları yabancı dilde hatırlamada yazılı ve hem yazılı hem görsel sunumun, sadece yazılı sunuma göre daha fazla hatırlamaya yol açtığını göstermektedir. Buna ek olarak, yazma alıştırmaları yapanların, yapmayanlara göre hatırlama performansı yaklaşık %40 daha fazladır. Bu bulgular literatür ışığında tartışılmaktadır.

Anahtar Kelimeler: Hatırlama, Bellek, Kodlama, Resim sunumu, Yazı sunumu, Resim ve Yazı sunumu, Alıştırma

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The effect of cognitive stimuli on learning in a foreign language: Two experimental studies

Hamit COŞKUN[1] & İbrahim And UYANIK[2]

Abstract

Although students spend a lot of time learning a foreign language, they do not learn enough languages to speak and understand. One of the possible reasons for this situation is the widespread use of grammar-based education programs in our country. Concept or word learning is the most basic language learning, and children first learn concepts or words that replace objects. These two studies examined the effect of the picture and exercise-based cognitive stimulation on students with no foreign language background. First, the effect of the German concepts presented as pictures, written and both written and pictures on German and Turkish word recall performance was examined in the research. In this research, each stimulus consisting of 8 concrete objects in total was presented at three-second intervals in a picture, written or both picture and written form. The results of Experiment 1 show that written and both written and visual presentations lead to higher performance in German word recall than visual presentation alone. Besides, both picture and written presentations with pictures lead to higher performance than written presentations in terms of word recall in Turkish or the mother tongue. In Experiment 2, written or both written and pictorial stimuli in German were presented at three-second intervals. After this presentation, half of the participants wrote down the presented stimuli as much as they could remember. The results of Experiment 2 show that in foreign language recall, both written and visual presentations lead to more recall than only written presentations. In addition, those who practiced writing had about 40% higher recall performance than those who did not. These findings are discussed in light of the literature.

Keywords: Recall, Memory, Coding, Picture presentation, Text presentation, Picture and Text presentation, Exercise

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Mantıksal bakımdan 'çelişki'nin gerçekleşme boyutuna ilişkin analiz

Abdullah DURAKOĞLU[1] & İbrahim And UYANIK[2]

Öz

'Çelişki', genel anlamıyla bir şeyin (varlık veya durum) hem kendisi hem de kendisinden başka bir şey olması durumu olarak tanımlanabilir. Varlıklar üzerinde uygulandığında bir varlığın aynı anda hem var olması hem de var olmaması durumu olarak ifade edilebilir. Mantığın temel ilkelerinden biri olan çelişmezlik ilkesine göre bir şey hem A hem de A olmayan olamaz. Bu ilkeden de anlaşılacağı gibi fiziksel evrende çelişkinin ortaya çıkması mümkün değildir. Ancak insanlar günlük hayatta zaman zaman çelişkili varlık ve durumlardan söz etmektedirler. Örneğin sabah namaz kılip akşam alkol alan bir insanın çelişkili davranışlarda bulunduğu düşünülduğünden böyle bir insan genellikle çelişkili olarak nitelendirilmektedir. Oysa bu insan çelişkili değil, tutarsız olarak nitelendirilmelidir. Zira çelişmezlik ilkesi gereğince bu durumların yaşandığının kabul edilmesi kendi içinde başka bir çelişkiyi barındırmaktadır. Yapılan bu çalışmada çelişki kavramı tanımlandıktan sonra çelişkili durum ve ifadelerle örnekler verilmiş, bu kavramla en çok karıştırılan ancak anlamları birbirine yakın olan tutarsızlık, zıtlık gibi diğer kavramlarla mânâları üzerine analizler yapılmıştır. Çalışmanın sonunda çelişkili durum ve varlıklara, ancak mantık, matematik gibi zamanın durduğunun var sayıldığı veya masal, çizgi film gibi gerçeklikle ilişki olmayan sanal ortamlarda yer verilebileceği tespit edilmiştir. Çalışmanın sonunda ayrıca Aristoteles Mantığı çerçevesinde gerçekleşmesi mümkün olmayan çelişkili önermelere örnekler verilerek ulaşılan bu tespit desteklenmiştir.

Anahtar Kelimeler: Çelişki, Mantık, Tutarsızlık

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Analysis of the realization dimension of the logical 'contradiction'

Abdullah DURAKOĞLU[1] & İbrahim And UYANIK[2]

Abstract

'Contradiction' can be defined as the situation in which something (being or problem) is both itself and something other than itself. When applied to assets, it can be expressed as an asset's simultaneous existence and non-existence. According to the principle of non-contradiction, one of the basic principles of logic, something cannot be both A and non-A. As can be understood from this principle, contradiction can't arise in the physical universe. However, people sometimes talk about contradictory entities and situations in daily life. For example, a person who prays in the morning and drinks alcohol in the evening is generally considered to be contradictory. However, this person should be described as inconsistent, not contradictory. Because, following the principle of non-contradiction, the acceptance of these situations contains another contradiction in itself. In this study, after the concept of contradiction was defined, examples of contradictory situations and expressions were given, and analyzes were made on the meanings of other concepts, such as inconsistency and contrast, which are the most confused with this concept but whose meanings are close to each other. At the end of the study, it was determined that contradictory situations and entities can only be included in virtual environments such as logic and mathematics, where time is assumed to stand still, or in virtual environments that are not related to reality, such as fairy tales and cartoons. In conclusion, this finding was supported by examples of contradictory propositions that could not be realized within the framework of Aristotle's Logic.

Keywords: Contradiction, Logic, Inconsistency

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Program haritalama uygulamaları

Gülden GÜNAYDIN[1] & Hülya YILDIZLI[2]

Öz

Bu araştırmanın amacı program haritalamaya ilişkin kavramsal çerçeveyi tanıtmaktır. Program haritalama, bir öğretmenin sınıfta öğrencilere kazandırdıkları içerik ve becerileri kaydettiği takvimsel şablona dayalı bir program planlama sürecidir (Jacobs, 1997). Program Haritalama, iletişim, planlama ve öğretim aracı (Hale,2008) olarak tüm öğretmenlerin kendi programlarını, öğrencilerinin öğrenme deneyimlerini belgeleyerek standartlara uygun, öğrenci verilerine ve okul girişimlerine duyarlı, tutarlı, sürekli bir program oluşturulmasında aktif katılım göstermelerini (Udelhofen,2005), birbirlerinin haritalarını incelemelerini, onlar üzerinde düşünmelerini, yeni fikirleri ve öğretim uygulamalarını özümsemelerini, kendi öğretimlerinde neyin işe yarayıp neyin yaramadığını tartışmalarını, programı değiştirmek ve geliştirmek için yollar aramalarını, kurumun motivasyonu olumlu yönde etkileyen ve işbirlikçi bir okul iklimi yaratarak (Jolly, 2011) profesyonel öğrenme toplulukları oluşturmalarını sağlamaktadır. "Program haritalama nasıl oluşturulur?" sorusu önemlidir. İnternet tabanlı bir haritalama sistemi, bir fare tıklamasıyla tüm eğitim kurumlarının programlarına anında erişim sağlar. Bu nedenle, 21. yüzyılda yapılan program haritalama çalışmalarında internet tabanlı teknolojinin kullanılmasını gerektiği savunulur (Jacobs,2004; Hale, 2008; Udelhofen, 2005). Bundan dolayı şu an dünya üzerinde Chalk, Curriculum Mapper, CurricuPlan, Atlas Rubicon, Toddle, ExamSoft, Sofia Curriculum gibi sistemlerle program haritalama teknolojik ortamlarda yerini bulmuştur.

Anahtar Kelimeler: Eğitim, Program geliştirme, Program haritalama, Program haritalama uygulamaları, Program haritalarının avantajları

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Curriculum mapping applications

Gülden GÜNAYDIN[1] & Hülya YILDIZLI[2]

Abstract

The aim of this research is to introduce the conceptual framework of curriculum mapping. Curriculum mapping is a calendar template-based curriculum planning process in which a teacher records the content and skills that students gain in the classroom (Jacobs, 1997). Curriculum Mapping, as a communication, planning and teaching tool (Hale,2008), allows all teachers to actively participate in the creation of a consistent, continuous curriculum that is in line with standards, sensitive to student data and school initiatives by documenting their own curriculum and students' learning experiences, examining each other's curriculum maps, thinking about them, introducing new ideas. and teaching practices, discuss what works and what doesn't in their teaching, look for ways to change and improve the curriculum, and create professional learning communities by creating a collaborative school climate that positively influences motivation and encourages the institution (Jolly,2011). The question "How to create curriculum mapping?" is important. A web-based mapping system provides instant access to the curricula of all educational institutions with the click of a mouse. For this reason, it is argued Web-based technology should be used in curriculum mapping studies in the 21st century (Jacobs, 2004; Hale, 2008; Udelhofen, 2005). For this reason, curriculum mapping has found its place in technological environments with systems such as Chalk, Curriculum Mapper, CurricuPlan, Atlas Rubicon, Toddler, ExamSoft, Sofia Curriculum in the world.

Keywords: Education, Curriculum development, Curriculum mapping, Curriculum mapping applications, The advantages of curriculum maps

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Mechanisms of implementation of Russian soft power in Georgia and existing challenges

Nana BAKHSOLIANI[1] & Rona PERTIA[2]

Abstract

In the international arena, Russia applies a peculiar mixture of soft power with hard power. This mixture is usually a different form of economic and ideological penetration. For this, the research focuses on Russia and its foreign policy, which is especially active in those states that are considered Russia's spheres of influence and declare a pro-Western foreign policy course.

Russia finds relatively "fertile" soil in the space of the former Soviet Union, where the "unions" of the Soviet era are still alive in a large part of society. In Georgia, characteristics of Russia's soft power appear in the cultural (values) and historical connection with Russia and with western political values against of Russia's so-called "Realpolitik" (power politics).

Along with economics, religious beliefs and cultural memory are among the most effective tools in Russia's soft power arsenal.

Keywords: Soft power, Russia, Economic levers, Orthodoxy, America, European Union

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Paradigms determining the formation of the entrepreneurial potential of Georgia's youth

Natalia TCHANTURIA[1], Bella GODERDZISHVILI[2] & Goga GELITASHVILI[3]

Abstract

In the short term, the real way to solve the problem of unemployment is to promote the development of small and medium-sized enterprises-business entities, which today is the most important direction of economic reforms in Georgia. The effective functioning of these reforms is directly related to the identification, formation and development of entrepreneurial mentality and thinking, and subsequently - entrepreneurial potential among unemployed youth, with the creation of an appropriate educational base and support for entrepreneurship at the state level.

The relevance of this topic is due, firstly, to the activation of this process by the state itself, as a way to solve the problem of increasing unemployment, leading to economic, psychological and social losses - the government loses income as a result of the reduction of taxpayers, as well as in countries such as Georgia, expenses grow even more, since the government has to pay more benefits for the socially needy; secondly, the increased need of the state to regulate the work of an entrepreneur as a profession and create conditions that increase the productivity of their labor; thirdly, arising in the conditions of transition to a mixed economy, the need to take into account entrepreneurship as a factor in the development of productive forces with all the consequences that follow from this; in-fourth, satisfaction of the need for self-realization of the individual, as in useful creative work and recognition by society.

In economically developed countries, entrepreneurship is recognized as the driving force of the economy, and the degree of its development depends on the formation and realization of entrepreneurial potential. For the post-Soviet economic system, studies of entrepreneurial potential are quite new, since in the Soviet period the existence of such an economic category as "entrepreneurial potential" was not recognized.

Keywords: Self-employment, Youth entrepreneurial thinking, Youth entrepreneurial potential

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Redesign of tourist logistics in conditions of Russian invasion in Ukraine

Valeriia Kostynets[1] & Iuliia Kostynets[2]

Abstract

Russia's military invasion in Ukraine represents a downside risk for international tourism. It has exacerbated already high oil prices and transportation costs, increased uncertainty and caused a disruption of travel in Europe. The purpose of this article was to study the issue of redesigning tourist logistics in the context of the Russian invasion in Ukraine. Since the beginning of the full-scale war, some tourist companies have closed down, others have reoriented their activities to volunteering - using their buses to evacuate refugees, engaging connections to organize the purchase of humanitarian aid from abroad. At the beginning of the summer season, tour operators and travel agents faced the question of resuming the main activity. The lack of air connections between Ukraine and traditional tourist resorts has forced the operators of the tourism market to change logistics flows by launching bus connections between Ukrainian cities and such tourist destinations as resorts in Turkey, Greece, Italy, Croatia and a number of other countries, as well as reorientation of charter flight programs with departures from neighboring to Ukraine countries - Poland, Moldova, Baltic countries, etc. Accordingly, the study carried out a simulation of the redesign of tourist logistics in the conditions of a full-scale Russian invasion in Ukraine.

Keywords: Tourism, Tourist logistics, Tourism market, International tourism, Redesign of tourist logistics, Russian invasion in Ukraine

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The professional balance 3D model and state versus quiet quitting in Moldova

Mariana ZUBENSCHI[1]

Abstracts

Nowadays the phenomenon of quiet quitting is a trend that dominates social media and especially Tik Tok widely discussed in the world, where employees no longer want to work outside working hours, focusing on a much more flexible job which would give them the opportunity to detach from work tasks in favour of personal life.

This article examine the psychological valences of professional balance state (which is a representation of the social structure, the way of thinking and the organizational model, where employees play a central role), as well as the psychosocial components and particularities of well-being in the professional plan, through the prism of the person's socio-cognitive models in the context of the factors affecting professional choice and behavior and the general model of multiple association between commitments, identities, antecedents and professional results. Consequently, in this research was determined that career anchors are a resource, role, or construct because they positively correlate with professional balance state of the employee and provide internal balance to self-concept. These aspects review the professional relationship quality between profile specialists and their clients (student, patient and / or client).

The advanced organizational approach is dedicated to the new psychosocial model named "Professional balance" and consists in the possibility of using the quasi-experimental results of intervention program "Anchoring the professional balance state", as the most adapted to the social reality nowadays, on the dimensions aimed at the personal and professional development of the employees in the most professional burnt fields as medicine, education and social work. Ensuring the state of professional balance would be a last-minute solution helping employees to enjoy their life.

Keywords: Professional balance model, Axes of professional balance state, Quiet quitting

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The effect of tourism foreign direct investment on economic growth (The case of Georgia)

Tinatin ZHORZHOLIANI[1]

Abstract

The study aims to investigate the influence of tourism foreign direct investment on economic growth in the case of Georgia for the period 2010-2021. The study attempts to answer the question: "Whether foreign direct investment flowing into the Georgian tourism sector has served to enhance economic growth?" Using the statistical data, a dynamic vector error correction model, and catering for dynamism, the results show that tourism FDI has indeed contributed to fostering economic growth. The paper findings confirm the majority of modern literature and demonstrate a positive relationship between tourism development and economic growth, thus supporting the tourism-led growth hypothesis in Georgia.

Keywords: Foreign direct investment (FDI), Economic growth, Vector Error Correction Model (VECM), Tourism sector, Gross domestic product (GDP).

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Business financing forms (in the case of Georgia)

Guguli TURMANIDZE[1]

Abstract

This study investigates the Business Financing Forms in Georgia. The aim is to highlight the most important channels through which the Business Financing Forms makes a significant and exceptional impact on the economic development of the Georgia. The study is based on a theoretical approach found in academic literature. Based on research conducted, it has been found that multinational corporations are the best example of how much business funding can be given to development. The main goal of the research is to identify shortcomings in the use of funding forms in Georgia and to use the experience of different countries to eliminate them. By researching business support programs or in general financial activities in Georgia, we have identified access to funding for various business entities. At the same time, we have made a deep analysis of how real opportunities are available for business development. The overall conclusion is that there is a need to share, generalize and reflect on the steps/experiences taken by Europe and the United States in Georgian reality, which will have the potential of a country locally or internationally.

Keyword: Bank, Financing, Invest, Capital.

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The impact of foreign direct investment on the growth in labour productivity (in the case of Georgia's domestic firms)

Tinatin ZHORZHOLIANI[1] & Bondo GASVIANI[2]

Abstract

The article deals with the impact of foreign direct investment on the growth in labour productivity. Foreign direct investment has been considered a very important factor in the Georgia's economy. The analysis of Georgia's recent trends and characteristics of industry indicates that FDI inflow in Georgia has risen substantially with the increasing growth of the country in general. Although FDI has drawn a great deal of concern from economic researchers in Georgia, studies on the impacts of FDI on Georgia's economy, especially the technological spillovers, are still very scarce compared with other countries. This study makes an attempt to determine the main channels and estimate the degree of spillover effects in Georgia using industry level data for the 2010-2021 periods. The study results provide information that the linkage between foreign investors and domestic private sectors is found to play an important role for technological spillovers from foreign direct investment in Georgia.

Keywords: Foreign direct investment, Economic Development, Domestic Private Sector, Labour Productivity, Technological Spillover

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Maritime medical services in Georgia

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Abstract

The present study aims to study marine medical services. In this article we have tried to analyze the current situation in the marine healthcare industry. Methodological research uses observation, description and survey (questionnaire) methods. The results show that there is no unified database of seafarers' health records; no post-employment medical visits for seafarers are conducted after the end of the employment contract; Doctors are not actively involved in health promotion programs for sailors and their families, promoting a healthy lifestyle, and raising health awareness; There is no single matrix for the continuous professional development of medical staff; Exchange of information on physicians' review and conclusion of complex and complex medical cases. The present paper aims to establish a systematic structure / service for the delivery of maritime medical services. The recommendations we offer will support improving the effectiveness of seafarers' health through organizational improvement and increasing competitiveness in the maritime labor market.

Keywords: Marine health, Tele health, PEME Clinics, Healthcare industry.

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Benlik saygısının akademik erteleme davranışına etkisinde sosyal medya bağımlılığının aracılık rolü

Seda KIZIL[1]

Öz

Günümüzde internetin yaygın kullanımıyla birlikte sosyal medya araçlarını kullanmaya olan ilginin de arttığı görülmektedir. Artan bu ilgi sebebiyle sosyal medya araçlarını sürekli kullanma yönünde kendilerini kontrol edememe sorunu yaşayan bireyler sosyal medyaya bağımlı hale gelmektedirler. Sosyal medyaya olan bağımlılık ise bireylerin olumsuz bir takım durumlar ile karşı karşıya kalmalarına sebep olabilecektir. Özellikle genç nüfusun sosyal medyayı daha etkili kullandığı göz önünde bulundurulduğunda sosyal medyaya bağımlı olma durumunun akademik görevlerin geciktirilmesi olarak tanımlanan akademik erteleme davranışı üzerinde etkili olabileceği ifade edilebilir. Dolayısıyla genç nüfusun sosyal medya bağımlısı olma ve beraberinde akademik erteleme davranışı gösterme sorununu bireyin kendini değerli görüp görmemesini ifade eden benlik saygısının etkileyebileceği düşünülmektedir. Bu bağlamda çalışmanın amacı, benlik saygısının akademik erteleme davranışı üzerinde etkisinde sosyal medya bağımlılığının aracı rolünü incelemektir. Çalışmada, 2021-2022 eğitim öğretim yılında Bayburt Üniversitesi'nde öğrenim gören 686 öğrenciden anket tekniği ile veri toplanmıştır. Çalışmaya konu olan değişkenler arasındaki ilişkileri incelemek amacıyla oluşturulan model yapısal eşitlik modeli ile test edilmiştir. Analiz sonuçları; benlik saygısının sosyal medya bağımlılığı ve akademik erteleme davranışı ile negatif yönlü ve sosyal medya bağımlılığının akademik erteleme davranışı ile negatif yönlü ilişkili olduğunu, ayrıca benlik saygısı ile akademik erteleme davranışı arasındaki ilişkide sosyal medya bağımlılığının kısmi aracılık rolü üstlendiğini göstermiştir.

Anahtar kelimeler: Benlik saygısı, Sosyal medya bağımlılığı, Akademik erteleme davranışı

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The mediating role of social media addiction in the effect of self-esteem on academic procrastination behavior

Seda KIZIL[1]

Abstract

Today, with the widespread use of the internet, it is seen that the interest in using social media tools has increased. Due to this increasing interest, individuals who have the problem of not being able to control themselves in the direction of using social media tools become addicted to social media. Addiction to social media may cause individuals to face a number of negative situations. Considering that especially the young population uses social media more effectively, it can be stated that being addicted to social media may have an impact on academic procrastination, which is defined as delaying academic tasks. Therefore, it is thought that self-esteem, which expresses whether the individual considers herself valuable or not, may affect the problem of the young population being social media addicted and showing academic procrastination. In this context, the aim of the study is to examine the mediating role of social media addiction in the effect of self-esteem on academic procrastination behavior. In the study, data were collected from 686 students studying at Bayburt University in the 2021-2022 academic year by questionnaire technique. The model created to examine the relationships between the variables in the study was tested with the structural equation model. The results of the analysis showed that self-esteem was negatively related to social media addiction and academic procrastination behavior and social media addiction was negatively related to academic procrastination, and social media addiction had a partial mediating role in the relationship between self-esteem and academic procrastination behavior.

Keywords: Self-esteem, Social media addiction, Academic procrastination behavior

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An exploration of history's rhizomatic maze in Jeanette Winterson's *Oranges Are Not the Only Fruit*

Arzu Büşra KUMBAROĞLU[1]

Abstract

Some postmodern novels might invite their reader to a paranoid reading while their actual intention is to show the unlikeliness of an ultimate interpretation of the meaning of history. Jeanette Winterson's *Oranges Are Not the Only Fruit* (1985) seems to fall in line with such an intention. The novel fundamentally features the autodiegetic narrator Jeanette's telling of her own history. Yet, as the narrative unfolds, it presents a rhizomatic maze with the narrator's convoluted narrative structure and inclusion of varying views on the fruit of orange. This paper analyzes the novel's narrative in line with the French philosophers Gilles Deleuze's and Pierre-Félix Guattari's ideas on the notion of rhizome in *A Thousand Plateaus: Capitalism and Schizophrenia*. Deleuze and Guattari's book expands upon the notion of rhizome with the principles of connection, heterogeneity, multiplicity, a-signifying rupture, cartography and decalomania which gain their inspiration from the dispersed outlook of a rhizome plant that begins its convoluted movements in the middle with no certain direction towards any particular ending. Within the framework of the mentioned principles, this paper advertently reads the work in a paranoid manner by designating the changing ideas on the fruit of orange as its narrative milestones. This way, it construes how Winterson's postmodern novel inquires the notion of history. Ultimately, the study demonstrates that the rhizomatic maze of Jeanette's narrative challenges the possibility of a single meaning of history by subverting the possibility of univocality and irrevocability in its nature.

Keywords: Postmodern, Narrative structure, History, Rhizome, Gilles Deleuze, Pierre-Félix Guattari, Jeanette Winterson

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3-6 yaş grubu çocuklarına yönelik çizgi filmlerin çocuk hakları açısından incelenmesi[1]

Fatma Nur TONKUL[2] & Nihan KORAN[3]

Öz

Teknolojik gelişmeler ve son dönemde yaşanan pandemi süreci, çocuğun kitle iletişim araçları ile etkileşimini daha da arttırmaktadır. Bu durum, çocuğun haklarını kitle iletişim araçlarıyla öğrenmesini sağlamaktadır. Bu öğrenme, 3-6 yaş grubu için kitle iletişim araçlarından biri olan televizyon ile mümkündür. Çocukların bu dönemde televizyonu daha fazla kullandıklarını görülmektedir. Çocukların televizyonu kullanmasının temel neden televizyonda yayınlan çizgi filmlerdir. Çizgi filmler çocuklar için hem eğlence hem de eğitim aracı niteliğindedir. Çizgi filmlerin 3-6 yaş grubu için bu kadar önemli olması hakların çizgi film aracılığıyla öğrenilmesini de sağlamaktadır. Çocukların beyin gelişimlerinin bu dönemde beyin gelişiminin çok hızlı olması, çizgi filmler aracılığıyla verilmek istenen her mesajı doğrudan aldıklarını göstermektedir. Bu nedenle çizgi filmlerde yer alan çocuk haklarına yönelik sözel içeriklerin incelenmesi son derece önemlidir.

Bu çalışma, 3-6 yaş grubu çocukların en çok izledikleri çizgi filmlerde, Çocuk Haklarına nasıl yer verildiğini belirlemeyi amaçlanmaktadır. Çalışmada durum çalışması deseni kullanılmıştır. Çalışmanın örneklemini; TRT çocuk kanalının, ocak 2021 yılında yayınlamış olduğu 3 çizgi film izlenmiştir. Bu 3 çizgi filmler içerisinde en çok bölümü olan Elif ve arkadaşları çizgi filminden 12 bölüm ve eşit eşit bölümleri olan Akıllı Tavşan Momo ve Niloya çizgi filmlerinden 8'er bölüm izlenerek örneklem oluşturulmuştur. Çizgi filmlerin incelenmesinde doküman incelemesi yöntemi kullanılmıştır. Verilerin analizinde, çizgi filmleri analiz etmek amacıyla betimsel analiz yöntemi kullanılmıştır. Araştırmada elde edilen bulgulara göre, incelenen çizgi filmlerde çocuk, yetişkin ve hayvan karakterlerinin olduğu ve bu karakterlerin kadın ve erkek cinsiyetine göre ayrıldığı belirlenmiştir. Çizgi filmlerde yetişkin ile çocuk arasında geçen diyaloglarda yetişkin karakterlerin ifadelerine daha fazla yer verildiği belirlenmiştir. Çizgi filmlerde Çocuk Haklarının olumlu kullanımına olumsuz kullanımından daha fazla yer verildiği belirlenmiştir. Hak kategorisine bakıldığında incelenen çizgi filmlerde en çok Katılım Haklarına yönelik ifadeler yer verildiği ardından Yaşamsal, Gelişimsel ve Korunma Haklarına yönelik ifadeler yer verildiği belirlenmiştir.

Anahtar Kelimeler: Çocuk, Çizgi filmler, Çocuk hakları

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Investigation of cartoons for 3-6 age group children in terms of children's rights[1]

Fatma Nur TONKUL[2] & Nihan KORAN[3]

Abstract

Technological developments and the recent pandemic process further increase the child's interaction with mass media. This enables the child to learn about their rights through mass media. This learning is possible with television, which is one of the mass media for the 3-6 age group. It is seen that children use television more in this period. The main reason why television is used by children is the cartoons broadcast on television channels. Cartoons are both entertainment and educational tools for children. The fact that cartoons are so important for the 3-6 age group also ensures that rights are learned through cartoons. The fact that children's brain development is like a sponge in this period, it shows that they directly receive every message that is wanted to be given through cartoons. For this reason, it is of great importance to examine the verbal content of cartoons in accordance with children's rights.

This study, aims to determine how children aged 3-6 include Children's Rights in the cartoons they watch the most. The case study design was used in this study. The sample of the study; It consists of 3 cartoons published by TRT children's channel in this January. A sample was created by watching 12 episodes from the cartoon Elif and her friends, which has the most episodes among these 3 cartoons, and 8 episodes each from the Smart Rabbit Momo and Niloya cartoons, which have equal parts. The document analysis method was used in the analysis of cartoons. In the analysis of the data, the descriptive analysis method was used to analyze the cartoons. According to the acquired knowledge from this research, there were child, adult and animal characters in the examined cartoons, and these characters werw separated aspect male and female gender as well. It has been determined that the expressions of adult characters are given more place in the dialogues between adults and children in cartoons. It has been determined that the positive use of Children's Rights is given more place in the cartoons than the negative use. When looking at the category of rights, it was determined that the cartoons examined mostly included the expressions about The Right to Participation, followed by the expressions about, The Right to Survival, The Right to Developmental, and The Right to Protection Rights.

Keywords: Child, Cartoons, Children's rights

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Particular aspects of criminal offender

Laurențiu-Mihai SĂBĂREANU[1] & Victoria GONTA[2]

Abstract

Human personality is, directly or indirectly, the subject of intersection of many scientific disciplines and, in particular, forensic disciplines. In our approach, we started from the statement that a virtual criminal lives in every individual. In our research methodology, we used the following validated psychological instruments: the Psychosis, Neurosis, Psychopathy Questionnaire-PNP (form b), the Schmieschek Accented Personality Questionnaire and the California Personality Inventory (C.P.I.). They were administered on an experimental group of 30 subjects in detention in the custody of a penitentiary in Romania, non-recidivists, and on a control group of 30 subjects in the custody of the same penitentiary, recidivists, aiming to highlight the predominant psychological type, traits of personality accentuated compared to the average of the population and their correlation. Interpreting the results obtained from the three questionnaires, on the group of criminal delinquents, a certain tendency towards emphasizing some personality traits and some behavioral manifestations that present the criminal as an "accented personality" as it emerged from the qualitative interpretation was noted of the research results. Summarizing, it can be noted that there are areas where the two actors of our research are similar, where the scores are quite close, both for career soldiers and for criminal offenders, who carried out their activity in an institution of the type "closed", according to clear rules and hierarchies, with coercive measures and which highlight that the accentuation of personality traits occurred against the background of a certain "type" of personality, under the influence of the family in particular and society in general.

Keywords: Delinquent, Recidivist, Personality, Non-recidist, Personality traits

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Felsefi konuşma

Mehmet Ali DOMBAYCI[1]

Öz

Felsefe etkinliği dil eylemlerinden geçer. Dil eylemlerini kabaca dört başlıkta toplamak mümkündür; düşünme, okuma, yazma ve konuşma. Sözü geçen dil eylemleri pek çok disiplinle ilişki olmasına rağmen felsefede özel anlam ve yerleri vardır. Kimi kavramlar hem pek çok kavramın anlaşılmasını sağlayan üst bir kavram olarak kullanılırken, hem de şemsiyesinin altında barındırdığı pek çok türden biridir. Konuşma da bu türden bir kavramdır. Konuşma bir tür sözlü bildirimdir. Pek çok konuşma türünden söz edilebilir. Bunlardan bazıları diyalog, münazara, münakaşa söylem vb. Konuşmanın tek yönlü ya da çift yönlü olması, işbirlikçi veya rekabetçi olması, odağındaki problemin ele alınışı, ortamı ve daha pek çok parametre onun niteliğini etkiler. Konuşmanın felsefileşmesi ise sözü edilen bu parametrelerin onun felsefi düşünmenin özellikleri bakımından özelleştirilmesi anlamına gelir. Bu çalışmada konuşmanın felsefe bakımından irdelenerek felsefi konuşmanın niteliklerinin belirlenmesi amaçlanmaktadır. Böylelikle çalışmanın gerek yüksek öğretimde gerekse ilk ve ortaöğretimde gerçekleşen felsefe eğitimi ve öğretimine rehberlik edeceği düşünülmektedir.

Anahtar Kelimeler: Felsefi konuşma, Diyalog, Felsefe eğitimi, Dil eylemleri

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Speaking as a philosophical act

Mehmet Ali DOMBAYCI[1]

Abstract

Philosophical activity goes through linguistic actions. It is likely to categorize linguistic action in roughly four headings: thinking, reading, writing, and speaking. Even though the linguistic actions in question are related to a great many disciplines, it has a special meaning and place in philosophy. While some concepts are both used as the upper concepts allowing many concepts to be comprehended, and they are one of a great many kinds hold under the umbrella. Speaking is one of these types. Speaking is a kind of verbal statement. It is likely to mention about a lot of speaking types. Some of them are discourse, dialogue, diatribe, debate, etc. The fact that speaking is one way or two/or more way, it is collaborative or competitive, how to deal with the problem in its focal point, its setting and many other parameters affect its quality. Making a speech philosophical means that it is privatized in terms of the features of philosophical thinking. In the current study, it is aimed to investigate speaking in philosophical senses and to determine the qualities of philosophical speaking. In this way, it is believed that it will guide to philosophical education and teaching given both in higher education and secondary education.

Keywords: Philosophical speaking, Dialogue, Philosophy education, Linguistic actions

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Dört katlı düşünme modelinde eleştirel düşünme

Hasan BACANLI[1] & Mehmet Ali DOMBAYCI[2]

Öz

Düşünme eğitimi konusunda ilk akla gelen isim Mathew Lipman'dır. Çocuklar İçin Felsefe (P4C) anlayışını geliştiren Lipman bu anlayışın sağlam bir felsefi dayanağının olmasına özen göstermiştir. Lipman'ın doğru düşünme biçimlerinin (eleştirel, yaratıcı ve özenli) umutlu düşünme ile tamamlaması şeklinde öne sürülen Dört Katlı Düşünme Modeli (DKDM) aynı zamanda bu düşünme biçimlerinin işlevsel bir şekilde yeniden tanımlanmasını da öngörmektedir. Düşünme biçimlerini bilişsel - duyuşsal ve yakınsak - ıraksak boyutlarında değerlendiren DKDM'ye göre eleştirel düşünmenin ortaya konması bu çalışmanın temel amacını oluşturmaktadır. DKDM'ye göre bilişsel ve yakınsak bir düşünme biçimi olan eleştirel düşünme, adından da anlaşıldığı gibi düşünmeyi elekten geçirme süreci olarak kavramsallaştırılmıştır. Bu süreç kararsızlık türlerinin ve eldeki bilgilerin belirlenmesi ile başlamakta, eleştirinin dayanacağı (kullanacağı) ölçütün belirlenmesi, değerlendirme ve yargılama aşamaları ile tamamlanmaktadır. Bu çalışmada her aşama ayrıntılandırılarak ele alınmaktadır. Kararsızlık aşamasında kararsızlık türleri belirlenmekte, ölçüt belirleme aşamasında ölçütün sahip olması gereken özellikler sıralanmakta, değerlendirme aşamasında değerlendirme türleri verilmekte, yargılama aşamasında ise yargılama sürecinin şartları ve yargının taşınması gereken özellikler ele alınmaktadır. Böylelikle DKDM'ye göre eleştirel düşünme, düşünme eğitimi alanında kullanılabilir bir hale getirilmektedir. Bu çalışma diğer düşünme türlerinin (yaratıcı, özenli, umutlu) ayrıntılandırılması ile devam edecek olan bir dizinin ilk çalışması niteliğindedir.

Anahtar Kelimeler: Dört Katlı Düşünme Modeli, Düşünme eğitimi, Eleştirel düşünme

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Critical thinking in quadrable thinking model

Hasan BACANLI[1], Mehmet Ali DOMBAYCI[2]

Abstract

The first person to mention in thinking education is Mathew Lipman. Developing the sense of Philosophy for Children (P4C), Lipman paid attention to the fact that this sense has a strong philosophical base. Quadrable Thinking Model (QTM) put forward as the complementation of true thinking styles (critical, creative and caring) with hopeful thinking, also envisages the definition of these thinking ways as a functional way. According to QTM evaluating thinking styles in cognitive - affective and convergent - divergent, revealing the critical thinking comprises the basis of the current study. According to QTM, critical thinking, which is a type of cognitive and convergent thinking, has conceptualized thinking as the process of straining thinking, as is given in its name. This process starts with the definition of indecisiveness types and what is in hand and is completed with the definition of the criteria upon which criticising is based, and with the stages of evaluation and judgement. In the current study, each stage is detailed. Indecisiveness types are determined at the stage of indecisiveness, the features which a criterion should have are ordered at the stage of criterion determination, evaluation types are given at the stage of evaluation, and the conditions of judgement process and the features that judgement should bear are given at the stage of judgement. In this way, critical thinking according to QTM is made to be used in the field of thinking education. The current study is the first study of a series that will be carried on by detailing other thinking types (creative, caring, hopeful).

Keywords: Quadrable Thinking Model, Thinking education, Critical thinking

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3-6 yaş çocuk kitaplarında aile türleri ve aile üyeleri rollerinin incelenmesi[1]

Kader AÇAN[2] & Nihan KORAN[3]

Öz

Bu araştırmanın genel amacı, resimli çocuk kitaplarında yer verilen aile türlerini saptamak ve bu aile türlerindeki anne baba rollerinin yazar tarafından nasıl ele alındığı sorusuna yanıt aramaktır. Bu araştırmanın evrenini KKTC’de kitabevlerinde okul öncesi 3-6 yaş grubuna yönelik satılan “en çok satan” listesindeki çocuk kitapları oluşturmaktadır. Araştırmanın örneklemini; KKTC kitabevlerinde 3-6 yaş grubu yayınlanan çocuk kitaplarında, araştırmacı tarafından Ölçüt (Kriter) Örnekleme yöntemiyle seçilmiş toplam 97 çocuk kitabından 35 çocuk kitabı oluşturmuştur. Çalışmada veri toplama aracı olarak aile türleri ve aile üyeleri rolleri ile ilgili alanyazın taranarak betimsel analiz yöntemi kullanılmıştır.

Araştırmanın sonucunda 3-6 yaş çocuklar için yayınlanmış resimli çocuk kitaplarındaki aile türleri ve aile üyeleri rolleri kategorileri bulunuyorsa “1”, bulunmuyorsa “0” olarak sunulmuş, araştırmada elde edilen bulgular sonucunda, incelenen resimli çocuk kitaplarında çoğunluğun çekirdek aileden oluştuğu, geniş ailenin değişen toplumsal yapı nedeni ile azaldığı saptanmıştır. Resimli çocuk kitaplarında eşitlikçi ve anaerkil bir yapı olduğu tespit edilmiştir. Resimli çocuk kitaplarında tek ebeveynli aile türü sayısının fazla olduğu görülmüştür. Resimli çocuk kitaplarında aile üyeleri tasvirinin bulunma durumuna göre çoğunlukla aile üyelerinin insan ve hayvan karakterlerinde tasvir edildiğine, bitki ve taşıt karakterlerinin tasvirine hiç rastlanmamıştır. Resimli çocuk kitaplarında aile üyelerinin bulunma durumuna göre kitaplarda en çok anne, baba ve çocuk üyelerine rastlandığı görülürken diğer aile üyelerine neredeyse hiç rastlanmamıştır. Resimli çocuk kitaplarında geleneksel anne rolü ifadelerine daha fazla yer verildiği tespit edilmiştir. Resimli çocuk kitaplarında geleneksel baba ve çizgi dışı baba rolü ifade sayısı eşit oranda çıkmıştır. Resimli çocuk kitaplarında kadınların çalışma hayatı kısıtlı tutulmuş, meslek/çalışma durumları neredeyse hiç belirtilmemiştir.

Anahtar Kelimeler: Çocuk, Çocuk kitapları, Aile türleri, Aile üyeleri rolleri

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Examination of family types and roles of family members in 3-6 years old children's books[1]

Kader AÇAN[2] & Nihan KORAN[3]

Abstract

The main purpose of this study is to determine the types of families and the roles of parents in children's books by the author. The population of this research consists of children's books on the "best selling" list in bookstores for the preschool 3-6 age group in TRNC. The sample of the study was formed with 35 children's books selected by the researcher by random sampling method from 97 children's books for the 3-6 age group in TRNC bookstores.

The descriptive analysis method was used and the literature on family types and roles of family members were reviewed in the study. In picture books prepared for children aged 3-6, presence of family types and roles of family members is presented as "1" and absence as "0". The results of the study states that the majority of the picture books examined consists of nuclear families, and the extended family type decreased due to the changing structure of society. Contrary to today's parent roles, an egalitarian and matriarchal structure is shown in picture books. It has been observed that the number of single-parent family types is high in picture books. According to the presence of family members in picture books, mostly family members are depicted as human and animal characters, and no depictions of plant and vehicle characters have been encountered. According to the presence of family members in picture books, it was seen that the mother, father and child members were mostly found in the books while other family members were almost never found. It has been determined that traditional mother role expressions are given more place in picture books. The number of expressions of traditional father and unconventional father role in picture books was equal. In the picture books, women's working life is limited and their occupation/working status is almost never mentioned.

Keywords: Child, Children's books, Family types and roles

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The great power space race: Comparing US, Russian and Chinese nation-state identities within space exploration

Justin GIBBINS[1]

ABSTRACT

For centuries, great power rivalry was earthbound. Ever since the 1957 launch of the artificial satellite Sputnik, speculation has piqued over how international relations practices such as anarchy, sovereignty, cooperation and conflict might play out in space and what this means for state interactions. One IR theoretical approach, constructivism, harbours identity as a core driver in state behaviour. What states do is a reflection of who they are. This is particularly pertinent in relation to great powers who are bigger shapers of international relations. Utilizing discourse analysis, this presentation provides a preliminary examination of official space agency statements from the US, Russia, and China in order to offer a comparative study of how space exploration reflects the identities of such major space powers.

Keywords: Space exploration, Nation-state identities, United States, Russia, China

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Eleştirel ve feminist pedagojinin ortak yönleri ve feminist pedagojinin uygulanabilirliği

İlksen ÜSTÜNDAĞ YILDIRIM[1]

Öz

Eleştirel pedagoji, dayandığı kuramsal düşünce ve tarihçesinin etkisiyle önemi; ilgili araştırmalar aracılığıyla da vadettiği özgürleşmeye katkısı kabul edilmiş ve literatürdeki yeri her geçen gün daha da genişleyen bir süreç, yaklaşım veya disiplin olarak gündemdedir. Tüm bu nitelikleri bakımından bu yaklaşımın aynı zamanda başka pedagojileri beslediği de bilinmektedir. Bununla birlikte 1960'lı yılların sonuna doğru, feminist kuram ile temellendirilen ve kadın hareketinin etkisiyle ortaya çıkan feminist pedagoji ise çok da kısa olmayan geçmişi ve eleştirel pedagojiyle birçok ortak noktasına rağmen ismine yönelik önyargılardan halen tamamıyla uzaklaşmış değildir. Bununla ilişkili biçimde de Türkçe literatürde kendine ancak son yıllarda yer bulabildiği görülmektedir. Bu çalışmada feminist pedagojinin başta eleştirel pedagoji olmak üzere beslendiği diğer kaynaklarla, Freire'nin 'Ezilenlerin Pedagojisi' ve Hooks'un 'Katılımcı Pedagojisi' ile ortak yönleri vurgulanacaktır. Böylece söz konusu ortak yönlere rağmen feminist pedagojinin neden sadece cinsiyete ilişkin çalışma veya dersliklerde tercih edilebilirmiş gibi görüldüğü sorusuna yanıt aranacaktır. Bu noktada amaç, araştırmacıları feminist pedagojiye ilişkin daha fazla uygulamalı çalışma yapmaya yönlendirmek ve bu pedagojinin daha çok sayıda dersliğe ulaşmasına katkıda bulunmaktır. Sonuca doğru feminist pedagojiye bu katkıyı sağlayacak en önemli özelliklerden birinin feminizmin kesişimselliği olduğu görülmüştür. Bu özelliği sayesinde feminist pedagoji de farklı dönem ve dersliklerde her seferinde yeniden konumlandırılabilir ve uygulanabilir niteliğe sahip olarak değerlendirilmektedir.

Anahtar Kelimeler: Eleştirel pedagoji, Feminist pedagoji, Kesişimsel feminizm

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Common aspects of critical and feminist pedagogy and applicability of feminist pedagogy

İlksen ÜSTÜNDAĞ YILDIRIM[1]

Abstract

Critical pedagogy is under the spotlight as a process, approach, or discipline, its importance, with the influence of theoretical thinking and history it is based on, and its contribution to the liberation it promises through relevant research has been recognized and its place in the literature expands with each passing day. Concerning all these features, this approach is also known to feed other pedagogies. In addition, feminist pedagogy that is grounded in feminist theory and that emerged with the influence of the women's movement, on the other hand, is still not wholly estranged from the prejudices against its title, despite its not-too-short history and numerous common aspects with the critical pedagogy. In relation to that, it seems that feminist pedagogy has been able to find a place in Turkish literature only in recent years. This study emphasizes the common aspects of feminist pedagogy with other resources especially critical pedagogy and with the aspects of Freire's 'Pedagogy of the Oppressed' and Hooks' 'Engaged Pedagogy'. In this way, the answer to the question of why feminist pedagogy appears preferable merely for studies or classes on gender, despite the mentioned common aspects, will be sought. At this point, the purpose is to encourage researchers to conduct more applied studies on feminist pedagogy and to contribute to this pedagogy's ability to reach more classes. As we get closer to the conclusion, one of the most important features that will make this contribution to feminist pedagogy is the intersectionality of feminism. Thanks to this feature, feminist pedagogy can be re-positioned every time in different terms and at different classes and is considered as applicable.

Keywords: Critical pedagogy, Feminist pedagogy, Intersectional feminism

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Çocuk kültürünün oyun zaman ve mekân bağlamında kuşaklararası değişiminin incelenmesi

Manolya DURMUŞ[1] & Eda YAZGIN[2]

Öz

Çocuk kültürü birçok bağlamı içerisinde bulunduran bir olgudur. Toplumların ve kültürlerin içerisindeki her bir değişken, çocuk kültürü ile doğrudan etkileşim içerisinde. Çocuk kültürünün temelinde olan oyunlar ve oyuncaklar hem toplumu hem de kültürü etkilemekte, aynı zamanda toplum ve kültürden de etkilenmektedir. Bu anlamıyla oyunlar ve oyuncaklar kültür ve çocuk arasında bir araç rolündedir. Mekanlar ise çocuklarda iz bırakmakta, oyunları şekillendirmekte, çocuğu tüm gelişim alanlarında doğrudan etkilemekte dolayısıyla da çocuk kültüründe bir başka bileşeni oluşturmaktadır. Çocuğa dair zamanla değişen diğer olgular ise doğrudan ya da dolaylı olarak etki yaratmaktadır. Bu araştırmada Kuzey Kıbrıs'ta çocuk kültürü; oyun, oyuncak, mekan, çocukluk imgesi ve zamanla değişen değerler, başta ekonomi olmak üzere, zamanla değişen olanaklar açısından incelenmiştir. Araştırma nitel araştırma yöntemiyle yürütülmüş, araştırma deseni olarak kültür analizi (etnografi) kullanılmıştır. Kuzey Kıbrıs Türk Cumhuriyeti'nde yürütülmüş bu araştırmada araştırma grubunu, Girne, Güzelyurt, Lefke, Lefkoşa, Gazimağusa, İskele ve Karpaz ilçelerinde yaşayan 80-61, 60-41 ve 20-40 yaş aralığındaki üç farklı kuşak oluşturmaktadır. Her bölgeyi temsilen, her kuşaktan en az 1, en fazla 3 kişi seçilerek toplam 58 kişi ile görüşme yapılmıştır. Ses kayıt cihazı ile kaydedilen görüşmeler, içerik analizi tekniği ile analiz edilmiştir. Araştırmanın sonucunda, kuşaklararası oyunun, oyun materyalinin, mekanların, kültürel değerlerin, olanakların ve çocukluk imgesinin değişime uğradığı görülmüştür. Geçmişten günümüze doğru, geleneksel oyunlarda azalma olduğu, teknolojinin oyunlara yansımalarının arttığı, oyun materyallerinde doğal ve el yapımı materyal tercihinin yapay ve fabrikasyon materyallere doğru değiştiği görülmüştür. Ayrıca mekanlarda açık alan tercihlerinden kapalı alan tercihlerine doğru değişim olduğu görülmüş ve kültürel değerlerde olumsuz yönde değişim olduğu saptanmıştır. Araştırma sonuçlarına göre, geçmişten günümüze bir başka değişim ise başta ekonomi olmak üzere, uyaran çeşitliliği bakımından da olanakların zamana bağlı olarak arttığı, çocukluğa bakışın olumlu yönde değiştiği yönündedir.

Anahtar Kelimeler: Oyun, oyuncak, kültür, çocuk kültürü, oyun mekanları, kuşaklararası değişim.

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Investigation of intergenerational change of child culture in the context of play time and space

Manolya DURMUŞ[1] & Eda YAZGIN[2]

Abstract

Child culture is a phenomenon which encloses several contexts. Any factor in societies and cultures is directly involved in an interaction with child culture. While play and toys that underlie child culture affect both society and culture, they are also affected by society and culture. Regarding this assessment, play and toys play the role of a tool between culture and child. On the other hand, places impress children, shape the play, and influence a child in all zones of development. Therefore, places constitute a different component in child culture. Other contexts that change in time, about a child, produce an effect directly or indirectly. In this research, child culture in Northern Cyprus is analyzed in terms of play, toy, place, childhood image and values which change in process of time, particularly economy, opportunities which change in process of time. The research is conducted in qualitative research method and cultural analysis (ethnography) is used as cultural design. That the research is carried out in Turkish Republic of Northern Cyprus, the study group is consisted of three different generations in the age of 80-61, 60-41, and 20-40, who live in Girne, Güzelyurt, Lefke, Lefkoşa, Gazimağusa, Iskele, and Karpaz. By choosing minimum 1-maximum 3 people from each generation to represent each region, 58 people are interviewed. Meetings recorded with tape recorder are analyzed in content analysis technique. In the end of research, it is found out that intergenerational play, playmaterials, places, cultural values, opportunities, and childhood image have changed. From past to present, it is observed that there is reduction in traditional play, that there is increment of technology's effect on play, and that natural and handmade materials have been replaced by artificial and produced materials. Besides, it is seen that preferences change from open areas toward indoor areas, and it is detected that cultural values have altered negatively. According to research results, further change is that, especially economy, opportunities have also increased as regarding diversity of stimulus depending upon the time and the way how people see childhood has changed positively.

Keywords: Play, Toy, Culture, Play settings, Intergenerational change

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Behice BORAN'a göre ekonomi ve toplumsal yapı arasındaki ilişki kapsamında ekonomi-aile ilişkisi ve kadının statüsü

Esra BAL ESEN[1]

Öz

Bu çalışmada nitel araştırma yöntemi kullanılmıştır. Çalışmada veri toplama aracı olarak doküman incelemesi yapılmış olup, doküman incelemesiyle elde edilen veriler içerik analizi yoluyla incelenmiştir. Bu kapsamda Behice Boran'ın kendi eserleri olan birincil kaynaklar ile onunla ilgili yapılmış diğer çalışmalardan faydalanılmıştır.

Behice Boran'a göre ekonomi, toplumsal yapı içerisinde en temel unsurdur. Boran, ekonomi ve coğrafi konumun toplumsal yapıya ve kurumlara etkilerini incelemiştir. Ona göre iktisadi faaliyetlerin organizasyonunda iş bölümüne ve aile içi ilişkilere cinsiyet açısından baktığımızda, kadının her açıdan ikincil konumda olduğu görülmektedir. İş bölümünde kadının faaliyetleri incelendiğinde, kadını aile içine ve köye hapseden bir vaziyet göze çarpmaktadır. Boran'a göre, aile içinde bütün üretim ilişkilerini ve mülkiyeti kontrol erkeğin egemenliğindedir. Yasalarla oluşturulan düzen gereği kadın, miras paylaşımından hakkını alsada dahi, köyün kendine has kuralları içerisinde sahip olduğu mülkün işletmesini erkek (kocası, oğlu) üstlenmektedir. Behice Boran kadın ve erkek arasındaki üretim ilişkilerinden kaynaklanan bu statü farkının dini değerler bakımından da desteklendiğini ifade etmekle birlikte iktisadi şartların değişmesi durumunda, kadının toplumsal konumunun dine rağmen değişeceğini savunur.

Anahtar Kelimeler: Behice Boran, Kadının statüsü, Aile, Toplumsal statü

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According to Behice BORAN the economy-family relationship and the status of women within the relationship between economy and social structure

Esra BAL ESEN[1]

Abstracts

Qualitative research method was used in this study. In the study, document analysis was made as a data collection tool, and the data obtained by document analysis were examined through content analysis. In this context, primary sources, which are Behice Boran's own works and other studies related to her were used.

According to Behice Boran, the economy is the most basic element in the social structure. Boran examined the effects of economy and geographical location on social structure and institutions. According to her, when we look at the division of labor and family relations in terms of gender in the organization of economic activities, it is seen that women are in a secondary position in every respect. When the activities of women in the division of labor are examined, a situation stands out that women are trapped in family and village. According to Boran, the control of all production relations and property within the family is under the rule of men. In accordance with the order established by the laws, even if the woman gets her right from the inheritance sharing, the man (husband, son) undertakes the management of the property she owns within the peculiar rules of the village. Behice Boran states that this status difference arising from the economical relations between men and women is also supported in terms of religious values, but argues that if economic conditions change, the social position of women will change despite religion.

Keywords: Behice Boran, Status of women, Family, Social status

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Faith and faithfulness: Foreign religious organisations during the war in Ukraine

Yulianna TSVIETKOVA[1]

Abstract

Since 2014 war between Ukraine and Russia goes on. One of the factors of this war is religious. Since 17th century Russian Orthodox Church (ROC) is present in Ukraine. Historically ROC is completely built into the governmental system of Russia and performs propaganda functions. In modern Ukraine nearly 20% of believers belong to this Church, and majority of them is concentrated in south-eastern territories which suffered the most from the war. Ukraine declares and actually provides the freedom of faith: over 100 religious organisations freely act within Ukraine. Religious organisations are legally protected from the government interference unless their activities harm the interests of the state and society.

Starting from 2014 ROC priests are supporting the military action of Russia and agitate their parishioners.

One fifth of Ukrainian believers face difficult choice between the faith (pro-Russian shepherding from the priests) and the civic faithfulness to Ukraine.

Higher governmental bodies hold visibly neutral position. Despite of pro-Russian behaviour ROC has not been banned. Criminal prosecution against ROC priests is limited to overt treasons: storage of weapons in churches, spying, and combat participation. Local authorities are more radical - several regional councils banned ROC activities on their territories referring to the martial law. The reaction of public is even more radical. Escalation of war has caused numerous cases of coercion and calls to use force against ROC, its priests, and its pro-Russian supporters.

The fragile balance keeps on thank to measured position of the higher governmental bodies, however war crimes of Russia cause wide public dissatisfaction by the ROC who do support Russia. This makes ROC believers to choose between the betrayal of Ukraine and the change of religion organisation (e.g - transgression to the Orthodox Church of Ukraine of the Constantinople Patriarchate.)

Keywords: Freedom of faith, Russia-Ukraine War, Russian Orthodox Church

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The influence of the Covid 19 pandemic on labor relations

Tsiala GLOVELI[1], Besik TETELOSHVILI[2] & Ana TAKASHVILI[3]

Abstract

The following article deals with the most problematic issue nowadays. Almost every country faces a problem of labor relations improvement between the employer and employee. A global pandemic has shown the world, that remote work is not a bad decision has not a bad decision. Initially, it was the only way to be protected from viruses, but now there are too many options. Is remote work effective? Can this method be applicable after the pandemic?

The main disadvantages of working remotely are a lack of live relationships and contacts with colleagues and organizational difficulties in the technological aspect of the working process. Additionally, there is the issue of the control mechanism. It is harder for the employer to count the weekly working hours of employees and their relevance to the job. Besides the above-described disadvantages of remote work, there is a certain advantage-named future technology.

According to certain research during the pandemic, the key issue for people was the fear of a reduction in working hours and unemployment, because the population of the world has already directly encountered such problems. The main reason for employees' fear was the pandemic situation influenced many sectors. The main reason for employees' fear was the pandemic situation influenced many sectors.

To sum up, the article serves to underline some main issues regarding labor relations and suggests the best ways for remote work to perform and maintain stability in the new socio-economic reality.

Keywords: Global pandemic, Labor relations, Work remotely, Employer, Employee

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Gabriel Marcel'in
"The Broken World/Bozulmuş Dünya"
eseri perspektifinden insan anlayışı

Nilüfer KARADAĞ[1]

Öz

Bu çalışmanın amacı Gabriel Marcel'in "The Broken World" eserindeki düşünceleri çerçevesinde insan meselesinin irdelenmesidir. Marcel'e göre 20. yy'ın en önemli sorunu teknolojinin hızlı ilerleyişi karşısında insan varlığının değerini yitirmesi adeta soyutlama ruhuyla karşı karşıya kalmasıdır. İnsan varlığının değerinin sorgulandığı 20. yy'da deneyim dünyası bozulmuş, özünde parçalanmıştır ve tekrar var olmayı beklemektedir. Marcel için dünyanın bozukluğu insanlığın şeklini oluşturmaktadır. Bozukluk, insan deneyiminin eşiğidir çünkü insan somut bir varlıktır. Dolayısıyla her insan fiziksel ve zihinsel olarak kendi somut deneyimini yaşamaktadır. Durum içinde olan varlık olarak insan bozuk dünyada varlığını sürdürebilmesi için eylemlerini için aktif düşünceye dayandırması gerekmektedir. Dolayısıyla Marcel bozuk dünyayı tamir etmeye çalışmamakta bu dünya içinde insanın kendi aşkınlığını oluşturması gerektiğine inanmaktadır. Bu bağlamda 21. yy güncel meselelerine yaşadığı dönemde ışık tutan Marcel'in düşünceleri daha da önem kazanmaktadır. Dolayısıyla çalışmanın önemi Batı felsefi geleneğinde, özellikle "insan olma" sorununa "kişisellikten uzak yaklaşılması", zamanın koşullarına paralel olarak insanı nesneleştirme yaklaşımının ön plana çıkması ve çağdaş araçsalı kültüre doğru ilerledikçe karşılaşılan bu etkilerin kişisel özneyi sadece işlevlerine indirgeyerek yaşamaya zorunlu kılmasıdır. Sonuç olarak bedenli bir varlık olarak insan yaşadığı dünyada deneyimleriyle varolmakta, kendini inşa etmektedir.

Anahtar Kelimeler: Bozulmuş dünya, Somut varlık, Teknoloji, İnsan

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Human understanding from the perspective of Gabriel Marcel's "The Broken World"

Nilüfer KARADAĞ[1]

ABSTRACT

The aim of this study is to examine the human issue within the framework of Gabriel Marcel's thoughts in "The Broken World". According to Marcel, the most important problem of the 20th century is the loss of value of human existence in the face of the rapid progress of technology, and the fact that it is faced with the spirit of abstraction. In the 20th century, when the value of human existence is questioned, the world of experience is corrupted, fragmented in its essence and waiting to exist again. For Marcel, the disorder of the world constitutes the shape of humanity. Disorder is the threshold of human experience because man is a tangible being. Therefore, each person has his own concrete experience, both physically and mentally. As a being in the situation, human must base his actions on active thought in order to survive in the corrupt world. Therefore, Marcel does not try to fix the broken world, but believes that man must create his own transcendence in this world. In this context, Marcel's thoughts, which shed light on the current issues of the 21st century, gain even more importance. Therefore, the importance of the study is that in the Western philosophical tradition, especially the "personality" approach to the problem of "being human", the approach of objectifying the human in parallel with the conditions of the time, and the fact that these effects encountered as we move towards the contemporary instrumentalist culture oblige the personal subject to live by reducing it to its functions. As a result, as an embodied being, man exists in the world he lives in, and builds himself.

Keywords: Broken world, concrete being, technology, human

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Examination of the gray divorce experience by film analysis method

Selda Karadeniz Özbek[1]

Abstract

Divorce is the legal termination of a legally established marriage. Although most divorces occur in the first years of marriage, elderly divorces are also common nowadays. The concept of gray divorce used to describe the divorce of individuals of older ("gray-haired") couples in long-lasting marriages. Divorce is one of the challenging life events and is considered as a stress process, a grieving process, and a traumatic phenomenon. One of the important factors affecting adjustment after divorce is the age of divorce. Individuals who divorce at a younger age are more likely to adapt to divorce more positively than those who divorce at an older age. Post-divorce adjustment may be more difficult for couples who have been married at an advanced age and for a long time. People living in a long-term marriage perceive more habits about the ex-spouse and become more emotionally and physically dependent on the ex-spouse. Therefore, it is important to examine the post-divorce adjustment experience and the effects of divorce for gray divorces.

The film *Hope Gap*, which is examined as an example of gray divorce, tells the story of a woman who was left by her husband for another woman. Grace and Edward are a couple who have been married for 29 years. Saying he doesn't want to live with Grace, Edward leaves the house. The film also tells about a family that has experienced divorce at an old age and its effect on family members. Within the scope of this research, the movie *Hope gap* is examined in relation to the concept of gray divorce and post-divorce adjustment. In this study, document analysis method, which is one of the qualitative research methods, was used. In this direction, it is aimed to examine some scenes of the movie in terms of the characteristics of gray divorce and its effects.

Keywords: Gray divorce, *Hope Gap*, Film analysis

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Psycho-social characteristics of an "ideal" commander

Giorgi LAGHIASHVILI[1], Tinatin KROPADZE[2] & Ketevan KVESELAVA[3]

Abstract

In the wake of the current global processes in the modern world, small countries in terms of population need more efforts to maintain their state independence. The issue of national security is becoming more urgent for every citizen, including the servicemen of the Defence Forces. The activities of military personnel are distinguished by their particular uniqueness. It is military commanders who play a critical role in both maintaining peace and performing combat missions. They help the younger generations to receive appropriate military education that encompasses theoretical knowledge, performing endless activities of physical training and exercises, stringent requirements of maintaining order coming from the chain of command, etc. All of these things help the young soldiers and future officers, on the one hand, to develop professional obedience, and on the other hand, it requires the commander to demonstrate certain skills and great professionalism.

The present paper is dedicated to determining the social and psychological factors involved in the education and training of the Junkers as future commanders in the Defence Forces of Georgia. It discusses the issue of the leadership of serving officers, in particular, the social and psychological characteristics of an "ideal" commander; the paper describes the similarities and differences of the existing evaluative perceptions as viewed by the two social groups (commanders and the Junkers); the paper also substantiates, on the one hand, the personal characteristics affecting the process of formation of a successful commander and on the other hand, the relationships between the Junker and the commander involved in the process of education and training.

To attain the research objective, a series of quantitative and qualitative studies and relevant research instruments have been used. Research findings, conclusions and recommendations can be used by the Defense Forces of Georgia as well as the education institutions of any field (military and civilian).

Keywords: Commander, officer, Defense, Junker, Psychology, Feature

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Pop music festivals in Poland – the tourism product change

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Abstract

The popularity of festival tourism is growing every year contributing substantially to local economies all around the world. The festival, unlike all other type of tourism is also a tourist product, the core of which is the musical event itself, while the surroundings are e.g. the accommodation and catering facilities, transport accessibility, accompanying events or different attractions of the destination, where the festival takes place.

The aim of the study above is to investigate how the product of pop festival tourism is changing in Poland. This applies to the scale of the events, the nature of the performers, the venue, the tourist profile, the level of loyalty (returns) etc. The four largest pop music festivals in Poland were selected for the analysis: Pol'and'Rock Festival, Open'er Festival, Orange Warsaw Festival and Sunrise Festival. The presentation is based on data published by the festival organizers and on a survey conducted among the audience of the festivals above. A total of 224 people took part in the research.

Keywords: Festival tourism, Festival tourism product, The Pol'and'Rock Festival, Opener Festival, Orange Warsaw Festival, Sunrise Festival

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University- enterprise link in the society of Holguin. The case of the Turkish Factory of Cuba

Lidia María Romero PUPO[1]

Abstract

The Cuban University today is a modern, humanist, universalized, scientific, technological, innovative, integrated to society, and deeply committed to the construction of a prosperous and sustainable socialism. The research is carried out in the Faculty of Social Sciences of the University of Holguin; it presents reflections on the role played by the University in its link with enterprises and its role in society. The objective is to expose the experiences developed in the Turquino Base Business Unit, of the Vegetable Canning Enterprise of the Agro alimentary Industry Business Group (GEIA) belonging to the Ministry of Food Industry, (MINAL) of Holguin province, in which the professionals of the food industry in the territory are prepared to manage knowledge, developing through the project: Integral system of environmental management for the development of cleaner productions, from the scientific and technological demands requested by the company, counting with the participation of teachers and researchers, company managers, as well as the participation of students in the realization of their work practice, existing significant results

Keywords: University-business-society link, Training, Professionals, Managers

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İşyeri nezaketsizliği deneyimlemenin bireysel, durumsal ve bağlamsal öncülleri

Elif DEMİRTAŞ[1]

Öz

İşyerlerinde en yaygın kötü muamele türü olan nezaketsizlik, çalışanların refahı ve örgütsel işlevsellik için giderek daha fazla sorun teşkil etmektedir. İşyeri nezaketsizliği düşük yoğunluklu sapma davranışı olarak kategorize edilse de çok sayıda araştırma, işyeri nezaketsizliği deneyiminin azalan iş tatmini, iş motivasyonu, örgütsel bağlılık gibi bir dizi örgütsel çıktıyla; düşük refah seviyeleri, artan stres seviyeleri, depresyon ve tükenmişlik gibi bir dizi bireysel çıktıyla ilişkili olduğunu göstermektedir. İşyeri nezaketsizliğinin olumsuz bireysel ve örgütsel sonuçları dikkate alındığında, işyeri nezaketsizliğinin öncüllerine odaklanmak, bu kötü muamele türü hakkında bütüncül bir anlayış geliştirmek için göz ardı edilmemesi gereken bir konudur.

Mevcut alan yazın derlemesinde, işyeri nezaketsizliğinin deneyimlemenin öncülleri üzerine yürütülen kavramsal ve ampirik araştırmalar bireysel, durumsal ve bağlamsal öncüller olmak üzere üç başlık altında incelenmiştir. Ayrıca bireysel öncüller işyeri nezaketsizliği hedeflerinin demografik özellikleri, fiziksel özellikleri, kişilik özellikleri ve davranışsal özellikleri olmak üzere dört alt grupta incelenmiştir.

Alan yazın derleme bulguları; genç ve kadın olmak, ırksal azınlık grubunda olmak gibi demografik özelliklerin; obez olmak veya çok zayıf bir erkek olmak gibi fiziksel özelliklerin; düşük uyumluluk, yüksek nevrozizm, olumlu duygulanım, olumsuz duygulanım, sürekli öfke gibi kişilik özelliklerinin; dominant bir çatışma yönetimi stili ve daha az bütünleştirici çatışma yönetimi stili, bilgi saklama davranışı ve üretkenlik karşıtı iş davranışları gibi davranışsal özelliklerin; algılanan rol stresörleri (belirsizlik, çatışma, aşırı yüklenme), aşırı rol yüklenmesi, yüksek düzeyde tükenmişlik, işten ayrılma niyeti ve performans baskısı deneyimleme gibi durumsal faktörlerin; paternalizm, pasif yöneticinin altında çalışma, gayri resmi iklim ve algılanan kaba iklim gibi bağlamsal faktörlerin işyeri nezaketsizliği deneyimini öngördüğünü göstermektedir.

Anahtar Kelimeler: Nezaketsizlik deneyimi, İşyerinde kötü muamele, Öncüller, Derleme

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Individual, situational and contextual antecedents of experienced workplace incivility

Elif DEMİRTAŞ[2]

Abstract

The most common form of mistreatment in the workplace, incivility is increasingly posing a problem for employee well-being and organizational functioning. Although workplace incivility is categorized as low-intensity deviant behavior, a vast body of research show that workplace incivility experience is associated with a range of organizational outcomes such as decreased job satisfaction, work motivation, and organizational commitment, and a range of individual outcomes, such as lower well-being levels, increased stress levels, depression, and burnout. Given the negative individual and organizational consequences of workplace incivility, focusing on the antecedents of workplace incivility is an issue that should not be ignored in order to develop a holistic understanding of this type of mistreatment.

In the current review, conceptual and empirical research on the antecedents of experienced workplace incivility is examined under three headings as individual, situational and contextual antecedents. In addition, individual antecedents were examined in four subgroups, namely demographic characteristics, physical characteristics, personality characteristics, and behavioral characteristics of workplace incivility targets.

The findings of literature review have demonstrated that demographic characteristics such as being young and female, being in a racial minority group; physical characteristics such as being obese or a underweighted man; personality traits such as low agreeableness, high neuroticism, positive affect, negative affect, and trait anger; behavioral traits such as a dominant conflict management style and a less integrative conflict management style, information hiding behavior, and counterproductive work behaviors; situational factors such as perceived role stressors (ambiguity, conflict, overload), role overload, high levels of burnout and turnover intention, as well as performance pressure; shows that contextual factors such as paternalism, working under a passive manager, informal climate, and perceived uncivil climate predict experienced workplace incivility.

Keywords: Experience of incivility, Workplace Mistreatment, Antecedents, Review

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Epidemiological analysis of railway transportation accidents occurring in Turkey in terms of disaster medicine

Nihal DAĞ[1] & Hüseyin KOÇAK[2]

Abstract

Aim: The aim of this study is to provide an epidemiological analysis in terms of railway transportation accidents and medical consequences that occurred in Türkiye between 2000 and 2021.

Method: This study is a descriptive epidemiological study. The universe of the research is Turkish State Railways creates Statistical Yearbooks for the years 2000-2021. The obtained data were transferred from statistical annuals to Microsoft Excel program. The research includes descriptive statistics of rail transport accidents by year, number of incidents, type of incident, injuries and deaths.

Results: Between 2000 and 2021, 4,781 railway transportation accidents occurred, 3,882 people were injured and 2,060 people died. Among these years, the highest number of railway transportation accidents were in 2000 (n=767; 16.0%), 2001 (n=636; 13.3%), 2003 (n=556; 11.6%) and 2004 (n=555; 11.6%) occurred in the year. Among the event types, the highest number of incidents was crossing collision (n= 1.652; 34.5%), train crashing into person (n= 1.424; 29.7%), derailment (n=852; 17.8%), falling from train (n= 335; 7.0%), other accidents (n=321; 6.7%) and collision (n=197; 4.1%). The most common causes of injury were crossing collision (n=2,034; 54.4%), train crashing into person (n=659; 17.6%), falling off train (n=508; 13.6%), train collision (n=300; 8.0%). and derayman (n=235; 6.2%). Among the causes of death (except 2015 - 2016/data incomplete), the most common train crash (n= 1.047; 53.5%), crossover collision (n=712; 36.4%), derailment (n=85; 4,3%), falling from a train (n= 80; 4.0%), and being hit by a train (n=32; 1.6%), respectively.

Conclusion: A significant decrease has been observed in railway transportation accidents in Turkey in the last 21 years. It is seen that deaths and injuries in railway transportation accidents are directly proportional to the number of incidents. In addition, deaths and injuries vary according to the type of accident. In order to reduce death and injury in railway accidents, it is recommended to increase the importance of train collision and crossing collision.

Keywords: Accident, Disaster medicine, Railway transportation, Railway transportation accidents.

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An investigation into managing businesses in hostile and war environments

Sanar MUHYADDIN[1] & Meryem AKIN[2]

Abstract

For peace to be established and maintained, the private sector is essential. These contributions are frequently acknowledged as Business for Peace, often known as "Peace via Commerce," has been the subject of academic study for nearly 25 years. Nevertheless, the literature on operating businesses under constant threat of violence is yet to be investigated and is underdeveloped and lacks empirical research. Particularly the business world is surrounded by wars and tensions across different contents of the globe, e.g., wars in Ukraine, Syria and tension between China and Taiwan. This study aims to interview 60 participants who are business owners, managers, government, and policymakers that are actively located in the theatre of countries that are characterized by instability and war. This research will investigate the complexities of running a firm in such an environment and the factors that permit or hinder success. This research contributed to the literature on business survival in hostile and war environment. The exploratory nature of this study identifies areas for future research. It will also offer suggestions for policymakers and international communities to focus on intervention to help businesses in these countries to improve their performance and peace process.

Keywords: Business management, War environments, Business survival

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The effect of employee engagement on organizational narcissism: the moderation of organizational culture

Elif Özge ERBAY[1], Hande TASA[2] & Gökçe ÖZKILIÇCI[3]

Abstract

Organizational narcissism is an interesting construct, since it has roots in clinical psychology and leads researchers to study employee narcissism as a personality trait in organizational context; but it also leads researchers to assign the narcissistic human being attributes to the organization itself. This study focuses especially on narcissistic organizations, which members unrealistically believe their organizations are extraordinarily special and unique, omnipotent and omniscient among the other organizations. Like the narcissism as a personality trait, narcissistic organizations also create the feelings of grandiosity and paranoia with delusional treat, which may harm the organizational effectiveness and survival of the organization in the end. This study aims to measure the effect of employee engagement as a potential antecedent of organizational narcissism. The study also claims that the cultural characteristics of the organization-collectivism/individualism-moderates the relationship between employee engagement and organizational narcissism. Since organizational narcissism is defined as an attribute assigned to the organization rather than as a personality trait, considering the antecedents of narcissistic organizations via cultural characteristics of the organization would be contributing to the literature. 317 white collars working in various companies in Turkey were participated into the study. Results revealed that individualism have a moderating role in the relationship between employee engagement and organizational narcissism.

Keywords: Organizational narcissism, Employee engagement, Organizational culture, Collectivism, Individualism

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**The impact of role
conflict and non-physical work environment
on performance with work stress as a mediation variable**

Eviatiwi Kusumaningtyas SUGIYANTO[1], Anis ATIKAH[2] & Alfi FEBRIANA[3]

Abstract

The aim of this study is to examine the performance degradation of female employees at a garment factory in Semarang, Indonesia. There are three variables in this study which may affect the performance of female employees including role conflict, non-physical work environment, and work stress. This study was also emerge from the research gap on the influence of role conflict, non-physical work environment on performance with work stress as a mediating variable. The data were collected from 89 respondents that were obtained from purposive sampling technique then they were tested by using the Structural Equation Model (SEM). The results of this study indicate that multiple role conflicts, non-physical work environment and work stress have a significant effect on employee performance. In addition work stress mediates the relationship between role conflicts, non-physical work environment on performance.

Keywords: Role conflict, Work stress, Non-physical work environment, Performance

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Violent assaults against police: The offender's perspective

Glen DAWES[1]

Abstract

There has been a significant increase in the number of police officers who are assaulted while on duty in Australia. However, there is limited research which has attempted to identify the precipitating factors which result in police becoming the victims of assaults. To address this research, gap a two- year project was conducted with members of Queensland Police Service and a university research team across four sites in regional and remote locations in North Queensland. Semi-structured interviews were conducted with 40 police officers who had been the victims of violent assaults. In addition, an analysis of body worn camera data capturing police assaults as well as an analysis of quantitative data measuring behavioural and attitudinal scales was conducted. To triangulate these data sets a fourth approach focused on gaining the perceptions of individuals who were in prison for assaulting police. This paper presents the qualitative data gathered from the prison cohort of 27 individuals and highlights the factors which led to their interactions with police. The outcomes of the interviews resulted in three emergent themes relating to environmental factors of individuals based on race, gender and offending history, situational factors and communication issues. The paper concludes with pragmatic recommendations aimed at reducing the high rates of assaults against police. These include new government legislation to deter potential offenders, a focus on training recruits with communication skills to de-escalate conflict situations and professional development for all officers to increase their cross -cultural awareness skills when working with Indigenous Australian people.

Keywords: Police, Indigenous, Violence, Communication

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Sustainable development - "for gender equality" (Case of women's involvement in Georgian politics)

Manana DARCHASHVILI[1] & Nino NISHNIANIDZE[2]

Abstract

Nowadays, one of the key factors for international development is the resolution adopted by the UN General Assembly - the sustainable development of the world by 2030, and one of its 17 goals is gender equality. Accordingly, on the backdrop of the most difficult challenges in the world, including in Georgia, gender equality also deserves attention, especially in terms of the proportion of women in the stagnation legislature. So in this case we can say that the issue is relevant on an international and local scale.

The aim of our paper is to study the issue of gender equality - a fundamental issue in the democratization process in Georgia at the present stage - based on the empirical, various official materials of the academic literature. Particularly, the regulation of legal environment; how the the adherence of the country to the necessary international mechanisms for the protection of women's rights; preparation of action plans in the country with the active involvement and recommendations of international organizations, as well as the impact of gender quotas on party lists on increasing women's political participation, and the necessity of other measures to increase existing figures for ensuring equal opportunities at all levels of decision-making.

Keywords: Gender, Equality, Modern Period, Georgian politics, Political participation

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Elderly welfare policies and programs in Bangladesh: Strengths and weaknesses

Md. Aminul ISLAM[1]

Abstract

Elderly issue has become a hot button among the think tank in developed and developing countries of the world from multidimensional point of view. As a developing country, Bangladesh is not exception to this social reality. This paper is an attempt to know the existing policies and programs for the welfare of the elderly in Bangladesh focusing on strengths and weaknesses. It has been prepared based on the review of secondary literatures including books, articles of journal, research reports, thesis, seminar papers, workshop handouts, conference proceedings, information of newspaper etc. The data have been analyzed and interpreted from sociological point of view. On the basis of findings, this article put forwarded some recommendations which will be helpful to amend existing policies and programs and form new ones. Although the findings of this work highlighted that Bangladesh has enormous attractive policies and programs for the welfare of the elderly and which may add value to the elderly welfare policies and programs of the world, the monitoring and evaluation sides of it are very weak. This study may create ample opportunities among the academics, researchers, policy makers, and learners of aging studies in the world to rethink, amend, and understand the issue with a view to bringing about successful ageing.

Keywords: Elderly, Welfare, Policy, Program

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Post-partum knowledge and practices among adolescent mothers of Northern Bangladesh

Rawnaq Ara PARVIN

Abstract

Globally, around 16 million women aged 15 to 19 years give birth per year, accounting for approximately 11% of all deliveries, and two million girls under the age of 15, with 70,000 adolescent mothers dying in developing countries as a result of maternal delivery complications. (WHO, 2014; Sultana, 2019). In Bangladesh, adolescent girls become mothers before opting for pregnancy, and these pregnancies have higher maternal complications than regular pregnancies (Akseer et al, 2022; Parvin et al, 2022). One of the most important variables that enable adolescent mothers to receive sufficient post-natal health services is their understanding of health (SAYEDI,2015). The aim of this research is to determine attitudes on post-natal maternal health care and the factors that influence adolescent mothers receiving PNC in Chapinawabganj, Bangladesh's northern region. A total of 101 adolescent mothers were interviewed using a predesigned and open-ended structured questionnaire after receiving informed consent, utilizing the Andersen-Newman model as a conceptual framework, in an 8-month cross-sectional study. Within 1.5 months of delivery, 45.5 percent of adolescent mothers obtained any maternal health services; nevertheless, the majority of them (51.5 percent) did not receive the vital services, due to financial difficulties and a lack of knowledge. The rest of them (3.00%) could not recall receiving. Episiotomy was required in 11.89 percent of adolescent mothers, according to the study. Physical complication frequently disrupts major health concerns as well as daily activities. The lack of understanding of maternal health services among adolescent mothers, along with their perception of susceptibility, determines their use of post-natal maternal health care. This cohort has a high demand for tailored maternal health education and easily accessible services.

Keywords: Adolescent mothers, Post-partum care, Maternal complicity, Delivery place, Mode of delivery.

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Interrelation between Georgian electoral system and democratic principles of elections (Case study of parliamentary elections of 2008-2020)

Mariam JIKIA[1]

Abstract

Unlike countries with deep democratic traditions, elections in Georgia does not have deep historical roots, which is caused by the fact that at the time of the establishment of direct democracy in the world, Georgia was not a sovereign state, in particular it was part of the Russian Empire and then the part of Soviet Union.

The aim of the research is to study and assess the existing electoral system of Georgia to identify whether it meets the international standards for democratic elections. From the period of independence of Georgia 35 elections has been held, including 10 Parliamentary Elections.

According to research aim, parliamentary elections held in Georgia during 2008-2020 taken as case study for studying legal frame, procedures, and results. Based on collected and analyzed data author gives her conclusion, identifies problems, and gives recommendations for their solution.

Keywords: Democracy, Elections, Electoral Geography, Universal Suffrage, Equality, Free Elections, Georgia

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Graffiti and art

Nazli DZAN[1]

Abstract

The fascination with graffiti can be seen around the world from its inception (Graffiti in its own world, 2011). But when it came to the modern world of the 1980s there were attempts to institutionalize the urban phenomenon of graffiti. At the same time, institutions have always had an ambivalent attitude towards the critical, rebellious, and unusual art form from the beginning. Nowadays this ambivalence is changing into a positive trend to showcase graffiti not just as a subculture, but as art. Artistic critical thought turns to more intense and with greater expertise in the future of graffiti, street and urban art, by finding their way into museums (Graffiti in its own world, 2011). The transformation of this unique art form from vandalism into institutional space creates an interesting tension that has sparked personal and academic interest (Gabbert, 2007). The subject of this paper is the connection of art with graffiti as art of special value. The urban area is a natural habitat for traditional graffiti, while the museum and institutional framework offers a venue for the implementation of graffiti as an object of art and commercial sales. The distinction between "street" as a home context of graffiti and "art" as its artificial context illustrates art's historical interest in the subject of research. The aim of this work is to demonstrate the adaptability and elasticity of graffiti as an art. By pointing out the similarities between graffiti and recognized artistic genres, this scalability thesis should support and finally contribute to the academic legitimacy of this type of art. But the main question now arises: how much will the appropriation and recognition of graffiti as art violate the autochthonous nature of graffiti and graffiti artists? A difficulty distinguishing between graffiti and street art is their similarity and, in some cases, their interaction.

Keywords: Unique art, Graffiti, Urban phenomenon, Vandalism, Academic legitimacy

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The pain of modern life: Loneliness and isolation

Meltem İNCE YENİLMEZ[1]

Abstract

Loneliness and social isolation are causing greater concern than ever. As the COVID-19 epidemic enters its third year, there are concerns that the toll on loneliness will have long-term implications. This study compares the prevalence and factors of loneliness and social isolation throughout Europe. The aim of this research is to explore the consequences of loneliness within a broad framework that can be used to inform strategies to minimize loneliness. This research also looks at why loneliness is important to study, the relationship between social isolation and loneliness, future research in the field of loneliness, and interventions that would aid in the prevention or limitation of unequal exposure to loneliness and lack of support due to one's socioeconomic status.

Keywords: Loneliness, Social isolation, Depression, COVID-19.

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The representations of nature in British poetry in the 20th century

Azime PEKŞEN YAKAR[1]

Abstract

Georgian poetry was a well-established literary phenomenon when First World War broke out, and it employed many references to and descriptions of nature and the landscape of British countryside. Therefore, it can be stated that nature that has been a source of poetic inspiration since ancient times occupied Georgian poetry with pastoral images and inspired the poets of First World War as well. Even after First World War, other literary tendencies especially imagist and modernist movements continued to use various descriptions of nature with (un)subtle differences from their precedents. For instance, some poets such as Edward Thomas and Rupert Brooke associated nature with peace, tranquillity, and the idea of patriotism while others such as Thomas Hardy and Stevie Smith treated nature as an autonomous entity that is often cruel and ignorant of the sufferings of humankind. In this respect, this paper aims to investigate how nature is perceived and employed by various poets of the twentieth-century Britain.

Keywords: Georgian Poetry, War Poetry, Modernist Poetry, Nature, Edward Thomas, Rupert Brooke, Thomas Hardy, Charlotte Mew

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Requirement elicitation framework the blind persons

Etika KARTIKADARMA[1] & Nova RIJATI[2]

Abstract

The initial and important stage in the software development process is Requirement Elicitation Errors that often occur when conducting a Requirements Analysis, the main Requirement Elicitation is not choosing the right method and communication problems. Users are rarely involved in development research. Limited communication is one of the obstacles to not involving users in research. In addition, the limited time that developers have to develop software is also the next obstacle. A person who has a visual impairment has the same rights to all information displayed as a normal person. No exception when getting information about images or visuals of an object or event. Describing an object becomes important for people with visual impairment. However, how to produce image descriptions in the right way is a problem in itself. Based on existing research, this paper will discuss the possibility of describing images and integrating descriptions for blind people. The next problem that becomes one of the considerations in the Requirement Elicitation process is the existence of a document that is used as a tool to validate.

Keywords: Elicitation, Framework, Image, Blind person

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The relationship of emotional resilience and emotional agility with emotional intelligence in the context of self-perception

Erdal ŞEN[1]

Abstract

The rapid and effective change in today's world deeply affects individuals, organizations and systems. Especially in the last three decades, important developments and innovations in information and communication technologies form the basis of the digital revolution. In this process, the transformative effect of digitalization on individual, organizational and systemic areas emerge. The activities carried out in many areas such as production, consumption and communication cause the individual to live in very new and very different ways compared to the past in all areas such as private life, social life and business life. This can highlight radical changes and transformations in the feelings, thoughts and behaviors of the individual. In this context, examining the relationship between emotional intelligence with emotional resilience and emotional agility may have an important place in the analysis of an individual's self-perception. The aim of this study is to examine the relationship between emotional resilience and emotional agility in the context of individual's self-perception and emotional intelligence. Within the scope of the study, it is planned to develop an emotional agility scale.

Keywords: Self-Perception, Emotional resilience, Emotional agility, Emotional intelligence

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Could Huggy Wuggy's popularity be deeper than it may seem like on the surface?

Bahar TÜRK[1]

Abstracts

Global economic institutions have helped to industrialize children's culture, games, and toys. Children are increasingly being targeted as consumers by transnational corporations' marketing methods around the world. Childhood and social transformation are inextricably linked. Given this condition, it begs the question of why some toys are so adored. One of them is the online game Poppy Playtime, popularly known as Huggy Wuggy (the game's main character). While some families find this creature frightening, children absolutely like these toys. So, why do children enjoy it so much, and what is this campaign's secret?

Based on these questions, the shares of Twitter users were taken into consideration in the research in order to observe the perceptions of the game and the character. On Twitter, the terms "Poppy Playtime" and "Huggy Wuggy" were examined using the Social Media Mining approach. The most commonly used words for "Poppy Playtime" were "sad" and "successful," whereas "good" and "stop" were the most frequently used phrases for "Huggy Wuggy. The results appear emotionally balanced. This situation can be interpreted as evidence that the character is not universally terrifying. Even, It can also provide information about the campaign's success. But, it cannot be said with certainty that it is not hazardous to children. It should not be forgotten that psychologists have differing viewpoints. To determine the significance of the tweet, Sentiment Analysis was used. The R program was used to carry out the application.

Keywords: Poppy Playtime, Huggy Wuggy, Online game, Game marketing, Toys

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King Heracles the second square

Tamar KHOKHOBASHVILI[1]

Abstract

King Heracle's square is located in one of the oldest suburbs of Tbilisi city Kala where King Vakhtang Gorgasali laid the foundation and gave a start to the urban development of the town at the tail end of the 5th century AD. His son, Prince Dachi, had completed the erection of the town's fortification wall at the door of the 6th century AD and a bit later, according to his father's deed, heralded Tbilisi as the Capital City of the country.

The square itself and the adjacent territories have captured the scholars' interest from the points of view of their artistic, historical and urban qualities and therefore an archaeological investigation of the spot is one of the most important topics for further recreation of an objective part of the Capital City and the country in whole.

There had been fixed three main locations of royal structures in Tbilisi: 1-Narikala (the citadel), 2-Isani (at Metekhi church), and 3 - an axis of Sion-Anchis Khati churches where King Rostom's royal palace was in presence during 150 years (1635-1795).

There were carried out three archaeological campaigns at the square: 1 - In 1956-7; 2- in 1988-9; and 3 - in 2009-10. The results of these excavations have confirmed the trustworthiness of all the existing written records. There have come to light the artifacts characteristic to all the stages of the long period beginning from the century just mentioned and onwards demonstrating separate moments of Tbilisi history and more exactly of one of its ancient suburbs.

Keywords: City, Archaeological campaigns, History, Square

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Adjustment to university and loneliness: The role of protective factors

Petek AKMAN ÖZDEMİR[1]

Abstract

Adjustment to university can be challenging for young adults as attending university entails changes in academic and social life. In addition, starting university coincides with transition from adolescence to adulthood that includes developmental tasks such as taking on more responsibilities. In the first year at the university, students report experiencing stress, anxiety and depression. Loneliness is also common among first-year students. Yet, many students cope well with social and academic challenges. The studies on adjustment to university have identified several personal and social factors, which positively contribute to well-being. This study aims to further examine loneliness among university students in relation to adjustment to university, and determine intrapersonal and interpersonal protective factors. Social support from family and friends is considered an important protective factor against loneliness that positively affect adjustment to university. Previous research revealed that students with higher self-esteem, resilience and self-efficacy showed better academic and social adjustment. Research also highlight the important role of motivation, autonomy and coping strategies in adjustment process. These results of previous studies will be discussed in relation to developmental psychology theories, developmental issues, psychological and social needs of young adults. Recommendations for future research, psychosocial programs and educational activities that aim to enhance coping and resilience among university students during transition to university will be discussed.

Keywords: Adjustment to university, loneliness, social support, self-esteem, resilience

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Damgalama eğilimi, ahlaki uzaklaşma ve bilişsel esneklik arasındaki ilişkilerin incelenmesi

Hande TASA[1] & Gökçe ÖZKILIÇCI[2]

Öz

Damgalama (stigma), bir kişinin ruhsal bozukluk, etnik köken, uyuşturucu kullanımı veya fiziksel engellilik gibi niteliklere dayalı olarak kusurlu veya itibarsız olarak değerlendirilmesidir. Damgalanan ya da ayırıştırılan bireylere yönelik olumsuz muamelenin yarattığı duygusal ve ahlaki yükten kurtulmanın bir yolu ise ahlaki dışlama ya da ahlaki uzaklaşma olarak bilinen mekanizmalara başvurmaktır. Bireylerin damgalama eğilimleri ve ahlaki uzaklaşma eğilimleri arasındaki ilişki düşünüldüğünde, bilişsel pek çok açıklamanın olabileceği düşünülmektedir. Nitekim davranışa dökülmeden önceki aşamayı işaret eden eğilimler, bilişsel bir değerlendirme gerektirmektedir. Bu noktada kişinin bilgisini yeniden yapılandırma, yeni gerçekleri birleştirme, bakış açısını genişletme ve yeni ve beklenmedik koşulların taleplerine uyum sağlama yeteneği, problem çözme ve hayatın taleplerine uyum sağlayabilmesi açısından bilişsel esnekliğin önemli olduğu görülmektedir. Bu çalışmanın amacı bireylerin damgalama eğilimi, ahlaki uzaklaşma ve bilişsel esneklik arasındaki ilişkileri incelemektir. Bu amaçla 18-66 yaş arası 340 yetişkin bireyden veri toplanmıştır. Elde edilen verilerin analizi sonucunda, ahlaki uzaklaşma ile damgalama eğilimi arasında pozitif; bilişsel esneklik ile negatif yönlü anlamlı ilişkilerin olduğu görülmüştür. Bununla birlikte bilişsel esneklik ve damgalama eğilimi arasında da negatif yönlü bir ilişki bulunmaktadır.

Anahtar Kelimeler: Ahlaki uzaklaşma, Damgalama eğilimi, Bilişsel esneklik

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Examining the relationships between stigma tendency, moral disengagement, and cognitive flexibility

Hande TASA[3], Gökçe ÖZKILIÇCI[4]

Abstract

Stigma is the assessment of someone as defective or discredited based on attributes such as mental disorder, ethnicity, drug use, or physical disability. One way to get rid of the emotional and moral burden of negative treatment such as stigmatization or discrimination is to resort to mechanisms known as moral disengagement or moral exclusion. Moral disengagement mechanisms (such as distributing responsibility, falsifying results) and elements of stigmatization tendency, such as stereotypes or negative beliefs, are thought to be related to individuals' cognitive characteristics. As a matter of fact, the tendencies that point to the stage before they become a behavior require a cognitive evaluation. At this point, cognitive flexibility, which is related to the ability to restructure one's knowledge, expand her perspective, adapt to the requirements of unexpected and new conditions, and solve problems, seems to be important. The aim of this study is to examine the relationships between individuals' stigmatization tendency, moral disengagement and cognitive flexibility. For this aim, data were collected from 340 adult individuals aged between 18-66. As a result of the analysis of the data, it was seen that there was a positive relationship between moral disengagement and stigmatization tendency and a negative relationship with cognitive flexibility. However, there is a negative relationship between cognitive flexibility and stigmatization tendency.

Keywords: Stigma tendency, Moral disengagement, Cognitive flexibility

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The moderating role of psychological resilience on the relations of perceived workplace spirituality and social support with employees' post-traumatic stress disorder

Alican AKÜLGER[1] & Seçil BÜLBÜL[2]

Abstracts

From the academic perspective, positive organizational behaviour concepts like workplace spirituality and perceived organizational support are investigated in the literature, since these concepts are suggested to be supporting the psychological side of the employees. While focusing on understanding the importance of workplace spirituality and organizational support, this study aims to search for post-traumatic stress disorder, which is another humanistic topic yet has not been mentioned and explored in the organizational context. In the context of the theoretical framework, first, the relationship between workplace spirituality and post-traumatic stress disorder as well as the relationship between perceived organizational support and post-traumatic stress disorder were examined. Then, the moderator role of psychological resilience was examined in both these relationships. A descriptive and cross-sectional study was conducted to examine these relationships between the variables. The study population is white-collar workers who work in different sectors like research & development, banking-finance, marketing, advertisement, education. The data were collected from 253 employees through an online survey applied between January 2021 and April 2021. The questionnaire includes demographic questions, scales related to workplace spirituality, perceived organizational support, post-traumatic stress disorder, and psychological resilience. After data collection, the data were analyzed with several statistical techniques. As a result of the analyses, a negative relationship was found between workplace spirituality and post-traumatic stress disorder ($r = -.263$, $p < .01$). Also, the results revealed a negative relationship between perceived organizational support and post-traumatic stress disorder ($r = -.297$, $p < .01$). At the end of the study, the theoretical and practical contributions of the research were discussed, limitations and suggestions were presented.

Keywords: Workplace Spirituality, Social Support, Perceived Organizational Support, Post-traumatic Stress Disorder, Psychological Resilience

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Predictors of pre-university teachers' life satisfactions

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Abstract

The current study investigated whether there are significant relationships between demographic variables, emotional, social and psychological wellbeing, resilience and life satisfaction among teachers and the extent to which life satisfaction is predicted by these variables. 1390 Romanian pre-university teachers, (72% women, Mage = 38.74, SD = 10.13), with an average of 14.84 years (SD = 10.58) of work experience participated in this study. The results of the analyses have revealed that demographic variables (age and work experience) are negatively associated with resilience and life satisfaction. Resilience is positively associated with all three dimensions of wellbeing (emotional wellbeing, social wellbeing, psychological wellbeing) and life satisfaction, and all three dimensions of wellbeing (emotional wellbeing, social wellbeing, psychological wellbeing) with life satisfaction. Related to the predictive role, the conducted regression analyses have revealed that age is a negative predictor of life satisfaction, while resilience, emotional wellbeing, social wellbeing, psychological wellbeing are positive predictors of life satisfactions.

Keywords: Life Satisfaction, Psychological Wellbeing, Emotional Wellbeing, Social Wellbeing, Pre-University Teachers, Predictors

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Academic and students' evaluation of the teaching process adapted for international students

Fatmanur ÖZEN[2]

Abstract

Recent studies show that the number of international students has increased in universities that have been detached from large universities or newly established universities in Türkiye. It is anticipated that these new universities, which aim to increase their competitiveness in the world market among higher education institutions, offer a new teaching environment and an adapted learning program for their international students. In this research, the situations experienced by academicians and international students who have international students in their classes during the teaching and learning process; It evaluates in line with the opinions of the participants from both groups (academics and international students). Research is the study of hermeneutic phenomenology. For the research, the interview forms consisting of (two separate) open-ended questions to be asked to the participants in both groups were prepared by the researcher. The data were collected in face-to-face interviews. The results of the descriptive phenomenological analysis showed that the academicians complained about the academic failures of international students; It shows that they give assignments to these students instead of (or mostly alongside) written exams in order to adapt existing assessment processes and make their students academically successful. When the language of instruction is Turkish, international students have difficulties in understanding the spoken language, studying the sources written in Turkish and learning from these sources, even though they have passed a language preparation program to learn Turkish. The most striking finding of the research is that international students mostly find the education they receive in their faculties insufficient for the work they will do when they return to their home country. They want to stay and work in Turkey, not in their own country.

Keywords: International student, Higher education, Teaching and evaluation adaptations

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Exploring Jordanian university students' motivation towards distance education in ELT

Ashraf SABBAH[1] & Hürcan TARHAN[2]

Abstract

This mixed method study tries to discover the impact of Jordanian students' online learning motivation on their perceptions of distance learning. On the other hand, it tries to discover if there are differences in motivation to learn online among students in Jordan universities according to students' online learning perceptions of distance learning. The participants in this study consisted of 260 students, from Jordan. To assess students' motivation, an electronic Five - Likert questionnaire developed from Shawn Fowler (2018) was used to collect data. The findings reveal that there is no significantly substantial distinction in Jordanian university academics' motivation in the direction of education the language of the English in distance education via means of year of study or sex. Also, there is a considerable effect between motivation and students' perception of distance learning which ensures that there are positive relationships and direct effects between them. Also, to study the attitudes of distance learners regarding distant education, students' perception on distance English language learning online Likert-scale questionnaire modified from (Yıldırım, Çelik, and Karaman 2014) was used. All the participants studied English courses in ELT departments. For the Qualitative part, the learners' perspectives were gathered through interviews that contained clear questions. Qualitative findings showed that students in Jordan feel unsure about distance learning and if they are motivated or not, some of them feel yes and others no but there are some obstacles in both views like lack of internet, technology service, and learning quality. Many of them like the idea of learning online but a lot of them did not have a good experience in learning online.

Keywords: English language learning, distance learning, motivation, mixed method study, Jordanian university students, Online learning.

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**Does quality of basic education affect
innovation and GDP per capita?
An empirical analysis for global sample**

Muhammad ASHFAQ[1]

Abstract

Motivated by the endogenous growth theories, which suggest that knowledge (or quality of education) plays a key role in improving innovation and individual income. In this regard, empirical literature also shows that quality of education is strongly associated with intellectual activities, which can be translated as technology or innovation. However, there is limited debate on the quality of education in the form of assessment and how this can be translated into rising income levels and innovation. This study particularly uses assessment scores from three core subjects (mathematics, science, and readings) as a measure of the quality of education and empirically examines their impact on innovation and GDP per capita. For empirical analysis, this study uses assessment scores from Programme for International Student Assessment (PISA) for 78 countries over the period 2012-2018 and analyzes their impact on innovation and GDP per capita. The results suggest that scores in mathematics are a key factor that contributes to both innovation and GDP per capita. On the other hand, average scores in science, readings and mathematics are proved to be an important factor in enhancing both innovation and GDP per capita. The findings of this paper are highly relevant for policy toward educational quality purposes.

Keywords: PISA, Global innovation index, Economic growth, Innovation and technology output

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Sociology of nutrition in Croatia

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Abstract

The paper presents the main sociological topics related to the phenomenon of nutrition in Croatia in the last two decades. The emphasis is on the social and cultural significance of nutrition, consumption and development of Croatian culinary regions in Croatia. Also, the paper updates the Sociology of Nutrition in Croatia as a discipline that arises due to new challenges related to lifestyle and consumption of food, as well as nutrition and quality of life. In the context of Croatian society, dominant ways of eating such as traditional, modern and postmodern ways of eating as well as the meaning of food as a symbolic values related to home, family, security, tradition, nostalgia, enjoyment or intimacy are presented, too. The final part of the paper presents the recent results of an empirical study on food intolerance in the northwestern region of Croatia in the framework of the project „Gastrotop“. The paper concludes that Sociology of Nutrition is a "must have" discipline because it reflects the dominant values in particular society, deals with the issue of health and, in general, represents a central place in social life and well-being.

Keywords: Sociology of Nutrition, Croatia, Food, Society

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Teaching self-care skills to students with severe Autism

Suad SAKALLI GÜMÜŞ[1]

Abstract

The purpose of this study is to determine the effectiveness of a specifically designed intervention based on the use of rytm/music and task analysis on teaching the ability to learn and execute self-care skills (hand washing and drying) for students with severe Autism. Four students who had severe Autism, are cognitively impaired, and are non-verbal were the subjects of the study. Reversal design (ABA design) was used in the study. The design consisted of 3 phases; in the first phase (A) measurements of the determined skills were taken 3 times in a week to establish a baseline indicating the abilities of each student in learning and executing the target behaviors before the intervention. In the second phase (B), the specifically designed intervention (target behaviors broken down to subskills using task analysis and paired with music and ritm designed for the skills)was implemented over 10 weeks. The third phase (A) consisted of taking measurements as in the first phase after a 3-week gap to determine whether the students retained the learning. All sessions were conducted by the researcher who has a specialty in Special Education, two music college instructors, and two student teachers as aids, and were video-recorded for analysis. The intervention was created after a careful review of the alternate curriculum by the researcher to prioritize and select the skills to be targeted. Simple songs of each task were created and conducted live in each session paired with rytm using instruments (guitar, xlylaphone, triangle, maracas) to capture the attention of the students and help them pair the sound with the task. Results revealed that the students learned and executed the targeted skills 90-100% by the end of the 10-week intervention, and learning was maintained by 50-70 % after 3 weeks gap after the intervention. Therefore, it is concluded that the intervention is successful and the approach could be used in teaching selfcare/sanitary skills to students with severe Autism who are cognitively impaired and are non-verbal.

Keywords: Autism Spectrum Disorder, Self care skills, Task analysis, Music and rytm

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French school integration challenges for Ukrainian refugee children

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Abstract

According to the International Children's Fund UNICEF, due to Russia's attack on Ukraine as of March 24, 2022, more than 1.8 million children are abroad. It is especially important for every child, who was forced to flee from Ukraine because of the war, to have a sustainable and inclusive education in a protective country. The children have the right to have access to inclusive and equitable quality education but there are different challenges faced both by the refugee children in France as well as French schools when they became the institution in the country of their temporary shelter. Some of the challenges relate to the lack of information for comparing educational standards at different years of school education as well as the assessment systems in different countries. To discover the challenges and give perspectives for further integration a qualitative interpretive case study method was employed. 138 Ukrainian schoolchildren and 23 French teachers who had Ukrainian refugee students in their classes and wide school environment, participated in the study. This descriptive type of study and has been conducted during May and June, 2022. The most crucial point was a comparison of the school systems and school standards of Ukraine and France as it enables the schools to adapt to the needs of refugee children thus ensuring sustainable inclusive education. The findings show that French public schools provide many Ukrainian children in France with an access to education, and a welcoming and secure learning environment. However, lack of language skills as well as curriculum subjects' difference affected the psychological stress of young refugees intensified by the detrimental effects of war trauma. The impact of stress directly undermines cognitive capacities and ability to learn. Findings speak to the potential of integrating Ukrainian refugee schoolchildren to French academic community. It would be beneficial for educational professionals to encourage both school educators and refugee families to talk about this issue.

Keywords: Challenges, Refugee schoolchildren, Quality education, Comparative educational research

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Contemporary teaching methods and strategies in higher education institutions

Taliko ZHVANIA[1] & Tamar KUPREISHVILI[2]

Abstracts

One of the important issues of the higher education institutions in Georgia is the introduction of modern teaching methods and strategies. Contemporary teaching methods are constantly changing the times and times and with the challenges. The new Covid pandemic of the twenty-first century clearly showed the world how differently should be conduct the educational process, which is accompanied by a change in teaching methods. The various possibilities of e-learning were used actively in the educational process from the contemporary teaching methods.

Utilization of contemporary teaching methods by using information/communication technologies became a meaningful part of higher educational institutions. Both, for the promotion and development of the elements of the innovative pedagogy, as well as to activate students and get them interested of the learning material in the learning/teaching process.

Keywords: Teaching methods, E-learning, Information technologies

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Piaget ve Rousseau'nun eğitim düşünceleri üzerinden çocukluk evresinde eleştirel düşünme

Fatma Hürrem SÜNNEY[1]

Öz

Eleştirel düşünme, herhangi bir durumun iyi ya da kötü yanlarıyla ele alınması, daha ileri boyutta analiz, sentez ve değerlendirme süreçlerinden geçirilmesi anlamına gelir. Yaygın bir kanı olarak, ancak yetişkin bireylerin eleştirel düşünme becerisine sahip olacağı düşünülmektedir; fakat 20. yüzyılın sonlarından itibaren bu kanı önce Amerika Birleşik Devletleri'nde, daha sonra da dünya genelinde çürütülmeye başlanmıştır; çocukluk evresindeki bireylerin de eleştirel düşünme becerisine sahip olabileceği görüşü yaygınlaşmaya başlamıştır. Çocukluk evresi, İsviçreli bilim insanı Jean Piaget'in bilişsel gelişim kuramında işlem öncesi dönem ile somut işlemler dönemini kapsamaktadır ve Piaget bu evrede çocukların soyut düşünemeyeceklerini iddia etmiştir. Fransız düşünür Jean Jacques Rousseau ise çocukların erken yaşta eleştirel düşünebileceklerini, sorgulama yeteneğine sahip olabildiklerini savunmuş; bu konuda ünlü eseri "Emile"de Emile adlı çocuğun geçirdiği evreler üzerinden bu iddiasını açıklamıştır.

Bu çalışma, Piaget ve Rousseau'nun çocukluk evresinde eleştirel düşünme konusundaki farklı fikirlerini ve bu fikirlerin, günümüzde çocukların eleştirel düşünme becerisine yönelik ortaya konulan araştırma bulgularıyla karşılaştırılmasını ortaya koymayı amaçlamaktadır.

Anahtar Kelimeler: Piaget, Rousseau, Eleştirel düşünme, Sorgulayıcı düşünme, Bilişsel gelişim, Çocuk hakları

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Critical thinking in the childhood stage through Piaget and Rousseau's educational ideas

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Abstract

Critical thinking means dealing with the good or bad aspects of any situation and going through further analysis, synthesis and evaluation processes. As a common belief, it is thought that only adults will have critical thinking skills; However, from the end of the 20th century, this belief began to be disproved first in the United States and then throughout the world; The view that individuals in the childhood stage can also have critical thinking skills has started to become widespread. In the cognitive development theory of Swiss scientist Jean Piaget, the childhood stage includes the preoperational period and the concrete operational period, and Piaget claimed that children cannot think abstractly at this stage. The French thinker Jean Jacques Rousseau argued that children can think critically and have the ability to question at an early age; In his famous work "Emile" on this subject, he explained this claim through the stages that the boy named Emile went through. The aim of this study is to reveal Piaget and Rousseau's different ideas on critical thinking in childhood and to compare these ideas with research findings on children's critical thinking skills today.

Keywords: Piaget, Rousseau, Critical thinking, Inquiry thinking, Cognitive development, Children's rights.

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Öğretmen adaylarının iletişim becerileri ile eleştirel düşünme becerileri arasındaki ilişkinin incelenmesi

Zeynep BAŞERER BERBER[1] & Dilek BAŞERER[2]

Öz

Araştırma öğretmen adaylarının iletişim becerileri ile eleştirel düşünme becerileri arasındaki ilişkiyi incelemek amacıyla yapılmıştır. Bu amaçla çalışmada nicel verilere dayalı genel tarama modellerinden ilişkiyel tarama modeli kullanılmıştır. Araştırmanın çalışma grubunu Atatürk Üniversitesi Eğitim Fakültesi öğrencileri oluşturmaktadır. Araştırmaya 170 kadın (% 56,67) 130 erkek (% 43,33) öğrenci gönüllü olarak katılmıştır. Veri toplama aracı olarak Korkut (1997) tarafından geliştirilen "İletişim Becerileri Değerlendirme Ölçeği (İBDÖ)" ile Semerci (2016) tarafından geliştirilen "Eleştirel Düşünme Eğilimi (EDE) Ölçeği" kullanılmıştır. Veriler Google Form aracılığıyla toplanmıştır. Toplanan veriler "SPSS 23.0" paket programı aracılığıyla incelenmiştir. Araştırmada, iki değişken arasındaki ilişkinin hiçbir şekilde müdahale edilmeden incelenmesini içerdiğinden, açıklayıcı korelasyon yöntemi kullanılmıştır. Yapılan analizler sonucunda öğretmen adaylarının iletişim becerileri ile eleştirel düşünme becerileri arasında pozitif yönlü, orta düzeyde anlamlı bir ilişki bulunmuştur. Bununla birlikte öğretmen adaylarının iletişim becerileri ile eleştirel düşünmenin azim-sabır, esneklik ve açık fikirlilik alt boyutları arasında anlamlı bir ilişki bulunurken, üstbiliş ve sistematiklik alt boyutları arasında anlamlı bir ilişki bulunmamıştır.

Anahtar kelimeler: İletişim, İletişim becerileri, Eleştirel düşünme

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Examining the relationship between teacher candidates' communication skills and critical thinking skills

Zeynep BAŞERER BERBER[3] & Dilek BAŞERER[4]

Abstract

The research was conducted to examine the relationship between pre-service teachers' communication skills and critical thinking skills. For this purpose, the relational survey model, one of the general survey models based on quantitative data, was used in the study. The study group of the research consists of Atatürk University Faculty of Education students. 170 female (56.67%) and 130 male (43.33%) students participated in the research voluntarily. "Communication Skills Evaluation Scale (CIES)" developed by Korkut (1997) and "Critical Thinking Tendency Scalev (CTTS)" developed by Semerci (2016) were used as data collection tools. Data was collected via Google Form. The collected data were analyzed through the "SPSS 23.0" package program. Explanatory correlation method was used in the study, as it involves examining the relationship between two variables without any intervention. As a result of the analysis, a positive, moderately significant relationship was found between the communication skills and critical thinking skills of teacher candidates. However, there was a significant relationship between pre-service teachers' communication skills and the sub-dimensions of perseverance-patience, flexibility and open-mindedness of critical thinking, while no significant relationship was found between the sub-dimensions of metacognition and systematicity.

Keywords: Communication, communication skills, critical thinking

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Felsefe grubu eğitiminde zekâ oyunlarının yeri

Ekrem Ziya DUMAN[1] & Aylin ARSLAN[2]

Öz

Eğitim uygulamalı bir bilim alanıdır dolayısıyla teorik alanın yanında pratik ihtiyaçlara da cevap vermesi beklenir. Değişen dünya düzeniyle birlikte öğrenmede öğrencinin aktif doğası önem kazanmıştır bu nedenle eğitimin teorik yanının içselleştirilip, alınan bilgilerin kalıcılığını artırmak adına da pratikte pek çok uygulamalara yer verilmeye başlanmıştır. Söz konusu uygulamalardan biri ise zekâ oyunlarıdır. Zekâ oyunları bireylere kendi potansiyellerini ortaya çıkarmada, problemler karşısında farklı ve özgün stratejiler geliştirmede, hızlı ve doğru karar verebilmede ve en önemlisi sistematik bir düşünme yapısı kazandırmada etkili bir araçtır. Dolayısıyla söz konusu aracın felsefe grubu eğitimiyle ilişkilendirilmesi şaşırtıcı olmayacaktır. Çünkü zekâ oyunları, toplumun yapısını ve işleyişini anlamlandırmaya, günlük hayatın içerisindeki problemleri çözümlendirmeye çalışırken sosyoloji eğitiminde; felsefi bilgiyi kullanabilme ve felsefi problemlerin çözümünü aramada felsefe eğitiminde; kendi potansiyellerinin ortaya çıkarılıp geliştirilmesinde ve içsel güdünün sağlanması noktasında psikoloji eğitiminde; doğru düşünme yollarını günlük yaşama aktarabilmede, tutarlı düşünüp çelişkileri fark edebilme ve düşüncelerini temellendirebilme noktasında ise mantık eğitiminde kullanılacak bir materyaldir. Dolayısıyla yapılan çalışmada zekâ oyunlarının felsefe grubu eğitimindeki teorik ağırlıklı yapısını pratikleştirerek zenginlik ve çeşitlilik katacağı öngörülmektedir.

Anahtar Kelimeler: Zekâ oyunları, Felsefe, Sosyoloji, Psikoloji, Mantık öğretimi

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The place of intelligence games in philosophy group education

Ekrem Ziya DUMAN[1] & Aylin ARSLAN[2]

Abstract

Education is an applied science field. Therefore, it is expected that that it gives responses to practical needs besides theoretical ones. Together with the changing world order, the active nature of student has gained importance in learning, and a great many applications have started to take place in practice for the sake of increasing the permanence of information by internalizing the theoretical side of education. Intelligence games are an efficient tool in revealing the self-potentials of individuals, in developing different and original strategies against problems, in making fast and true decisions and in making students attain a systematic structure of thought as the most important one. As a result, it is not surprising to relate the tool in question to philosophy group education. It is because intelligence games is a material that is likely to be used in sociology education while trying to making sense of the structure and process of community; in philosophy education while using philosophical knowledge and finding solutions for philosophy problems; in psychology education in revealing self-potentials and developing them and obtaining internal stimulation; and in logic education in conveying true ways of thinking into daily life, in being aware of contrasts by thinking consistently and putting one's thoughts on a basis. Therefore, it is believed with the current study that intelligence games will make the theoretical based structure in philosophy group education more practical by enriching and giving a variety into it.

Keywords: Intelligence games, Philosophy, Sociology, Psychology, Logic teaching

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Felsefe dersi öğretiminde RESFEBE: Uygulama örnekleri

Ekrem Ziya DUMAN[1] & Beyzanur PETEK[2]

Öz

Felsefe Dersi Öğretim Programı, öğrencileri düşünmeye cesaretlendirmek üzere oluşturulmuştur. Öğretim Programı; düşünme, fikir oluşturma, akıl yürütme, temellendirme ile felsefenin temel kavram, problem ve disiplinleriyle ilişkilidir; bu çerçevede bir yandan öğrencilerin felsefenin temel bilgi ve kavramlarını öğrenmesine ve felsefi bir bakış açısı kazanmasına özen gösterilirken aynı zamanda felsefi problemler başta olmak üzere araştırmaya, eleştirel düşünmeye, sorgulamaya, fikir üretmeye teşvik etmektedir.

Bunlarla birlikte öğretim programında hedeflenen becerilerin içerisinde "Felsefi Kavram ve Bilgi Edinimi", "Akıl Yürütme", "Sorgulama", "Özgün Fikirler Üretme" gibi öğrencilere kazandırılmak istenilen beceriler yer almaktadır. Tam da bu noktada zekâ oyunları (resfebe) gibi oyunları öğretim ortamları içerisinde kullanmak ve öğretim programlarının hedeflerine ulaşmalarına olanak sağlamak bu tür çalışmaların önemini daha da artırmaktadır.

Resfebe kelimelerin alışılmış şekilleri dışında resimlerin, harflerin veya sembollerin belirli kelimeleri veya cümleleri temsil ettiği bir kod ya da referanstır. Başka bir ifade ile resim ve alfabelerin belirli kural, örüntüyle ilişkilendirilmesi sonucu oluşturulan bulmacalardır. Buradan hareketle çalışmada felsefe derslerinde belirli kavramların öğretimi için resfebe örnekleri sunulmuştur. Bu şekilde işlenen felsefe dersinin öğrencilerin sorgulama, akıl yürütme ve esnek düşünebilme süreçlerine katkı sağlayacağı düşünülmektedir. Böylece felsefe derslerinde öğretmenlerin rehberliği ile öğrenciler aktif olarak derslere katılabileceklerdir. Ayrıca felsefe dersi öğretiminde resfebe kullanımının öğretim programında ortaya konulan amaçların gerçekleştirilmesine katkı sağlayacağı düşünülmektedir. Çünkü resfebe farklı düşünme, akıl yürütme, özgün fikirler üretme, ilişki kurma gibi becerilerin gelişimini sağlayan bir zekâ oyunudur.

Anahtar Kelimeler: Felsefe Öğretimi, Zekâ oyunları, Resfebe

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RESFEBE (REBUS):
In teaching of philosophy course: Samples of practices

Ekrem Ziya DUMAN[1] & Beyzanur PETEK[2]

ABSTRACT

The Curriculum of Philosophy Course was made to encourage students to think. The curriculum is related to thinking, forming ideas, reasoning, justification, and to basic concepts, problems, and disciplines of philosophy. In this sense, while it is taken into consideration to allow students to learn basic information and concepts of philosophy and to attain a philosophical perspective, it also encourages for critical thinking, interrogating, producing ideas, particularly investigating philosophical problems in the first place.

Besides that, there are such skills as "Philosophical Concept and Knowledge Acquisition", "Reasoning", "Questioning", "Producing Original Ideas" for the purpose of making students attain them. In this sense, using such intelligence games as Resfebe (Rebus) in teaching settings and allowing them to make teaching programs reach their targets increases the importance of this kind of studies.

Resfebe is a kind of code or reference where words or symbols represent certain words or sentences other than familiar shapes of words. In other words, it is a kind of puzzle formed as a result of relating pictures and alphabets in a certain rules and patterns. In this respect, Resfebe samples were given in the current study for teaching of certain concepts in the courses of philosophy. It is thought that the course of philosophy taught in this way will make a contribution to the questioning, reasoning and flexible thinking processes of students. Also, students will be able to involve in the courses with the guidance of teachers in the course of philosophy. In addition, it is believed that using Resfebe in philosophy teaching will contribute the realization of the purposes given in the curriculum. It is because Resfebe is an intelligence game allowing to the skills of thinking differently, reasoning, producing original ideas, relating.

Keywords: Philosophy Teaching, Intelligence Games, Resfebe

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Suitability of the 5th grade mathematics textbook to the curriculum from the perspectives of pre-service teachers

Vildan KATMER BAYRAKLI[1] & Aykut KAYHAN[2]

Abstract

Textbooks are one of the indispensable materials of the learning and teaching process. One of the most important conditions that should be included in the textbooks is to be prepared in accordance with the curriculum. In this context, in this research, it is aimed to evaluate the suitability of the 5th grade mathematics textbook, which was accepted by the Ministry of National Education in 2021, to the curriculum by pre-service mathematics teachers. The case study design, one of the qualitative research designs, was used in the research. The participants of the research are 23 pre-service mathematics teachers who attend the second grade in the Primary School Mathematics Education Program of a university in Istanbul and participate voluntarily in the research. The data of the research were collected with the help of a form containing criteria for evaluation of the textbook in the context of the four elements of the curriculum (objectives, content, learning experiences, evaluation). Before starting the data collection, the participants were given an eight-week training to evaluate the suitability of the mathematics textbooks to the curriculum by the researchers. Participants were divided into six groups and each group was asked to examine a different unit in the textbook. In the analysis of the data, descriptive analysis and content analysis techniques were used. As a result of the research, the majority of the participants found the mathematics textbook sufficient in terms of covering the cognitive objectives in the curriculum while they found it partially sufficient in terms of covering the affective and psychomotor objectives. In general, for elements of the curriculum, the participants stated that the mathematics textbook was adequate in terms of its suitability to the content and evaluation while they found it partially sufficient in terms of objectives and learning experiences.

Keywords: Mathematics textbook, Mathematics curriculum, Pre-service mathematics teachers

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Yükseköğretimin işlevsel değişim süreci

Kadir SAIN[1]

Öz

Toplumsal ihtiyaçları karşılamak üzere meydana gelen sosyal kurumlar, tarihsel süreç içerisinde meydana toplumsal yapı ve ihtiyaçların değişimine paralel olarak işlevsel değişikliğe uğramışlardır. Tarihi ve toplumsal birer kurum olan yükseköğretim kurumları da yaşanan dönemin değişen koşulları içerisinde işlevsel değişikliğe uğramışlardır. Ortaya çıktığı ilk zamanlar temel olarak "eğitim-öğretim" işlevini yerine getiren yükseköğretim kurumları, süreç içerisinde ortaya çıkan yeni koşullara ve ihtiyaçlara cevap verebilmek için bu işleve önce "bilimsel araştırma" ve daha sonra "toplumsal fayda" işlevini eklemiştir. Böylece eğitim-öğretim, bilimsel araştırma ve toplumsal fayda işlevlerini bir bütün olarak yerine getirmeye başlayan yükseköğretim kurumları; 21. yüzyılın hızla değişen, dönüşen ve gelişen dünyasında ekonomik, sosyal, kültürel ve siyasi dinamikleri harekete geçirerek değişimin ve gelişimin temel itici gücü haline gelmişlerdir.

Anahtar kelimeler: Yükseköğretim, Eğitim-Öğretim, Bilimsel araştırma, Toplumsal fayda

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Functional change process of higher education

Kadir SAIN[1]

Abstract

Social institutions, which were formed to meet social needs, have undergone functional changes in parallel with the changes in social structure and needs that have occurred in the historical process. Higher education institutions, which are historical and social institutions, have also undergone functional changes in the changing conditions of the period. Higher education institutions, which basically fulfilled the function of "education" when they first emerged, added "scientific research" and then "social benefit" function to this function in order to respond to the new conditions and needs that emerged in the process. Thus, higher education institutions that started to fulfill the functions of education, scientific research and social benefit as a whole; In the rapidly changing, transforming and developing world of the 21st century, they have become the main driving force of change and development by activating economic, social, cultural and political dynamics.

Keywords: Higher education, Education, Scientific research, Social benefit

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“Türkiye’nin toplumsal yapısı” etkinlikleri Sosyoloji dersi öğretim programına nasıl entegre edilebilir?

Beyhan ZABUN[1]

Öz

Eğitimin temel işlevlerinden birisi de bireyi yaşadığı toplumun uyumlu bir bireyi olarak inşa etmektir. Bu işlev genel olarak aile, akran grubu ve diğer sosyalleşme ortamlarında gerçekleşirken planlı, sistematik ve hedeflenen bir içerik ile örgün öğretimde gerçekleştirilir. Bu bağlamda eğitimin temel politik işlevi devletin istediği, öngördüğü yurttaşı yetiştirmektir. Bu süreçte öğretim programları, ders kitapları, diğer öğrenme-öğretme süreçleri, etkinlikler, törenler vb. önemli unsurlardır. Yurttaşlık bilgisi öğretimi öğretimin bütün düzeylerinde kapsam ve yoğunluğu farklı olmak kaydıyla yapılmaktadır. Bu noktada dil, kültür ve sosyal bilimler dersleri önem arz etmektedir.

Bu çalışmada 2009 yılında kabul edilen ve halen yürürlükte olan lise Sosyoloji Dersi Öğretim Programının mevcut amaç, kazanım ve etkinliklerinde hiçbir surette yeterli olmayan Türkiye’nin toplumsal yapısı içeriğinin programda yer alıp, ders kitaplarında nasıl somutlaştırılabileceğinin tartışması yapılmıştır. Öncelikle sosyoloji dersi öğretim programının büyük ölçüde kuramsal ve kavramsal olan yönleri kısaca ortaya konmuş ve çözümlenmiştir. Bu noktada Türkiye’nin toplumsal yapısı, güncel temel toplumsal olgular ve sorunlarla doğrudan hiçbir ilintisinin olmadığı çok sınırlı amaç ve kazanımlar kapsamı ve etkinlik örneği dışında program ve bu program doğrultusunda yazılmış ders kitaplarında yeterli içeriğin olmadığı görülmüştür. “Yeterli içeriğin olmadığı” sübjektif hükmünün kanıt dayanakları uluslararası literatürdeki sosyoloji öğretimi uygulama ve araştırmalarındaki en yüzeysel kapsamda ve yazılan ders kitaplarında yalın olarak ortaya çıkmaktadır. Ülkemizde mevcut sosyoloji dersi öğretim programında ve bu doğrultuda yazılan ders kitapları ise genel, yüzeysel, soyut, kavramsal yaklaşımlar dışında örneğin en sorunlu alanlar olan toplumsal kurumlar ya da toplumsal değişme ve çözülme süreçlerine hiçbir surette değinilmemektedir. Çalışmada temel amaç program ve ders kitapları kapsamına Türkiye’nin toplumsal yapısının temel unsurları olarak ortaya çıkan olgu, sorun ve örnek olayların nasıl somutlaştırılabileceğinin eleştirel tartışmasının yapılması ve örneklerin sunulmasıdır.

Anahtar Kelimeler: Toplumsal yapı, Sosyoloji öğretimi, Öğretim programı

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How can the activities of “social structure of Türkiye” be integrated with the Sociology curriculum

Beyhan ZABUN[1]

Abstract

One of the basic functions of education is to build individual as the one consistent with the community he lives in. This function is generally realized in the settings of family, peer groups and other socialization settings, while it is realized in the formal education with a planned, systematic, and targeted content. In this sense, basic political function of education is to train the citizen desired and predicted by the state. In this process, teaching programs, coursebooks, other learning-teaching processes, activities, ceremonies etc. are important factors. Teaching citizenship is carried out with different content and intensity in teaching. Therefore, the courses of language, culture and social sciences are of importance.

In the current purpose, outcome and activities of the program, putting the content of social structure of Türkiye which is not sufficient in any case in the program and how to embody it in the coursebooks were discussed. In the first place, teaching program of sociology was examined in terms of its theoretical and conceptual sides to a large extent. In this sense, it was found that social structure of Türkiye was nothing to do directly with the current basic social phenomena and problems and that there was not sufficient content in the course books depending on this program. Evident bases “Insufficient content” subjective statement are clearly seen in the most superficial content in the sociology teaching studies of applications in the international literature and in the coursebooks written. In the current course of sociology teaching program in Türkiye and in the coursebooks written with the basis of this program, nothing but superficial, abstract, conceptual approaches, such as social institutions or social change and disintegration process, was mentioned at all. In the current study, how to embody phenomenon, problem and sample events appearing as the basic components of social structure of Türkiye was critically discussed and some samples were given in the content of basic objectives of the program and coursebooks.

Keywords: Social structure, sociology teaching, teaching program

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Türkiye’de İdeolojik Olmayan Bir Sosyoloji Öğretimi Mümkün müdür? Dönemler Çözümlemesi

Aytekin DEMİRCİOĞLU[1] & Beyhan ZABUN[2]

Öz

Türkiye’de ortaöğretimde sosyoloji öğretimi literatürde tartışmalı olmakla birlikte, 1911 yılında Ziya Gökalp tarafından Selanik İttihat Terakki İdadisinde İctimaiyat dersinin okutulması ile başlamıştır. Ortaöğretimde bir öğretim programına bağlı olarak sosyoloji öğretimi ise 1924 yılında başlamıştır. 1924’ten 2009’a kadar dokuz öğretim programı geliştirilmiş ve uygulanmıştır. Bu programların program geliştirme tekniğine uygunlukları, hâkim olan felsefeler, ana temalar, problemler, üniteler, konular, konu alt başlıkları ve kavramlar bakımından birbirlerinden temel farklılıklar göstermektedir. Bu farklılıklar programların geliştirildiği dönemin siyasal gücünün, dönemsel, toplumsal, ekonomik, kültürel özelliklerinin, toplumsal yapıya egemen iç - dış unsurların, uluslararası gelişmelerin özelliklerinden kaynaklanmaktadır. Programların geliştirildiği dönemler, Cumhuriyetin ilanı, tek parti dönemi, Atatürk dönemi, İnönü dönemi, çok partili hayata geçiş, 27 Mayıs 1960 İhtilali, 1960-1980 arası toplumsal çatışmalar dönemi, 12 Eylül 1980 darbesi, toplumsal değişimin içerik ve yoğunluğu bakımından 1990’lı yıllar ve küreselleşmenin bir süreç olarak etkilerinin somut yaşandığı 2000’li yıllardır.

Bu çalışmada programların geliştirildikleri dönemlerin politik özelliklerine paralel olarak ortaya çıkan ideolojik içerikleri, eğitimin ideolojik işlevinin kapsamı ötesinde sosyolojinin bilimsel kapsamının dışında olan yönleriyle çözümlenmiştir. Sonuç olarak ise geliştirilen bütün programların, görece 1995 ve 2009 programları dışında, bilimsellikten, toplumsal gerçeklikten, pedagojik yaklaşımdan uzak programlar olduğu ortaya konmuştur. 1995 ve 2009 programlarının alt yapısı olan programların somut iz ve etkileri bu programlarda da kendini göstermektedir. Bu bağlamda ise sorun toplumsal gerçeklikle örtüşmeyen, belirsiz depolitik kapsam olarak karşımıza çıkmaktadır.

Anahtar Kelimeler: Sosyoloji öğretimi, İdeoloji, Eğitimin ideolojik işlevi

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Is a Non-ideological sociology teaching possible in Türkiye? An analysis of periods

Aytekin DEMİRCİOĞLU[1] & Beyhan ZABUN[2]

Abstract

While teaching sociology in Türkiye is controversial in the literature, it started to be taught with the courses of İçtimaiyat (Sociology) by Ziya Gökalp in Selanik İttihat Terakki İdadisi (High School) in 1911. As for sociology teaching at a teaching program in secondary education, it started in 1924. Nine teaching programs were developed and applied from 1924 to 2009. These programs differ in terms of their suitability for the program developing technique, dominant philosophies, main themes, problems, units, subjects, sub-headings and concepts. These differences result from the political power of the period they were developed, periodical, social, economic, cultural features, and from the features of internal and external components dominating on social structure and international developments. The periods when programs were developed are the declaration of the Republic, one-party period, Atatürk period, İnönü period, passage for multi-party period, 27th May, 1960 coup, social clashes period between 1960-1980, 12th September, 1980 coup, 1990s in terms of the content and intensity of the social change and 2000s when the effects of globalization were experienced as a process in a concrete way.

In the current study, the ideological contents appearing in line with the political features of the periods when the programs were developed were analysed with their features out of scientific content of sociology beyond the extent of the ideological function of education. As a result, it was found that all the programs, relatively except for 1995 and 2009 ones, are away from being scientific, social reality, pedagogical approaches. Concrete tracks and effects of the programs which are the infrastructure of 1995 and 2009 programs can be seen in these programs. In this sense, the problem comes to the forefront as an ambiguous depolitized content which is not consistent with social reality.

Keywords: Sociology teaching, Ideology, Ideological function of education

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Immanuel Kant'ın eğitim anlayışında ahlakileşme boyutu

Sevgican FİŞENK[1]

Öz

Aydınlanma çağı filozofu olarak Immanuel Kant yalnızca bilgi, varlık ve ahlak anlayışıyla değil, aynı zamanda insan anlayışını temel alarak oluşturduğu eğitim üzerine fikirleriyle de felsefe tarihinde önemli isimlerden biri olmuştur. Felsefesine “Neyi bilebilirim?”, “Ne yapmalıyım?”, “Ne umabilirim?” ve “İnsan nedir?” sorularıyla yön çizen Kant, Eğitim Üzerine’de insanın eğitilme sürecinde belirli aşamalardan geçtiğini vurgular. Fiziksel, ahlaki ve dini aşama olarak üçe ayırdığı eğitim anlayışında Kant, bu aşamalarda talim, terbiye ve disiplin gibi kavramlara önem vermiştir. O, bu kavramlarla ilişkili olarak insanın eğitilme süreciyle birlikte üç farklı boyut kazandığını savunur: Kültürleşme, sivilleşme ve ahlakileşme. Bu üç boyut Kant’ın ahlak anlayışının temelini oluşturan ergin olma ve insanın varoluşunu gerçekleştirebilme durumuyla sıkı sıkıya bağlıdır. Gerçekleştirilen eylemin ilkesinin herkes için geçerli bir yasa olabilmesinin o eylemin ahlakiliğini gösterdiğini savunan Kant, insanın eğitim sürecinin bir parçası olarak ahlakileşme boyutuna ayrı bir önem atfeder. Dolayısıyla bu metinde genel olarak Kant’ta insanın eğitilme süreci ve özelde ahlakileşme boyutu ele alınmaya çalışılacaktır.

Anahtar Kelimeler: Kant, Eğitim, Disiplin, Ahlakileşme

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The moralization dimension in Immanuel Kant's understanding of education

Sevgican FİŞENK[1]

Abstract

As the Enlightenment philosopher, Immanuel Kant became one of the important names in the history of philosophy not only with his philosophy of knowledge, existence and morality, but also with his ideas on education based on human philosophy. His philosophy is "What can I know?", "What should I do?", "What can I hope for?" and "What is a human?" Leading the way with his questions, Kant emphasizes that people go through certain stages in the process of education in *On Education*. In his philosophy of education, which he divided into three as physical, moral and religious stages, Kant gave importance to concepts such as training, discipline and discipline at these stages. In relation to these concepts, he argues that people gain three different dimensions with the education process: acculturation, civilization and moralization. These three dimensions are closely connected with the state of being mature and realizing human existence, which forms the basis of Kant's moral philosophy. Kant, who argues that the principle of the action being taken as a valid law for everyone shows the morality of that action, attaches special importance to the moralization dimension as a part of the education process of the human being. Therefore, in this text, the process of education of people in Kant in general and the dimension of moralization in particular will be tried to be discussed.

Keywords: Kant, Education, Discipline, Moralization

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Emotional, cognitive and behavioural components of peers' attitudes towards SEN students (students with special educational needs)

Lia METREVELI[1]

Abstract

At the end of the twentieth century, after the Salamanca Declaration on Inclusive Education was developed, the process of deinstitutionalization began in many countries of the world, and students with disabilities continued to study in isolated institutions with their peers in the general education space. Over time, the idea of inclusive education expanded a lot, and with a modern approach, the main slogan: "Education for all" became a message not only for disabled people, but also for all students who had certain difficulties in learning and needed special help. Therefore, inclusive education today includes a process that ensures the inclusion of students with special educational needs (SEN) in the educational space together with their peers. Georgia has been involved in this process for more than ten years and has managed to implement it with considerable success. There are many achievements (training of highly qualified specialists, retraining of subject teachers, development/refinement of the form of individual curriculum, etc.), but due to the fact that inclusive education is a dynamic process, there is a constant need to deal with certain challenges and difficulties in a parallel mode. One of these challenges can be considered that inclusive education implies not only the physical presence of a student with disabilities in a peer environment, but also the acceptance, participation, and achievement of students with disabilities.

Keywords: Emotions, Behavior, Students, Education, Inclusion

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Violations on the Right to Education During Pandemic and the Absence of the Right to Homeschooling in the International Law

Nihan AKINCILAR KÖSEOĞLU[1]

Abstracts

The right to education is defined as the rights that a person can claim from the society and the state and an inalienable right that everyone should have without discrimination. The right to education in international law is protected by various conventions and resolutions of the UN, the Council of Europe and the EU. After many countries around the world decided to close schools within the scope of Covid-19 measures in March 2020, the period of distance education - at home - started for learners. Therefore, in this study, the inequalities created by distance education applications around the world will be examined in a comparative way. The right to homeschooling has started to be questioned with the pandemic, even though homeschooling has been practiced by parents or private teachers for centuries. Although homeschooling is widely practiced in the USA, Canada, England, Germany, Belgium, France, Denmark, it has not become a part of international law. In summary, this study argues that violations of the right to education, which emerged due to inequalities in access to education throughout the world during the pandemic period, can be eliminated by providing the right to homeschooling with a new agreement to be brought into international law.

Keywords: Right to education, Pandemic, Right to homeschooling.

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Examination of internet addiction in high school students with homogeneity analysis in terms of different variables

Özlem ÖZDEN TUNCA[1]

Abstracts

In this study main goal that the personality features of the adolescents, how they evaluated their parents' attitudes, whether or not they were receiving pre-school instruction when they were 0-6 years old, and how their internet usage habits.

First of all, the Structural Equation Model was developed to conduct a statistical analysis of the association between parenting styles, personality factors, and internet addiction. Using tablet etc. at (acquaintance) age described as important variable. In order to identify the categorical characteristics that are predisposed to internet addiction, the correlations between the categories of perceived parenting attitudes, personality traits, and internet addiction factors were examined. After all the relationship between the pre-school situation, being connected to the internet for the first time at a certain age, the type of the first technological tool and developing an addiction to the internet were then stated clearly.

In conclusion of the study, it determined that there is a negative relation between internet addictions and personality traits. Self-control, an outgoing personality feature, being raised by parents who are sensitive, using a tablet, etc. It has been found that there is a predisposition to internet addiction in children who were raised with behavioral control and psychological control style. For teenagers with mild and neurotic personality traits, there was no correlation between autonomy-supportive parents' parenting style and internet addiction. Internet addiction has been seen in people who use tablets or smartphones use them for 1-3 hours a day. The first technical tool was not significant in this regard because it was observed that those who obtained pre-school education, were exposed to the internet in primary school, and used the first vehicle for no more than an hour were not addicted to it.

Keywords: Technology addiction, Internet addiction, Parents' attitude, Personality

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PROCEEDINGS

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**TAM METİN
BİLDİRİLER**

Kaz Dağları bölgesinde yetişen yenilebilir mantar çeşitleri¹

Çiğdem ÖZKAN² & Mustafa BOZ³

Öz

Mantarlar, insanoğlunun doğada var olma çabası sonucu, keşfedildiğinden bu yana besin ve ilaç kaynağı olarak kullanılmaktadır. Doğada kendiliğinden yetişen mantarlar gıda ve ilaç kaynağı olarak son zamanlarda yeniden insanların ilgisini çekmeye başlamıştır. Gastronomi turizmi açısından ise, yerel kültürlerin temel besin kaynaklarından biri olan mantarların ve mantarlardan yapılan yemeklerin ekonomik değer kazanması çabası bu çalışmanın önemini oluşturmaktadır. Bu çalışmada amaç kaz dağları bölgesinde sonbahar ve ilkbahar mevsiminde doğal habitatında gelişen mantar çeşitlerinin neler olduğunun ve yöresel isimlerinin ortaya çıkarılmasıdır. Bu amaca dayalı olarak, 01.10. 2022-30.12.2022 tarihleri arasında kaz dağları köyleri yöre insanı ile gezilerek mantarlar toplanmış ve fotoğrafları çekilmiş ve tüketim şekilleri araştırılmıştır. Araştırma sonucunda bölgede yenilebilir 12 çeşit mantarın olduğu ortaya çıkmıştır.

Anahtar Kelimeler: Kaz Dağları bölgesi, Mantar çeşitleri, Sürdürülebilir yaşam, Yenilebilir mantarlar

Edible mushroom varieties grown in the Ida Mountains region

Abstract

Mushrooms have been used as a source of food and medicine since they were discovered, as a result of mankind's effort to exist in nature. Mushrooms that grow spontaneously in nature have recently started to attract people's attention as a source of food and medicine. In terms of gastronomic tourism, the effort to gain economic value of mushrooms, which are one of the main food sources of local cultures, and the dishes made from mushrooms constitute the importance of this study. The aim of this study is to reveal the types of mushrooms that develop in their natural habitat in the autumn and spring seasons in the Ida Mountains region and to reveal their local names. Based on this purpose, 01.10. Between 2022 and 30.12.2022, the villages of Ida Mountains were visited with local people, mushrooms were collected and their photos were taken and their consumption patterns were researched. As a result of the research, it was revealed that there are 12 types of edible mushrooms in the region.

Keywords: Ida Mountains, Mushrooms, Sustainable life, Edible mushrooms

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GİRİŞ

Yenilebilir mantarlar dünyanın birçok yerinde insanlar tarafından tüketilen gıda ürünleri olarak karşımıza çıkmaktadır. Yemeklik mantarlar insanlar tarafından çok eskilerden beri bilinmekte ve yenilmektedir. Şair Euripides, (M.Ö. 406-480) şiirlerinden mantarlardan bahsetmiştir (Ramsbottom, 1945'den akt. Alan, 1977). Dünyadaki varlıkları insanlardan çok daha öncesine dayanan mantarlar, dünya genelinde binlerce farklı türe ayrılmaktadır (www.unileverfoodsolutions.com.tr).

Doğada mantarlar hemen hemen tüm türlerde yabancı olarak yetişir. Toprakta çürüten yabancı maddeler, tahta kütükler vb. her mevsim görülür ancak yağmurlar bu maddelerin toprakla etkileşimini artırarak organik maddelerin (mantarlar gibi) oluşmasını büyümelerini destekler. Yenilebilir mantarların neler olduğunun bilinmesi tüketilmesi açısından çok önemlidir. Mantarların A, C ve B vitaminleri bakımından zengin olması besleyici değerini artırmaktadır (Nakalembe, Kabasa ve Olila, 2009). Mantarlar, türlerine ve mevsim şartlarına göre değişken olarak % 80-90 oranında su içerip, A ve D vitaminleri ve fosfor açısından oldukça zengindir (Barutçıyan, 2012). Yenilebilir mantarlar lif bakımından zengin olup, hücre duvarları kitin, hemisellüloz, mannan ve beta-glukanlar içermektedir. Beta-glukan'ın kolesterol ve kan şekerini düşürdüğü, bağışıklık sistemini güçlendirdiği, bazı enfeksiyonlara karşı koruyucu etkisinin olduğu ifade edilmektedir (Manzi ve diğ., 2001).

Doğal olarak yetişen mantarlar; ormanlık alanlarda, ağaç altlarında, çayırılık alanlarda, toprak altında, kütüklerin üzerinde genellikle ilkbahar ve sonbaharda görülmektedir. Bazı serin bölgelerde yaz aylarında da görülebilmektedir.

Literatürde dünyanın farklı bölgelerinde 2000'den fazla yenilebilir mantar çeşidi olduğu rapor edilmiştir (Manoharachary ve diğ., 2005:5). Mantarların bağışıklık sistemini güçlendirdiği, kansere ve diyabete karşı koruyucu olduğu bilinmektedir (Gbolagade ve Fasidi, 2005; Okafor ve diğ., 2017). Mantarlar ekosistem üzerinde doğal geri dönüşüm yaratan, ekosistemde döngüyü sağlayan, ekonomik değeri yüksek önemli doğal kaynaktır (Manoharachary ve diğ., 2005).

Mantarların toplanma şekli oldukça önemlidir. Bilinçsiz toplanması nedeniyle bazı mantar türlerinin yok olduğunu bilinmektedir (Aksu ve Ak,2018). Kökleriyle ve topraklı bir şekilde toplama işleminin yanlış olduğu bilinmektedir. Sporla çoğalan mantarların kök kısımlarının yerinde bırakılması son derece önemlidir. Yeni büyümekte olan küçük mantarların toplanması son derece yanlıştır (Aksu ve Ak,2018). Ülkemizde birçok yörede kendiliğinden yetişen mantarların yöre insanları tarafından mevsiminde toplanarak tüketildiği, pazarlarda satıldığı bilinmektedir (Erdem ve diğ., 2018).

Mantarların insan sağlığına katkısı, ekonomik değer yaratma etkisi, ekosistem üzerinde doğal geri dönüşüm yaratmaya etkisi düşünüldüğünde gerek doğal hayata gerekse de insan hayatına oldukça faydası olan bir doğal gıda maddesidir.

Mantarların sağlık açısından faydaları oldukça çok olmakla birlikte, zehirli türlerini tüketmek ölümcül sonuçlar doğurabilmektedir. Bu nedenle birçok bölgede benzer türler yetişmesine rağmen bölge insanı tarafından bilinmeyen (daha önce denenmemiş) mantar türleri tüketilmemektedir. Mantarları tüketirken yöre insanından destek almak son derece önemlidir. Bazı zehirli mantar türleri yenilebilir olanlarına tip, renk ve şekil olarak benzemesine rağmen insan sağlığını tehdit edebilmektedir.

Literatür Taraması

Yenilebilir mantarlar veya mantarların gastronomi değeri, yemeklerde kullanımı, hangi bölgelerde ne tür mantarlar yetişiyor gibi konularla ilgili literatürde birçok çalışmaya rastlamak mümkündür. Gül, Çarbuğa ve Kocaman (2018) yaptıkları çalışmada Ordu'da 11 çeşit yenilebilir mantar olduğu, mantarların yöre mutfağına önemli bir zenginlik kattığı, gastronomi turizminde gelir yaratma etkisinin büyük olduğu sonucuna ulaşmıştır.

Okafor ve diğ, (2017) kültür mantarı, istiridye mantarı, kavak mantarı (*leurotus ostreatus*, *Pleurotus sajor-caju*, *Pleurotus pulmonarius* and *Pleurotus populinus*) olarak bilinen mantar türlerinin antibakteriyer ve antioksidan etki düzeylerini ölçmek üzere yaptıkları çalışmada, bu mantar türlerinin antioksidan ve anti-bakteriyel özellik bakımından yüksek olduğu sonucuna ulaşmışlardır. Benzer şekilde Manoharachary vd., (2005) yaptıkları çalışmada mantarların antioksidan, antiviral, antibiyotik etkinliği bakımından yüksek olduğunu vurgulamaktadır.

Erdem ve diğ. (2018) mutfak şeflerinin yöresel mantarları tanıma kullanım durumlarına ilişkin yaptıkları çalışmada, mutfak şeflerinin mantar çeşitlerini araştırmaya yönelik çalışmalar yapıldığı mantarların kullanımına ve tüketimine ilişkin çalışmaların çok az olduğu sonucuna ulaşmışlardır.

Chang (1999) dünyada yaklaşık 2000'den fazla mantar türünün yenilebilir ve değerli mantar olduğunu belirtmiştir. Pekşen ve Akdeniz (2012) yaptıkları çalışmada Türkiye'de yaklaşık 40 çeşit yenilebilir mantar türünün yöre insanları tarafından bilindiği ve kullanıldığını ifade etmiştir. Pekşen ve Kibar (2007) yaptıkları çalışmada, yenilebilir ektomikorizal mantarların ekonomik bakımdan değerli olduğu fakat yetiştiriciliği konusunda çalışmaların yetersiz olduğu sonucuna ulaşmıştır. Ekonomik bakımdan değerli olan mantarların yetiştiriciliğinin artması ile yöre insanın gelir elde edebileceği ifade edilmiştir.

Eren, Süren ve Kızıleli (2017) yaptıkları çalışmada yenilebilir mantarların yerel mutfak kültürünün tanıtımında, Türkiye'nin gastronomi imajının gelişiminde önemli bir faktör olabileceğini bu nedenle yenilebilir mantarların ön plana çıkarılması gerektiğini ifade etmektedir. Bunun yanı sıra, Kuzu Göbeği, Kum Trüfü, Kanlıca, Porçini ve Matsutake mantarlarının Türkiye'de yetişen önemli mantarlar olduğu sonucuna ulaşmışlardır.

Yöntem

Yenilebilir mantarların neler olduğuna ilişkin bilgilerin elde edilmesi amacıyla bu çalışmada keşifsel bir yaklaşım benimsenmiştir. Bu amaçla çalışmada nitel araştırma desenlerinden durum çalışması deseni kullanılmış olup, "durum çalışmaları özellikle değerlendirme süreçleri gibi birçok alanda kullanılan, araştırmacı ya da araştırmacıların bir durumu, sıklıkla bir programı, olayı, eylemi, süreci, birey ya da bireyleri derinlemesine analiz ettiği bir araştırma desenidir" (Creswell, 2016). Durum çalışmalarında veri elde edebilmek amacıyla görüşme, gözlem ve belge incelemesi yapılır (Merriam, 2013). Bu çalışmada veri toplamak amacıyla, nitel araştırma türlerinden biri olan görüşme yöntemi kullanılmıştır. Görüşme nitel araştırmalarda en sık kullanılan veri toplama aracı olarak karşımıza çıkmaktadır (Yıldırım ve Şimşek, 2011: 119). Araştırmada sohbet tarzı görüşme yaklaşımı ile kaz dağları köylerinde yaşayan yerel halk

ile Kasım 2021-Mart 2022 tarihleri arasında köyler gezilerek mantarlar toplanmış ve kullanım amaçları, kullanım şekilleri hakkında bilgiler kayıt altına alınmıştır.

BULGULAR

Yapılan araştırma sonucunda Kaz Dağları bölgesinde 12 çeşit mantar ortaya çıkmıştır. Mantarların görselleri ve isimleri aşağıdaki gibidir.

1. Çam Mantarı (Lactarius salmonicolor, Lactarius deliciosus, Lactarius deterrimus)

Bölgede çam mantarı olarak bilinmektedir. Ege bölgesinde çınar, Marmara bölgesinde Çamlıca mantarı da denilmektedir. Batı Karadeniz’de yaygın olarak yetişmekte olup, çam mantarı olarak adlandırılmaktadır. Sonbahar mevsiminde ortaya çıkan bu mantar çeşidi, bulunduğu yere, aldığı neme, büyüklüğüne göre farklı renklerde olabilen bir mantardır. Fakat genellikle görsellerde görüldüğü gibi turuncu renkli olup, üzerinde yeşil renk geçişleri olabilmektedir. Bölgede çam mantarı olarak bilinen mantar türünü, yöre halkı soteleyerek veya hafif unlayıp fırınlayarak tüketmektedir. Genelde çamlık alanlarda bulunurlar.

Resim 1



Resim 2



Resimleyen: Çiğdem ÖZKAN

2. Pırnar Melkisi (Et Mantarı)

Bölgede Pırnar Melkisi ya da et mantarı olarak isimlendirilen mantar çeşidi Sonbahar mevsiminde nemli ortamda bulunan mantar çeşididir. Soğanlı sotesi, çorbası, yufka arasına sarılarak yapılan gardala yemeği yapılabilir.

Resim 3.



Resim 4.



3. Biber Mantarı

Bölgede biber veya biberli mantar olarak bilinmektedir. Sonbahar mevsiminde çamlık bölgelerde ortaya çıkmaktadır. Farklı bölgelerde farklı isimlerle anılmaktadır. Soğanlı kavurması ve mangalda ızgarası yapılabilir.

Resim 5



Resim 6



4. Karnabahar Mantarı (Kıvırcık Mantarı, *Sparassis crispa*)

Karnabaharı andıran görüntüsü nedeniyle bölgede karnabahar mantarı olarak adlandırılmaktadır. Dağlık bölgede sonbahar mevsiminde yetişmektedir. Soğanlı kavurması yapılmaktadır. Ananasa benzer kokusu vardır.

Resim 7



Resim 8



5. Kuzu Göbeği (*Morchella esculenta*):

Genellikle ilkbahar mevsiminde, orman açıklarında, akarsu kenarlarında, fındık, kayın, akçaağaç ve karaağaçların altında, kireçli yada yanmış topraklarda yetişmektedir. Kendine has delikli ve koyu kahve rengi ile diğer mantar türlerinde kolayca ayırt edilebilmektedir. Sote yapılarak pişirilir ve kurutulularak saklanabilir. Bir defada çok fazla yenmemelidir.

Resim 9



6. Tavuk Katsı (Dolaman mantarı- *Rhizopogon rubescens*)

Bölgede tavuk katsı olarak bilinir. Farklı bölgelerde dolaman mantarı, tavşan böbreği olarak da adlandırılmaktadır. Sonbahar ve kış mevsiminde yetişir. Sote yapılarak tüketilebilmektedir. Toprağa tamamen veya kısmen gömülü düzensiz küre gibidir. Toprak altında beyaz, dışında zeytin yeşili lekeli sarımtrak ve yaşlandıkça kahverengi olur. Katı ve dayanıklıdır. Kumlu çıplak topraklarda, çam, sedir ve meşe ağaçlarına yakın yerlerde gelişir.

Resim 10



7. Ünzile Mantarı (Mor Mantar- Mavi Cincile- *Lepista nuda*)

Bölgede ünzile mantarı, mor cincile veya mor mantar olarak isimlendirilmektedir. Rengi mor olduğundan mor mantar olarak adlandırılmaktadır. Fırında kızartması yada soteleyerek tüketilmesi mümkündür. Menekşe renkli, yumuşak, biraz sulu ve hoş kokuya sahiptir. Çam ve kayın ormanları altında, nemli topraklarda görülür.

Resim 11



8. Çimen Mantarı (Çayır mantarı, *Agaricus campestris*)

Sonbahar mevsiminde, çayırılık, çimenlik yerlerde ve tarlalarda yetişmektedir. Üst kısmı beyaz şapkasının alt kısmı kahverengidir. Sap kısmı beyaz renktedir. Yaygın olarak bulunan değerli bir mantardır. Kavurması yapılır.

Resim 12



Resim 13



9. İstiridye mantarı (*Pleurotus populinus*):

Kış mevsiminde ağaç köklerinde veya kavuklarında olur. Yel pazeyi andırın büyük şapkası ve dalgalı kenarları ile kendine özgü bir görünümü vardır. Bölgede ağaç kulacığı olarak adlandırılmaktadır. Soteleyerek yenilebildiği gibi çorbası ve ızgarası da yapılabilir.

Resim 14



Resim 15



10. Ayı Mantarı

Bölgede ayı mantarı olarak bilinmektedir. Bölgede sonbahar mevsiminde kendini göstermektedir. Farklı bölgelerde çörek mantarı olarak da anılmaktadır. Rengi kahverengi ve kıvıll tonlarında deęişmektedir. Soteleyerek ve çorbası yapılarak tüketilebilir.

Resim 16



11. Kulak Mantarı (Kulacık, karakız mantarı, *Tricholoma terreum*)

Bölgede kulak, kulacık veya diken mantarı olarak adlandırılmaktadır. Boz veya kül renklidir. Tadı ve kokusu patatese benzer. Soteleyerek tüketilebilir. Sonbahar ve ilkbahar mevsiminde yetişmektedir. Yol kenarlarında, otluk yerlerde ve parklarda görülebilir.

Resim 17



12.Trüf Mantarı

Türkiye’de doloman olarak da adlandırılmaktadır. Dünyada en değerli mantar türleri arasında yer almaktadır. Kendine has ve kokusu bulunmaktadır. Trüf mantarı, tamamen toprağın altında yetişmektedir. Bölgede nadiren de olsa görülmektedir.

Resim 18



SONUÇ

Mantarlar, insan sağlığına olan faydaları, gastronomi açısından farklı lezzetler sunması nedeniyle önemli bir besin kaynağıdır. Kaz dağları bölgesi ilçeleri ve köyelerine yapılan gezilerde mantarlar bölge insanı ile toplanmıştır. Yenilebilir mantar türlerinin ne olduğu ile ilgili görüşmelerde bazı mantar çeşitleri ile ilgili görüş birliğine varılamamıştır. Kimi yöre insanı örneğim geyik mantarı, şapka mantarı, imparator mantarı gibi türlerin yenilebilir olduğunu kimi ise zehirli olduğunu ifade etmiştir. Bu nedenle herkesin fikir birliğinde olduğu türlerin kesinlikle yenilebilir olduğu bu çalışmada ifade edilmektedir. Yöre insanı geçmişten günümüze büyüklerinden elde ettikleri bilgiler ve tecrübeleri ile yenilebilir mantarları mevsiminde tüketmektedir. Öyle ki sonbahar mevsimi ile birlikte mantar toplayıcılığı başlamaktadır. Semt pazarlarında mantarları çokça görebilmekteyiz. Sonuç olarak Kaz Dağları bölgesinde fikir birliğine varılan 12 adet yenilebilir mantar çeşidi olduğu ifade edilebilir. Fikir birliğine varılamayan mantar çeşitleri ile ilgili kesin bilgiye mantar uzmanlarının görüşleri alınarak ulaşılabilir. Bu çalışmanın kısıtlılığı, zehirli olarak bilinen mantarların yenilebilir olup olmadığını bilgisine kesin ulaşılammış

olmasıdır. Bu nedenle bundan sonra yapılacak çalışmalarda uzman kişiler ile birlikte yöre insanı ile görüşülerek kesin bilgilere ulaşılması amaçlanabilir.

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A general view of the Austrian judicial system

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Abstract

Austria is a federal republic made up of nine member states, and has a civil law legal system. Austria is a democratic country and the focal point of the Federal Constitution (Verfassung). Austria has left legislative power to the people. The constitution of Austria applies the rule of law which is based on republican, democratic and federal principles. Legislative, legal (executive) and executive powers are strictly separated from each other. In the Austrian constitution (Verfassung) the judiciary is only a federal matter and is fully independent. According to the provisions of the Austrian constitution, judges in the exercise of their judicial functions are fully independent, and there is no possibility of being dismissed or transferred.

The stages of the appeal follow each other and send the case to the Federal Court (Oberster Gerichtshof) and this represents the guarantee of any eventual legal error. The basic principles of the Austrian civil court system are: the right to be heard by the parties, namely the right to a hearing, the principle of publicity, the principle of directness, the principle of intense procedural activity, the principle of prosecution by the parties and the principle of authorization of a judge with limited powers to hear the parties.

Keywords: Federal Constitution, federal principles, judicial functions, federal court, basic principles of the Austrian civil court system.

INTRODUCTION

Austria is a democratic country and the first point of the Federal Constitution (Verfassung). Austria has left the legislative power in the hands of the people. The constitution of Austria applies the rule of law which is based on republican, democratic and federal principles. Legislative, judicial and executive powers are strictly separated from each other. In the Austrian constitution the judiciary is only a federal matter and is completely independent. According to the provisions of the Austrian constitution, judges in the exercise of their judicial duties are completely independent, and there is no possibility of being dismissed or transferred. The stages of appeal follow each other and send the case to the Federal Court (Oberster Gerichtshof) and this represents the guarantee for any possible legal error.

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The basic principles of the Austrian civil trial system are these; the right to hearing the parties, namely the right to a legal hearing (this right is valid for both parties), the principle of publicity, the principle of directness, the principle of dense procedural activity, the principle of following the trial by the parties and the principle of authorizing the judge with limited powers to hear the parties (Frad & Thomas, 2004).

The main sources of the Austrian system of civil trials are: the Law of Civil Procedure (Zivilprozessordnung) and the Law on the Use of Judicial Powers and Powers of Law Courts which regulate the rights and obligations of courts (Jurisdiktionsnorm).

Both laws were approved in 1985 and have undergone numerous changes since that year. Judges who have studied law lead the legal cases (Richter), while judges who have not studied law, together with those judges who have studied law, take the duties in legal cases related to commercial, business matters and in the subjects for social protections (Laienrichter).

Courts of first instance preside over legal cases with a single judge who is properly trained. Currently, three judges are engaged in the appeal courts. The high court (Oberster Gerichtshof), depending on the importance of the case, consists of 5 to 11 judges. Due to the fact that Austria is a member of the European Union in the field of judicial law, the law of the European Union gradually takes on an important role in Austria (Frad & Thomas, 2004).

Methods

The methods that I used in this research, are few of them. There is the Active teaching method, with which method I define the principles and provisions of civil law in general and international standards and in this case about judicial system of Austria. The next method that I used is historical method, which is important to explain the genesis of the principles and institutes of civil system of Austria. Then there is comparative method and analysis method, in the global world, academic and scientific communications are the core of the exchange and expansion of knowledge during and after the completion of studies,

given the globalizing processes of general social life. And the last one is interpretation and reference of legal norms of Austrian judicial system.

FINDINGS

Organization of the Court

Civil court in Austria is composed of three stages. For cases from the sphere of special rights, inheritance, alimony and family law and for cases related to rental cases, the value of which does not exceed the amount of 10,000 Euros, the local basic courts with a judge of only (Bezirksgericht) , while for special legal cases, whether commercial, business and cases related to social protection whose value exceeds the amount of 10,000 Euros, the basic courts of first instance (Landesgericht) are competent.

In cases that exceed the value of 50,000 Euros, at the request of one of the procedural parties, it is regulated that the basic courts choose the case in formation as a commission.

However, in practice such a condition can rarely be fulfilled. As for the cases where we have commercial law as a subject, we always have the engagement of a judge with a profession from the relevant subject that must be resolved and two judges who do not belong to this profession (Bajons & Ena, 2003).

While, in the courts of the second instance, against judgments which have been resolved in the courts of the first instance, composed of a judge, in the appeal courts are examined by the commission, while appeals against the judgments of the courts of the first instance which have been brought by the commissions of the basic courts of first instance, are examined by the higher regional courts (Oberlandesgericht).

These courts are organized in Vienna, Graz, Innsbruck and Linz. In Austria, on the pedestal of the judiciary stands the Supreme Court, which performs the duties of appeal (Oberster Gerichtshof).

The main duty of this Court is to examine the appeals that reach this Court, against the judgments of the lower pedestal courts. There are 5 departments in the Supreme Court, and

these departments in some cases (as is the case with cases related to business services and social services) consist of three permanent and two temporary specialists.

Currently in Austria there are a total of 150 basic courts with a single judge and 20 courts with commission formation. In Vienna there is a special court, which is competent for cases from commercial matters, a business court and the Court for social protection. In other countries, first-instance courts composed of commissions (Landesgericht) are engaged in commercial law and business law disputes (Bajons & Ena, 2003).

Basic Stages of Judgment

Requirements to be fulfilled in Austria before initiating civil-judicial proceedings

Before starting the procedure, there is no need to present its initiation. However, in practice there are rules for the opposing party to be notified in advance of the initiation of the procedure. The request for the initiation of the procedure is normally submitted in writing, but the notification is also made orally. In the Austrian court procedure, the procedure is initiated only if the plaintiff submits a request for its initiation. After the initiation of the proceedings, the duty of the court is to determine the stages of the trial.

Usually, if the value of the procedure is 4,000 euros, then the procedural parties initiate the judicial procedure without the legal assistant (without the presence of lawyers). Civil Procedure in Austria requires that the party has a lawyer and that the lawyer represents the party in the court proceedings. Lawyers, without limitation, are authorized to represent the parties in any part of the country, in any court or other Austrian institution. Court costs are calculated depending on the value of the dispute. The general rule is that court costs are paid by the losing party (Jutta, Pedro, Tamara & Andrzej, 2003).

Initiation of the Procedure

The civil judicial procedure is initiated by submitting the request for the initiation (start) of the procedure to the relevant court (Klage). At this stage, the proceedings in terms of court proceedings remain suspended (gerichtsanhängig). After this stage, until the request for

the initiation of the procedure is not submitted to the opposing party, it remains pending (streitanhaengig) from the point of view of the parties. The notification to the opposing party is made by registered letter in the mail from the court. The request for the initiation of the procedure must contain: the basic events, the legal basis, the result of the request and the reason for submitting the request.

The applicant, who with his request initiates the procedure, together with that (with the request) also submits the documents he has in his possession. Also, in the request, the party also cites (presents) the witnesses. The plaintiff, during the trial, can even narrow the procedure. By default, the extension of the procedure depends on the consent of the plaintiff. If the plaintiff does not agree, it depends on the will of the court. In most procedures, it is noted that the court decides to extend the procedure.

In every request for the initiation of the procedure must be cited; the competent court, the identity of the parties, the identity of the representatives of the parties, the date of the procedure, the signatures of the plaintiff or his representative, the object of the procedure and its value, the type of procedure, the additional parts with the request (articles, documents), the basis of the procedure, events related to the procedure and evidence (Neuhold, Hummer & Schreuer, 2004).

Response to the initiated procedure

After the initiation of the procedure, the court, as I can determine the date of the preliminary hearing, sets a deadline of four weeks for the defendant to give a written answer. In cases that exceed the value of 30,000 euros, the court is obliged to bring a decision on the giving of a written answer by the respondent. In the letter giving the written answer, it must be cited; the rejection (non-acceptance) of the proceedings or the rejection of only a part of the proceedings, the statement on the events, the relevant defense, the statement of the evidence, the objections on the competence and judicial authorizations, and if there are any, also the objections regarding the expectations (lis pendens) or objections on full judgment (res judicata).

In order not to bring judgment in the absence of the defendant (Kuru, Ramazan&Yilmaz, 2009), the defendant is obliged to answer for the initiation of the procedure. At any stage of the proceedings, the defendant has the right to initiate a counter-proceeding. In the Austrian civil system, the procedure that is initiated against the party, there is no provision regarding the referral of the request to a defendant other than the defendant, or his request outside the procedure to a third party for diagonal request (Hafner&Cede, 2005).

In Austrian law, a special process applies to cases whose value is below 30,000 euros. According to that, in cases whose value does not exceed the amount of 30,000 euros, if there is certain evidence in the form of documents, the local and basic courts, without opening the session, can bring a decision in the form of a conditional order for payment (bedingten Zahlungsbefehl).

If the debtor submits an objection to the payment order within a period of 4 weeks from the date of notification, in that case the procedure begins to be considered. In order to prevent conditional payment, the defendant must definitely object.

The deadline for submitting an objection is limited to four weeks. After the defendant will object, the court decides to hold a preparatory hearing (vorbereitende Tagsatzung). (Kerameus, 2005).

Preparatory period before the session

As is the case with the countries that belong to the Anglo-American system (Common Law), in the Austrian civil judiciary, which belongs to the Continental European system, there is no preliminary trial before the main hearing. However, there is the principle of the preparatory session. In Austria, the procedure for trial in legal courts is seen as a necessity that is based on the principle of the welfare state. Therefore, in order to find the material truth and to achieve a fair judgment in the procedure, the parties must cooperate with each other.

The attribute for a fair civil trial is the fact that the judge has the competence to refer and manage the judicial procedure in the material aspect. With the submission of the procedure

file to the court, the active duty of the judge begins. The judge, during the judicial procedure, is the most active subject (Bettina&Philipp, 2015).

Stages of Judgment and Dominant Characteristics

In cases whose value exceeds the amount of 30,000 euros, the judge who accepts the request to initiate the procedure, if he finds that the request is reasonable and worthy of examination, decides that the defendant responds in writing to the procedure. After the answer through the written statement will be submitted to the court, the court decides to hold a preparatory session. Submission of evidence and presentation of the events of the specific case are the duty of the procedural parties. However, it is also possible for the judge to investigate the case and ask for the help of a suitable person.

In the preparatory session, the events, claims and defense that must be declared by both parties are taken into account.

At this stage, it is possible for the parties to enter into a judicial settlement, to accept the trial or to end the trial. If the parties have not completed the trial, the judge at this stage determines which evidence the parties should call. In serious and complicated cases, it is envisaged that during the judicial procedure, several hearings will be held that may last several months.

In the Austrian civil courts, as is the case in the Anglo-American civil legal system (Common Law), there is no preliminary examination stage in which the explanation of the evidence is required. At this stage of the trial, it is possible for only the defendant to respond to the procedure (Klagebeantwortung). The judge in his decision, regarding the collection of evidence (Beweibeschluss), may decide to hand over the evidence presented by the parties.

Upon submission of the request, the court may decide that the opposing party submits the evidence it has in hand. However, the opposing party should not be forced into such a thing, in other words, this situation does not bring any sanction, but this thing, during the evaluation of the evidence by the judge, can be taken as the behavior of the party.

The court may also decide to obtain testimony from third parties. The judge is given the opportunity, from time to time, to discard the evidence that he thinks may delay the delivery of the judgment and the conclusion of the entire judicial procedure. (Ballon, Nunner&Schneider, 2018).

In addition, the judge can not only order evidence to be shown, reported and produced, but is also authorized to handle any type of official evidence. But the judge is not authorized to investigate something that is not claimed by the parties. The court is not obliged to collect evidence on its own. The court is free from the aspect of recognition (acceptance) of evidence (Grundsatz der freien Beweiswürdigung). However, a late replacement of evidence is limited. The judge is free to accept or reject the evidence (Klicka & Walter, 2002).

In the Austrian judiciary, there is no jury. The judge employs a clerk to keep the record of the hearing. During the session, the judge, requests and complaints submitted by the parties, summaries of the statements made by the witnesses; he summarizes all this and dictates it through a voice recorder (dictaphone). After that, the things to be recorded, within a few weeks, are printed and distributed to the parties. The fundamental element of the Austrian judiciary is the stage of the oral trial (hearing the parties). Sessions are held in several sessions (Tagsatzungen). The parties, through their oral and written statements, state the events related to the case and request the collection (examination) of the evidence.

The judge will argue by discussing with the parties, until the clarification of the dispute between the parties is reached. If the claims and defenses of the parties are not clear, the judge should ask for clarification. As a rule, the plaintiff is obliged to prove his claims with evidence, while the defendant must prove the claims made through a written statement.

Events that can be perceived by the general culture and those events that cannot be contested should not be tried. As evidence in Austria they are recognized documents, witnesses, experts, discovery statements, statements of the parties and other documents

with evidential force. Suggestive questioning (Унакрсно просмотров) to witnesses is not possible. The disclosure of the real event is made personally by the court.

The parties, even if they obtained some evidence illegally, may submit it. At the end of the trial; as to whether the material events presented by the parties have been transferred to the file as evidence, it is checked by the judge (Sladič, 2013).

Temporary Legal Protection and Special Procedures

In the civil jurisdiction of Austria, there is a non-contentious procedure, which is used for the protection of property, as well as measures for temporary legal protection for family law, for the commercial register, evidence of the mother book, and in relation to disagreements about the rent - for protection of borrowers (tenants) (Ausserstreitverfahren). The pledge is arranged in such a way that between the provisions relating to temporary restraining measures and the purchase price, a protective measure is introduced. The pledge requirement depends on whether the measures for temporary protection bring any legal benefit or not (Lavický & Hurdík, 2014).

Proper Legal Routes After the Hearing of the Parties

In the Austrian civil court, among the regular legal channels there is a complaint (Berufung), revision (Revision) and an objection against interim decisions (Rekurs). As a rule, a temporary decision can also be appealed. In some interim decisions, it is possible to file an appeal together with the appeal against the basic decision, while in some cases an appeal against the interim decision can be filed independently. However, with recent changes, the number of types of interim decisions that can be appealed is decreasing day by day.

An appeal can also be filed against interim measures. Judgments related to material values and which have been found to contain erroneous legal provisions and whose value does not exceed 2,000 euros can also be appealed. In consumer protection cases, in family law disputes and in cases involving rent, the limitation of the amount is not valid.

The appeal postpones the execution of the final decision. The appeal is made against the decisions of the courts of first instance and can be executed within four weeks after the announcement of the decisions. In that period, decisions cannot be executed. During the four-week period, neither side has the opportunity to present new evidence and create new developments (Bettina&Philipp, 2015).

There is a prohibition on expanding the indictment and defense. The appellate court supervises and controls the ways of execution of the procedure of the court of first instance. In the Austrian judiciary this is called a limited appeal (Rechberger, 2016).

The appellate court is based on the reasons given by the appellant. However, the court also takes into account violations of the law, such as public order. If the appellate court finds that the trial court made a legal error, it can reverse its decision and bring a new trial on its own. In the courts of appeal, the prohibition rule of REFORMATION IN PEIUS applies. However, if both parties complain at the same time, upon request, the court may, in accordance with the requests, decide on the least or the most.

Appeals against the judgments of the courts of the second instance are made up to the Supreme Court. In order to reduce the excessive commitment of the Austrian civil judiciary, important changes have been made in recent years and the limit for filing a complaint has been increased. However, an appeal can be filed against decisions on cases whose value exceeds the amount of 20,000 euros or more.

With that, against judgments in cases whose value is from 4,000 euros to 20,000 euros, only with the permission of the courts of the second instance, it can be appealed to the Supreme Court. The complaint will be resolved within four weeks from the date of its submission. The Supreme Court examines the appeal only from the point of view of the right (law) and refers only to the legal provisions (articles) declared by the court of second instance. Objection is considered as the last method of regular legal procedure and is carried out against court decisions (Liese, 2009).

Costs of the Procedure

The costs of the procedure consist of court costs and amounts for the payment of power of attorney representatives (lawyers). The costs of the procedure are proportional to the value of the object of the dispute. In general, the party that will lose the procedure will be judged to pay the costs of the procedure (Marriane, 2010).

Fundamental problems of the Judicial System

At the heart of Austrian judicial reform, there has always been an intervention against delays and strict measures have always been taken to prevent delays. From this aspect, the Austrian civil judiciary cannot be said to have any fundamental problem regarding the duration of the procedure. Even, if compared to the international judiciary, the Austrian Civil trials are said to be relatively fast (Josef, 2018).

After the end of the Second World War, there was an unprecedented increase in the number of court proceedings, cases involving serious issues and legal problems, complications in terms of legal provisions and the reason that the need for expert findings was increasingly presented, the judicial procedure has been prolonged rather, but with the changes made, it has somehow been achieved that the judicial procedure is under control.

The strong position that the judge has in the structure of the Austrian judiciary, the continuous cooperation of the judge with the parties regarding the determination of the events, in relation to the legal and material dimensions of the concrete case, the regular functioning of the judicial organization and the aspect of the large number of judges per capita, has brought the overload of cases to the courts of first instance to a normal level. Also, the overload of the high courts has been somewhat reduced due to the limitation of the conditions for appeal (Pesudovs, 2018).

CONCLUSION

As the civil legal system of the Republic of Austria belongs to the Euro-Continental legal system, we can say in a general way; that the system of this country function in correct and fairly way. In fact, in the Austrian civil-judicial system, judges perform their duties professionally by showing no bias towards either party when rendering a judicial decision. Another positive aspect of the Austrian civil-law system is the fact that, in comparison with the past, strict measures have recently been taken to prevent judicial delays in resolving disputes in courts, whether civil or criminal.

Another positive aspect of the Austrian civil-legal system is the fact that, in comparison with other states which belong to the Euro-Continental legal system, in Austria, we have sufficient judges per capita; therefore, court cases are resolved at an unprecedented speed.

Therefore, we can conclude that the Austrian civil-law system sufficiently corresponds and adheres to the basic principles of the judiciary: such as; the right to a hearing, the principle of directness, the principle of authorization of a judge, etc.

Recommendations

Even though Austria in their civil-judicial system has made great improvements to facilitate the judicial procedures in civil matters, once again, more work needs to be done on the delays in the conduct of judicial decisions. For this matter, major judicial reforms must be made, both in terms of technology, as well as in the speed of the judicial administration, which distributes court cases among the judges, but also in respect of the time for making such decisions by the judges. Also, the overload of court cases in the supreme courts should be managed in a reformative way, speeding up the procedure by the judges for bringing court decisions.

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The effect of tourism foreign direct investment on economic growth:

The case of Georgia

Tinatin ZHORZHOLIANI¹

Abstract

The present study aims to investigate the influence of tourism foreign direct investment on economic growth in the case of Georgia for the period 2010-2020. The study attempts to analyse the impact of the dynamics of foreign direct investment in the tourism sector on the economy and to answer the question: “Whether foreign direct investment flowing into the Georgian tourism sector has served to enhance economic growth?” Methodologically, the study uses the Pearson correlation coefficient. Using the statistical data, the Pearson correlation coefficient, and catering for dynamism, the results show that tourism FDI has indeed contributed to fostering economic growth. The paper findings confirm the majority of modern literature and demonstrate a positive relationship between tourism development and economic growth, thus supporting the tourism-led growth hypothesis in Georgia.

Keywords: Foreign direct investment (FDI), Economic growth, Pearson correlation coefficient, Tourism sector, Gross domestic product (GDP).

INTRODUCTION

The tourism sector is receiving a great deal of attention from the governments of many developing countries, as it is often seen as a potentially promising source of both economic growth and development as well as promoting human development. Indeed, the tourism sector can be the main way in which a country can increase its export earnings, create many jobs, both directly and indirectly (create jobs for young people and women). Moreover, the development of the tourism sector in the country contributes to the diversification of the economy and contributes to the development of a more service-oriented economy. In this regard, FDI has played an important role in the development and expansion of the local tourism sector in developing countries, including Georgia, although, the development of the tourism sector in Georgia has begun in the last decade. In 2019, the share of tourism in

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GDP was about 8.1% and in the future this figure will increase, especially if we consider the policy of the government.

Although there are many studies in Georgia to measure the direct link between FDI and economic growth, as far as we know, to date no study has assessed the economic impact of the growth of foreign direct investment in tourism. Studies in the tourism sector of Georgia are mainly related to the determinants of tourism demand or the impact of tourism on economic growth, so we considered it necessary to analyze the impact of foreign direct investment in the tourism sector on the economy.

In this regard, while it is widely acknowledged that transnational tourism corporations (TNCs) are beneficial, it is unfortunately a fact that these firms create some problems in some cases. For example, an increase in foreign capital can lead to a high exchange rate. This will lead to a redistribution of production resources and a decrease in the competitiveness of the industry in the context of international competition. In the economic literature, it is referred to as the “Dutch disease theory” (this model was developed by Corden (1984) and Corden and Nier (1982) to show the negative economic consequences that, large foreign exchange inflows can have). In addition, as argued by scholars Novak et al. (2003), increased inbound tourism may reduce welfare rather than increase it.

The study uses the Pearson correlation coefficient formula to determine the correlation between the employment level and the FDI using the statistical data. The model also allows us to identify any two-way and / or one-way causal relationships between interesting variables.

The rest of the article is organized as follows: the literature review section contains an overview of the theoretical and empirical literature; The section “Overview of FDI and Tourism in Georgia” provides an overview of the tourism sector and FDI development in Georgia, and the section “Methodology” defines the methodological approach used; An analysis of the results is presented in the section and discusses the results, with a conclusion given in the final section.

Literature Review

It is widely recognized in the current economic literature that transnational corporations (TNCs) play an important role in the economies of both developed and developing countries. Because they allow the integration of international travel networks in host countries, which ultimately leads to an increase in tourist flow and generates more income from tourism-related activities.

“At the same time, there is no doubt that the important factors for successfully attracting foreign direct investment in the tourism sector are: political stability, level of economic development, socio-economic environment, privatization of the industry, liberalization of the foreign direct investment regime, taxation, investment promotion, strong and accessible infrastructure, corporate strategies or company specifics” (Endo, 2006:600-614).

In addition, FDI in tourism can come from many sources and this activity is mainly associated with activities such as hotels, restaurants, travel agencies, cultural events, rail, air, sea passenger transport, sports and other entertainment services.

“FDI receiving host countries expect foreign investments to support, technological and employment progress, competitiveness and economic growth. For Georgia, there was also improve efficiency and an expectation regarding the transition process”. (Zhorzholiani, 2020:173)

Foreign direct investment in the tourism sector, like any other sector, is often seen as an effective engine of economic development. FDI is seen as an important channel through which capital, technology and know-how are transferred to the host country. By transferring knowledge, FDI usually improves the management and organizational practices of the host country through the transfer of labor training, modern managerial skills and innovation. FDI also encourages domestic firms to use more advanced technology by building domestic capital in the country (De Mello, 1997:1-34). Foreign travel companies also often act as catalysts for the inflow of new capital into the host country, as well as attract foreign tour operators and tourists and modernize tourism-related infrastructure. Tourism also improves efficiency through competition between travel firms in the host country and other international travel destinations. Moreover, as tourists require goods and

services such as lodging, food, transportation and entertainment, there is an increasing demand for goods and services from local producers. Thus, we can conclude that the development of tourism is most often accompanied by the provision of overall economic growth. Together, this can lead to increased income, production and employment in the host country (Balaguer and Cantavella-Jorda, 2002:877-884).

In addition, FDI in the tourism sector can also stimulate economic growth in host countries in a variety of ways. For example, FDI leads to economic growth, incomes, local employment, foreign exchange, and improved income distribution. It also leads to the development of the productive capacity of host countries through the transfer of modern technologies and management practices, external events, stimulation of domestic investment and increased productivity of domestic firms, global integration and an increase in the rate of research, development and innovation (World Wide Fund for Nature Gland, 2003).

In the tourism sector, FDI's role in advertising is notable in terms of employment (for example, in the tourism industry, locals work in hotels, restaurants, as well as entertainment and travel services, they serve tourists directly) and contribute to the development and economic growth of the host country through multiplier effects (Haley and Haley, 1997). In addition, in terms of quality control and improvement of services in the tourism sector, there is an ongoing need for training that serves to enhance the skills of local staff working in the industry. Modern managerial skills and skills transfer is also common practice in international hotels.

In addition, there are significant benefits from the activities of multinational tourism corporations, for example, FDI contributes significantly to the introduction of modern technologies and skills in the tourism sector, which can lead to the diffusion of important technologies and skills in the host country. One area of the economic literature describes that tourism-related multinational corporations (TNCs) often establish links with local suppliers and distributors, leading to increased economic activity and increased business opportunities in the host country. It is also important to note that many developing

countries are overly dependent on the tourism sector, which is seen as a source of foreign exchange; Moreover, such foreign exchange earnings often serve to improve the host country's tax balance (Belloumi, 2010:550-560). Also, researchers D. Robu and T. Balance (Robu & Balance, 2009:84-89) suggest that a growing national tourism sector contributes to the growth of national income and employment, which leads to an improvement in the country's balance of payments.

Finally, it can be said that transnational tourism corporations (TNCs) can also contribute to the construction process and create / strengthen a positive image of the location of buildings in the host country where they wish to locate a network of foreign hotels or restaurants. In addition, some researchers argue that having familiar hotels in some countries helps reduce the cost of finding potential tourists.

Overview of FDI and Tourism in Georgia

The travel and tourism industry are one of the largest and fastest growing services in the world. According to the World Travel and Tourism Council (WTTC), in 2019 the sector's total contribution to GDP was \$ 8.9 trillion and contributed to the creation of 330 million jobs. The total contribution of this sector (direct and side effects) to the development of the world economy is as follows: 10.3% of world GDP, one job for every 10 jobs, 4.3% of total investment and 6.8% of total world exports. Georgia's tourism industry has achieved a remarkable growth over the past decade, hitting record numbers of tourist arrivals and outpacing the economy growth with a 12.8% CAGR over the past ten years. According to statistics, the tourism industry in Georgia continued to grow in 2021. The number of visits made by foreign travellers this year, increased by 978,420, and the first time exceeded nine. In the period from 2010 to 2021, the growth rates of the number of visitors to Georgia were among the highest in the world. Every year, the number of international travelers grows by 20.5% on average. For the specified period, the total number of visitors increased by 310% and exceeded 8.3 million people (see Figure N1).

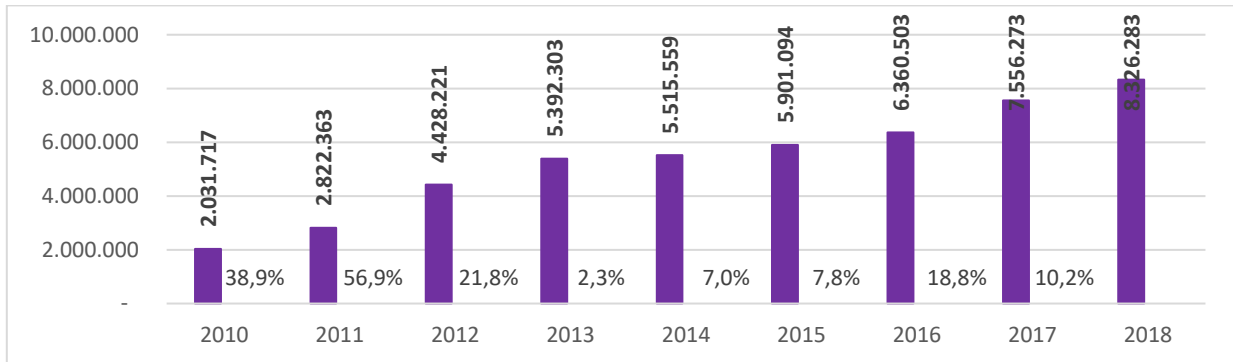


Figure N 1. Comparative graphs of the number of visits by citizens of foreign countries and growth percentages compared to the previous year in 2010-2018.

Source: Ministry of Internal Affairs of Georgia

The residents of the neighboring countries account for over half of all visitors, with visits from Russia showing the fastest growth before the recent flight ban (in 2019). However, the share of EU citizens, a high-spending segment, is increasing. (See table 1). There is still a need for further diversification: In 2019, the top5 countries of origin accounted for 72% of all international visitors to Georgia, significantly higher compared with other countries. In 2019, 2,575 accommodation facilities with 94,438 places were registered in the database of the National Tourism Administration of Georgia. According to STR Global, the occupancy rate of hotels in Georgia was 56.7% in 2019.

Table 1.

International visits to the top 10 countries.

Country	2019	Change for 2018 (%)
1. Russia	1077395	-0.6%
2. Azerbaijan	751215	7.7%
3. Turkey	637100	8.1%
4. Armenia	569437	11.5%
5. Israel	202370	30.8%

6.	Ukraine	189210	19.6%
7.	Iran	137223	-51.1%
8.	Poland	86716	32.7%
9.	Germany	85251	38.8%
10.	Kazakhstan	77856	51.2%

Source: National statistical office of Georgia <https://www.geostat.ge>

International and domestic tourism play an important role in the country's economy. Foreign travelers' expenses have a significant impact on Georgia's balance of payments. As of 2019, tourism accounts for about 72% of the country's export earnings from services. Expenditures of Georgian citizens on foreign tourism amounted to 0.66 billion US dollars (+ 25.2% growth). As a result, the balance of foreign tourism in Georgia amounted to 2.6 billion US dollars (+ 3.2% growth). The total value added reached 1.53 billion US dollars due to increased demand. The added value in the tourism sector of Georgia is created by hotels, restaurants, transports, air transports, foods and travel companies. International travel revenues are on the rise and surpassed \$ 3.3 billion in 2019. The share in GDP reached 8.4%. The achievement of this indicator became possible due to the increase in the added value created in the tourism sector by 157 million US dollars. Revenues from international tourism have a significant impact on the country's economy therefore, studying the reasons for its growth is one of the most important topics for researchers. Along with the annual increase in the number of visitors, income from tourism has also increased, which should be assessed positively. In 2010-2019(see figure 2.) revenue increased by an average of 22.9% per year.

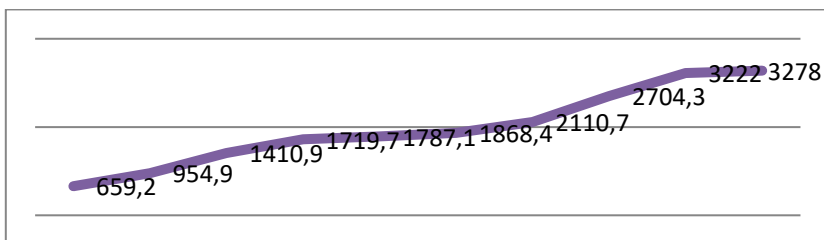


Figure 2. Revenues from International Tourism (2010-2019) Source: National statistical office of Georgia <https://www.geostat.ge>.

Government Program development of the tourism industry as one of the primary objectives, setting the following focus:

- Development of small-scale tourism infrastructure and accessibility
- Targeting new tourist markets (including high-spenders) as well as domestic market
- Development of eco-tourism
- Development of MICE travel
- Improvement of service
- Increased level of cooperation with the private sector, through new communication platform.

FDI are an important source of financial investments, especially for developing countries where domestic investments make up a relatively small share of the total.

According to the National Statistical Office of Georgia, the volume of foreign direct investment in 2010-2019 is characterized by volatile dynamics, although their share in GDP for the period averaged 9.3%. Compared to 2010, foreign direct investment in 2019 increased by 51.7% to \$ 1.3 billion. (See figure 3.)

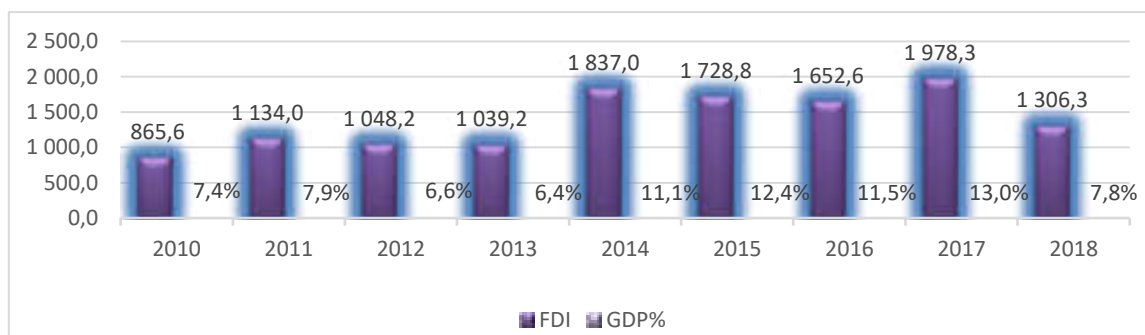


Figure 3. Direct foreign investments and their share in GDP. Source: National statistical office of Georgia <https://www.geostat.ge>.

Analysis of statistical data shows that in the period from 2010 to 2019, the growth rate of the number of visitors in Georgia was one of the highest. The number of international travelers increased by an average of 20.5% annually. During this period, the total number

of visitors increased by 310% and exceeded 8.3 million. Moreover, it is a fact that international and domestic tourism plays an important role in the country's economy. Foreign travelers' expenses have a significant impact on Georgia's balance of payments. Tourism accounts for about 72% of the country's export earnings from services. In 2019, its volume exceeded \$ 3.6 billion, and its share in GDP was 18.3%.

Methodology and Analysis of Findings

The present study's main objective is to investigate the relationship between FDI in tourism and economic growth in Georgia for a period of 9 years (2010–2019). Based on the data of the National Statistical Service of Georgia for 2010–2018, the relationship between FDI and GDP was analyzed (see Table N 3).

Table 3.

GDP, FDI and unemployment rate in Georgia (million USD)

	2010	2011	2012	2013	2014	2015	2016	2017	2018
GDP (million USD)	21821,6	25478,7	27227,3	28593,0	31124,1	33935,0	35836,0	40761,7	44599,3
Share of hotels and restaurants in GDP (million USD)	411,7	466,3	510,6	526,2	595,6	673,6	869,6	971,7	1089,5
FDI (million USD)	865,6	1134,0	1048,2	1039,2	1837,0	1728,8	1652,6	1978,3	1306,3
FDI share in hotels and restaurants (million USD)	23,923	30,387	25,550	-6,595	140,648	170,20	119,912	109,486	82,259
unemployment rate				16,9	14,6	14,1	14,0	13,9	12,7

Source: National statistical office of Georgia <https://www.geostat.ge>

The model used the empirical indicators of tourism FDI, economic growth and other control variables. The model's basic specification is based on the Pearson correlation coefficient formula. Based on statistical data, we calculated and determined the correlation between the level of employment and FDI using the Pearson correlation coefficient formula:

$$r = \frac{\mu_{ii}}{b_x b_y}$$

If we look at the fact that GDP has doubled in the last 9 years, it is also worth noting that the highest growth of 13.7% of GDP was recorded in 2017, where the share of FDI was 4.9%. As a result, the country's economic growth was determined at a level of 4.4% (see Chart N 1).

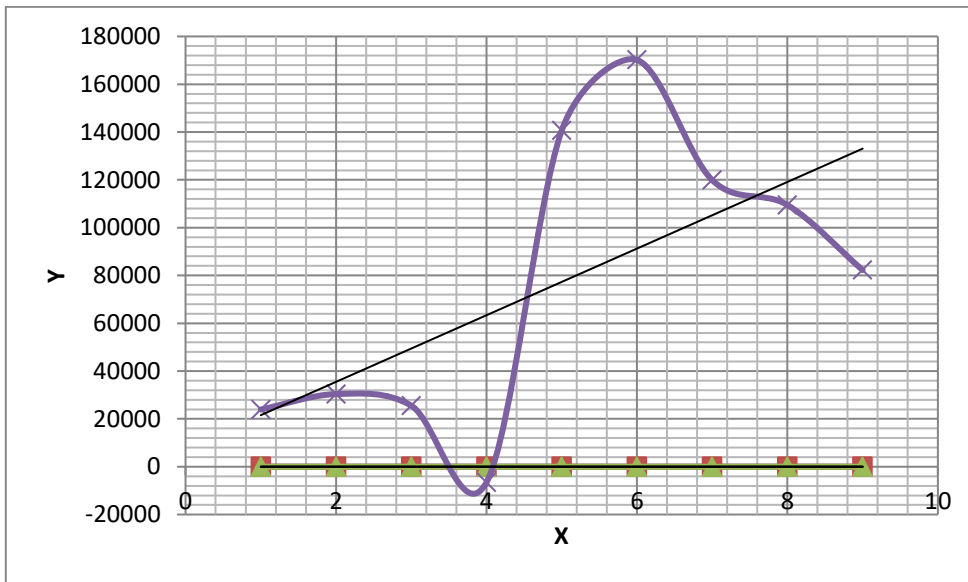


Figure 4. Chart N4. GDP, GDP and unemployment rate in Georgia

J. Cohen (1988) argued that when Pearson's linear relationship (r-correlation) is equal to or close to +1, it means that the correlation between the variables is positive. And if the relationship is equal to -1 or close to it, then there will be a negative or very insignificant correlation between the variables. According to the calculations, the correlation between FDI flows in the tourism sector and the unemployment rate is -0.61466. The calculations proved that there is a negative correlation between FDI flows in the tourism sector in Georgia in 2013–2020 and the level of unemployment, which indicates that FDI flows in the mentioned sector do not affect employment (or the influence is very insignificant). In addition to the above, we calculated the correlation between the gross domestic product of the country and the flow of FDI in the tourism sector in 2013–2020, which amounted to 0.456, which means a positive linear correlation and confirms the importance of FDI in

tourism and the relationship to the country's economic situation. The coefficient depicted a positive relationship with economic growth.

The data for FDIT, FDINT and HC is extracted from the National statistic office of Georgia database.(See Table 4.)

Table 4.

EC, FDIT, FDINT and HC (2010-2019)

	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019
1 Economic freedom (EF)			69.4	72.2	72.6	73	72.6	76	76.2	75.9
2 Number of students HC (thousand)	624.5	595.4	568.5	559.4	553	554	553.9	564.7	575.2	584.4
3 FDIT	23923	30387	25550	6595.8	1406	1702	1199	10948	8225	1201
	.6	.5	.9		48.4	00.1	12.8	6.4	9.2	63.7
4 FDINT	84171	11035	10226	103257	1696	1558	1532	18697	1224	1190
	4.1	83.6	76.1	8.4	331.6	558	664.5	95.1	030.8	609.6

Source: National statistic office of Georgia.

Based on all the above, FDI flows in the tourism industry of Georgia do not affect the level of employment or have a negligible effect. However, the regression model of the impact on GDP shows the opposite and confirms the existence of a positive correlation between FDI flows in the tourism sector and GDP. Thus, a change in one variable will cause a change in the corresponding variable.

The findings also denote a positive and significant relationship between economic growth and FDI, which tends to provide support to the widely held view that EF in a country, is of upmost importance for the country's economic growth. More so, the results show that the tourism development variable is positive and significant. In this regard, the coefficient of 1.31 denotes that a 1% increase in tourist development has contributed to 1.31% increase in the economic growth of Georgia. Such a finding tends to support statistical data. Indeed,

the tourism industry in Georgia has experienced sustained growth since 2010 with tourism receipts also registering significant increases.

Conclusion

The results clearly highlight not only the prevalence of FDI towards the industrialization process of the Georgia but also its crucial importance in helping the economy to diversify. The main objective of the study was to investigate the relationship that might exist between tourism FDI and economic growth in Georgia over the period 2010-2019, within the Pearson correlation coefficient formula. In addition to the above, the results obtained by us using the Pearson correlation coefficient formula allowed us to draw significant conclusions. In particular, in 2013-2020, the FDI flows in the tourism sector in Georgia had no, or very insignificant, impact on the level of unemployment in the country. However, the opposite result was given by the positive data of the correlation between the GDP of the country and the flow of FDI in the tourism sector in 2013–2020, which confirmed the hypothesis of a positive and significant relationship between the FDI flow in the tourism sector both on the development of tourism and the growth of the country's economy as a whole.

Analysis of statistical data reveals that the growth rate of the number of visitors to Georgia in the period from 2010 to 2018 was one of the highest in the world. The number of international travelers grew by an average of 20.5% annually. During the mentioned period, the total number of visitors increased by 310% and exceeded 8.3 million. Besides, it is a fact that international and domestic tourism play a big role in the country's economy. Expenditures of foreign travelers have a significant impact on the balance of payments of Georgia. About 72% of the country's service export earnings come from tourism. In 2018, its volume exceeded 3.2 billion US dollars and its share of GDP was 18.3%.

The results have shown that tourism FDI is an important contributor of economic growth in Georgia, and the findings have also highlighted the prominent role played by the government in fostering inward FDI. The Georgian government's decision to engage in an

open-door policy has helped Georgia to successfully integrate into the globalization process, and this has fostered significant export-oriented FDI, which nowadays is viewed as playing a fundamental role in the present development of the country's economy.

Interestingly, the results also confirm feedback effects in the tourism FDI-economic growth model. The findings have also provided support to the tourism-led growth hypothesis in that they depicted a positive relationship between tourism development and economic growth. However, for governments and policymakers alike to adopt measures that would foster not only the sustainability of the sector but also the environment in which the sector operates.

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The evaluation of the instructional process adapted for international students by academicians and students

Fatmanur ÖZEN¹

Abstract

In universities that have been detached from large universities or newly established universities in Türkiye, the number of international students has increased. As part of their efforts to become more competitive in the global market, these new universities will offer an adapted learning environment and a new teaching environment (instructional adoption) for international students. In this research, the situations experienced by academicians who have international students in their classes and international students during the teaching and learning process are evaluated in accordance with the opinions of both groups (the academician and the international student). An inductive approach was used to analyze the data in this qualitative study. The interview forms consisting of (two separate) open-ended questions to be asked to the participants in both groups were prepared by the researcher. Face-to-face interviews were conducted to collect the data. A qualitative content analysis revealed that academicians who participated in the study and had international students complained about the academic failures of these students. In order to adapt existing student assessment processes and make their students academically successful, they assign these students homework instead of (or predominantly alongside) written exams. Even if they have taken a language preparation program, international students have problems understanding the spoken language, studying and learning from sources written in Turkish. The most striking finding obtained in the research is that the students participating in the research mostly find the instruction they receive in their faculties insufficient for the work they will do when they return to their home country. They want to stay and work in Türkiye, not in their own country.

Keywords: International student, Higher education, Instructional and evaluation adaptation

INTRODUCTION

The rise of the knowledge-based economy has transformed the way higher education systems operate around the world. Today's universities have been reorganized as institutions of vital importance for the success of the nation in the global economy (Altbach and Knight, 2007), and as described by Chan and Ng (2008) higher education has positioned itself as a “lucrative business area” in terms of national economies (p. 291). Although international students are accepted as a source of income in terms of national economies, the reason for the increase in international trade (Süygün and Kaplan, 2021), the source of internationalization of universities (Yalçınkaya and Beşirli,

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2022) also the main element of international brain drain, these students have different meanings for higher institution's local stakeholders, country and the culture of that country. For example, the number of foreign students at the university is an important criterion in international comparison and university rankings (for example, Shanghai Jiao Tong Academy Ranking of World Universities =ARWU, Times Higher Education World University Rankings=THE, Academic Ranking of World Universities = ARWU, Webometrics is one of the important criteria of QS Top Universities...) (Özen, 2018). In other words, the number of international students registered for higher education institutions is an important criterion of reputation (recognition, demand, qualification ..).Although international students provide intercultural interaction, recognition, meeting, understanding and understanding in terms of the country where the university is located and the local stakeholders of the university, they create isomorphism for higher education institutions and the culture of these institutions (Burford et al., 2019). To put it more clearly, globalization and the world market economy it produces cause all higher education institutions around the world to resemble each other (Lee, 2005). With this situation supported by accreditation processes, higher education institutions can ignore many personal/student-specific variables (cultural characteristics, individual learning characteristics, individual differences..) while trying to reach their students to supranational standards specific to business and profession so that they can have a job in the world market (Sanli and Poyraz, 2018). This situation produces sociocultural incompatibility for international students (Türel, 2021). So much so that, among the few studies that measure the satisfaction level of students with academic life or physical conditions provided by higher education institutions in Türkiye (for example Bülbül & Güvendir, 2014; Çinkır & Yıldız, 2019; Devebakan, Egeli, & Koçak, 2019; Ekinci & Burgaz, 2007; Morkoç & Erdönmez, 2018; Özen, 2018; Türköz, Çetintaş, & Bicil, 2018...) whether these satisfaction levels change throughout their business life after graduation from these institutions; if there is a change there are no longitudinal studies showing whether this change is positive or negative, and in this context, there are no studies showing the situation of international students who continue or complete their education in higher education institutions.

According to 2022 data, a total of 222 higher education institutions, 143 of which are state and 79 foundations, serve in Türkiye (Yuksekogretim Bilgi Sistemi, 2022). Within the scope of this research, the instruction process adapted by the lecturers (if any) for the international students in their classes at Giresun University, which was detached in 2006, is to be evaluated in line with the experiences of both the lecturers and international students.

METHOD

This research is a qualitative study. In order to evaluate the instruction process adapted for international students in the research, face-to-face interviews were held with lecturers who have international students in their classes and international students enrolled in different faculties of Giresun University, accompanied by semi-structured interview forms prepared within the scope of this research. The data obtained from the interviews were determined by qualitative content analysis (Figure 1 summarizes the research process). Content analysis is an analysis technique used to “describe facts, organize them systematically and make inferences” (Aziz, 2014: 132). Qualitative content analysis: in which an inductive research approach is adopted, data collected from a purposive sample constitutes the data set, used to capture the meanings in the data set, and the category and meaning schema is a type of “qualitative data analysis” developed during the reading of the texts of the research, which is therefore based on subjective codes and whose reliability is ensured by direct quotations from the texts that make up the data set (Güçlü, 2019: 177).

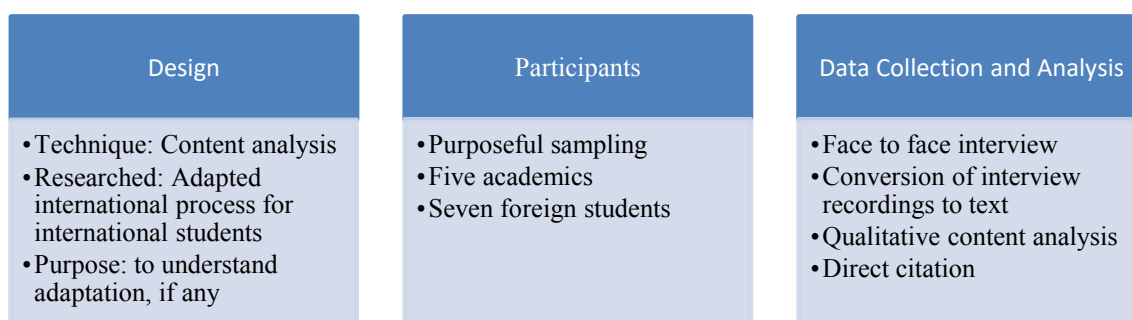


Figure 1. Research process

Data Collection Tool

Data were collected through face-to-face interviews from lecturers and international students who voluntarily participated in the research. Semi-structured interview forms (separately for lecturers and international students) created by the researcher were used in the interview. There are six open-ended questions to be asked to lecturers and nine open-ended questions to international students in the interview forms.

Participants and Ethical Permission

Permission dated March 5, 2020 and numbered 14274 was obtained from Giresun University Rectorate for the research. There are 978 international students, 835 of whom are in formal education and 143 in night education, at Giresun University, where data were collected in the research. Seven international students and five lecturers voluntarily participated in this research. Three of the students are Azerbaijani (1 female, 2 male); two are from Turkmenistan (2 male), one from Burundi (male), and one from the Republic of Chad (male). Two of the lecturers are from the Faculty of Education (2 male, professor), one from the Faculty of Economics and Administrative Sciences (male, associate professor), one from the Faculty of Engineering (female, associate professor), and one from the Faculty of Arts and Sciences (female, doctoral lecturer). During the interviews, audio recordings were made with the permission of the participants. The audio recordings were converted into written texts by the researcher. The texts were sent to each participant via e-mail to be verified. Only one lecturer requested some changes on the text, and it was believed that the other participants approved the text exactly.

Data Analysis

Qualitative content analysis was applied to the interview texts recorded in the research. Within the scope of the research, two questions asked to lecturers and one question asked to international students include personal information of the participants. Other questions are to identify their experiences with the instruction process. In the content

analysis organized within the scope of the research, each question asked to the participants was used as a code. With the codes, the similar experiences of both lecturers and international students were combined and described under common themes. Participant discourses on these themes are supported by direct quotations. In direct quotations, participating international students were coded as “S” (S1..7) and lecturers as “L” (L1..5).

FINDINGS

According to the findings, which were first coded according to the questions asked within the scope of the research, and then gathered under common themes according to similar experiences obtained from both groups:

The reason why all international students participating in the research choose Türkiye and Giresun University is that Türkiye has ancestry with its people and is a Muslim country. Lecturers approve the same reasons, in addition, they think that studying in Türkiye is more economical than studying in other countries, and that the criteria applied for selection for international students are simpler.

S1. *“We are two countries one nation. Of course, I wanted to study in Türkiye.”*

S4. *“My father is in business. We came to Türkiye together in 2010. We love this place. People are warm, kind here. It's a Muslim country after all. When I started university, I actually wanted to study engineering in Belgium. But studying there is scholarship. That's free. I didn't get a scholarship. My father said you should study in Türkiye. Then there was the exam. I took the exam and passed..”*

L1: *“What's wrong with being selected to Giresun University? Just a simple quiz..”*

L2: *“We are a Muslim country. Those who come are also Muslim.”*

None of the lecturers participating in the research considered their international students while planning the academic year. However, if they realize that there are international students in their classes during the lesson, they make some adaptations. These adaptations are: explaining more slowly and precisely, and pointing out the place of what they explain in the book to the student from abroad. Most adaptations are required

during the assessment phase. Most lecturers involved in the study gave homework(s) instead of or in parallel with midterm and final exams in order to evaluate foreign students more effectively. In the Faculty of Engineering, this situation is not unique to international students. Additionally to exams, all students in this faculty are assessed through homework. Arts and Sciences faculty members do not need to adapt. Mathematical language is already used in the program. This language is the same in every country.

L4: *“If I notice that there are international students in the class, I try to teach more slowly and more precisely.”*

L2: *“Actually, I don't think I'm making much of a difference. I look at the lesson.. if the student has the course book in front of him, I point out the important parts of the subject on the book.”*

L3: *“These young people are not very successful. Their exams are terrible. They can't read what they write. That's why I give multiple-choice exams, but they can't understand the questions. Once I told the assistant who was proctoring the exam to take an interest in the student and explain if he asked any questions. But the student didn't ask anything. So I gave him a homework assignment in the final exam to improve his grade. He was already taking the course for the second time. They failed on the one hand.”*

L5: *“Mathematics... Is it Turkish or English? Mathematics has its own language.”*

International students are mostly aware that there is a special application for them in the course.

S7: *“The lecturer gives us lecture presentations so that we can study.. giving it to everyoner.”*

S1: *“I never talked to my lecturers.. in class..but they know me.. “*

S4: *“I had a lecturer... he was using slides. Everyone was asking questions in class. When a question came on the slide, the teacher would ask me the question first. He always asked E.. do you understand? I would say I understand. Then I don't understand*

much Turkish. There would be some words. Teacher E.. would say, do you understand what this means? He would always explain it to me.. I loved him very much.”

According to some of the lecturers participating in the research, international students at Giresun University are academically unsuccessful. The reason for this is that they cannot follow Turkish lessons sufficiently. One of the lecturers participating in the research teaches the course in English and this provides an advantage for the international student in the class. Because the English language level of the international student is higher than that of his classmates.

L1: *“I teach subject in English. That foreign student's English is superb. The textbook we use in the lesson is also in English. He's making a difference to his friends. In fact, he asks me a question during the lesson.. the others cannot speak.. They took all the English preparatory classes, but..”*

According to a lecturer who participated in the research, the student is successful because the content of the course he teaches is mathematical.

L5: *“The language of mathematics is the same in every language. He is so good at mathematics. I see in class he is the best.”*

The Turkish language education preparation program provided for foreign students cannot bring them to the level to follow Turkish lessons. Especially if the course has a verbal content, they cannot follow the Turkish language in the course and they often do not understand the content. It is difficult enough to understand and read Turkish in exams. It is impossible to write.

L1: *“These young people do not understand Turkish. Difficult difficult.. Turkish is very difficult.”*

L2: *“Let's say he understood what was said in class. It is difficult to write in the exam, to write in Turkish. Even my own country's students have difficulty. Some of these students even have different alphabets from the countries they come from. Let's say they learn to read in some way. How can they learn to write simultaneously?”*

S4: *“I had a hard time in verbal classes. I also extended my graduation period for the astronomy course. I do not understand. I can't write in the exam. There are applied courses, for example. There is an internet course. I am very successful in that course.”*

Another reason why international students unsuccessful is that they cannot devote enough time to their classes.

S2: *“I spend most of my time on the net. Sometimes I do not go to class”*

S4: *“I have been working since I got here. I have a very good older brother here. He was very interested in me. He gave me a job. In general, people in Giresun love me anyway. It's a nice city, I work and earn money. Sometimes I can't attend classes.”*

According to a group of lecturers, international students are unsuccessful. Because the qualifications and academic levels of these students at the secondary education level in their countries are not at a level to adequately support higher education. At this point, faculty members generally think that not only international students but also all students of Giresun University are academically unsuccessful. The reason for this is that almost all departments of the university have low university entrance scores.

L3: *“As if our people are very successful. Sometimes I feel like I'm working in a primary school, not a university. It's so interesting. It's obvious where those who score high in the university exam go... whatever is left for us...”*

According to both lecturers and international students, the education they receive at Giresun University is partially sufficient for the job they will do when they return to their country. The intention of some of them is to work in different countries and continue their education there. For a significant part, it would be good if they could find a job and work in Türkiye.

S4: *“While I was here, I took online accounting courses. Computerized. I will work in accounting when I return to my country. Maybe I'll stay here. My father does business here. Maybe I'll continue that job. Actually, I want to go to Belgium. I already wanted to study there at university. They also speak French there. My French is very good.. I know, so... it would be easier.”*

S1: *“I will return to my country. My country has already given money so that I can study here. But I don't know what they make me work for. What I read here does not suit us. Teaching or... that's why... Maybe I'll work here. There are many Turkmenistanis here. I love it here. But if possible, I would definitely go to America. Maybe I'll go there for graduate school.”*

L3: *“We have accredited programs. Very similar .. program in other countries. But sometimes I see that what we give and teach may not be suitable even for the business areas in Türkiye. The market is changing after all.. job expectations and so on. I don't know how it is in their country. But it is probably not different from ours. It is variable. Or possibly worse. These students come from less developed countries than us. ”*

L2: *“So what we teach belongs to our country. I guess the system is different for them.”*

All international students participating in the research were satisfied with the education they received in Giresun University. However, the lecturers participating in the research think that there are some aspects of the university that do not fit into being an international university.

S7: *“I am glad, it is beautiful here. The city is by the sea and so on. school is also good.”*

S5: *“I've had many friends. University is not bad. That is fine.”*

S3: *“I would choose Giresun University again. It's nice here.”*

L2: *“This is an old, well-established faculty. Oldest at university. But the buildings and classrooms, I don't know, seem a bit inadequate.*

L3: *“The program is accredited. Of course we are international. But it seems like the infrastructure is a little weak. For example, there is no internet in my room since morning.”*

L1: *“The city is beautiful, safe. The university is the city's most important resource. International students are also very valuable for this city. But it seems that the university lacks some research infrastructure. Undergraduate programs may be ok, but there are not enough resources in postgraduate. The library is limited, for example, its*

space is also limited. And in separate places, or faculties, who will be enough for the central library?"

DISCUSSION AND CONCLUSION

The results of this study, in which the adaptations made in the instruction processes offered to international students at Giresun University were evaluated in line with the views of both international students and lecturers, show that both lecturers and international students experience some problems. International students do not constitute a justification for lecturer to adapt their current curriculum. They only make some adjustments during the lesson and during the evaluation of the lecture and the conversion of student performances into grades. In general, international students find it difficult to follow the current curriculum and instruction. This is mostly due to the fact that students do not have sufficient command of Turkish and their level of readiness is not adequate. There are some research findings showing that international students have experienced various problems in the universities they study at. For example Egege and Kutieleh (2004) found that international students who originally from Asian countries. They have some problems in the context of critical thinking, which is essential for higher education. These problems are mostly caused by language differences as well as the differences in the secondary education curriculum of these students in their own countries. Students from countries whose secondary education programs do not overlap with Australian secondary education programs are not able to develop their critical thinking processes sufficiently. "Transition programs" for international students in Australia are also not functional in ensuring this adaptation. According to the same researchers, the most important obstacle for international students to be successful in their current programs is that these students do not have sufficient command of the language. The language deficiency problem for international students and the problems they experience in learning Turkish have also been mentioned in many studies conducted in Türkiye (for example, Biçer & Alan, 2019; Demiriz & Okur, 2019; Dilek, 2016; Gürbüz & Güleç, 2016; Işık & Işık, 2020; Ünal, 2017; Yıldız, 2016; Yontar, 2019...).

According to the findings of this research, although international students studying at Giresun University are satisfied with the university and having chosen this university, they are not academically successful. The lecturers participating in the research also confirm that international students are unsuccessful in their programs. They did not consider the international students at all, nor did they consider the readiness level of these students, while creating the lesson plans and contents for the academic year, while choosing the resources for the lesson. Although the lecturers make some minor adjustments during the lesson, these adjustments are partially beneficial for international students; lecturers generally included some different applications in the evaluation and grading of the course, and they tried to evaluate these students separately or with homeworks in addition to general evaluations. Lee (2004) assessing the problems of international students in the higher education system in Malaysia drew attention to a similar problem. He stated that the curriculum offered in universities should be prepared more inclusively and that it should be transformed into a supranational policy.

It is uncertain whether international students will be able to find a job in their own country with their diploma from Giresun University. In fact, most of the participants hope to find a job in America, especially in European countries, rather than returning to their own countries. Those who studied in Türkiye with the scholarships they received from their home countries planned to return to their countries to work because they had a job guarantee in their country. However, both those who study for scholarship and those who are financed by their families plan to live and work in Türkiye if they get an attractive opportunity to work in Türkiye. Similar findings are also included in the research results of Büyükyılmaz, Yıldırım, and Özkan (2022). A group of international students studying at Karabük University at the undergraduate level also show that they prefer Türkiye for both living and studying. This preference has a significant impact on the quality education offered at Karabük University. The research findings of Baş and Eti (2020) indicate that there is another situation for foreign nationals who want to stay and work in Türkiye. According to the research, foreign nationals who have completed their education in Türkiye and want to work in Türkiye do not know enough about the legal regulations in Türkiye regarding the right to work and cannot properly benefit

from the rights granted to foreigners. Beyond that, it has been determined that there are cultural differences for foreigners of African origin and they feel that they are discriminated against (Baş & Eti, 2020).

According to the international students participating in the research, Türkiye is an important option to continue higher education. The reason for this is that they have ancestry ties with Türkiye, apart from the fact that the country is a Muslim country. As a matter of fact, as long as they lived in Türkiye, the people of the city they lived in had a very positive approach to them. However, according to the faculty members participating in the research, there are some obstacles to Giresun University being an international university. These obstacles are usually due to the current physical conditions of the university. Another most important factor is that the university's resources are limited, so it cannot create a rich academic learning area.

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Yükseköğretimin işlevsel değişim süreci üzerine bir araştırma¹

Kadir SAİN²

Öz

Toplumsal ihtiyaçları karşılamak üzere meydana gelen sosyal kurumlar, tarihsel süreç içerisinde meydana gelen toplumsal yapı ve ihtiyaçların değişimine paralel olarak işlevsel değişikliğe uğramışlardır. Tarihi ve toplumsal birer kurum olan yükseköğretim kurumları da yaşanan dönemin değişen koşulları içerisinde işlevsel değişikliğe uğramışlardır. Ortaya çıktığı ilk zamanlar temel olarak “eğitim-öğretim” işlevini yerine getiren yükseköğretim kurumları, süreç içerisinde ortaya çıkan yeni koşullara ve ihtiyaçlara cevap verebilmek için bu işleve önce “bilimsel araştırma” ve daha sonra “toplumsal fayda” işlevini eklemişlerdir. Böylece eğitim-öğretim, bilimsel araştırma ve toplumsal fayda işlevlerini bir bütün olarak yerine getirmeye başlayan yükseköğretim kurumları; 21. yüzyılın hızla değişen, dönüşen ve gelişen dünyasında ekonomik, sosyal, kültürel ve siyasi dinamikleri harekete geçirerek değişimin ve gelişimin temel itici gücü haline gelmişlerdir.

Anahtar kelimeler: Yükseköğretim, Eğitim-öğretim, Bilimsel araştırma, Toplumsal fayda

A study on the functional change process of higher education

Abstract

Social institutions, which were formed to meet social needs, have undergone functional changes in parallel with the changes in social structure and needs that have occurred in the historical process. Higher education institutions, which are historical and social institutions, have also undergone functional changes in the changing conditions of the period. Higher education institutions, which basically fulfilled the function of "education" when they first emerged, added "scientific research" and then "social benefit" function to this function in order to respond to the new conditions and needs that emerged in the process. Thus, higher education institutions that started to fulfill the functions of education, scientific research and social benefit as a whole; In the rapidly changing, transforming and developing world of the 21st century, they have become the main driving force of change and development by activating economic, social, cultural and political dynamics.

Key words: Higher education, education-training, scientific research, social benefit

¹ Bu çalışma, yazarın “Beşeri Sermaye Gücü Olarak Yükseköğretimin Küresel Rekabet İle İlişkisi: OECD Ülkeleri Üzerine Bir Panel Veri Analizi” adlı doktora tezinden üretilmiştir.

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GİRİŞ

Yükseköğretimin tarihsel gelişim süreci İlk Çağ'a dayandırılmıştır. İlk Çağ'da Platon tarafından kurulan Academia (M.Ö. 387), Aristoteles tarafından kurulan Lyceum (M.Ö. 334) ve Büyük İskender tarafından kurulan Museum (M.Ö. 330) tarihin ilk yükseköğretim kurumları olarak genel kabul görmüşlerdir. Tarihsel köklerini İlk Çağ'dan alan yükseköğretimin modern anlamda ilk örneklerine Orta Çağ Avrupa'sında denk gelinmiştir. 11. yüzyılın sonlarına doğru Avrupa'da ortaya çıkmaya başlayan Bologna Üniversitesi (1088), Paris Üniversitesi (1160), Oxford Üniversitesi (1167), Cambridge Üniversitesi (1209) gibi üniversiteler, tarihin ilk modern üniversiteleri olarak genel kabul görmüşlerdir. Yükseköğretimin İlk Çağ ve Orta Çağ'dan devraldığı temel karakteristik özellikler 15. yüzyıl itibarıyla değişim ve dönüşüme uğramaya başlamış, 19. yüzyıla gelindiğinde Orta Çağ'ın temel özelliklerinden büyük ölçüde kopuş yaşanmış, II. Dünya Savaşı'ndan sonra ise yükseköğretimin günümüzdeki anlam ve içeriğini yakalamaya başladığı görülmüştür (Aydın, 2021; Günay, 2007; Wissema, 2014).

Tarihsel süreç içerisinde meydana gelen gelişmeler toplumsal kurumların (ekonomi, din, eğitim, siyaset, aile, hukuk gibi) yapı ve işleyişinde köklü değişim ve dönüşümleri meydana getirmiştir. Tarihi ve toplumsal birer eğitim kurumu olan yükseköğretim kurumları da tarihsel süreç içerisinde eğitim-öğretim faaliyetlerinin yapı ve işleyişi, öğrenci-akademisyen profili, mekansal tasarım, finansal kaynak, yönetim ve denetim anlayışı, kurumsal yapı ve örgütlenme, eğitim dili, çevre ile etkileşim ve işlev olmak üzere birçok konuda değişim ve dönüşüme uğramışlardır. Bu çalışmada yükseköğretimin tarihsel süreç içerisinde yaşadığı işlevsel değişim süreci gözler önüne serilmeye çalışılmıştır.

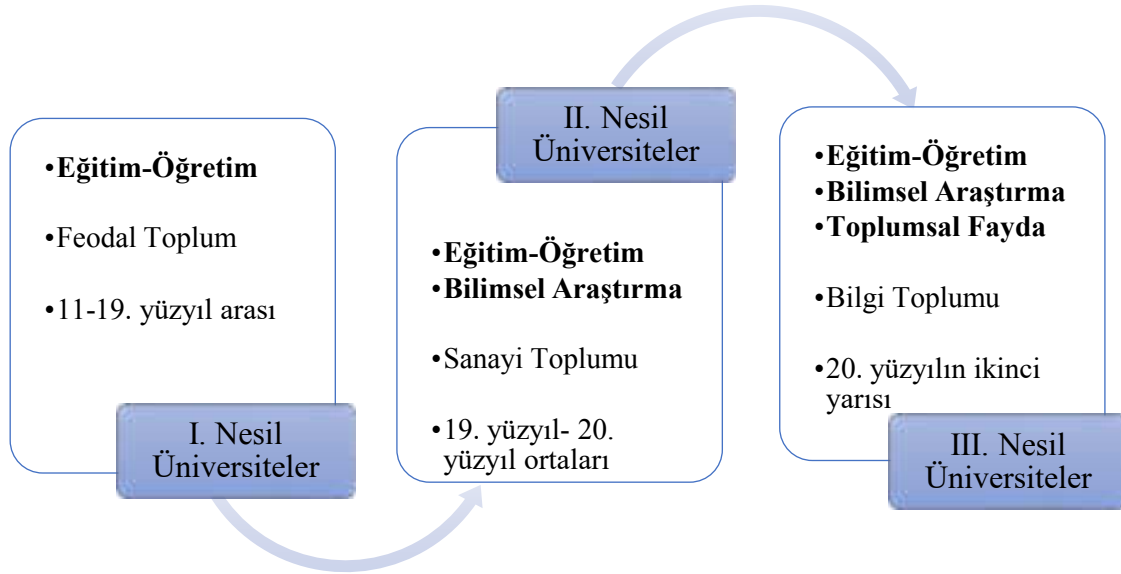
YÖNTEM

Çalışmada nitel araştırma yöntemlerinden olan doküman incelemesi kullanılmıştır. Bu doğrultuda yükseköğretimin tarihsel süreç içerisinde yaşadığı işlevsel değişim sürecine kaynaklık edeceği düşünülen konuyla ilgili literatür taranmıştır. Literatür taraması sonucunda ulaşılan kitap, makale ve tez gibi bilimsel çalışmalardan ilgili bilgiler derlenmiş ve aşağıda belirtilen sonuçlara ulaşılmıştır.

YÜKSEKÖĞRETİMİN İŞLEVSEL DEĞİŞİMİ

Yükseköğretim kurumları ortaya çıktıkları ilk zamanlar temel olarak eğitim-öğretim işlevini yerine getirmişlerdir. Ancak 19. yüzyıla gelindiğinde, yaşanan dönemin değişen ekonomik, sosyal, kültürel, siyasi koşullarına ve ihtiyaçlarına cevap verebilmek için eğitim-öğretim işlevine ek olarak bilimsel araştırma işlevini üstlenmişlerdir. 20. yüzyılın ikinci yarısına gelindiğinde ise bu iki temel işleve (eğitim-öğretim ve bilimsel araştırma) ek olarak toplumsal fayda işlevini üstlenmişlerdir (Aytan ve Göver, 2020; Erdem, 2016; Martin ve Etzkowitz, 2000; Wissema, 2014).

Yükseköğretimin temel işlevlerinde meydana gelen değişim süreci Şekil 1'de gösterilmiştir.



Şekil 1. Yükseköğretimin işlevsel değişim süreci

I. Nesil Üniversiteler: Eğitim-Öğretim İşlevi

Eğitim-öğretim temel işleviyle ön plana çıkan I. Nesil Üniversitelerin modern anlamda ilk örneklerine 11. yüzyılın sonlarına doğru Orta Çağ Avrupa'sında denk gelinmiştir. İlk Çağ medeniyetlerinden (Yunan-Roma) alınan tarihi kültürel miras ve diğer medeniyetler ile yaşanan kültürel etkileşim, bu üniversitelerin şekillenmesinde belirleyici bir etkiye sahip olmuştur. Antalyalı'ya (2007) göre İlk Çağ Yunan-Roma medeniyetlerinden alınan temel miras, özgür bir insanın öğrenmesi gerektiği düşünülen yedi temel bilim (gramer,

retorik, mantık, geometri, aritmetik, astronomi ve müzik) olmuştur. Rukancı ve Anameriç'e (2004) göre kültürel etkileşim söz konusu olduğunda İslam medeniyetleri ile yaşanan etkileşim önemli bir etkiye sahip olmuştur. Özellikle İspanya'da kurulan Endülüs Emevi Devleti, Orta Çağ Avrupa medeniyetlerini etkileyerek eğitim kurumlarını şekillendirmiştir. Piyadeoğlu'na (2018) göre Orta Çağ İslam coğrafyasında Büyük Selçuklu Devleti (1037-1157) veziri Nizamülmülk'ün büyük katkılarıyla Bağdat'ta kurulan Nizamiye Medresesi (1065), dünyadaki üniversiteler için esin kaynağı olmuştur. Grant'a (1997) göre Orta Çağ Avrupa'sında ortaya çıkan üniversiteler ile diğer medeniyetlerde ortaya çıkan eğitim kurumlarını karşılaştırmak mümkün değildir. Ona göre Orta Çağ Avrupa'sında ortaya çıkan üniversiteler modern bilimi oluşturmaya yönelik alt yapıları, ders programları, kurumsallaşma düzeyleri, siyasi-hukuki ayrıcalıkları ve sıra dışı faaliyetleri ile diğer medeniyetlerdeki eğitim kurumlarında ayrılmışlardır. Bu nedenle Orta Çağ Avrupa'sında ortaya çıkan üniversiteler (Bologna Üniversitesi-1088, Paris Üniversitesi-1160, Oxford Üniversitesi-1167, Cambridge Üniversitesi-1209 vs.) ilk modern üniversiteler olarak genel kabul görmüşlerdir (Grant, 1997).

Feodal toplumunun sosyal ve kültürel koşulları altında şekillenen I. Nesil Üniversitelerde eğitim dili olarak Latince kullanılmıştır. Bu üniversitelerin temel görevi geçmişin bilgilerini korumak ve kilise öğretilerine itaati öğretmek olmuştur. Ayrıca, temel sorunun geleneksel inançların emanetlerinin korunması olduğu bir dönemde ortaya çıktıkları için bilimin fethi için yeterli donanımına sahip ol(a)mamışlardır. Bu nedenle yeni bilgiler, buluşlar, icatlar ortaya koyma çabası içine gir(e)memiş olan bu üniversitelerde mevcut bilgiler tartışılarak, gruplandırılarak ve yorumlanarak öğrenciye aktarılmıştır (Wissema, 2014).

I. Nesil Üniversiteler yukarıda bahsedilen temel özellikleriyle 15. yüzyıla kadar varlıklarını sürdürmüşlerdir. Ancak 15. yüzyıldan sonra toplumsal alanda köklü değişim ve dönüşümleri beraberinde getiren gelişmeler (Rönesans hareketleri, Reform hareketleri, Aydınlanma Çağı, Fransız İhtilali, Sanayi Devrimi gibi) eğitim kurumları üzerinde de şekillendirici etkilerini göstererek yükseköğretim kurumlarını değişime itmiştir. Böylece 19. yüzyıla kadar temel olarak eğitim-öğretim işlevini yerine getiren I. Nesil

Üniversiteler, yerini bilimsel araştırma işlevini de üstlenen II. Nesil Üniversitelere bırakmıştır (Ayten ve Göver, 2020; Erdem, 2016; Wissema, 2014).

II. Nesil Üniversiteler: Eğitim-Öğretim ve Bilimsel Araştırma İşlevi

II. Nesil Üniversiteler Rönesans, Reform, Aydınlanma, Fransız İhtilali ve Sanayi Devrimi'nin meydana getirdiği bir atmosfer içinde 19. yüzyılda ortaya çıkmaya başlamışlardır. Almanya'da Wilhelm von Humboldt (1767-1835) tarafından kurulan Humbolt (Berlin) Üniversitesi (1810), II. Nesil Üniversitelerin ilk örneği olarak gösterilmiştir. Bu üniversitenin en temel niteliği bilimsel araştırma işlevini üstlenmiş olmasıdır. Böylece Humbolt (Berlin) Üniversitesi ile birlikte eğitim-öğretim faaliyetlerine ek olarak bilimsel araştırma işlevini de üstlenen üniversiteler, bilginin kitlelere yayıldığı kurumlar olmanın ötesine geçerek bilimsel bilgiyi üreten kurumlara dönüşmüşlerdir (Erdem, 2016; Sabır Taştan, 2020; Saklı & Akdoğan Akbulut, 2017; Timur, 2000; Wissema, 2014).

II. Nesil Üniversitelerin ayırt edici niteliklerini şu şekilde sıralamak mümkündür: (1) Döneme egemen olan milliyetçilik akımının etkisiyle ulus-devlet üniversiteleri olarak ortaya çıkmışlardır. Bu durum, üniversitelerde devletin kontrol ve denetiminin artması, kamu bütçesiyle finansmanın artması, ulusal dillerde eğitimin yaygınlaşması ve siyasal toplumsallaştırma işlevinin belirginlik kazanması gibi sonuçlarını beraberinde getirmiştir. (2) Aydınlanma ve Sanayi Devrimi'nin etkisiyle skolastik düşünce kurumları olmaktan çıkarak bilimsel düşünmeyi merkeze alan kurumlara dönüşmüşlerdir. Böylece üniversiteler yeni bilim dallarını ve bilimsel yöntemleri benimsemeye başlamışlardır. Ancak bu üniversitelerde yapılan bilimsel araştırmalarda pratik kaygılar geri planda bırakılmış, *bilim için bilim* mantığıyla hareket edilmiştir. Ayrıca bu üniversitelerde yapılan eğitim ve araştırmada disiplinler bir yaklaşım sergilenmiştir. (3) Bilimsel üretimin sosyal yapı kazanmaya başladığı kurumlardır. Bilimsel üretim, önceleri bilim insanlarının genel olarak yalnız başlarına yaptıkları bir faaliyet iken bu üniversiteler ile birlikte uzmanlaşmış kürsüler ya da enstitüler tarafından yapılan sosyal bir faaliyete dönüşmüştür. Araştırma sürecine akademisyen, öğrenci, asistan, araştırma görevlisi, kütüphane, laboratuvar, araştırma merkezi gibi kişi ve unsurların dahil edilmesi bilimsel

üretime sosyal bir yapı kazandırmıştır. Bu durum, bilimsel üretimin katlanarak artması sonucunu beraberinde getirmiştir (Erdem, 2016; Tekeli, 2003; Timur, 2000).

Yukarıda vurgulanan temel nitelikleriyle 20. yüzyılın ortalarına kadar etkinliklerini sürdüren II. Nesil Üniversiteler, II. Dünya Savaşı'ndan sonra hızlı bir değişim sürecine girmişlerdir. II. Dünya Savaşı'ndan sonra eğitimin kitleleşmeye başlaması, öğrenci sayılarında meydana patlama, ekonomik krizler, sosyo-kültürel yapıda meydana gelen değişimler, değişen toplum ihtiyaçları, teknolojik yenilikler, küreselleşme, bilgi toplumuna geçiş, rekabetin küresel boyut kazanması, piyasa güçlerinin artan etkisi gibi birçok neden II. Nesil Üniversiteleri değişime iterek III. Nesil Üniversitelerin ortaya çıkmasını sağlamıştır.

III. Nesil Üniversiteler: Eğitim-Öğretim, Bilimsel Araştırma ve Toplumsal Fayda İşlevi

III. Nesil Üniversiteler, 1960'lı yıllarda ABD'de ortaya çıkmaya başlamış, daha sonra Avrupa ve Asya ülkelerine yayılım göstermiştir. ABD'de kurulan Stanford Üniversitesi ve Massachusetts Teknoloji Enstitüsü (MIT) ile İngiltere'de kurulan Cambridge Üniversitesi, III. Nesil Üniversitelerin ilk örnekleri arasında gösterilmiştir. Stanford Üniversitesi ve MIT gibi kurumlardan ileri teknoloji şirketlerinin ortaya çıkması ve bunların bazılarının büyüyüp dünyanın en büyük şirketleri arasına girmeyi başarması, üniversitelerin teknoloji temelli girişim kümelerinin beşiği olabileceğini göstermiştir (Wissema, 2014). Özellikle Stanford Üniversitesinden bir grup akademisyen ve öğrencinin bilgi ve ar-ge birikimlerini ekonomik değere dönüştürme çabaları sonucu ortaya çıkan Silikon Vadisi (Stanford Research Park) (Kiper, 2010; Sabır Taştan, 2020), MIT ile bağlantılı olarak kurulan firmaların Tayland ve Güney Afrika boyutlarında bir ekonomi meydana getirmeleri (Wissema, 2014) ve İngiltere'de küçük bir kasaba olan Cambridgeshire'in Cambridge Üniversitesi öncülüğünde kurulan ileri bir teknoloji enstitüsü sayesinde İngiltere'nin en zengin ikinci bölgesi haline gelmesi (Wissema, 2014); üniversitelerin teknoloji temelli girişim kümelerinin beşiği olabileceği düşüncesini daha da pekiştirmiştir. ABD'den sonra Avrupa ülkelerine ve daha sonra da Asya ülkelerine yayılım gösteren bu eğilim, üniversitelerin işsizlik sorununu çözme, istihdam yaratma,

ekonomik istikrar oluřturma, bölgesel kalkınmayı saęlama vb. gibi toplumsal alanda meydana getirdięi pozitif sonuçları (yani toplumsal fayda iřlevini) ön plana çıkardıęı söyleyebilir.

III. Nesil Üniversitelerin en temel özellikleri eğitim-öęretim ve bilimsel araştırma iřlevlerine ek olarak toplumsal faydayı da bir iřlev olarak benimsemiř olmalarıdır. Bu üniversitelerin toplumsal fayda iřlevini yerine getirmeleri, ortaya koydukları bilimsel bilgiyi (akademik deęeri) ekonomik deęere (ticari deęere) dönüřtürebilme başarılarına baęlı olmuřtur.

1980'li yıllardan sonra özellikle sürdürülebilir ekonomik büyüme ve kalkınmayı yakalamada ve küresel rekabette merkezi bir konum elde etmede; bilgi, teknoloji, inovasyon, ar-ge, katma deęeri yüksek ürün ve hizmet vb. belirleyici unsurlar ön plana çıkmaya bařlayınca üniversitelerin bilgiden ekonomik deęer yaratma yükümlölükleri daha önemli hale gelmeye bařlamıřtır. Bu doęrultuda üniversitelerde üretilen bilgiyi ekonomik/ticari deęere dönüřtürecekle çeřitli mekanizmalar/sistemler geliřtirilmiřtir. Bu sistemlerin bařında ise üniversite-sanayi-devlet iř birlięi gelmiřtir (Alkan, 2014; Kiper, 2010; Ranga ve Etzkowitz, 2013).

Üniversite-sanayi-devlet iř birlięi, en genel anlamıyla, bilgi kaynaęı olan üniversitelerin üretim merkezi olan sanayi ile birleřerek bilgi, teknoloji, inovasyon, katma deęeri yüksek ürün ve hizmet meydana getirmek için yaptıkları sistemli çalıřmalar bütünü olarak ifade edilebilir. Bu iř birlięinde devlete düşen görev, aktörlerin aktif iř birlięi ve sürdürülebilir bilgi akıřı için ihtiyaç duyulan yapısal, finansal ve hukuki zemini hazır hale getirip destekleyici ve kolaylařtırıcı olmaktır. Ancak bu iř birlięinde istenilen düzeyde bilimsel, teknolojik, inovatif, ekonomik ve dolayısıyla toplumsal sonucun (faydanın) meydana gelmesi temelde birbiriyle baęlantılı üç kořulun yerine getirilmesine baęlı olmuřtur. Bunları: (1) Üniversitelerin bilimsel arařtırmalar sonucu katma deęeri yüksek nitelikli bilgi üretmeleri; (2) sanayinin üniversite ve devlet etkin iř birlięi ile nitelikli bilimsel bilgileri (akademik deęeri) küresel pazarlarda raębet gören ekonomik deęere (yani katma deęeri yüksek teknoloji, inovasyon, ürün ve hizmetlere) dönüřtürmeleri; ve (3) ortaya

konulan ekonomik deęerin küresel pazarlara sunulabilmesi, yani ihraç edilmesi şeklinde sıralamak mümkündür.

Eđitim-öđretim, bilimsel araştırma ve toplumsal fayda işlevleriyle birlikte diđer birçok önemli işlevi de yerine getiren III. Nesil Üniversiteler, yaşanan dönemin ihtiyaçlarına cevap verebilecek bilgi ve beceriler ile donatılmış nitelikli insan gücünü yetiştiren; disiplinlerarası eğitim ve araştırma anlayışıyla nitelikli bilimsel bilgiler ortaya koyan; bilgi-teknoloji-inovasyon zincirindeki bütünlüğü yakalamak adına sanayi ile iş birliği içine giren; akademik deęeri ekonomik deęere dönüştürecek mekanizmalar geliştirerek katma deęeri yüksek ürün ve hizmet ortaya koyan; ar-ge faaliyetlerine işlerlik kazandıran; toplumsal paydaşlarla iş birliği içine giren; içinde buldukları bölgenin potansiyelini (tarım, sanayi, ticaret, turizm vs.) ortaya koyup geliştiren; çeşitlilięi ve karmaşıklığı her geçen gün artan ekonomik, ekolojik, sosyal, kültürel, siyasi problemlere karşı rasyonel strateji, politika ve çözümler geliştiren; sürdürülebilir toplumsal kalkınmayı yakalamada ve küresel rekabet güç elde etmede önemli rolleri yerine getiren dinamik, yenilikçi, girişimci ve kozmopolit kurumlar olarak deęerlendirilebilir.

SONUÇ

Tarihsel süreç içerisinde sosyo-kültürel yapıda meydana gelen deęişimler yükseköđretim kurumlarını işlevsel deęişime itmiştir. Sosyo-kültürel açıdan dinin ve kutsal olanın ön plana çıktığı feodal toplumlarda I. Nesil Üniversiteler (eđitim-öđretim işlevi), üretim ve kârın ön plana çıktığı sanayi toplumlarında II. Nesil Üniversiteler (eđitim-öđretim ve bilimsel araştırma işlevi), bilgi ve küresel sorunların ön plana çıktığı bilgi toplumlarında ise III. Nesil Üniversiteler (eđitim-öđretim, bilimsel araştırma ve toplumsal fayda işlevi) ortaya çıkmıştır. III. Nesil Üniversiteler ile birlikte eğitim-öđretim, bilimsel araştırma ve toplumsal fayda işlevlerini bir bütün olarak yerine getirmeye başlayan yükseköđretim kurumları; eğitim-öđretim işlevleriyle nitelikli insan gücü olarak beşeri sermaye ortaya koyarak, bilimsel araştırma işlevleriyle nitelikli bilimsel bilgiler üreterek, toplumsal fayda işlevleriyle de toplumsal sorunların (ekonomik, ekolojik, sosyal, kültürel, siyasi vb.) çözümünde birçok önemli görevi yerine getirerek 21. yüzyılın hızla deęişen, dönüşen ve gelişen dünyasının şekillendirici itici gücü olmuşlardır.

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Integrated reporting of Asean Member Companies

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Abstract

Integrated reporting is a concise communication tool covering an organization's strategy, governance, performance and prospects, in the context of its external environment, leading to value creation in the short, medium and long term. Currently, only South African companies are required to disclose integrated reporting and until now, integrated reporting is still not required in ASEAN member countries. The purpose of this study is to describe the implementation of integrated reporting for ASEAN member countries with an observation year from 2019 to 2021. Based on data obtained from the value reporting foundation (http://examples.integratedreporting.org/all_reporters), the findings of this study are still the low number of companies from ASEAN member countries that publish integrated reporting. The implementation of this research is to motivate ASEAN member companies to carry out integrated reporting to create corporate value from time to time.

Keywords: Integrated reporting, Companies in ASEAN member countries, Company values.

INTRODUCTION

The global financial crisis that hit America in 2008 was one of the phenomena that had an impact on financial reporting (Azam et al. 2011). This phenomenon raises concerns that traditional corporate reporting is not sufficient to meet the information needs of various stakeholders (Adams and Simnett 2011). Many companies have attempted to increase the information available in decision-making by stakeholders by supplementing their traditional financial reporting with non-financial information reporting (Cohen et al. 2012). Additional information in the form of non-financial information, has proven to have relevant value and can be used by stakeholders as a consideration in decision making (Dhaliwal et al. 2011).

However, the financial and non-financial reports are disclosed in separate report formats, so they are not provided to facilitate the understanding of the company's stakeholders. Thus, the usefulness of the information provided is reduced. In addition, the need to meet information in decision making has made the scope of financial

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reporting expand.

Therefore the International Integrated Reporting Council (IIRC) publishes integrated reporting (IR). IR was created with the concept in mind to better articulate a wider range of actions that contribute to long-term value and demonstrate the role that organizations play in society (IIRC, 2013). The purpose of making integrated reports is to provide better information about stakeholder strategic decision making, integrated risks of the company, and the company provides better attention and support for stakeholders (Hoesada, 2013).

However, until now not all companies in the world have made integrated reports, even though the purpose of integrated reporting is to create long-term value. The only country that has made it mandatory for publicly traded companies to make integrated reports is South Africa. Meanwhile, other countries still do not require companies to go public to make integrated reports. The same applies to ASEAN member countries. Whereas companies in ASEAN member countries have very developed prospects in terms of investment in the long term. Based on these phenomena and arguments, the research question is how is the development of integrated reporting in companies from ASEAN member countries?

Literature Review

Agency theory explains the relationship between company owners and their agents, namely management who plays a role in running the company's operations (M. C. Jensen & Meckling, 1976). Healy and Palepu (2001) show that to overcome agency problems can be overcome by disclosing relevant information by managers, so that company owners are able to evaluate whether their funding is managed well or not by management.

Agency theory says that the principal authorizes the agent to carry out company activities, including making decisions (M. C. Jensen & Meckling, 1976). Problems arise when the agent does not always carry out activities based on the interests of the principal. This relationship can lead to information asymmetry between agents and principals (Eisenhardt, 1989). Actually, principals need relevant information from

agents in order to make investment decisions. Reporting has an important role to overcome information asymmetry and agency problems. This is in line with the increasing function of reporting as a medium of communication from management to stakeholders.

Integrated reporting brings together material information about an organization's strategy, governance, performance and prospects in a way that reflects the commercial, social and environmental contexts in which it operates. It provides a clear and concise representation of how an organization exhibits stewardship and how it creates and sustains value (IIRC, 2013).

Stakeholder Theory says that the company is not an entity that conducts operations for the benefit of the company, but also provides benefits to stakeholders. The existence of the company is influenced by the support of stakeholders. Stakeholders include shareholders, creditors, managers, employees, suppliers, local communities and the general public (Hill & Jones, 1992).

Freeman (1983) argues that companies approach stakeholders with strategic objectives. So managers must formulate and implement processes to meet all the wishes of groups in the business. Companies must maintain good relations with stakeholders to accommodate their needs and interests. The company is not an entity that has benefits only for itself, but also provides benefits to stakeholders.

Method

This research uses descriptive analysis method. This method is used to describe the research findings. The population in this study are all publicly traded companies located in the territory of ASEAN member countries. While the sample in this study are go public companies located in the territory of ASEAN member countries that publish integrated reports and are presented in (http://examples.integratedreporting.org/all_reporters).

Data obtained with the help of secondary data, which is obtained from the value reporting foundation. The Value Reporting Foundation is a global not-for-profit organization that offers a comprehensive set of resources designed to help businesses

and investors develop a common understanding of a company's value, how it is created, maintained, or eroded over time. Presentation of research findings using diagrams that will be described in the analysis of findings.

RESULTS

Countries that are members of ASEAN include: Indonesia, Singapore, Malaysia, Philippines, Thailand, Vietnam, Laos, Cambodia, Brunei Darussalam and Myanmar. Based on data obtained from the value reporting foundation (http://examples.integratedreporting.org/all_reporters) only a few publicly traded companies located in the territory of ASEAN member countries issue integrated reporting. The following is a table of findings:

Table 1.

ASEAN member countries IR reporting recapitulation

Number	Country	Total Data
1	Malaysia	4
2	Singapore	4
3	Philippines	1
4	Thailand	1
5	Brunei Darussalam	-
6	Indonesia	-
7	Cambodia	-
8	Laos	-
9	Myanmar	-
10	Vietnam	-
		10

Based on the diagram above, it shows that of the ten ASEAN member countries, only four ASEAN member countries whose companies go public publish integrated reporting. These countries include Malaysia, Singapore, Philippines, and Thailand. Meanwhile, for the six ASEAN member countries, their publicly listed companies have not published integrated reporting.

Companies that go public in Malaysia and Singapore show that they publish the most integrated reports with a percentage of 40% each. Followed by the Philippines, and Thailand with a percentage of 10% each. If we look at it in the form of a diagram based on the table above, it will be presented as follows:

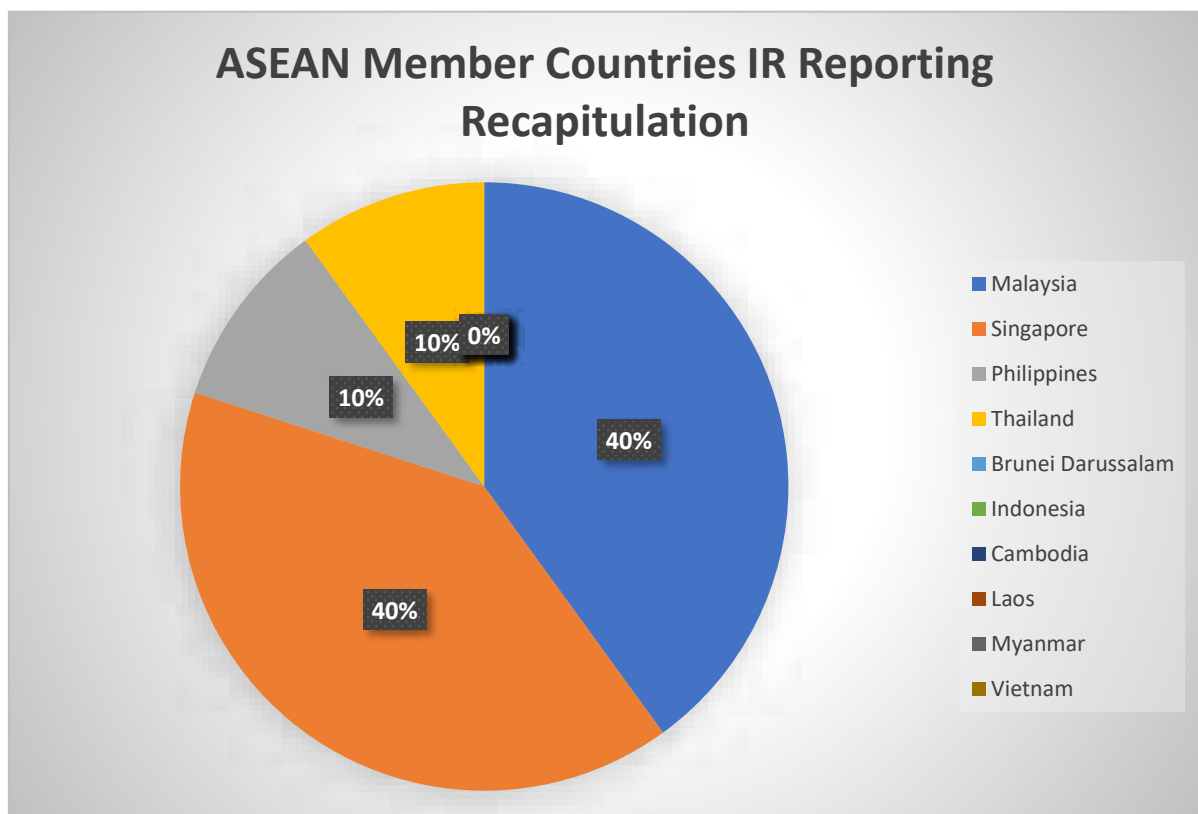


Figure 1. ASEAN member countries IR reporting recapitulation

The results of the research analysis indicate that there is a possibility that the minimum number of publicly listed companies in the ASEAN member states publishes integrated reports because there is still a sense of concern from each publicly listed company if disclosing all information in accordance with the elements in integrated reporting will

provide impact on the high cost of capital (Arya, 2010).

The next possibility is because the governments of each ASEAN member country have not required publicly listed companies to publish integrated reports. Whereas based on previous studies such as (Lee & Yeo, 2016), (Islam, 2020), (Utomo et al., 2021), (Machmuddah et al., 2022) the research findings show that integrated reporting will have a positive influence on the value of company. This means that a company that publishes integrated reporting means that the company will provide credible, relevant and reliable information so that it will affect the interest of investors to invest, which in turn will have an impact on increasing the value of the company which can be seen in the increase in stock prices.

CONCLUSION

The research findings show that the number of publicly listed companies in ASEAN member countries is still low that publish integrated reporting. This is because there are still no regulations that require companies to go public in each region of ASEAN member countries from their respective governments. The implementation of this research is to motivate publicly listed companies in ASEAN member countries to carry out integrated reporting to create company value from time to time, so that later they can increase company value in the eyes of stakeholders.

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Institutionally regulated distribution of power within political parties: A comparative analysis between Turkey, and Germany

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Abstract

Using the actor-centered institutionalism approach, we will compare, and analyze the distribution of power in political parties in Germany, and Turkey. While in Turkey a great deal of power falls to the party leader, power in German parties is distributed at party conferences. While pleasing the party leader to boost someone's political career is important in Turkey, networking far into the party committees is helpful in Germany. Turkish parties have developed a top-down system, while in Germany bottom-up is prone to avail. In our contribution, we will provide some background information, and examples, and dare to make a forecast for the future.

Keywords: Political parties, Actor-centered institutionalism, Power, Pluralism, Top-down, Bottom-up, Germany, Turkey

INTRODUCTION

This joint study is intended to provide a first insight into the different designs of party laws, and the distribution of power within the parties in Turkey, and Germany.

The historical differences in the development of democracy and the party landscape in the two countries were not taken into account here. Only the current status quo has been analyzed. Nevertheless, the authors are aware that the different degrees of democratization in the country have a direct influence on the democratic structure of the parties themselves. The study developed hypotheses based on current laws, and statutes analyzed them and interpreted the results.

There are three main hypotheses regarding the relations between the party leadership and the intra-party opposition in Germany and Turkey:

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1. Institutions like the law and by-laws shape the political process by empowering political actors while weakening others.

The legal top-down appointment, and suspension powers of the democratically elected leaders, and members of strategic party bodies in Turkish political parties weaken the opposition within these parties, and by doing so, weaken the opposition within, and strengthen the party oligarchy in Turkey.

2. The legal prohibition of these suspension powers of the German party leaders leads to bottom-up elections in German parties. This system increases intra-party competition between rivals and reduces the chance of oligarchy in German parties.

To compare the relations between the leadership, and the opposition within the parties in Turkey, and Germany, the Party Laws, and by-laws of Turkey, and Germany are compared with each other.

Actor-centered Institutionalism as a Theoretical Approach

Actor-centered institutionalism is an approach to analyzing politically relevant facts, and processes used. Institutions are defined as rules (laws, norms), Regularities (behavioral routines, power relations, distribution of resources), and social entities (corporate actors, organizations). Rules, legal norms, and Regularities create social structures and condition the framework for their relationships among the actors by the assignment of competencies, financial or power resources. By doing so, institutions determine their definitions of the situations, on which their choices of action are based. So, constitutions, decrees, ordinances, laws, and statutes define the distribution of power, and resources of different corporate actors (authorities, organizations) (cf. Mayntz, and Scharpf 1995).

These corporate actors are constituted by “institutional regulations; often they are even supported by decisions taken by the state, whereby tasks and competencies are assigned to them ...” (Mayntz, and Scharpf 1995: 48)

Thus, the institutional context establishes actors, and actor constellations through allocations of powers, rights, and duties, and defines” their action resources, and influences their action orientation” (Mayntz, and Scharpf 1995: 49). Since individuals are

members of organizations, bodies, or authorities, this approach also attempts to limit the actions of individual actors within these institutions (cf. Mayntz, and Scharpf 1995: 50).

THE CASES OF TURKISH, AND GERMAN PARTIES

The Turkish Case: Oligarchy is a legal result of the Party Law

According to the Turkish Law on Political Parties,

Political parties are *organizations* with the status of legal entities, founded by the Constitution, and laws, working using presidential, parliamentary, and local elections to conduct activities throughout the country to elevate the country to the level of modern civilizations within a democratic social regime using creating a national will through the activities they carry out, and the propaganda they undertake in line with the views expressed in their by-law, and party program (Art. 3, TLPP European Commission, 2018, 2).

We argue, that the structure of the party organization (Teziç, 1976, 68-74) which is shaped by the Turkish Political Parties Law, causes intra-party oligarchy in Turkish parties. Not only the Party Law but also the by-laws of the parties lead to oligarchy within parties. The party by-laws of these parties are compared with each other: Justice, and Development Party (*Adalet ve Kalkınma Partisi*, AKP), Republican People's Party (Cumhuriyet Halk Partisi, CHP), Peoples' Democratic Party (Halkların Demokratik Partisi, HDP), The Good Party (İyi Parti, İYİP), Nationalist Movement Party (Milliyetçi Hareket Partisi, MHP). All of these parties have their groups in the Turkish National Assembly.

We will show, that each level democratically elects its representative delegate on the upper level, what is considered by itself is a matter of course in a democratic society. , and then, after these delegates of the upper-level elect democratically members of the decision, and administrative bodies, which legally have the power to dismiss the leadership of the lower levels, the problem of oligarchy occurs as a result. This happens because the party bodies of the upper level have more power than their counterparts of the lower level. As a result, democratically elected actors in the upper party bodies misuse their legal competencies to the preservation their power against intra-party opposition.

Firstly, to make the complex factual circumstances and able the institutional structure of the Turkish political party will be displayed and described.

Secondly, the democratic election process of each level is going to be described, too.

Thirdly, and finally, the various legal mechanisms of “intervention from above” which individually considered can be as completely legitimate, and harmless, but support oligarchy in an overall connection will be presented.

According to the Turkish Political Parties Law, the structure of the parties consists of both a horizontal and a vertical dimension. In the horizontal dimension, the organizational structure of contemporary Turkish parties is quite similar to the structure of the modern Turkish central, there are “*legislative*”, “*executive*”, and “*judicial*” powers in political parties, too.

According to this, the party “legislation” is the arena where the general lines of the party program are determined. Delegates in the party congress decide the general political orientation of the political party by defining its party program (*Kongre, Kurultay*).

The party executive function as an administrative board institution, and by doing so, they manage the party in the inter-congress period (*Yönetim Kurulu, YK*).

Supervisory or disciplinary boards (*Disiplin Kurulu, DK*), and disciplinary committees of the party act as the “judiciary” power of the party against those who behave against the party rules.

As mentioned above, each Turkish party has according to the Party Law, a vertical dimension. While the congress, the disciplinary committee, and the executive board constitute the horizontal dimension of the party structure, each political party consists of central, provincial, district, and country organizations in the vertical dimension as is the case in a unitary central state.

Even if “[t]he organization of political parties comprises their central organs, provincial, district, and county organizations; their groups in the Gr, and National Assembly of Turkey, in the general provincial assembly, and the municipal council” (Art. 7, TLPP European Commission, 2018, 3), for purposes of presentation, the description, and analysis of the country organizations, parliamentary, and municipal council groups are not given

here. Moreover, country organizations can only be founded in “places that have a municipal organization other than provincial, and district centers” (Art. 7, TLPP European Commission, 2018, 3)

The district level of Turkish Parties

The number of district organizations at municipal and town levels is quite similar to the district number in each province.

At a district level, such a party consists of the district congress (*İlçe Kongresi*), district chairman (district chief executive), district executive board (*İlçe Yönetim Kurulu, İlçe YK*), and district disciplinary commission (*İlçe Disiplin Kurulu, İlçe DK*) (Art. 20, TLPP European Commission, 2018, 9).

The district congress shall be comprised of delegates ... elected by the relevant party members ... according to the number of votes received by that party in the district, the villages, and neighborhoods’ the vicinity in the last general elections, and in the case of political parties that have not run in the elections, according to the total number of members. The chairman, members of the district administrative committee, and the district disciplinary committee (if there is one) shall be natural members of the district congress. (Art. 20 TLPP European Commission, 2018, 10).

Ordinary party members belonging to the district organization have the right to vote and to participate as delegates in the district congress³.

The district congress must elect the chairman, the members of the district disciplinary committee, and the district executive board, and send delegates to the provincial congress as their representatives using a secret vote in the upper level of the party legislation.

The task of the district organized under the leadership of the district administrative board is to spread the party to the grassroots and increase its members by bringing it to the public.

Since the Law on Political Parties leaves it up to the Political Parties’ by-laws to decide, “which organs or bodies of the political party are eligible for applying, and to which

³ While these party members of the district congress differ from the so-called natural members (*doğal üye*) like the members of the district executive board (*İlçe YK*), the district president, members of the district disciplinary committee, and the members of the district organization who are deputies in the parliament or minister of the cabinet.

disciplinary committees, about which persons an application can be made, and the higher level committee authorized to examine the appeals to the disciplinary penalties as well as the procedures, and conditions for appeal” (Art. 53 TLPP European Commission, 2018, 20), the district manager can also get the power to open disciplinary procedures against everybody as well as rivals, and intra-party dissidents. Dissenters are sent to the district disciplinary commission.

As a legal result, the party leadership of this level can silence intra-party opposition just at the bottom. Since both the executive and the disciplinary committee at the district level are elected by the district party congress and represent the current majority opinion, dissenters are punished and hindered to present their point of view. As a result, the plurality of opinions, and intra-party competition are prevented, which leads to an oligarchy at the bottom level.

As mentioned before, the congresses of the district-level organizations send their delegates to the congress of the provincial organization.

The provincial, and central level of Turkish Parties: Bottom-up Elections, and Top-Down Appointment of Candidates, and Dismissals of Dissenters

The organizational structure of the political party at the upper provincial, and central levels are quite similar to the party structure of the lower district level, appointing members of the same-level disciplinary, decision, and administrative bodies, and elected delegates from the congress to the congress of the next higher level resemble the elections at the district level.

So, the provincial organization consists of the provincial congress, the provincial chairman (*İl Başkanı*), the provincial administrative committee (*İl Yönetim Kurulu, İl YK*), and the provincial disciplinary committee (*İl Disiplin Kurulu, İl DK*) (Art. 19 TLPP European Commission, 2018, 9). The members of the provincial congress, which holds the party legislation of the provincial level regular meeting every two years, consists of the delegates elected by the district congresses, and the natural members who are the members of the provincial executive board, the provincial disciplinary, the provincial chief executive, and, if any, of the deputies of the party in that province.

As Turkey consists of 81 provinces, a party should consist of 81 province organizations, too. The number of district organizations of a party within a province is expected to be similar to the number of districts in that province.

The duty of the provincial congress, just like the district congress, is to elect the disciplinary committee, and the executive board of its organization level, and to send elect delegates to the gr, and congress of the central organization party at the level above them (Art. 19 TLPP European Commission, 2018, 9)

The provincial chairman, who manages, and represents his party on a provincial level, is elected by the provincial congress (Art. 19 TLPP European Commission, 2018, 9). The provincial administrative committee is also elected by the provincial congress.

According to the Turkish Party Law, parties can decide which of their institutions have the power to file applications to disciplinary committees; the provincial executive committee can also get the right to send critical party members to the provincial disciplinary commission (Art. 53 TLPP European Commission, 2018, p. 20).

Both the provincial, and the central executive committees have the power to dismiss the district board, and the chairmen of district party organizations (Art. 20 TLPP European Commission, 2018, 9-10). As a result, both rivals, and dissidents of the provincial, and of the lower district level can be combated by the provincial executive committee. Dissenters on the provincial level can be sent to the provincial disciplinary commission, which also can overturn the verdict of the district disciplinary committee. Dissident elites of the district level who made it to the district party presidency and the executive committee can legally be dismissed by the provincial executive committee, too.

The provincial disciplinary commission has the legal authority to overturn the decisions of the district disciplinary committees. Thus, the “disciplinary authorities” above are capable of overturning the decision of the lower units.

As a result, in addition to the central organization, each provincial organization can make a political purge both at the provincial, and the lower district level.

This fact creates an incentive to be more conformist within the parties.

The Gr, nd Congress of the central level consists of elected, and natural members (Art. 13 TLPP European Commission, 2018, 6). While the elected members of the *gr, and congress* (*büyük kongre, kurultai*), which normally holds a session every two years, are the delegates elected by the provincial congresses, the natural members of the *büyük kongre* are the members of the central decision-making, and managerial committees (*Merkez Karar ve Yönetim Kurulu, Merkez YK*), the members of the disciplinary committee (*Merkez Disiplin Kurulu, Merkez DK*), and ministers, and deputies who are members to the party, and the chairman of the party.

One task of the Gr and Congress is apart from making changes in the party by-law, and program of the political party the election of the chairman of the party, the members of the central executive board, and the central disciplinary committee using the secret vote (Art. 15, 16 TLPP European Commission, 2018, 7).

The chairman or chairwoman of the party, who represents his or her party, is elected by the Gr, and Congress which mainly consists of the delegates elected by the provincial congresses. Therefore, provincial congresses which elect their delegates to the Gr, and Congress are of great importance for the central decision-making bodies of the party.

The Central Decision-Making and Administrative Committee is an executive board, which is elected by the *gr, and congress* (*Merkez Karar ve Yönetim Kurulu, Art. 16 TLPP*European Commission, 2018, p.8), runs the party from congress to congress and has the authority to send rival or oppositional party members to the central disciplinary committee (*Merkez DK*) and to dismiss provincial executive commission (*İl YK*), and the provincial chairmen (*İl Başkanları*).

Therefore, it is not a surprise that rival candidates of the chairmen have little chance to challenge the party leadership. Even if regular rivalry and elections of the leadership are the main criteria of democracies, rivalry, and competition is not always welcome. In 2001, the opposition within the ruling Democratic Left Party (*Demokratik Sol Parti, DSP*) of then-PM Bülent Ecevit wanted to elect a new leader and change the ideological orientation. Despite Sema Pişkinsüt being officially “allowed” as a candidate for the party presidency, she was hindered to hold a campaign speech at the congress, where her son was beaten up by Ecevit-supporters (Akar, 2002, 194-211). As a result, she founded

another party named Socialist Democratic Party (*Toplumcu Demokratik Parti, TDP*). The lack of democracy within the party caused long-term displeasure among DSP members, and parliamentarians. Finally, many opposing DSP-parliamentarians left the party and founded the opposing New Turkey Party (*Yeni Türkiye Partisi, YTP*), which was the cause of early re-elections as the three-party-coalition lost its majority in the parliament in 2002 (“DSP’de istifa depremi durmuyor,” 2002).

Optional Party Bodies serving the oligarchic interests within Turkish Parties: The by-laws of the AKP, CHP, and MHP

Since the Turkish Law on Political Parties offers considerable space, and freedom for interpretation for parties, to found and name further optional party bodies (Art. 13 TLPP European Commission, 2018, 6), political parties can establish different organs with various names according to the party by-laws or statutes.

For example, a “managing executive central administrative committee” (*Merkez Yürütme Kurulu*) is established according to the party by-law of the ruling AKP (Art. 79, 80 By-law_{AKP}, p. 43-44), whose members are appointed by the chairman from members of the central executive committee). Since the number of members is less than the number of the ordinary central executive committee and is chosen by the chairman himself or the chairwoman herself, this managerial board can make faster decisions that serve his or her interests. Since this optional body has the agenda-setting power in the ordinary central decision, and administrative committee, factual issues in the interest of the party leadership can easily be included in the agenda of the ordinary executive committee. The same applies to the establishment of such optional managerial executive committees on the provincial, and district level (*İlçe Yürütme Kurulu, İl Yürütme Kurulu*) according to Art. 33, and 38 Party By-law_{AKP}.

Contrary to the AKP, the structure of central decision-making, and administrative committee of the main opposition Republican People’s Party (*Cumhuriyet Halk Partisi, CHP*) is different in the sense that its members are elected not only by the gr, and congress (“*Kurultay*”), but are also appointed by the chairman. As a result, this body, named “Party Assembly” (“*Parti Meclisi*”) is a hybrid organization between the managing executive

central administrative committee, ordinary central decision-making, and administrative committee (Art. 20, PartyBy-law_{CHP}, p. 27-28). Kılıçdaroğlu-dissenter Emine Ülker Tarhan hinted that the elections and appointments of delegates to the Party Assembly are more results of bargaining processes of goal-oriented individuals serving their interests than serving the peoples' sake ("Koltuk Pazarlıklarıyla Kurultay ...," 2014).

According to the Law on Political Parties, the central decision-making, and administrative committee (*Merkez Karar ve Yönetim Kurulu, MKYK*) can suspend the chairmen, the administrative committee of the province, and the district organizations (Art. 19, 20), but concerning the party by-laws it offers, considerable space, and freedom for interpretation of these suspensions:

(1) The method of election of the provincial chairman, and the provincial administrative committee, *and the rules governing in which cases, and how these shall be suspended by the central decision-making, and administrative committee as well as rules on how the temporary administrative committee is to be established shall be specified in the party by-law*. Other than in cases specified in paragraph (d-1) of article 101, the decision to suspend shall be passed using a secret vote based on a two-thirds majority of the total number of members in the authorized committees. (Art. 19, TLPP European Commission, 2018, 9, emphasis added)

(2) The method of election of the *district chairman*, and the *district administrative committee*, *and the rules governing in which cases, and how these shall be suspended by the provincial administrative committee or the central decision-making, and administrative committee, as well as rules on how the temporary administrative committee is to be established, shall be specified in the party by-law*. Other than in cases specified in paragraph (d-1) of article 101, the decision to suspend shall be passed using a secret vote based on the two-thirds majority of the total number of members in the authorized committees. (Art. 20, TLPP European Commission, 2018, 10, emphasis added)

In the MHP, the administrative committee of one level has to file a complaint to the administrative commission of the upper level to let dismiss the chairmen, and executive committees of the lower organizations. As a result, the central organization has the final say on the suspension of the province, district chairmen, and executive committees, while the province administrative bodies decide on the dismissal of the country organizations (Art. 36, By-law_{MHP}, 59-60).

For example, the provincial administrative committees of the MHP in Muğla, Çankırı, Edirne, Konya, and Sakarya, which were visited by Bahçeli-rival Koray Aydın, were

suspected to be members of the opposition within the party. As a result, these executive bodies, and their provincial chairmen were suspended by the central organization in 2013 (“MHP’de Deprem!” 2013).

In the AKP, the central decision-making, and the administrative committee can dismiss the chairmen, and the executive committees of the provincial, and district organizations, while the district executive body can dismiss the country chairmen, and the country executive bodies (Art. 59 Part By-law_{AKP}, 63). The same applies to the other political parties with minor variations according to their by-laws.

Another executive body of the CHP named Central Administrative Committee (*Merkez Yönetim Kurulu, MYK*) consists of the chairman, vice-chairmen, and general secretary of the party, who only are appointed by the chairman himself (Art. 22, Party By-law_{CHP}, p. 29). This CHP organ has also the power to send dissenters to disciplinary committees to exclude them from the party (Art. 63 Party By-law_{CHP}, p. 68). Since Kemal Kılıçdaroğlu has been elected as the chairman of the CHP, he has found himself to be forced to persistently change the member structure to win his political in-fightings because of differences over the ideological orientation, and distribution of power within the party (Balım, 2018).

As a result, Kılıçdaroğlu-dissenter like Prof. Dr. Süheyl Batum has been sent to the disciplinary committee by the CHP’s Central Administrative Committee (“CHP’den ihraç edilen ...,” 2014).

As a result, the lax Turkish Law on Political Parties provides loopholes for the lack of democracy within political parties.

Nominating as Candidates: Top-down appointment of candidates in the CHP, and MHP

Because of the top-down power competencies of the central organization, the chairman of the party, and his administrative staff is the rulers of the party against a weakened intra-party opposition. The chief executive of the party, and not the party members, accepts or refuses the candidacies for the elections of members of parliament, executive committees of the central level, chairmen of the provincial levels, and mayoral elections. One legal

example of enabling the influence of the party leadership on the candidacies is the party by the law of the MHP, which allows the central executive committee to select the method of appointing the candidate, involves, besides primaries or consultancies within the party organizations, the “central candidacy” (“*merkez adaylığı*”). This “central candidacy” means the following: the chairman of the party can appoint the candidates for parliamentary elections (Art. 90 Party By-law_{MHP}, 126).

The same holds for example to other parties like the CHP (Art. 52, 54, 55, By-law_{CHP}, 56-58), where central candidacy is possible as primaries or consultations, whereby the Party Assembly has the final say, which election method should be applied. The appointment of candidates by the leadership is also the case in municipal elections in Edirne. For example, the CHP leadership decided on its mayoral candidate for the local elections in Edirne in March 2014, even if seven local pre-candidates had started their campaign several weeks before (Işıkeren, 2014). The CHP province organization had no other choice but to accept this decision.

It is not likely, that dissenters are appointed as candidates. The opposite seems to be the case. Another example is the party of the current AKP government. On March 1st, 2003, Turkey's parliament rejected a proposal to base U.S. troops on Turkish soil during the war with Iraq despite a deal between the US, and Recep Tayyip Erdoğan, who was been prohibited from any political activity. After his political comeback as party chief executive and PM, Erdoğan refused the new candidatures of those parliamentarians of the ruling AKP who rejected this proposal (Kesgin, and Kaarbo, 2010, p. 33).

As a result, parliamentarians who want to be re-elected or other politicians who want to be candidates have to be close to the leadership.

Avoiding Extraordinary Congresses as an arena for a power struggle in the DSP, and MHP

To vote on leadership or the political orientation of the party, there is a possibility for a session of an extraordinary general congress, but at least one of three conditions must be met to organize it: These conditions are the signatures of at least twenty percent of the delegates sent by the provincial congresses to the general congress, the decision of the

party chairman (*Party Genel Başkanı*) to hold such a session or the decision of the central executive commission (*Merkez KYK*) (Art. 14 TLPP European Commission, 2018, 6).

As the Turkish Law on Political Parties enables political parties to make precautions with party by-laws, elections on extraordinary elections during extraordinary general congresses can be forbidden. As a result, one opportunity for voting out a chairman by a surprise coalition of opponents can be hindered.

Ironically, Sema Pişkinsüt, who had not even been allowed to hold a speech as an opposing candidate on the DSP congress, introduced a permission requirement for elections on extraordinary congresses in the by-law of her party (“Bir lider partisi de Sema hanımdan,” 2002).

Another example is the party by-law of the Nationalist Movement Party MHP, which forbids any election on extraordinary congresses to secure the reign of the chairman Devlet Bahçeli (Art. 89 Party By-law_{MHP}, 90).

Even if elections are forbidden on extraordinary congresses of the MHP, there are some reports in which the MHP central organization has been accused to hinder initiatives for the meeting of an extraordinary of internal rivals. Those provincial organizations whose delegates voted in favor of an extraordinary congress because of their support of chairman Devlet Bahçeli’s opponent Koray Aydın in 2009, had been visited by groups of thugs to make force them to withdraw their signatures or to sign pre-dated resignations from their delegations (“MHP’de muhalif delegelere Dayak,” 2009).

The Central Disciplinary Committees in the CHP, AKP, MHP, and İYİP

The *central disciplinary committee*, whose members are elected by the gr, and congress, has the authority to overturn the decisions of the provincial disciplinary committees. The “disciplinary authority” above is capable of overturning the decision of the lower unit, because “higher level committee [are] authorized to examine the appeals to the disciplinary penalties” (Art. 53 TLPP European Commission, 2018, 20)

Following the Turkish Party Law, parties can decide which of their institutions have the power to file applications to disciplinary committees; the central executive committee can also get the right to send critical party members to the provincial disciplinary commission

(Art. 53 TLPP European Commission, 2018, 20). For example, the chairman of the party, the provincial, and central executive administrative committee of the Nationalist Movement Party (*Milliyetçi Hareket Partisi, MHP*) are the only actors who can apply to the disciplinary committees (Art. 79, Party By-law_{MHP}, 111). While the provincial executive committee has the power to file applications to the provincial disciplinary committee, the leader of the party, and the central executive committee has the power to file applications to the central disciplinary committee in the Good Party (*İyi Parti, İYİP*, Art. 71, p. 40). In the CHP, the Party Assembly, the provincial executive committee, and the Central Administrative Committee, whose members are appointed only by the chairman of the party, Kemal Kılıçdaroğlu, have this kind of power (Art. 63 Party By-law_{CHP}, 68). In the AKP both the central decision-making, administrative committee, and the provincial committee have such powers (Art. 112 Party By-law_{AKP}, 109-110).

Deviant party members in the parliamentary groups are sent to the parliamentary group disciplinary committees by the administrative committees of the parliamentary group, central executive organizations, or managing central executive committee, whereby there are some variations according to the by-laws of each political party.

For example, AKP's central decision-making, administrative committee member, and employer Ethem Sancak was sent to the disciplinary commission to be excluded, because he mentioned at a conference that his ruling party came into power with the help from the US. Sancak pre-empted the exclusion and resigned ("Ethem Sancak, kesin ihraç ...," 2022).

Kılıçdaroğlu's predecessor chairman Deniz Baykal hindered the inclusion of the young charismatic TV channel owner, and media activist Tuncay Özkan to the party organs on the gr, and congress of the CHP in 2008. Özkan who had launched waves of effective secular anti-government protest meetings, and political rallies against the presidential candidacy of Abdullah Gül in 2007 ("Republican Meetings", "*Cumhuriyet Mitingleri*"), could be a powerful rival. Despite his membership and candidacy, he was allowed to enter congress as a journalist. Those, who supported Özkan, and criticized the CHP leadership's obstructionism, were sent to disciplinary committees and were dismissed as potential opponents ("CHP'de Tuncay Özkan temizliği," 2008).

Kılıçdarođlu-critic and parliamentarian Prof. Dr. Birgöl Ayman Güler alleged the CHP leadership of cooperation with the Gülenists during the municipal elections in March 2014. Therefore, the Part Assembly sent her to the disciplinary committee (Onuş, 2014). Another example is the exclusion of Bahçeli rivals who called for an extraordinary congress to change the MHP Party By-law to vote him out because he supported the Erdoğan government after 2015. Even if significantly more than 20 percent of the delegates voted in favor of an extraordinary meeting (Açıkalm and Öztürk, 16.01.2016), the MHP leadership tried to hinder this congress to take place. The MHP leadership and its opponents tried to battle it out in the courts with different judicial decisions in each case. After the extraordinary congress had met in June 2016, where the by-law had been changed successfully (“MHP’de muhalifler için...,” 2016), it was nonetheless, and finally annulated afterward by the Third Civil Court of the First Instance (*III. Asliye Hukuk Mahkemesi*) in June 2017 (“MHP’li muhaliflerin düzenlediđi...,” 2017). In the meantime, the High Electoral Council had canceled another important congress, which should have met for the election of the chairman on July 10th, 2016 (“YSK kararını Verdi,” 2016). Moreover, Bahçeli’s rivals such as Meral Akşener, and Ümit Özdađ were sent to the disciplinary committee (“MHP’de Meral Akşener’e ihraç talebi,” 2016; “MHP’li Ümit Özdađ’a ihraç talebi,” 2016), but they founded the Good Party (İyi Parti, İYİP) instead in 2017.

Effects of the institutional arrangement, and legal competencies in upholding oligarchy within the Turkish parties: Using illegitimate methods to get rid of oligarchic leaders, and party splitting

Table 1

Oversimplified representation of the horizontal, and vertical structure of political parties in Turkey

	“Judiciary”	“Legislative”	“Executive”
Central Level	Central Disciplinary Committee	Gr, and Congress	Central Decision-Making, and Administrative Committee
Provincial Level	Provincial Disciplinary Committee	Provincial Congress	Provincial Administrative Committee
District Level	District Disciplinary Committee	District Congress	District Administrative Committee
Country Level	Country Disciplinary Committee	Country Congress	Country Administrative Committee

This institutional arrangement of horizontal, and vertical organization of the party structure, which looks democratic at first glance, and creates the impression that the lower districts determine the upper provinces, and the provinces determine the center, is based on the Turkish law on political parties.

As a result, if we take a closer look, this organizational structure of the parties jeopardizes intra-party democracy. After the leadership, administration, and disciplinary commission of a level is elected democratically by the party congress of the same level, and the party congress of that level consists of the elected delegates of the party congress of the lower unit, the upper executive committees, and disciplinary commissions interfere with the respective party bodies of the lower level to combat with intra-party rivals and dissenters.

While dissidents of the same level are dismissed by the disciplinary committee, opposite decisions of the disciplinary commissions of the lower level are overturned.

Moreover, the current executive determines indirectly the fate of potential dissident delegates who are supposed not to vote for it at the next congress.

First, after the presidencies, and boards of a level are dismissed, and replaced by the conformist new leadership, it is going to dismiss the executive board members of the lower-level units.

Second, the newly installed conformist management of the replaced unit also sends the undesirable opposition members to the disciplinary commissions with a request for expulsion.

As a result, only the conformist members will remain within the party organization, and the congress, and will be able to go as elected delegates to the party congress of the upper level, and will elect themselves the members of the disciplinary commission, and executive committee of that upper unit.

Thus, a party's central administration, which has been democratically elected in the first stage, can indirectly determine the delegates that guarantee the leadership of the ruling party elites for a very long time as intra-party competition is abolished with the misuse of legal top-down competencies. The predictable result of this is the decline of democracy within the party and the movement of the organization to an oligarchic structure.

Since potential dissenters are deterred from acting, and voting openly against the current leadership, the chair(wo)man, and his or her political orientation cannot practically be voted down in intra-party elections. As a result, dissidents are forced to leave the party and found splinter parties in Turkey.

As a very important result, since voting out the leadership of political parties becomes impossible, political in-fightings, unsolved power struggles, and differences in ideological orientation lead political actors or opponents to be left with a choice of finding other means to then block democratic elections, and leaving the party to found splinter parties or defamations of character through the secretly recorded scandalous revealing videos forcing the party leaders, and/or their staff to resign from office. In 2010, and 2011, the leadership of the nationalist opposition parties CHP, and MHP were targets of such campaigns. Not only Deniz Baykal was forced to resign, but also the inner circle of Devlet Bahçeli because of scandalous sex videos placed on the Net (“CHP lideri Deniz Baykal istifa etti,” 2010; “Bahçeli, A takımını...,” 2011). Baykal was replaced by Kılıçdaroğlu,

who changed the ideological orientation of the CHP, while Bahçeli's MHP became less oppositional.

After Kılıçdaroğlu's predecessor, chairman Deniz Baykal, prevailed against the opposing candidate Mustafa Sarıgül in a congress in 2005, he only let his supporters get elected to the Party Assembly, and to the High (Central) Disciplinary Committee, to get rid of dissenters, and rivals through exclusion, and suspension ("Eski ekibiyle devam edecek," 2005).

After CHP parliamentarian Emine Ülker Tarhan had criticized chairman Kılıçdaroğlu's ideological orientation, and governing style, she complained about dismissal threats against her ("CHP'de zihniyet ...", 2014, "Emine Ülker Tarhan'dan...", 2014). As she was deterred from further oppositional activities, and she saw no real chance of winning against him at a congress because of the stronger opposing candidate Muharrem İnce ("CHP seçimini yaptı...", 2014), she forewent a candidacy, resigned, and founded the splinter party *Anadolu*.

For example, the AKP, whose founding members were the opposition within the Islamist *Fazilet Partisi* (Facility Party, FP) once, is split up into three political parties after the obstruction of dissenters. After prime minister and AKP chief Erdoğan got elected as President of the State during the parliamentary governmental system, he had to resign his office as PM, and his post as party chairman because of constitutional reasons. He wanted to keep his political power in the National Assembly where "his" ruling party upheld the parliamentarian majority. He let "his" followers in the party bodies vote for Ahmet Davutoğlu for AKP presidency, while "his" AKP parliamentarians elected Davutoğlu as prime minister later. By doing so, President Erdoğan wanted to keep control within the government, party, and parliament. Since both the AKP commissions, and the party fraction in the Turkish Parliament consisted of Erdoğan supporters, Davutoğlu wasn't able to gain real independence as PM, and AKP chief. After a dispute with Erdoğan, Davutoğlu was forced to resign and was replaced by Erdoğan confidant, Binali Yıldırım ("Turkey: PM Ahmet Davutoğlu...", 2016). After the introduction of the Presidential System in Turkey, which allowed Erdoğan to state, and party leader, vicegerents became unnecessary.

Later, both Davutođlu and other silenced dissenters like former economy minister Ali Babacan left the ruling AKP and founded new parties, *Gelecek Partisi* (*Future Party*), and *Demokrasi ve Atılım Partisi* (*DEVA, Solution, Democracy, and Leap Party*).

The founding of splinter parties leads to the ideological duplication of the parties between the governmental, and oppositional blocs. So, while the governmental bloc Republican Alliance (“*Cumhur İttifakı*”) mainly consists of the Islamist AKP, and the nationalist MHP, the oppositional Nation Alliance (“*Millet İttifakı*”) is made up of the social democratic CHP, the nationalist İYİP, and the Islamist Saadet Partisi (Virtue Party, SP, successor of the FP), and the conservative *Gelecek*, and *Deva* parties of former AKP politicians.

Another splinter party is Ümit Özdağ’s Victory Party (*Zafer Partisi, ZP*). Prof. Dr. Ümit Özdağ opposed Koray Aydın’s ambitions within the oppositional İYİP, accused Gülenists to infiltrate the party, and was excluded by the disciplinary committee. After the Civil Court of the First Instance canceled his exclusion, he resigned from the Good Party (“Ümit Özdağ, İyi Parti’den ihraç edildi,” 2020; “Mahkeme, Ümit Özdağ’ın...,” 2021; “Ümit Özdağ İyi Partiden istifa etti,” 2021). Muharrem İnce resigned from the CHP Homel, and⁴ Party (*Memleket Partisi*). Whether these splinter parties are opponents of the opposition or opponents of the government, requires further research.

The German case: Bottom-up elections, and prohibition of dismissal powers from above

The German Political Parties Law (ger. *Parteiengesetz*) from 1967 is the legal basis for political parties in Germany. It supplements and specifies the statements from the German Basic Law (ger. *Grundgesetz*). The rough structure of a party is regulated in Art. 21 Grundgesetz. A political party should be structured according to democratic principles (also inner-party democracy), present a program, lay down a statute, and have members.

⁴ This party should not to be confused with the Homel, and Party (*Vatan Partisi, VP*) of Dođu Perinçek.

Furthermore, according to Art. 21 Grundgesetz, it may not set itself the goal of destroying democracy, since otherwise, it violates the free democratic basic order (Art. 20 Grundgesetz).

The main difference to the party landscape in Turkey is that there is no breeding ground for an oligarchic system in Germany: Political parties are grassroots democratic, and the base is extremely strong. Party chairpeople are more, and more chosen in membership surveys. Most recently, in January 2022, Friedrich Merz was elected chairman of the Christian Democratic Union (*Christlich Demokratische Union Deutschl, and, CDU*) by a postal vote of all members. After 2018, and 2020, it was Merz's third candidacy for the party chairmanship. For the first time since 1993, the Social Democratic Party of Germany (*Sozialdemokratische Partei Deutschl, and SPD*) has determined its party leadership through a vote by all party members. A dual leadership of Saskia Esken, and Norbert Walter-Borjans was elected in the second ballot. The formal election of the duo took place at the SPD federal party conference on December 6, 2019.

The Disciplinary Bodies in German Parties

Party Order Procedure is regulated in the Political Parties Act (Art.10 Parteiengesetz). A detailed description of the possible penalties and disciplinary measures must be regulated in the party statutes. Especially the permissible regulatory measures (party penalties), the reasons for regulatory measures, and the competent bodies (party arbitration courts) for determining regulatory measures have to be named.

The Party Exclusion Procedure is the severest punishment against a party member and is only sought in serious violations.

It may only take place in the event of an intentional violation of the statutes or a significant violation of the principles or rules of the party if this causes serious damage to the party (Art.10 Parteiengesetz). This is intended to allow a simple exclusion of members based on a mere difference of opinion, antipathy, or similar. based, can be prevented.

In Germany, the party has to guarantee an appeal instance against the decision of the competent arbitral tribunal. This is typically done via the arbitral tribunal of the higher-level regional party organization. According to Art. 1059 Code of Civil Procedure (ger.

Zivilprozessordnung) the members have the option of filing a civil lawsuit against decisions of the party arbitration courts. In 2007, Sascha Jung successfully sued his party being expelled from the SPD, and in 2019 the Alternative for Germany (*Alternative für Deutschl, and, AfD*) politician Doris von Sayn-Wittgenstein also won her lawsuit against being expelled from the party.

In the case of constituency nominations, candidates, and representatives for the assembly of representatives may only be elected by those party members who are eligible to vote in the respective constituency, and the case of state lists only by those party members who are entitled to vote in the respective state. Every participant who is entitled to vote at the meeting is entitled to propose. The election of the applicants and the representatives for the assembly of representatives must take place in a secret ballot.

CONCLUSION

In summary, after analyzing the laws, statutes, and regulations of the political parties in Germany, and Turkey, it can be stated that a top-down system prevails in Turkey and a bottom-up system in Germany. Turkey's top-down system favors an oligarchic party leadership that often chooses confrontation over compromise. The German parties with the bottom-up system have a strong political base that finds a common path in dialogue with the party leadership.

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The pain of modern life: Loneliness and isolation

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Abstract

Loneliness and social isolation are causing greater concern than ever. As the COVID-19 epidemic enters its third year, there are concerns that the toll on loneliness will have long-term implications. This study compares the prevalence and factors of loneliness and social isolation throughout Europe. This research aims to explore the consequences of loneliness within a broad framework that can be used to inform strategies to minimize loneliness. This research also looks at why loneliness is important to study, the relationship between social isolation and loneliness, future research in the field of loneliness, and interventions that would aid in the prevention or limitation of unequal exposure to loneliness and lack of support due to one's socioeconomic status.

Keywords: Loneliness, Social isolation, Depression, COVID-19.

INTRODUCTION

Loneliness is causing greater concern than ever. Many argue that loneliness is becoming more widespread due to population aging, a rise in the number of individuals living alone, worldwide mobility, changes in working practices, and the greater use of digital technology for communication. Lockdowns, quarantines, curfews, distancing measures, and the suspension of communal activities and gatherings have exacerbated existing levels of loneliness and social isolation since the start of the COVID-19 pandemic (Buecker et al., 2020). In older persons, loneliness and social isolation are all too prevalent and frequently co-occur. Social isolation is characterized by one's level and frequency of social interactions, whereas loneliness relates to subjective sentiments (Hwang et al., 2020). People with higher criteria for a socially engaged existence would be anticipated to feel a bigger rise in loneliness after forced physical separation than would those with lesser requirements (Dahlberg, 2020). As the epidemic enters its second year, there are concerns that the toll on loneliness will have long-term implications.

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Loneliness is also linked to depression symptoms and harmful behaviors such as smoking and lack of physical activity (Cacioppo et al., 2006). In an increasingly connected society, lonely and socially isolated persons face the combined consequence of worse health and being seen as socially awkward. Loneliness and social isolation may pull lonely people even further away from others because loneliness impacts behavior (Cacioppo et al., 2017; Cacioppo and Patrick, 2008). Compared to their non-lonely counterparts, people who are lonely or socially isolated typically exhibit lower levels of empathy and feel more threatened by unforeseen life occurrences (d'Hombres et al., 2021).

As Hertz (2020) argues, these concerns translate into increased suspicion and intolerance of others, and may eventually serve as the foundation for political developments that endanger societal cohesiveness. Although talks on loneliness are popular in political debates, and an increasing number of media are now referring to a "loneliness pandemic," cross-national research on the prevalence of loneliness remains scarce. The purpose of this research is to fill that vacuum by providing a comparative overview of the frequency and drivers of loneliness and social isolation throughout Europe.

Around 9% of Europeans say they are frequently lonely. Approximately one out of every ten people in Hungary, the Czech Republic, Italy, Poland, Belgium, and Greece is lonely. The Netherlands and Denmark have the lowest percentage of lonely persons, with only 3%, Finland has 4%, and Germany, Ireland, and Sweden have 5%. Many more Europeans (20.8 percent) are socially isolated than lonely. This metric has substantially greater country variance than subjective loneliness. More than 40% of Hungarians and Greeks do not socialize more than once a month. In Lithuania, Estonia, and Poland, the proportion is close to 35%. In contrast, social isolation is lowest in the Netherlands, Denmark, and Sweden, where only about 8% of people are socially isolated. Given the significant social stigma associated with loneliness, these rates may be understated. There is a distinct geographical pattern to loneliness and social isolation (d'Hombres, et al., 2021).

Northern Europe has the lowest level of loneliness, followed by Western Europe. Eastern Europe, on the other hand, has the greatest number of lonely people, followed by Southern Europe. Western and Southern Europe have the lowest proportions of socially isolated people, whereas Eastern Europe has the greatest. In Southern Europe, there is more

variation, with Portugal having relatively low levels of social isolation (9 percent), whereas Greece has the reverse (43 percent) (d'Hombres, et al., 2021).

LONELINESS

The majority of people have at some point in their lives felt lonely. Individual experiences of loneliness as a blissful or agonizing saturation are extremely private and can only be characterized in such a situation. Different types of loneliness have different implications for people's long-term health (Huang et al., 2010). Loneliness is distinct from isolation in that it is a sensation, whereas isolation is an objective assessment of the amount and quality of connections. Existential, pathological, and psychological loneliness have been characterized as the three main forms. Existential loneliness is a trait shared by all people and is unrelated to the loss of objects or the absence of close connections (Bekhet et al., 2008). Thus, it is conceivable to be lonely when surrounded by others or to have limited social interactions yet still feel lonely. Loneliness may also be self-perpetuating, impairing social engagement and integration and diminishing good connections (Russel et al., 2012). Humans have a basic need for social interaction, which has been acknowledged for a long time. The word "isolation" is used frequently in both popular and academic writing, and it generally connotes something bad for people. The experience can occasionally be so bad that performance and adaption suffer significantly (Gilmartin et al., 2013).

There is currently substantial evidence that older persons, in particular, are more likely to experience social isolation, loneliness, and, as a result, poor mental and physical health outcomes (Golden et al., 2009; Singh and Misra, 2009). This has resulted in a recent emphasis on the health and well-being of older people through interventions, campaigns, and projects launched by local government bodies in Sweden. However, there has been little research exploring the relationship between social isolation, loneliness, and mental health in other potentially susceptible communities, including those with lower income, those receiving government financial assistance, and those with long-term health issues.

We are all capable of feeling lonely, and for good cause, loneliness is an equal opportunity tenant. We have proposed that loneliness is the social analog of physical pain, hunger,

and thirst; the pain of social separation, as well as the hunger and thirst for social connection, encourage the preservation and development of social relationships, which are required for our genes to survive. Feelings of loneliness, for example, typically succeed in driving connection or reconnection with people following geographic migration or bereavement, reducing or eliminating feelings of social isolation. Loneliness, on the other hand, is a chronic condition for up to 15–30% of the general population.

While social isolation and loneliness are seen to be prevalent concerns of old age, their incidence is likely to have been exaggerated. It has been hypothesized that social isolation is uncommon, even among the elderly (Peters and Kaiser, 1985; Freeman 1988). However, advancing age predisposes people to experiences that can lead to isolation: bereavement, relocation (moving), and retirement, even though different patterns of isolation have been identified, including those who become isolated in old age as well as those who are life-long isolates (Bennett, 1980; Wenger, 1992). The greatest poll on loneliness, done in the United States by Harris and Associates (1974), discovered that it was less significant for senior people than fear of crime, bad health, and insufficient income. The study was repeated in 1981, yielding similar results (Harris and Associates, 1981). According to a European study, the prevalence of loneliness does not change significantly by age group (Tornstam, 1981).

Isolation and Loneliness Have Correlations

Despite the lack of a clear relationship between loneliness and isolation (Wenger, 1984), many of the same characteristics are linked to both. Different authors examined various factors, with some focusing on demographics and others on behavioral correlations. Because interpretations are not always consistent, there is no unifying paradigm of isolation or loneliness. Isolation and loneliness have been demonstrated to be more prevalent in women than in males (Qureshi and Walker, 1989), however, this is mostly owing to women being more likely to be widowed and living alone, both of which are key predictors for both men and women.

However, research conducted in the United States (Mullins and Mushel, 1992) discovered that males were more lonely than women. The link with advanced age (Wenger, 1983)

can also be explained by the increased risk of being widowed and living alone, albeit part of the isolation associated with longevity is caused by outliving one's contemporaries (Hadley and Webb, 1974). Bury and Holme (1990) discovered, however, that even in a sample of adults over 90, 61% stated they were never lonely. Although Western nations' average health and life expectancy have increased over the past several decades, not everyone in society has reaped the rewards equitably. Still present (Meisters et al., 2021) health disparities across and within nations are a public issue from an economic and social standpoint.

Loneliness and Socioeconomic Status

While there is little study on how socioeconomic position affects loneliness, there is extant literature that demonstrates a link between socioeconomic status, social capital, and loneliness (Berkman and Glass, 2000; Burke et al., 2010; Jones et al., 1981; Kearns et al., 2015). There is social capital, cultural capital, and financial capital. Social capital refers to people one knows and the networking possibilities available. Cultural capital is created when people are taught how to act or respond in a way that elevates them in society. Access to money is referred to as financial capital.

All three types of capital are linked to socioeconomic position and so influence the sensation of loneliness. Some researchers, like Agnew (1980) and McDowell et al. (2013), have found a discrepancy in their studies in which interview participants report feeling greater support – other than financial assistance – than they think persons of higher socioeconomic position experience. According to one interviewee, lower socioeconomic level families knit together to "get things done to make it work" because they rely on each other more for emotional support when the world does not consider them successful (McDowell et al., 2013). Other discrepancies in the data may be seen in Durkheimian (1897) work on suicide, which shows that upper-class, white Catholic men are more prone to commit suicide and suffer anomie or emotions of normlessness (Durkheimian, 1897; Agnew, 1980; Berkman and Glass, 2000). Furthermore, in Putnam's (2002) study on bridging vs bonding capital, individuals connect because they have key commonalities such as race, age, gender, or socioeconomic class. Many people come together from a community as a result of bonding capital rather than bridging capital; while bonding

capital can have more negative outcomes (such as separating minorities), many stigmatized groups and minorities do unite in a way that is supported by bonding capital theories (Putnam, 2002). These variations demonstrate the complexities of how socioeconomic position influences the sensation of loneliness.

Pandemic Loneliness: Effects and Socioeconomic Differences

The COVID-19 epidemic appears to have slowed down the frenetic pace of modern civilization and effectively crushed the wings of unrestricted social connection. People are compelled to accept the dreadful reality of solitude as a result of these societal constraints, which can lead to boredom and domestic violence. Emergency personnel and the isolated people in Wuhan, China, have both shown similar tendencies of rising isolation and loneliness. As a result, melancholy, anxiety, post-traumatic stress disorder, and sleeplessness are more common in society. Additionally, it causes weariness and lowers performance in healthcare professionals (Torales et al., 2020). However, neither life nor society had likely prepared us for this work.

The idea of boredom and loneliness causes resentment, and disgust with the government, and can encourage some people to disobey quarantine rules, which can have serious public health repercussions. Being emotionally equipped for such biological catastrophes has negative repercussions because this circumstance is unparalleled in every way. As millions of migrant workers, homeless people, and daily wage employees remain trapped in their jobs, railway and bus terminals, and industries with congestion and bad sanitation, it also forces us to stand back and ask; whether is social distance exclusively for a certain social class. When access to necessities is limited, it is unrealistic to consider hand sanitization or distance according to the recommended norms. They experience loneliness or isolation differently. It involves being cut off from their homes and families, as well as being denied self-respect and fundamental human rights. Loneliness may also be rooted in segregation from one's self; however, how this manifests itself varies depending on the socioeconomic class (Valkenburg & Peter, 2008). Once again, it is amusing how different socioeconomic strata give birth to different dimensions of psycho-social requirements, and how the concept of loneliness differs accordingly.

Transforming loneliness into isolation is the first step on this path. While loneliness is on the one hand a feeling of horror and misery, solitude is its cousin and is full of calm and tranquility. Being at ease with oneself has always been the most fundamental remedy for loneliness. However, due to the tendencies of globalization, mankind has long since abandoned this practice. From isolation have sprung many great works of philosophy, literature, and the arts. This results from appreciating one's life and having the capacity to value relationships with others. This might be an ideal moment to pursue long-forgotten passions, unmet aspirations, and hobbies. Another option is to strengthen close connections with family and loved ones.

Disengaging from social media will be helpful since it might contribute to the "infodemic" that causes information overload during pandemics. By all measures, COVID-19 is a "digital pandemic" in which the statistics around it spread more quickly than the virus itself. Only current and accurate knowledge about the outside world can ease isolation-related anxiety (Hyvärinen & Vos, 2016). The virus mustn't infect us "psychologically," since this might persist far longer than the pandemic's end.

CONCLUSION

The COVID-19 epidemic has had a significant, negative influence on society. Nothing about how a society normally operates has been spared. To stop the virus from spreading, quarantine and social isolation are required precautions. However, these methods also increase loneliness and social isolation, which have negative effects on physical and mental health. The negative effects of loneliness and isolation can be lessened by taking the necessary measures to maintain good relationships with friends and family, engage in engaging activities, and control one's emotions and mental symptoms. The pre-existing danger to well-being that older individuals commonly feel with social isolation and loneliness has been eliminated by the epidemic. Perhaps we can take this opportunity to resolve to work on developing virtual healthcare, new technologies, and government policy to address these terrible parts of life for older individuals in the post-pandemic period.

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Corporate social responsibility in the theory of organization management¹

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Abstract

The study aimed to determine social responsibility in the theory of organizational management. The main objectives were to examine the link between accountability, transparency, and ethics organization management. The study seeks to answer questions that have received inadequate attention in social responsibility literature. Specifically, how do accountability, transparency of policy, and ethics aspects enhance organization management? The target population of the study comprises deans and heads of departments of traditional universities and technical universities in Ghana. The study used a purposive sampling technique to select the traditional universities and technical universities in Ghana and adopted a simple random Technique to select 260 participants from all Technical Universities and Traditional Universities in Ghana. The study used both primary and secondary data. The study adopted an exploratory design to address the research questions. Results indicated that accountability, transparency, and ethics have a positive significant link with organization management. The study suggested that management can motivate an organization to act in a socially responsible manner.

Keywords: Corporate social responsibility, Organization management theory, Organization management, Social responsibility.

INTRODUCTION

Corporate social responsibility (CSR) has been given a lot of attention in recent years. It is a continuous and long-term process directed by organizational, and personal qualities (Isa, 2012). CSR is understood as the commitment of an individual or organization to the shape of society - which includes people as well as the physical environment - when the consequences of their actions do not only affect themselves (Adnan et al., 2018; Visser et al., 2019). According to Argandoña (2012) “social responsibility is a practice in management excellence”. CSR is viewed as a set of activities that cooperate through a consistent flow to relate to business, responsibilities, expectations, rights, and regulations (Isa, 2012). It makes

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room for different voices, with wide-ranging interests in the achievement of an appropriate relationship between corporations and society. The responsibility component of social responsibility is an ethical retrospective, prospective, and attitudinal concept that links with the role of social responsibility in management, and the social component refers to the duties created by interpersonal relationships (Argandoña, 2016). Brin & Nehme (2019) recommended that organizations made decisions about the suitable corporate social responsibility theory and craft a strategy for its implementation. Valdez-Juárez, Gallardo-Vázquez, & Ramos-Escobar (2019) created significant theoretical implications and confirmed that social, economic, and environmental actions contribute significantly to the achievement of financial profitability and learning as part of a dynamic capacity to increase competitiveness and financial profitability in organizations. An organization should not just consider corporate social responsibility expenditure as an expense, but rather as an investment (Mohammed, 2020). Corporate social responsibility is imperative for corporations, as the law and society require, expect or desire organizational involvement in CSR activities, and such can result in enhanced organizational profitability and sustained competitive advantage (Mohammed, 2020).

Researchers have distinguished the justifications for why organizations foster CSR strategies, for example, reputation improvement, government regulations, competitive advantage, stakeholder pressures, critical events, and top management pressures (Chen & Wongsurawat, 2011). Social responsibility is mainly influenced by accountability, transparency, and ethics. Accountability is the obligation to give a record of those activities for which one is held responsible. This means financial performance ought not to be an organization's just significant objective and shareholders are not the only people to whom an organization should be responsible. Accountability, therefore, necessitates the development of appropriate measures of environmental performance and the reporting of the actions of the firm (Crowther & Aras, 2008). Stakeholders, for example, employees, communities, customers, investors, suppliers, governments, etc. require accountability as well. It is an idea that completely separates from responsibility since one could be responsible without being

accountable because “responsibility may be assigned, enforced, or even mistakenly applied to an individual or group by an external force” (Wood & Winston, 2007). Transparency is seen as a group of characteristics of the process that enable participants outside the firm to understand and analyze firm-specific information (Bushman et al., 2004). Transparency is a crucial condition to implement a CSR policy based on the reputation mechanism (Dubink, Graafland & Liedekerke, 2008). Transparency can add to an expansion in the credibility of an organization’s CSR strategies and lead to better strategic outcomes (Jensen, 2002). To ensure and strengthen public confidence in the integrity, quality, and effectiveness of their products and services, organizations should develop policies to fulfill the goal of transparency. Chen & Wongsurawat (2011) supported the proposed model that an organization with accountability and transparency can reinforce its competitiveness, which in turn will positively impact its obligation to be more responsible. According to Singh & Singh (2013) ethics is considered to be the "Science of Conduct" which includes the fundamental ground rules by which one lives. Values that guide the organization on how to behave, moral values, and values such as respect, honesty, fairness, and responsibility (Spence, 2003). In any organization, from the top management to employees at all levels, ethics is considered everybody’s business (Singh & Singh, 2013). It is not just only achieving high levels of economic performance, but also to conduct one of the business’s most important social challenges, ethics. Ethics in business is nothing but the dos and don’ts of the business users in the organization.

Chen & Wongsurawat (2011) examines the relationship between the core components of corporate social responsibility namely: accountability, responsibility, transparency, and competitiveness, and recommended that most business leaders provide a practical tool for implementing corporate social responsibility. Olarewaju & George (2014) in their study attempted to identify the various management practices being practiced in Nigerian organizations. Chen & Wongsurawat observed that the sample size for the study was small and proposed a larger sample which may lead to different results. Likewise, Valdez-Juárez, Gallardo-Vázquez, & Ramos-Escobar (2019) added that the use of a single source of

information limited their work since data collected from subjective perceptions could bias results. Also, Olarewaju & George suggested the use of surveys and questionnaires administered to selected organizations, professional managers, and workers which would yield quite an interesting finding instead of books, articles, informal group discussions, and casual face-to-face interviews. Hence, the study fills the gap in the literature for research scholars to envisage corporate social responsibility in organization management. This study seeks to answer the question that has received inadequate attention in corporate social responsibility literature. Specifically, how accountability, transparency, and ethics enhanced organization management. To examine the link between accountability, transparency, and ethics of corporate social responsibility on organization management.

LITERATURE REVIEW AND HYPOTHESIS

Corporate social responsibility

Corporate social responsibility (CSR) has gradually become an important issue in organization management and economic agents owing to its new consideration of all aspects of organizational activities and their relationship with stakeholders. CSR is a deep-rooted and profoundly developed group of information that has investigated issues of trust, rights, responsibilities, and decision-making (Aguinis & Glavas, 2012). Aguinis (2011) characterizes CSR as 'context-specific organizational actions and policies that take into account stakeholders' expectations and the triple bottom line of economic, social, and environmental performance (Tamvada, 2020). Sachs, Rühli, and Kern (2009) cited by Tamvada suggest that CSR has roots in morality and underscores corporates' responsibility to not harm society and the environment while positively contributing to the welfare of society and its stakeholders. In this way, following the principles of ethics, corporates should not ignore their social responsibilities while seeking after their economic goals (Baden, 2016; Sachs et al., 2009), and is fundamental for firms to consider 'environmental and social imperatives' along with the economic considerations (Keith, 2010). As Carroll (2016) recommends, 'Business is supposed to work ethically. This implies that business has the

assumption and commitment, that it will make what is right, just, and fair and stay away from or limit damage to all the stakeholders with whom it interacts. CSR has been at the center of many studies in management over the past decade (Mason and Simmons, 2011). This indicated that CSR is no longer seen as a strategic advantage but as a real strategic necessity (Falkenberg and Brunsael, 2011). Studies have consistently associated CSR with valuable organization-level outcomes such as organization performance (Cochran and Wood, 1984), organization reputation (Brammer and Pavelin, 2006), and corporate image (Arendt and Brettel, 2010). Other studies have looked into the CSR practices of organizations and their impact on various stakeholders: most commonly, consumers (Groza et al., 2011), employees (Kim et al., 2010; Wang et al., 2013), managers (Du et al., 2012) and investors (Petersen and Vredenburg, 2009). Findings generally indicate that CSR pays off for organizations (Story, Castanheira & Hartig, 2015).

The term corporate accountability refers to a public organization's performance in non-financial areas such as social responsibility, sustainability, and corporate governance (Chen, 2022). Corporate accountability embraces that financial performance ought not to be an organization's just significant objective and that shareholders are not the only people to whom a company must be responsible. It includes stakeholders such as employees and community members as those who require accountability (Chen, 2022). Macdonald (2014) defined accountability as a moral or institutional relation in which entitlements are accorded to one agent or group of agents to question direct, sanction, or constrain the exercise of power by another. Corporate Social Responsibility is often conceived as one of the alternative mechanisms (Dubbink et al., 2008). From a governmental perspective, CSR is closely linked to transparency. A transparent organization provides information in such a way that the stakeholders involved can obtain proper insight into the issues that are relevant to them (Kaptein, 2003). Transparency is a necessary condition for CSR. CSR will remain marginal as a mechanism of governance as long as stakeholders cannot closely keep their eye on them (Dubbink et al., 2008). Ethics and corporate social responsibility are recognized as important

concerns in deciding on all aspects of life and they contribute to the acceleration process of the overall development of a nation (Singh & Singh, 2013).

The Theory of Organisation Management

The dominant part of the study of organizational management is the development of management thinking and what might be termed management theory (Mullins, 2012). Previous theories have established that management theory is not an end in itself but should rather serve as a means of improving managerial efficiency (Lawal, 2012). Management understanding the work of leading should see in their ideas and conclusions, a message about how they should behave which will influence their attitudes towards management practice. Management theory is important since it helps to view the interrelationships between the development of theory, behavior in organizations and management practice, an understanding of the development of management thinking helps in understanding principles underlying the process of management, knowledge of the history helps in understanding the nature of management, and organizational behavior and reasons for the attention given to main topic areas, many of the earlier ideas are of continuing importance to the manager and later ideas on management tend to incorporate earlier ideas and conclusions, management theories are interpretive and evolve in line with changes in the organizational environment (Mullins, 2012). To trace major developments in management and organizational behavior and what has led to the concentration of attention on such topics as motivation, groups, leadership, structure, and organization development was helpful (Mullins 1979; Mullins 1980). This study relies on scientific management, bureaucratic management, administrative management, and human relations theory.

Scientific management. Frederick Taylor (1856-1917) is best known for developing scientific management. Numerous classical writers' concern was on the improvement of management as a means of increasing productivity. A major contributor to the classical approach was Taylor who was popularly known as the father of scientific management (Taylor, 1856-1917). Taylor's scientific approach was essential to study ways a job was done then break it

down into the key tasks, timing how long it took to perform each task, develop new methods of work that made each activity more efficient, provide standard operating procedures to workers, select workers that were most able for the task and train them, determine a fair level of performance for the task and benefits the worker and the business as both are rewarded by high performance (Taylor, 1856-1917). The primary concern of the approach was to increase productivity through greater efficiency (Olaewaju & George, 2014). Taylor believed in the rational economic needs' perception of motivation. He believed that if management acted on these ideas, work would become more satisfying and profitable for all concerned. Employees would be motivated by obtaining the highest possible wages through working most efficiently and productively. McFarland (1970) proposed that Taylor was mostly concerned by a lack of measured standards for defining the employees' tasks and systematic 'soldering' of the employee on the job. Weihrich and Koontz (1993) added that Taylor was determined to discover and enlighten managers, as well as employees on what constituted a "fair day's work" and a "fair day's pay (Olaewaju & George, 2014). Some critics have also argued Taylor's writings are robotic and impersonal, while others have drawn attention to his framework's lack of growth potential for individuals with advanced skills. According to Taylor's theory, management should measure the most efficient way to complete a given task, then delegate the subtasks only to employees with the proper skills and abilities to complete said task. Management should train those workers in whatever method was identified to complete the assignment most efficiently. Taylor's goal of maximum prosperity cannot be achieved if managers are not monitoring things that increase the efficiency of the organization and the workforce. Although Taylor's scientific management theory would not work for every business or industry, it provides advantages for specific organizations such as food service, retail, customer service, manufacturing, etc.

Bureaucratic management. Max Weber's (1864-1920) theory of bureaucracy is based on a rational set of guidelines for structuring organizations. Weber was a German sociologist who argued bureaucracy was the most efficient and rational model private businesses and public offices could operate. His bureaucratic theories influenced generations of business leaders

and politicians well into the 20th century. Although Weber's theory prioritizes efficiency, it is not necessarily the best practice for leaders to implement. Weber showed particular concern for what he called 'bureaucratic structures', although his work in this area came almost as a side issue to his main study on power and authority (Weber, 1964). Weber noted according to Mullins (2011) that the definition of tasks and responsibilities within the structure of management gave rise to a stable administration and standardization of work procedures despite changes to the actual office-holders (OlaREWaju & George, 2014). Weber believed that bureaucracy was the most efficient way to set up and manage an organization, and necessary for larger companies to achieve maximum productivity with many employees and tasks. In an ideal bureaucracy, everyone is treated equally, and work responsibilities are divided by each team's areas of expertise (Mullins, 2012). A well-defined hierarchical management system supports this, providing clear lines of communication and division of labor based on the layer of management one worked in. Weber identified six (6) characteristics of bureaucracy namely: task specialization (a division of labor), hierarchical management structure, formal selection rules, efficient and uniform requirements, impersonal environment, and achievement-based advancement. Weber believed that responsibilities should be delegated based on skill and ability. There should be no flexible roles but rather employees should be aware of their position's responsibilities and stick to them. Weber indicated that managers should take notes on every position, occurrence, or concern that involves the organization. Additionally, employees should track their hours, and record their daily assignments and progress. Managers have the right to know how their employees are using or abusing their time. According to Lawal (2012), Weber was concerned about how management could be more consistent and believed that bureaucratic structures can support eliminating the variability in managers having different skills, experience, and goals.

Administrative management. Henri Fayol (1845-1925) was the first to identify the specific management functions of planning, organizing, leading, and controlling. Fayol proposed that all business activities could be divided into six (6) essential areas namely: technical,

commercial, financial, security, accounting, and managerial (Kuye et al. 2010). Fayol is also known as the 'father of modern management theory'. He gave a new perception of the concept of management. Fayol introduced a general theory that can be applied to all levels of management and every department. Fayol was the first to categorize the detailed management functions of planning, organizing, leading, and controlling, and also provided a breakdown of principles of management, which he thought could be applied to all business organizations, including industries (Griffin, 1993). These first concepts, also called principles of management are the underlying factors for successful management. Fayol explored this comprehensively and as a result, he synthesized the 14 principles of management namely: division of work, authority, and responsibility, unity of command, discipline, unity of direction, subordination of individual interest to general interest, remuneration of personnel, centralization, scalar chain, order, equity, stability of tenure, initiative and *Espirit de Corps* (General and Industrial Management, 1916). Fayol's management theory was a simple model of how management interacts with personnel. It covers concepts in a broad way which means almost any business can apply this theory of management. Based on this theory, it could be observed that management is responsible to motivate their employees and be supportive of each other regularly. The development of trust and mutual understanding between management and employees will lead to a positive outcome and work environment.

Human relations theory. This theory had a profound influence on management by focusing on understanding the human dimensions of work. It focused on managing productivity by understanding factors of worker motivation like their needs and expectations, personality, attitudes, values, group behavior, conflict, and group dynamics. It advocated the use of psychological techniques to motivate employees. The turning point in the development of the human relations movement came with the famous experiments at the Hawthorne plant of the Western Electric Company near Chicago, America (1924–32) and the subsequent publication of the research findings (Roethlisberger & Dickson, 1939; Landsberger, 1958). Among the people who wrote about the Hawthorne experiments was Elton Mayo (1880–1949) who is often quoted as having been a leader of the researchers (Rose, 1988). According to Stoner et

al. (2004), this theory was developed as a result of focusing on the human side of management which sought to understand how social and psychological dynamics interacted with the work environment in influencing productivity and performance. The human relations approach has been subjected to severe criticism. The Hawthorne experiments have been criticized, for example, on methodology and on the failure of the investigators to take sufficient account of environmental factors – although much of this criticism is with the value of hindsight. Human relations writers have been criticized generally for the adoption of a management perspective, their 'unitary frame of reference', and their oversimplified theories (Silverman (1970). Mary Parke Follet (1868-1933), Elton Mayo and Associates, Abraham Maslow (1908-1970), and Douglas McGregor (1906-1964) were the major contributors to this theory. Mayo's experiments showed an increase in worker productivity was produced by the psychological stimulus of being singled out, involved, and made to feel important. Employees are more productive because they know they are being studied. Mayo and Roethlisberger concluded that a leader has not only to plan, decide, organize, lead and control but also consider the human element. Maslow (1943) focused on human needs. Maslow's hierarchy of needs is a motivational theory that explains that people are motivated by five (5) basic categories of human needs namely: physiological, safety, love and belonging, esteem, and self-actualization. Managers who accepted Maslow's hierarchy of needs attempted to change their management practices so that employees' needs could be satisfied. Follett recognized the importance of the role of human behavior in the workplace. McGregor proposed the Theory X and Theory Y concepts of managerial beliefs about people and work. This theory helps managers find the right balance between different styles of leadership and helps them decide how to behave as a leader, depending on concerns for people and productivity. The human relations theory recognized the importance of the informal organization, which will always be present within the formal structure (Mullins, 2011). This informal organization will influence the motivation of employees, who will view the organization for which they work through the values and attitudes of their colleagues. Their view of the organization determines their approach to work and the extent of their motivation to work well or

otherwise. Human relations authors established that workers go to work to satisfy difficult needs and not just for a monetary reward (Mullins, 2011).

Hypotheses development

CSR up to now has primarily been considered a moral and normative responsibility that corporates can voluntarily pursue (Tamvada, 2020). However, there are calls for bringing legal backing for CSR more recently (Kara, 2018; Okoye, 2016; Rahim, 2013). These include scholarly attempts to investigate the causal relationships among four components (accountability, responsibility, transparency, and competitiveness) in the corporate social responsibility domain (Chen & Wongsurawat, 2011), to make a substantial contribution to the debate in the field of CSR by developing the link between CSR and accountability (Tamvada, 2020). In this context, this paper suggests that considering CSR a moral responsibility has given it a wide scope, and attempts to enforce it through legal backing for corporate accountability are not effective because of this wide scope accorded to CSR (Amodu, 2017). According to Chumarina (2021), CSR implies the organization's responsibility for the impact of its decisions and activities on society and the environment through transparent and ethical behavior that contributes to sustainable development, including the health and well-being of society; takes into account the expectations of interested parties, as well as complies with approved legal standards (Henry et al., 2016; Zaretsky, 2016; Bataineh et al., 2018). CSR has gained an institutional status for regulators because of its linkage with compliance with law and ethics practices (Aminu, Harashid & Azlan, 2015). CSR has acquired different meanings over time and combined some features or characteristics making it represent a set of obligations, responsibilities, stakeholder rights, and all forms of philanthropic activities (Moon, 2002). While developing business strategies, organizations take accountability and transparency ethics in organization management in Ghana which leads to CSR (Chen, 2011). This led to the hypothesis of the study:

- H1: there is a positive relationship between the accountability of social responsibility on organization management in Ghana.
- H2: there is a positive relationship between transparency of social responsibility on organization management in Ghana.
- H3: there is a positive relationship between ethics of social responsibility on organization management in Ghana.

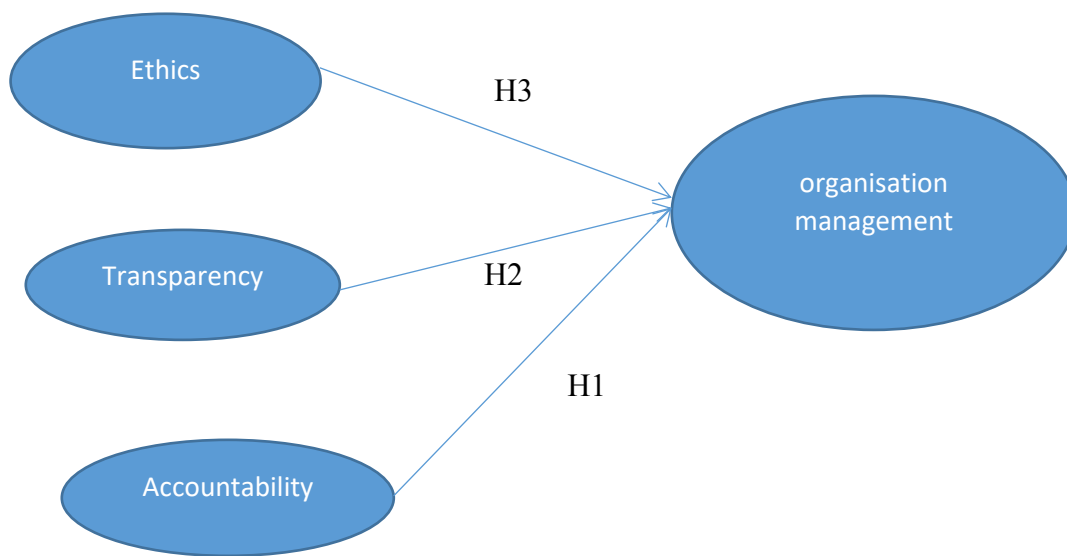


Figure 1: Proposed Model

METHOD

The study adopted a purposive sampling technique to select technical universities and traditional universities in Ghana. The researchers got 260 responses from the technical universities and traditional universities in Ghana. The target population comprised deans and heads of departments of technical universities and traditional universities in Ghana. Data was collected through the use of a questionnaire. The questionnaire was divided into four sections.

Measurement

The researchers adapted all measures from earlier studies. Furthermore, a 5-point Likert scale was used which ranges from 1 = strongly agree to 5 = strongly disagree. The independent variables are CSR and it was reduced into sub-variables namely: accountability, transparency, and ethics. All items for CSR were picked from Chen and Wongsurawat, (2011); Tamvada, (2020). Furthermore, the items for organization management were picked from Mullins (2011).

Measurement validation

The foremost stage in this study is data screening and testing responses from every question on the questionnaire. At the end of the screening 260 participants were cleared to have met the criteria for the study. The result was worked on for the reliability and validity of the questionnaire. The data was computed with the support of Statistical Package for Social Science (SPSS): descriptive statistics to have a clear picture of the study variables and regression analysis to measure the effect of the independent variable on the dependent variable.

FINDINGS

This research used questionnaires to gather information using purposive sampling to work on the questionnaire. As shown in Table 1, the majority of respondents were male, 41 to 45 years were the majority, majority of respondents holds of Ph.D. The current status of respondents indicated that the majority were heads of departments, the majority were teaching staff, and had worked for 11 to 15 years.

Table 1
General and Biographical Information of Respondents

Characteristics	Frequency	Percentage (%)
Gender		
Male	165	63.5
Female	95	36.5
Age		
26-30	15	5.8
31-35	45	17.3
36-40	30	11.5
41-45	75	28.8
46-50	35	13.5
50 and above	60	23.1
Highest Level of Education		
PhD	180	69.2
Masters	80	30.8
Current Status		
Dean	55	21.2
Head of Department	205	78.8
Category of Respondents		
Teaching	170	65.4
Non-Teaching	90	34.6
Length of Stay at University		
1-5 Years	85	32.7
5-10 Years	45	17.3
11-15 Years	100	38.5
15 Years and above	30	11.5

The study proposed three constructs of social responsibility which were accountability, transparency, and ethics. Each construct had five measured indicators (accountability, transparency, ethics, and organization management. Table 2 indicated 20 factors in the factor analysis. The highest correlation between constructs was 0.98.

Table 2*Total Variance Explained*

Component	Total	% of Variance	Cumulative %
1	3.604	72.077	72.077
2	1.021	20.414	92.490
3	0.252	5.038	97.529
4	0.78	1.568	99.096
5	0.45	0.904	100.000
6	4.373	87.456	87.456
7	0.415	8.308	95.764
8	0.147	2.934	98.698
9	0.050	1.010	99.708
10	0.015	0.292	100.00
11	4.526	90.515	90.515
12	0.240	4.791	95.306
13	0.132	2.641	97.947
14	0.082	1.640	99.587
15	0.021	0.413	100.000
16	4.401	88.025	88.025
17	0.311	6.228	94.252
18	0.179	3.575	97.827
19	0.076	1.510	99.338
20	0.033	0.662	100.000

Measurement Model

Table 3, shows the composite reliability (CR) and average variance extracted (AVE). The composite reliability and average variance extracted were assessed using item reliability (Hair et al (2006)). It proves that all variables measured in the specification model qualify per the Cronbach criterion. Besides, a CR with a score of 0.70 is an acceptable level of internal consistency, while a higher CR score means greater internal consistency. The results indicated that CR values ranged from 0.90 to 0.98 indicating high reliability for the constructs (Chen & Wongsurawat, 2011). The average variance extracted ranged from 0.69 to 0.89 which indicated that the AVE values have convergence validity and exceeded the 0.5 threshold point (Chen & Wongsurawat, 2011).

Table 3
Average Variance Extracted and Composite Reliability

Construct	Variables	R	R ²	E	AVE	CR	Cronbach's Alpha
Accountability	AC 1	0.94	0.87	0.12	0.70	0.90	0.78
	AC 2	0.07	0.01	0.99			0.92
	AC 3	0.94	0.88	0.12			0.77
	AC 4	0.97	0.95	0.05			0.74
	AC 5	0.91	0.83	0.17			0.79
Transparency	TR 1	0.80	0.65	0.35	0.87	0.97	0.97
	TR 2	0.98	0.95	0.05			0.93
	TR 3	0.94	0.89	0.11			0.95
	TR 4	0.98	0.97	0.03			0.93
	TR 5	0.96	0.92	0.08			0.93
Ethics	ET 1	0.92	0.84	0.13	0.90	0.98	0.97
	ET 2	0.97	0.93	0.11			0.95
	ET 3	0.94	0.89	0.11			0.96
	ET 4	0.96	0.91	0.12			0.96
	ET 5	0.97	0.95	0.07			0.95
Organisation Management	OM 1	0.97	0.93	0.07	0.88	0.97	0.94
	OM 2	0.93	0.87	0.13			0.95
	OM 3	0.96	0.93	0.07			0.94
	OM 4	0.87	0.75	0.25			0.97
	OM 5	0.96	0.92	0.08			0.94

Table 4 shows that as all the correlation values among every two dimensions are bigger than the square root of AVE in each dimension, there is discriminant validity (Fornell & Bookstein, 1982). Cronbach's α values are bigger than 0.7 (Nunnally, 1978), indicating an internal consistency among dimensions. The pA value is bigger than 0.7 (Henseler, Hubonath & Ray, 2016).

Table 4*Correlations Values*

	OM	AC	TR	ET
OM	0.94			
AC	0.70	0.84		
TR	0.79	0.937	0.94	
ET	0.80	0.966	0.985	0.95

Table 5 results of the regression analysis indicated that Accountability explained 11.6% of the variance in overall Organisation management ($R^2 = 0.116$ $F(5, 25.4) = 6.679$, $P = 0.000$). The results show that there is a statistically significant effect of Accountability on Organisation management at a 95% confidence level. This study establishes a significant link between Accountability and Organisation management in Ghana. AC1 records a coefficient of 20.5% for organizational management, and the correlation coefficient of AC2 is 23.1% for organizational management. AC3 contributes 33.4% to organization management in Ghana. AC4 records a coefficient of 33.7% of organization management, and AC5 contributes 48.0% to organization management in Ghana. Based on these correlation coefficients the researchers can say that Accountability has a strong link with organization management.

Table 5*Relationship between accountability and organization management*

Model Summary	Model	R	R Square	Adjusted R Square	Std. The error in the Estimate	
	1	.341 ^a	.116	.099	.91262	
ANOVA	Model	Sum of Squares	df	Mean square	F	Sig.
	Regression	27.813	5	5.563	6.679	.000 ^b
	Residual	211.553	254	.833		
	Total	239.365	259			
Coefficients ^a	Model	Unstandardized coefficients	Standardized coefficients	t	Sig.	
		B	Std. Error	Beta		
	(Constant)	2.042	.242		8.434	.000
	AC 1	.327	.282	.205	1.162	.246
	AC 2	.291	.083	.231	3.530	.000
	AC 3	.275	.141	.334	1.946	.053
	AC 4	-.291	.181	.337	-1.539	.125
	AC 5	-.813	.277	.480	-2.931	.004

Table 6 results of the regression analysis indicated that Transparency explained 13.9 % of the variance in overall Organisation management ($R^2 = 0.139$, $F(5, 25.4) = 6.665$ $P = 0.000$). The results show that there is a statistically significant effect of Transparency on Organisation management at a 95% confidence level. This study establishes a significant link between Transparency and Organisation management in Ghana. TC1 records a coefficient of 20.8 % for organization management, and the correlation coefficient of TC2 is 38.7 % for organization management. TC3 contributes 60% to organization management in Ghana. TC4 records a coefficient of 60.1 % of organization management, and TC5 contributes 25.8 .0% to organization management in Ghana. Based on these correlation coefficients the researchers can say that Transparency has a strong relationship with organization management.

Table 6
Relationship between transparency and organization management

Model Summary	Model	R	R Square	Adjusted R Square	Std. The error in the Estimate	
	1	.373 ^a	.139	.122	.90068	
ANOVA	Model	Sum of Squares	df	Mean square	F	Sig.
	Regression	33.313	5	6.663	8.213	.000 ^b
	Residual	206.052	254	.811		
	Total	239.365	259			
Coefficients ^a	Model	Unstandardized coefficients		Standardized coefficients	t	Sig.
		B	Std. Error	Beta		
	(Constant)	2.986	.218		13.724	.000
	TC 1	-.400	.164	.208	-2.446	.015
	TC 2	-.387	.321	.387	-1.207	.229
	TC 3	-.933	.268	.600	-3.179	.001
	TC 4	.628	.407	.601	1.543	.124
	TC 5	.267	.205	.258	1.301	.195

From Table 7 results of the regression analysis indicated that ethics explained 82 % of the variance in overall Organisation management ($R^2 = 0.82$ $F(5, 25.4) = 4.555$ $P = 0.001$). The results show that there is a statistically significant effect of Ethics on Organisation management at a 95% confidence level. This study establishes a significant link between ethics and Organisation management in Ghana. ET1 records a coefficient of 14.4 % for

organization management, and the correlation coefficient of ET2 is 30.9% for organization management. ET3 contributes 38.4 % to organization management in Ghana. ET4 records a coefficient of 39 % of organization management, and ET5 contributes 40.5% to organization management in Ghana. Based on these correlation coefficients the researcher can say that ethics has a strong relationship with organization management.

Table 7
Relationship between ethics and organization management

Model Summary	Model	R	R Square	Adjusted R Square	Std. The error in the Estimate		
	1	.287 ^a	.082	.064	.92996		
ANOVA	Model	Sum of Squares	df	Mean square	F	Sig.	
	Regression	19.699	5	3.940	4.555	.000 ^b	
	Residual	219.667	254	.865			
	Total	239.365	259				
Coefficients ^a	Model	Unstandardized coefficients		Standardized coefficients		t	Sig.
		B	Std. Error	Beta			
	(Constant)	2.246	.163			13.797	.000
	ET 1	-.114	.104	.144		-1.094	.275
	ET 2	.333	.330	.309		1.011	.313
	ET 3	.450	.196	.384		2.302	.022
	ET 4	-.476	.246	-.390		-1.936	.054
	ET 5	-.418	.297	-.405		-1.408	.160

RESULTS AND DISCUSSION

The study shows the composite reliability (CR) and average variance extracted (AVE) which was assessed using item reliability. It proves that all variables measured in the specification model qualify per the Cronbach criterion. Besides, a CR with a score of 0.70 is an acceptable level of internal consistency, while a higher CR score means greater internal consistency. The results indicated that CR values ranged from 0.90 to 0.98 indicating high reliability for the constructs (Chen & Wongsurawat, 2011). The average variance extracted ranged from 0.69 to 0.89 which indicated that the AVE values have convergence validity and exceeded the 0.5 threshold point.

The results show that there is a statistically significant effect of Accountability on Organisation management at a 95% confidence level. This study establishes a significant link between Accountability and Organisation management in Ghana. The results of the regression analysis indicated that Transparency explained 13.9 % of the variance in overall Organisation management. It shows that there is a statistically significant effect of Transparency on Organisation management at a 95% confidence level. Based on the correlation coefficients transparency has a strong relationship with organization management. Also, the results of the regression analysis indicated that ethics explained 82 % of the variance in overall Organisation management. This study establishes a significant link between ethics and Organisation management in Ghana. Research suggests that socially responsible management tries to take into account all the impacts its decision will have on society, and on internal and external stakeholders (Argandoña, 2016, Wood & Winston, 2007, Bushman et al., 2004). Accountability on social responsibility help to fulfill and satisfy employees' need by providing suitable arrangements for the health, safety, and welfare of employees. Chen & Wongsurawat (2011) found that accountability and transparency can strengthen organizations' competitiveness which in turn will positively influence their commitment to being more responsible.

The relationship between accountability, transparency, and ethics in organization management indicates that it can contribute to an increase in the credibility of the organization's corporate social responsibility policies and lead to better strategic outcomes (Jensen, 2002). Argandoña (2016) observed that the "responsibility" component of social responsibility is an ethical, retrospective, prospective, and attitudinal concept that links with the role of social responsibility in management. The results demonstrate that all the hypotheses have a significant effect. It was therefore concluded that accountability, transparency, and ethics have a positive significant relationship with organization management. This study confirms that corporate social responsibility has a positive relationship with organization management and the study accepts the relationship between CRS and organization management.

This study shows that CSR improves managerial efficiency previous theories have established that management theory is not an end in itself but should rather serve as a means of improving managerial efficiency (Lawal, 2012). The researchers' findings on CSR provide standard operating procedures to employees. This indicated that social responsibility helps management to measure standards by defining the employees' tasks and systematic soldering of the employee on the job (McFarland, 1970).

Overall, this study suggests that accountability, transparency of policy, and ethics enhanced organization management. Using accountability, transparency, and ethics, management can appreciate the worth of social responsibility. The study also points out how management can motivate an organization to act in a socially responsible manner. Further research is hence needed to determine the implication and confirmation that social responsibility contributes significantly to an organization's financial profitability.

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Peyami Safa'nın *Cânân* adlı romanı üzerinden Batılılaşma sorununa yaklaşımı

Aysin Özey¹ & Abdullah DURAKOĞLU²

Öz

Bu çalışmada *Cânân* adlı romanı üzerinden Peyami Safa'nın Doğu-Batı sorununa yaklaşımı ele alınmıştır. Safa'nın Batılılaşmaya ilişkin düşüncelerinin ele alındığı eserlerden biri olan bu romanda, tutkularının baskısıyla bohem bir hayat yaşayan *Cânân*'ın başından geçenler anlatılmaktadır. *Cânân*, gösterişe ve maddiyata önem veren bir karakteri temsil etmektedir. Romanda *Cânân*, yanlış Batılılaşmayı temsil etmektedir. Çalışmada ayrıca Doğulu ve Batılı kadın arasında kalmış olan *Lâmi*'nin duyduğu kafa karışıklığının sebepleri analiz edilmiştir. Romanda Peyami Safa'nın gözünde Doğulu kadın betimlemesi ise *Bedia* karakteri üzerinden yapılmıştır. Bu nedenle çalışmada, Safa'nın maneviyatın sadakatini kullanma biçimi *Bedia* üzerinden ele alınmış ve bu kullanma biçimi maddiyatın aldattıcılığı ile karşılaştırılmıştır. Çalışmanın sonunda her iki kullanma biçimi hakkında bir değerlendirmede bulunularak Peyami Safa'nın *Cânân* adlı romanını, Doğu'dan yana tercihte bulunarak şekillendirdiği tespit edilmiştir.

Anahtar Kelimeler: *Cânân*, Doğu- Batı Sorunu, Kadın, Modernleşme

Peyami Safa's approach to the problem of westernization through his novel *Cânân*

Abstract

This study discussed Peyami Safa's approach to the East-West problem through his novel *Cânân*. In this novel, one of the works in which Safa's thoughts on Westernization are concerned, the experiences of Canan, who lives a bohemian life under the pressure of her passions, were explained. *Cânân* represents a character who gives importance to ostentatiousness and materiality. In the novel, *Cânân* means false Westernization. Therefore, in the study, Safa's thoughts on false Westernization are primarily included through the character of *Cânân*. This study also analyzed the reasons for the confusion of *Lâmi*, who was torn between Eastern and Western women. In the novel, the depiction of an Eastern woman in Peyami Safa's eyes is done through the character of *Bedia*. In this study, Safa's use of the loyalty of spirituality is handled through *Bedia*, which is compared with the deception of materiality. At the end of the study, an evaluation was made of both forms of use, and we determined that Peyami Safa shaped his novel *Cânân* by choosing to burn from the East.

Keywords: *Cânân*, East-West Problem, Women, Modernization, Loyalty

GİRİŞ

Cumhuriyetçi muhafazakâr Türk aydını Peyami Safa'nın 1925 yılında yayınlanan *Cânân* adlı romanının temel konusu, bir binbaşıyla evli olan *Cânân* ve *Bedia* ile evli olan *Lâmi*'nin birbirleriyle yasak aşk ilişkisi sürdürmesidir. Romanda *Cânân*, Batılı yaşam tarzına sahip bir kadını, *Bedia* ise Doğulu yaşam tarzına sahip bir kadını temsil etmektedir. Evlilik dışı bir ilişki

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yaşayan ve daha sonra pişmanlık duyup eşine dönen Lâmi ise Doğu ve Batı arasında kalmış bir karakteri temsil etmektedir. Safa; bu romanında, Batıyı ve Doğuyu sırasıyla Cânân ve Bedia üzerinden tanımlamıştır.

Safa'nın Doğu ve Batı Uygarlıklarına İlişkin Düşüncesi

Safa'nın birçok romanında Doğu'dan yana tavır olsa da Doğu ve Batı'yı sentezlediğini, kurguladığı romanlarında bu iki kutbu kaynaştırdığı görülür. Hatta sadece Doğu-Batı sentezini ele aldığı bir kitap yazmıştır. Doğu'dan, milli benliğinden, kendi gelenek ve göreneklerinden hemen hemen her kitabında üstü kapalı bir biçimde de olsa söz eder. Peyami Safa'nın bütün kitap ve yazılarının esas dokusunu Batılılaşma düşüncesi ile millî ve manevî değerlere bağlılık ve saygı teşkil eder (Özbalcı, 1993, 162). Safa'nın bu yönüyle milliyetçi bir kimliği olduğu da söylenebilir. Aslında özüne bakıldığında Batılılaşma düşüncesini de savunan bir yazardır. “Batılılaşmayı Atatürk İnkılâpları ile millî ve medenî bir devlet olmanın temeli sayar. Fakat körü körüne, bilgisizce ve şuursuzca yapılan bir Batı taklitçiliğinin de karşısındadır” (Özbalcı, 1993, 164).

Safa'nın düşüncesine göre her şeyin kaynağı Doğu'dur. Eserlerinde yer yer Batı'yı da övdüğü söylenebilir. “Her şey Asya'nın beşiğinde gözlerini açmıştır: Bütün tanrılar ve peygamberler; bütün dinler ve akideler, güzellik ve kemal fikri; bütün hikmet ve felsefe şarkta süt emmiştir” (Safa, 1990: 223). Bu düşüncelerden de yola çıkarak Safa'nın Batı'yı ve Doğu'yu bir anne-oğul ilişkisine benzettiği görülür. “Velhasıl kendimizi çok farklı iki âlem karşısında buluruz: Ana Şark ve Oğul Garp” (Safa, 1990: 226). Yani verilmek istenen asıl mesajın, Batı'nın Doğu'dan doğduğu, Doğu sayesinde büyüyüp geliştiği dile getirilebilir. Safa, Doğu'yu ve Batı'yı tartışmaz çünkü Doğu neye göre Doğu'dur, Batı neye göre Batı'dır ikilemi vardır. “Suriye Adalar denizinin kıyıları Asya'dan daha az Avrupa değildir yahut şarkı Adriyatik'ten başlatmak lâzımdır. İran, Hind'in garbidir ve Yunan âlemi ise İran'ın garbidir. Velhasıl şark, Asya ile karıştırılıyor ve Asya şarka ait her türlü hakikatin, her türlü şeklin dünyasıdır” (Safa, 1990: 220). Safa'nın millî kimliği de göz önünde bulundurulursa zaman zaman Batı'yı övse de Doğu'yu savunduğunu ve yücelttiğini söylemek mümkündür. Safa romanlarında ise Batılılaşmanın yanlış anlaşılan yönlerini eleştirmiştir.

Safa'nın romanlarındaki karakterler genellikle Doğuludur, Batılıdır yahut benlik arayışı içindedir. Özellikle söz konusu kadınsa Peyami Safa'yı bu konuda derinlemesine incelemek gerekir. Çünkü Safa, kadınlar üzerine çok sayıda yazı kaleme almış bir yazardır. Safa'nın Doğu'ya atfettiği görevler şöyledir (2012: 23 -28): Eğer bir kadın Doğuluysa ve özüne dönükse

o kadın ahlaklı, iyi bir anne, iyi bir ev kadını olmalıdır. Doğulu bir kadında genellikle iyilik, süsten ve gösterişten uzaklık, geleneksellik, yetinebilme, erkeğinin dediğini yapma, kocasına bağlı, ut gibi geleneksel müzik âletlerini çalma, edepli giyinme, dinine düşkün olma gibi özellikler bulunur. Kadının eşine sadık olması beklenir ve evi idare edecek konumda yetiştirilmelidir. Her şeyi kabul eder, toplumun ne diyeceğini önemser ve hareketlerine dikkat eder. Aldatılsa, eşi ondan boşansa dâhi erkeğinin geri dönüşünü kabullenir. Safa'nın romanlarında genellikle Doğulu olarak nitelendirilen kadınlarda masumiyet ve saflık görülür. Batılı bir kadında ise mücevher meraklısı olma, vals çalabilme, davetlere kokteyllere katılma, muhafazakârlıktan uzak olma, ikinci bir dil bilme, büyük geniş evlerde yaşamaya özen gösterme, şık giyimli olma, hoş kokular sürme ve kadınsılık özelliklerine sahip olma durumu vardır:

...İstidadı olsun olmasın, kızcağızın biraz da alafranga piyano tıngırdatması lâzımdı. Bu görenek orta halli ailelere de geçti. Artık ev kadını ve ana, münevver sınıf içinde, geri kadın tipi olmaya başlamıştı. Onun yerine gelen alafranga kadın iyi bir ev kadını olmadığı gibi, halis münevver de değildi. Yabancı dil ve piyano biliyordu ama başka bir şey bilmiyordu. (Safa, 2012: 27).

Safa'nın romanlarında genel olarak geri dönüş vardır. Bu bağlamda yanlış anlaşılabilir Batıdan vazgeçip insanın kendi özüne ve benliğine dönmesi romanın önemli yapı taşlarından biridir. Doğu'da maneviyat vardır, Batı'da ise maddiyat. Yani Doğulu kadında Allah korkusu da bulunmaktadır. Batılılaşan kadın ise maneviyattan çok maddiyata önem verdiği için paraya düşkündür.

Doğulu Karakter: Bedia

Bedia Doğulu kadın tipi olarak okuyucusunun karşısına çıkar. Safa bu Doğulu karakterine özellikle bu ismi verdiği düşünülebilir. Çünkü Bedia Arapça kökenli bir isimdir ve üstün değerli güzel şey anlamına gelir. Bedia'nın Doğulu olmasının diğer özellikleri ise süsten, gösterişten ve maddiyattan uzak olmasıdır. "Dişleriyle ısırarak dudaklarına biraz renk vermek istedi. Çünkü hiç boya kullanmaz, az pudra sürerdi" (Safa, 2017, 8). Lavanta ve yasemin kokularını da kullanmazdı. Safa'nın gözünde süssüz ve sade olmanın Doğu'yla özdeşleştiği görülür. Bedia eşine, evine ve ailesine sadıktır. Ara sıra yaşadığı duruma isyan etse de aslında içinde maneviyat duygusu vardır. Romanda bu duruma dualar etmesi ve ninesinin ona verdiği dua yazan bir muskayı boynunda taşıması örnek verilebilir:

"... İhtiyar kadın, sağlam elinin iki parmağını muskanın çürük ipine takarak onu bir çekişte kopardı. Muskayı torununa uzattı, gözünün önünde bağlamasını istedi. Bedia, muskayı boynuna geçirdi ve ninesini öptü" (Safa, 2012, 102).

Romanın sonunda olan bu olay, muskanın etkisini gösterdiğinin işaretidir. Bedia ev işlerini bilir, yaşlılara hürmet eder ve saygılı bir karakterdir. Eşini çok sever ve onu, aldatılmasına rağmen kabul etmektedir. Bedia'nın parada, şan ve şöhrette gözü yoktur. Babası, ninesi ve dadısıyla birlikte yaşayan kendi hâlinde bir kadındır. Aile davetlerine katılsa da büyük davetlere gitmez. Evinin bahçesinde kocasıyla birlikte diktikleri güle önem veren ve ona manevi anlamlar yükleyen bir kadındır. Erkeklerle çok samimi olmaz. Hatta onlarla konuşurken bile çekinir. "... Başını kaldırdı. Genç kadının biraz çekingen, utangaç, biraz mütereddit adımlarla içeriye girdiğini görünce ayağa kalktı, odasının ortasına kadar geldi" (Safa, 2012, 14). Bedia, her ne kadar kocasının başka bir kadına gittiğini kabullense de çocuğunun olması fikri bir umut taşımasına sebep olur ve kocasının geri döneceğini düşünür. "...Bir çocuk ne büyük teselli! Bir çocuk onu bu felaketinde ne iyi avutabilir, bir çocuk, belki babasını da aileye daha iyi bağlar, böyle düzensizliklere engel olur, hiçbir geçimsizliğe meydan bırakmazdı" (Safa, 2017, 12).

Batılı Karakter: Cânân

Peyami Safa'nın *Cânân* romanına ismini veren Cânân karakteri ise Batılı kadını temsil etmektedir. Cânân, sevgili anlamına gelir. Safa'nın bu bağlamda Cânân karakterine bu ismi seçerken de mesaj verdiği düşünülebilir. İsmi taşıyan bir kadındır. Romanda Cânân hiç yalnız görülmez. Yanlış Batılılaşmasının getirdiği özelliklerden dolayı da evli erkekleri ayartan bir tip olarak görülür. Erkekleri ayartmasının sebebi paraya düşkün olmasından kaynaklanır. Şan ve şöhret peşindedir. Cânân'ın hayat hikâyesine bakılacak olunursa, küçük yaşta yetim kalan, esir edilen ve güzelliğinden dolayı saray eğitimi alması için saraya verilen bir Çerkez kızıdır. Biraz büyüdükten sonra Reknaz Hanım ve Şakir Bey'in evine getirilir. Evin içinde öz evlat gibi yetiştirilir. Büyüdüğü zaman bir subayla evlenir ve boşanır, evine geri döner. Romanda olay bu zamanlarda gerçekleşir. Cânân iyi eğitim görmüş bir kadındır. Safa'ya (2012, 27) göre iki türlü eğitim vardır; salon eğitimi ve ev eğitimi. Cânân'ın eğitimi burada salon eğitimidir. Cânân donanımlı, bilgili ve aynı zamanda çok güzel bir kadındır. Ev işi yapmaz, hizmetçisi vardır. Yeri gelir romanda çoraplarını bile kocasına giydirttiği görülür. Yasemin, lavanta kokuları sürer ve romandaki erkek karakterler bu kokunun cazibesine kapılır. Hoş ve kadınsı giyinir, vücut hatları sürekli bellidir.

Güzelliğinin farkında ve özgüvenlidir. Kendini yüksekte görür ve daha fazla yükselmek ister. Davetlere katılır, piyano gibi Batılılara özgü müzik âletlerini çalmayı bilir, İkinci bir yabancı dili vardır. Cânân küçüklüğünde sarayda yetiştiği için hep saray sultanlarına özenir onlar gibi olmak ister. El üstünde tutulduğu için de erkeklere hükmetmeyi ve emirler vermeyi sever.

Safa, Cânân romanında yabancılaşma olgusunu bir nevi Lâmi karakteriyle okuyucusuna aktarmaya çalıştığı düşünülebilir. Lâmi karakteri, romanda Türk toplumunun Batı kültürünü yanlış algılaması ve Batılılaşma kültürünün getirdiği ihtiyaç fazlası ürünlere, mücevherlere, süslere, lüks yaşama, güzelliğe ve zevke kendilerini kaptırmaları sonucu benliklerini yitirmesinin, toplumun değerlerine uzaklaşmasının somut bir örneği olarak okuyucusunun karşısına çıkar. “Batılı hayata özenme uğrunda, kendi hayatının öz değerlerini küçümseyen gençlerin bir felâkete sürüklenmeleri kaçınılmaz bir gerçektir” (Aytaş, 2002, 135). Lâmi romanda arada kalmışlığı simgeler. Bir yanda Doğulu kadın figürü olan Bedia yani karısı, diğer yanda Batı kültürüne göre yetişmiş olan çok sevdiği aşkı Cânân ile karşı karşıyadır. Bir seçim yapmak zorunda kalmıştır. Romanda Lâmi, kaygılı bir ruh haline sahiptir. Lâmi’nin çoğu zaman Bedia ile Cânân’ı kıyasladığı görülür:

...Lâmi, Cânân ile Bedia’nın arasında her iki kadının tabaklarına yemeklerini koyuyor. Misafirler birdenbire geldikleri için Bedia’nın kıyafetinde ihmal var. Hoş, bu kadın en kalabalık meclislerde bile sadelikten kurtulamamıştır. Saçlarıyla meşgul olmaz, yüzüne hiç pudra sürmez, en solgun günlerinde bile gözlerini sürmesiz, dudaklarını boyasız bırakır, lavanta da kullanmaz. O akşam da böyle sade, biraz yorgun, biraz sessiz, belki hasta, çünkü yemeklere karşı bile isteksiz duruyordu. Ama Cânân, o vakit yeni yaptırdığı krepdöşenden, şarabi, bulut gibi hafif ve parlak esvabı içinde kendine mahsus o rüzgârlı havayı bırakıyor, saçlarının altın sarısı, yüzünün pembeliği, gözlerinin mavisi, dudaklarının ateşin kırmızılığıyla başı, rengârenk bir ışık yığını içinde parlıyordu. Lâmi, daha o gece, birkaç kere, yüzünün derisine o işleyici bakışların değdiğini hissetti ve daha o gece, Bedia’yla bu kadın arasında büyük bir ayrılığın farkına vardı (Safa, 2012, 38).

Lâmi’nin iyi giden bir evliliği vardır ama bu durum Cânân’ı görene kadar devam eder. Eşi Bedia, Bedia’nın babası Abdullah Bey, büyükanne ve Gülşen Dadı’yla birlikte aynı evde Vanıköy’de yaşarlar. Lâmi, zamanla bulunduğu durumdan şikâyet etmeye, konumunu beğenmemeye ve evden sıkılmaya başlar. Cânân’ın büyüğü de Lâmi’yi etkisi altına almıştır. Lâmi özünde merhametli birisidir. Bedia’ya acır ama içindeki aşkın alevini de bir türlü söndüremez. Tek bir çaresi vardır, o da Cânân ile evlenmek. Lâmi ile Cânân ara sıra Kadıköyü’nde buluşurlar. Beyoğlu’na giderler. Romanda Kadıköyve Beyoğlu Batılılaşmaya başlamış yerlerdir yani elitlerin bulunduğu bir yerdir. Romanda çoğu zaman Lâmi’nin içine şüphe düşmektir. Çünkü başta Selim olmak üzere etrafındaki çoğu insan onun Cânân tarafından aldatıldığını söyler. Selim, Lâmi’nin en yakın arkadaşıdır ve aynı zamanda akıl hocasıdır. Fakat Lâmi ne Selim’i ne de başkalarını umursar. Cânân’ın onu sevdiğinden ve ona sadık olacağından çok emindir. Yine de içindeki şüpheyi tam anlamıyla yok edemez. Cânân’a bunu sormak istediğinden ise Cânân’a kaçamak cevaplar verir ya üste çıkmaya çalışır ya da konuyu değiştirir. Hatta yaptığı birtakım cilvelerle şüphelerinin yersiz olduğunu kendisine göstermeye çalışır:

“Cânân derhal en üst kata çıktı, yatak odasında bekleyen kocasını eskisinden bin kat hararetle kucakladı: ‘Seni gidi seni... Böyle kim seni kıskırttı, söyle bakıyım’ Lâmi’nin buse için uzanan dudakları haber verdi: ‘Müsteşar’ın karısı’. Artık Cânân’ın sadakatinden şüpheleniyordu.” (Safa, 2017, 165-166).

Doğu ve Batı Arasında Kalmış Karakter: Lâmi

Peyami Safa’nın, *Cânân* romanının başkarakterlerinden biri olan Lâmi, Doğu ve Batı arasında sıkışıp kalmışlığı simgeler. Çünkü kimlik arayışı içerisinde olan bir karakterdir. Avrupa tarzında yaşamaya özenir ama içindeki Doğulu kimliğini de yok sayamaz. “Biz gençler, Avrupalılar gibi yaşamaya niyetleniriz, onlar gibi cemiyet hayatı yapmaya imreniriz, fakat bir kere evlendik mi, zevcemizi hemen kıskanır, uçan kuştan bile gizlemeye çalışırız” (Safa, 2017,166). Lâmi, eşiyile zorla evlenmemesine rağmen, birtakım sebepler ve erkeksi içgüdülerin de getirdiği nedenlerden yenilik arayışına girer. Çünkü karısının kadınlık görevlerini tam anlamıyla karşılamadığını düşünür. “Artık zevcesinin hiçbir bakışı, sesinin hiçbir titreyişi onu çekmiyor. Deraguşu, buse, esmer ve güzel teninin dokunuşu, hiçbir raşe vermiyor” (Safa,2017, 36). Aslında eşinin hiçbir hatası olmamasına rağmen, çekici gelen bir heves uğruna yani Cânân’a olan aşkı uğruna eşini boşamaya karar verir. Sürekli gelgitler yaşayan bir karakterdir. Cânân’ın çekici gelmesi, Bedia’nın ise itici gelmesi Lâmi yi aşılması güç bir duruma sokar ama her seferinde Cânân ağır basar. Cânân’a duyduğu aşkın çok başka bir şey olduğunu düşünür çünkü o kadında onu cezbeden güçlü bir bağ vardır Lâmi bulunduğu durumu şöyle ifade eder:

...İlk aylarda zevcenin ruhu kapalıdır; insan onun şahsında kendi kadın mefkuresini tasarlar; onu bir yandan bu gizli hüviyetinin mübalağalı görüşüyle, varlığının bu meçhul hayaletiyle sever; bir taraftan da en kuvvetli tecessüsünü onun karanlık ruhuna, her gün, azar azar sevk ederek, orada örtülü kalan binlerce huyu, itiyadı, meyelanı, vaktiyle müşahededen kaçan binlerce küçük mizacı keşfeder. Gitgide, kadının hüviyetinde gizli hiçbir şey kalmaz. Artık zevce eskir. Zevci bir kere bu marifete vasıl oldu mu, bitti. Güzelliğin bütün sırrı, sır olmasındadır; en bayağı, en çirkin şey, bizden gizlendikçe gözümüze güzel görünür, en güzel sandığımız şeylerin tahlili de onların bayağılığını ve çirkinliğini bize gösterir. İzdivaç da aşk da eşimizi tanımadığımız vakitler caziptirler. (Safa, 2012, 36)

Bedia boynunda muska taşırken Cânân ise boynunda pahalı ve gösterişli mücevherler taşır. Bedia’nın iç ve ruh güzelliği varken Cânân’ın ise dış güzelliğinden başka hiçbir vasfı yoktur. Bedia kapalı ve sade giyinirken Cânân vücut hatlarını belli eden süslü kıyafetler giyer. Lâmi’nin yukarıdaki dizelerde de belirttiği gibi iç güzelliğe doymuş bir erkek farklı arayışlar içine girecektir. Farklı arayışlardan kasıt dış güzelliğidir, sahip olmadığı bir ruhtur ve bu sahip olma arzusu erkekleri baştan çıkarmaya yöneliktir.

SONUÇ

Peyami Safa'nın Cânân romanında aile kurumu ve ailedeki kadın faktörü Doğu-Batı meselesi bağlamında ele alınmış, maneviyat ve maddiyat kavramlarının kadınlar üzerindeki etkisinden bahsedilmiş ve Doğu'nun sadakati, Batı'nın aldaticılığı tartışılmıştır. Romandaki kimlik arayışı içindeki Lâmi vasıtasıyla yanlış Batılılaşmanın getirdiği sonuçların aile kurumuna verdiği zararlar üzerinde durulmuştur. Romanda bir kafa karışıklığı söz konusudur. Paranın, estetik güzelliğin, eskinin yitirdiği heyecanın, büyülü bir hayali gerçekleştirme arzusunun, elindekiyle yetinmeyip daha iyisi olma isteğinin bu durumun sebepleri arasında görülür. Yanlış Batılılaşmak insanın seçimlerinde maddi manevi büyük hasarlara sebep olmaktadır. Peyami Safa, romanın sonunda yanlış Batılılaşan Cânân'ı feci bir ölümle cezalandırmış, Lâmi'nin ise yaptığı hatayı fark etmesini sağlayıp eşine dönüşünü kaleme almıştır. Bu bağlamda Safa, yanlış Batılılaşan Lâmi karakterini bu durumdan kurtarıp onun kendi öz benliğine yönlendirmiştir.

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Mantıksal bakımdan ‘çelişki’nin gerçekleşme boyutuna ilişkin analiz

Abdullah DURAKOĞLU¹ & İbrahim And UYANIK²

Öz

‘Çelişki’, genel anlamıyla bir şeyin (varlık veya durum) hem kendisi hem de kendisinden başka bir şey olması durumu olarak tanımlanabilir. Varlıklar üzerinde uygulandığında bir varlığın aynı anda hem var olması hem de var olmaması durumu olarak ifade edilebilir. Mantığın temel ilkelerinden biri olan çelişmezlik ilkesine göre bir şey hem A hem de A olmayan olamaz. Bu ilkedeki de anlaşılacağı gibi fiziksel evrende çelişkinin ortaya çıkması mümkün değildir. Ancak insanlar günlük hayatta zaman zaman çelişkili varlık ve durumlardan söz etmektedirler. Örneğin sabah namaz kıyıp akşam alkol alan bir insanın çelişkili davranışlarda bulunduğu düşünüldüğünden böyle bir insan genellikle çelişkili olarak nitelendirilmektedir. Oysa bu insan çelişkili değil, tutarsız olarak nitelendirilmelidir. Zira çelişmezlik ilkesi gereğince bu durumların yaşandığının kabul edilmesi kendi içinde başka bir çelişkiyi barındırmaktadır. Yapılan bu çalışmada çelişki kavramı tanımlandıktan sonra çelişkili durum ve ifadeler örnekler verilmiş, bu kavramla en çok karıştırılan ancak anlamları birbirine yakın olan tutarsızlık, zıtlık gibi diğer kavramlarla mânâları üzerine analizler yapılmıştır. Çalışmanın sonunda çelişkili durum ve varlıklara, ancak mantık, matematik gibi zamanın durduğunun var sayıldığı veya masal, çizgi film gibi gerçeklikle ilişki olmayan sanal ortamlarda yer verilebileceği tespit edilmiştir. Çalışmanın sonunda ayrıca Aristoteles Mantığı çerçevesinde gerçekleşmesi mümkün olmayan çelişkili önermelere örnekler verilerek ulaşılan bu tespit desteklenmiştir.

Anahtar Kelimeler: Çelişki, Mantık, Tutarsızlık.

Analysis of the realization dimension of the logical 'contradiction'

Abstract

'Contradiction' can be defined as a situation in which something (being or problem) is both itself and something other than itself. When applied to assets, it can be expressed as an asset's simultaneous existence and non-existence. According to the principle of non-contradiction, one of the basic principles of logic, something cannot be both A and non-A. As can be understood from this principle, contradiction can't arise in the physical universe. However, people sometimes talk about contradictory entities and situations in daily life. For example, a person who prays in the morning and drinks alcohol in the evening is generally considered to be contradictory. However, this person should be described as inconsistent, not contradictory. Because, following the principle of non-contradiction, the acceptance of these situations contains another contradiction in itself. In this study, after the concept of contradiction was defined, examples of contradictory situations and expressions were given, and analyzes were made on the meanings of other concepts, such as inconsistency and contrast, which are the most confused with this concept but whose

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meanings are close to each other. At the end of the study, it was determined that contradictory situations and entities can only be included in virtual environments such as logic and mathematics, where time is assumed to stand still, or in virtual environments that are not related to reality, such as fairy tales and cartoons. In conclusion, this finding was supported by examples of contradictory propositions that could not be realized within the framework of Aristotle's Logic.

Keywords: Contradiction, Logic, Unsatisfiable

GİRİŞ

Mantığın temel ilkesi olan özdeşlik yasasına göre her var olan yalnızca kendisiyle özdeşdir. Çelişmezlik ilkesi ise özdeşlik ilkesinden türetilmiştir. Her var olan yalnızca kendisiyle özdeş olduğu için bir varlık aynı anda hem A, hem de A olmayan olamaz. Öyleyse her varlık ya A'dır, ya da A olmayandır. Bu bağlamda düşünüldüğünde ontoloji alanında çelişkili durumlardan söz edilemez. Çelişkiye ancak kavram, önerme gibi bilişsel unsurlardan örnek verebiliriz.

ÇELİŞKİLİ KAVRAM VE ÖNERMELER

Aklın ve mantığın temel ilkelerinden biri olan çelişmezlik yasasına göre, bir şey aynı anda ve aynı yerde hem kendisi hem de kendisinden başka bir şey olamaz. Bu ilkeye göre, bir önermenin kendisi doğru ise, çelişkisi yanlıştır (Çüçen, 2012: 26- 27). Öyleyse birbirleriyle çelişen iki önerme bir arada doğru veya yanlış olamaz. Biri doğru ise bu durum diğerinin (çelişğinin) yanlış olmasını gerektirir. Aristoteles karesinde özne ve yüklemi aynı olan ancak nitelik ve nicelik bakımından farklı önermeler 'çelişik önermeler' olarak nitelendirilmektedir (Cevizci, 1997: 155). Örneğin; 'Bazı insanlar sarışındır' (Tikel Olumlu) önermesinin çelişği 'Hiçbir insan sarışın değildir' (Tümel Olumsuz) önermesidir. İlk önermenin doğruluk değeri 'Doğru', ikinci önermenin doğruluk değeri ise zorunlu olarak 'Yanlış'tır.

İki önerme birbiriyle çelişik olduğu gibi iki kavram da birbiriyle çelişik olabilir. Daha önceki ifadelerden de anlaşılacağı gibi 'Doğruluk' kavramının çelişği 'Yanlışlık'tır. Birbiriyle çelişen iki önermenin doğruluk değerleri de birbirleriyle çelişik olduğundan bu iki önerme çelişik kavramlarla nitelendirilebilir.

Çelişiklik kavramıyla en çok karıştırılan kavram zıtlıktır. Oysa zıtlık, çelişiklik gibi bir şeyin kendisinden başka bir şey olması değil, tam karşıtı olmasıdır. Örnek olarak, 'sıcak', 'soğuk'un çelişği değil, karşıtıdır. 'Sıcakın' çelişği ise 'sıcak olmayan' biçiminde ifade

edilebilir. Kavramların zıtlık mı, yoksa çelişiklik ilişkisinde mi bulunduğunu anlayabilmemize neden olan temel ölçüt, ‘orta kavram’dır. İki uçtaki kavram arasında ‘orta kavram varsa’ buradan iki uçtaki kavram arasında zıtlık ilişkisi olduğu anlaşılabilir. Bilindiği gibi ‘sıcaklık’ ve ‘soğukluk’ kavramları arasındaki orta kavram ‘ılıklik’tır. Ancak çelişen kavramlar arasında orta kavram bulunmaz. ‘Siyah’ ile ‘beyaz’ kavramları arasında da zıtlık ilişkisi vardır. Buna karşın ‘siyah’ ve ‘siyah olmayan’ kavramları arasındaki çelişiklik ilişkisinde ‘siyah olmayan’ kavramı tüm renkleri kapsadığı için herhangi bir üçüncü duruma imkân tanımaz (Nesterova, 2016: 76). Kavramlar arasında epistemolojik olarak varlığın herhangi bir özelliğine sahip olan ile olmayanı belirleyen temel referans çelişmezlik ilkesidir. Örnek olarak diri ile ölü (diri olmayan) kavramları arasında, diri olmayan her canlı varlık üçüncü bir özelliğe sahip olamadığından bu iki kavram arasında çelişiklik ilişkisi bulunmaktadır. Yüksek ve alçak kavramları ise biraz yüksek, çok alçak gibi diğer durumlara imkân tanıdığından bu kavramlar arasında zıtlık ilişkisi bulunmaktadır.

Önermeler arasındaki ilişkileri incelediğimizde ise doğru olanla yanlış olanı belirleyen temel referans çelişmezlik ilkesi olsa da bu her -dir ve -değildir yargıları arasında çelişme bulunduğu anlamına gelmez. Örneğin ‘bazı insanlar filozoftur’, ‘bazı insanlar filozof değildir’ önermeleri arasında çelişki yoktur. Zira bunlardan ikisi de doğrudur (Kaya, 2020: 68). Dolayısıyla nitelik bakımından her olumlu ile olumsuz önerme arasında çelişiklik ilişkisi yoktur. Önermelerin birbirleriyle çelişmesi için niceliklerinin de birbirinden farklı olması gerekir.

Çelişiklik ile karıştırılan bir başka ilişki tutarsızlık ilişkisidir. Çelişkidenden farklı olarak tek bir önermenin de tutarlılığı/ tutarsızlığı söz konusu olabilir. Bununla birlikte birden fazla önermenin de tutarlılık/ tutarsızlık ilişkisinde olup olmadığı incelenebilir. Bir önermeyle onun çelişği bir arada bulunuyorsa o önermelerin birbirleriyle tutarsız olduğunu söyleyebiliriz. Çünkü birbirleriyle çelişen iki önerme bir arada doğruluk değeri alamaz. Önermeler arasında tutarlılık ilişkisinin bulunması için önermelerin aynı anda ortak bir ‘doğru’ doğruluk değerine sahip olması gerekir. Bu ifadeden de anlaşılacağı gibi ‘Bazı insanlar filozoftur’ önermesi ile ‘Bazı insanlar filozof değildir’ önermesi birbirleriyle tutarlıdır.

‘Bazı insanlar filozoftur’ önermesi ile ‘Bazı filozoflar insan değildir’ önermesi arasında ise tutarsızlık ilişkisi vardır. Çünkü bu iki önerme, ‘Bazı filozoflar insan değildir’ önermesinin doğruluk değeri ‘Yanlış’ olduğundan, ortak bir doğrulayıcı yoruma sahip olamaz. Ancak önermelerin birbirleriyle tutarsız olması, bu önermelerin aynı zamanda birbirleriyle zorunlu olarak çelişik olduğu anlamına gelmez. Tutarsız önermelerin birbirleriyle çelişmemesi mümkündür. ‘Bazı insanlar filozoftur’ önermesinin çelişigi ‘Hiçbir insan filozof değildir’ önermesidir. ‘Bazı filozoflar insan değildir’ önermesinin çelişigi ise ‘Tüm filozoflar insandır’ önermesidir. Bu ifadelerden de anlaşılacağı gibi birbirleriyle tutarsızlık ilişkisinde bulunan her önermenin aynı zamanda birbirleriyle çeliştikleri söylenemez. Ancak iki önerme birbirleriyle çelişiyorsa bu iki önermenin aynı zamanda birbirleriyle tutarsız olduğu anlamına gelir. Görülüyor ki birden fazla önermelerin tutarlılığı, önermelerin kendi içindeki uyumuyla ilgilidir. Doğruluk kuramına göre tutarlılık, düşüncenin gerçeklikle uygunluğundan çok düşüncelerin kendi aralarındaki uyuma dayanır (Çüçen, 2014: 73).

Çelişiklik ilişkisinde ise zorunlu olarak önermelerden biri ‘Doğru’, diğeri ‘Yanlış’ değeri aldığından düşüncenin gerçeklikle ilişkisi de önemlidir. Bu nedenle iki önerme birbirleriyle çelişik olduğunda bu önermelerden birinin doğruluk değeri mutlak ‘Yanlış’ tır.

Aristoteles’in de ifade ettiği gibi bir şey hem A hem de A olmayan olamaz. Neden- sonuç ilişkisinin zorunlu olduğunu düşünen Aristoteles mantığın bir ilkesi olarak öne sürdüğü bu yargıyla evrende çelişkinin mümkün olmadığını vurgular. En genel anlamıyla çelişkinin, bir şeyin aynı anda hem kendisi hem de başka bir şey olması anlamına geldiği düşünüldüğünde bunun olanak dışı olduğunu herkes bilir. Ancak buna rağmen insanlar günlük hayatta zaman zaman çelişkili varlık ve durumlardan söz etmektedirler. Çelişkili durum ve varlıklara ancak mantık, matematik gibi örnek verilmesinin mümkün olduğu bilimler ile masal, çizgi film gibi gerçeklikle ilişkisi olmayan sanal ortamlarda yer verilebilir.

Aristoteles’in öne sürdüğü çelişmezlik ilkesini ontolojiye uyguladığımızda bir varlık hem var hem yok olamaz. Dolayısıyla bir şey ya vardır ya da yoktur. Bu ilkeye, Foucault’un 1973 tarihli ‘Bu Bir Pipo Değildir’ eserinden örnek verebiliriz.

Ressam Magritte'nin yapıtları üzerinden sözcük ile gerçeklik (nesne) arasında kurulan bağı inceleyen Foucault, altında "bu bir pipo değildir" ifadesinin bulunduğu basit bir pipo çizimine yer verir. Pipo çiziminin hemen altında böyle bir ifadeye yer verilmesi ilk bakışta bu tabloda bir çelişki bulunduğu hissini uyandırmaktadır. Çünkü resmin altındaki yazı, resimdeki imgenin ne olduğunu ifade etmek yerine onu olumsuzlamaktadır. Ancak burada dilin neye gönderme yaptığı belirsizdir (Gültekin, 2017: 50).

Burada dil, nesnenin kendisine (pipo) gönderme yapıyorsa çelişki yoktur. Çünkü bu durumda Magritte'nin eserinde nesnenin kendisine değil, yalnızca temsiline yer verildiği kabul edilmiş demektir. Ancak dil, nesnenin temsiline gönderme yapıyorsa çelişki vardır. Çünkü Magritte'nin eserinde pipo çizimine yer verilmiştir. Bu durumda çizimde varlık onaylanmakta ancak önermede ise varlık inkâr edilmektedir. Bir pipo aynı anda hem var, hem yok olamayacağı için ontolojik olarak Magritte'nin bu eserinde çelişkinin bulunduğu kabul edilmelidir.

SONUÇ

Çelişmezlik yasası gereğince içinde bulunduğumuz evrende çelişkili bir durum söz konusu olmadığından çelişkili durum ve varlıklar, insan zihninde bilişsel uyumsuzluğun ortaya çıkmasına neden olmaktadır. Uyumsuzluğa neden olan bu türden varlıklara en çok gerçeklikle ilişkisi olmayan destan, masal gibi anlatılarla çizgi film, animasyon gibi izlencelerde rastlanmaktadır. Bu türden izlencelerin bazı karakterlerinin adı dahi çelişkili kavramlardan oluşmaktadır. 'Tatlı Cadı', 'Sevimli Hayalet' bunlar arasında gelmektedir.

Çelişkinin çeşitli boyutlarının ele alındığı bu çalışmada örnekler daha çok önerme ve kavramlardan seçilmiştir. Mantık bilimi çerçevesinde düşünüldüğünde çelişmezlik ilkesine yer veren Aristoteles kendi tasarladığı Karşıtlık Karesi'nde çelişkili önermelere yer vermiştir. Çelişkili önermelerin doğruluk değerlerinin de çelişkili olması bu önermelerin bir arada doğrulanma olanaklarına sahip olmadıklarını göstermektedir. Bu bağlamda düşünüldüğünde çelişkili durum ve varlıklar ancak mantık matematik gibi zamanın durduğunun var sayıldığı disiplinlerde ve masal, çizgi film gibi gerçeklikle ilişki olmayan sanal ortamlarda söz konusu olabilir.

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Elderly welfare policies and programs in Bangladesh: Strengths and weaknesses

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ABSTRACT

The elderly issue has become a hot button among the think tank in developed and developing countries of the world from a multidimensional point of view. As a developing country, Bangladesh is no exception to this social reality. This paper attempts to know the existing policies and programs for the welfare of the elderly in Bangladesh, focusing on strengths and weaknesses. It has been prepared based on the review of secondary literature, including books, articles in journals, research reports, thesis, seminar papers, workshop handouts, conference proceedings, information from newspapers, etc. The data have been analyzed and interpreted from a sociological point of view. Based on findings, this article puts forward some recommendations which will be helpful to amend existing policies and programs and form new ones. Although the findings of this work highlighted that Bangladesh has enormous attractive policies and programs for the welfare of the elderly and which may add value to the elderly welfare policies and programs of the world, the monitoring and evaluation sides of it are very weak. This study may create ample opportunities among academics, researchers, policymakers, and learners of aging studies in the world to rethink, amend, and understand the issue to bring about successful aging.

Keywords: Elderly, Welfare, Policy, Program

INTRODUCTION

The number of older adults in the world is increasing with associated problems. According to World Population Prospects 2019 (United Nations, 2019), by 2050, 1 in 6 people in the world will be over the age of 65, up from 1 in 11 in 2019. The population in WHO South-East Asia Region is aging rapidly. While the proportion of people aged 60 or above was 9.8% in 2017, it will be increased to 13.7% and 20.3% by 2030 and by 2050, respectively (Singh, 2020), According to Rahman (2009), Demographically, population aging is a global phenomenon, and Bangladesh is also not left untouched by this demographic reality. Bangladesh is a South Asian country with the largest elderly population (Sultana, 2013). As of 2019, over 13 million people living in Bangladesh are aged over 60, which is 8% of the country's total population. The proportion of older people is expected to double to 21.9% in 2050, with 36 million people over 60. This

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means that for every five Bangladeshis, one will be a senior citizen (HelpAge Asia, 2020). This changing situation and the impact of other disadvantageous socio-economic and cultural conditions are creating problems and unhappiness for many elderly people, especially for the poor and dependent elderly. In some cases, the role played by them is not expected by the member of the family as well as the people of the society. Again, they are playing many imposed roles that are against their status. After all, the role and status of the elderly have changed and become a complicated topic of discussion in the present era. The elderly had inevitable roles and satisfactory status in the maximum societies of the world from time immemorial. Sociological and Anthropological studies also reveal that during prehistory, the elderly were respected and highly praised. In the case of Hebrews, the elderly had essential functions. In Egyptian civilization, the elderly placed a social role as educators and guides for the youth. Although, in hunting and gathering societies age was seen as a burden, pastoral, horticultural, and agrarian societies tend toward the veneration of the elderly. The Chinese tradition has always called for respect for the elderly. The Elderly had absolute authority over their family members and other members of society. We know that the Japanese have a cultural tradition to respect old men. They reserve certain seats on buses and trains for the elderly. Arrange 61st birthday, use respectful language when they speak with the elderly, sponsor sports day for the elderly, and provide economic, medical, and social support. India and Bangladesh have strong family ties and institutions of the joint family for taking care of the elderly. But the changes in the living arrangements and family structure due to industrialization, urbanization, and media revolution hurt the quality of life of the aged people. Once they were guardians, venerable counselors, advisors, and heads of the family and society. Now they became a negligible and less important group due to changing socio-economic, cultural, and demographic conditions. Thinkers are almost agreeing that until the year 1961, both the birth and death rates were high but the percentage of the elderly was low. At present, it is in reverse condition. On the other hand, some unavoidable factors including the breakdown of joint family, advancement of technology, worship of the young generation by media, urbanization, globalization, modernization, capitalism, loss of socio-religious ties, etc. are disassociating the elderly from the role they are enacting and the status they are

enjoying. Bangladesh has taken various initiatives for the well-being, dignity, and development of older persons. Our government has paid much attention to formulating elderly social support programs and welfare-based legal frameworks. Older persons deserve more attention and care from the State and society but their rights are not being ensured extensively in Bangladesh. The problem underlies the fact that this issue has been prioritized at the policy level and that the laws and practices in place are not properly implemented. The government has initiated some programs including pension, gratuity, welfare fund, group insurance and provident fund for retired Government officials and employees, Old Age Allowance (OAA), the Allowances for the Widow, Deserted and Destitute Women, the Vulnerable Group Development (VGF) etc. Unfortunately, a negligible number of elderly are beneficiaries of these programs. Besides, these programs have some associated structural problems which discourage the elderly from avail of these programs. Hence, an attempt has been made in this paper to point out the strengths and weaknesses of these programs to formulate new elderly welfare policies and programs or amend the existing ones.

OBJECTIVE AND METHODOLOGY

Methodology means a general orientation about how research is done (Marvasti, 2004). The objectives of the research are to be smart, specific, and realistic. However, the objective of this paper is to assess the elderly welfare policies and programs of Bangladesh with its strengths and weaknesses. Secondary analysis as a method has been applied in this study. It is a form of research that uses existing data to perform a new study. Researchers use secondary data to save time and resources that would have been spent on primary data collection. Mere it is not enough, to use this type of data, comparative analysis can be possible on the one hand, and on the other hand, the researcher can gain insight. The secondary data analysis process can be applied both quantitatively and qualitatively depending on the kind of data the researcher is ready to deal with. The quantitative method of secondary data analysis is used on numerical data while the qualitative method uses words to provide in-depth information about data. It is also called a nonreactive research technique. Because the things being studied are not aware that they are part of the project. According to Neuman (2011:320), in the

secondary analysis technique, researchers examine the data in new ways to address new questions. Popular tools used to collect secondary data include; bots, devices, libraries, etc. This paper used data from the internet, libraries, government and non-government agencies, commercial (Newspaper, Magazine), and personal (Unpublished thesis) sources.

FINDINGS

Existing Policies and Programs for the Elderly taken by Bangladesh Government:

The rights of the elderly have been given by our father of the nation Bangabandhu Sheikh Mujibur Rahman, in the constitution of 1972 (Section 15 a, b, c, d). After the Vienna conference in 1982, Bangladesh formed a national committee on aging, which was inactive in nature. Through the third five-year planning (1985-90), Bangladesh emphasized the aging issue which was also really showy in nature. Awami League-led government in the 1997-98 fiscal year enacted the old age allowance program. (Initially, it was 100 taka per month now it is 500 taka). This is a good initiative but its coverage is limited and entangled by problems including a lack of monitoring and evaluation. In 1999 Bangladesh Government established six Shanti Nibash in six divisions of Bangladesh (Dhaka, Rajshahi, Chittagong, Khulna, Sylhet, and Barishal) in each Shanty Nibash 100 hundred elderly including 50 males and 50 females were supposed to keep and provide their essential facilities. Moreover, old home scarcity for disabled elderly is prevalent in our country. According to Kabir (2015), No old homes for a disabled elders in the country whether run by the government or non-government organizations. It should be set up at every union level with sufficient facilities. The National Health Policy 2008 focused the old age people getting service from all national healthcare centers and access to the local hospitals. Unfortunately, the lack of implementation and accessibility, poor elderly are not able to get these services exactly. The parliament has enacted The Maintenance of Parents Act, 2013 enshrining the legal obligation on the part of the children to maintain their parents and grandparents with penalty and punishment for failing to do so (The Parents Maintenance Act 2013). It should form a team to monitor its implementation. In the 8th national pay scale and services of 2013 Government has kept provision to maintain a six-member family including

superannuated parents. Besides, it is also essential to look into its monitoring and implementation sides. The Act can be considered a milestone in the arena of the rights of elderly people. It ensures the right to food, cloth, shelter, and medical facilities for parents and grandparents. In the case of separate living of the parents, the children are responsible to give them a reasonable amount of money from their daily, monthly, or yearly income. The law also ensures the parent's maintenance through equal responsibilities of male and female children. Another important provision entails that the children shall never compel their parents to live in their parents' care or any other place against their will. It is not free from some drawbacks in terms of its monitoring and evaluation aspects. National Elderly Policy 2013 is a remarkable elderly welfare policy in Bangladesh. Through this policy, some programs have been taken to ensure a responsible and safe, workable atmosphere for the old. Some of the seats of all transports will be kept reserved for them. Old homes will also be established (Bangladesh Gadget, 2014). Although the policy is a positive initiative, due to a lack of a specific legal framework and sincere efforts from the concerned ministries, it is yet to be not properly implemented. Most of the older people and service-providing authorities are unaware of the policy. Also, the elderly people are not getting public transport facilities, residential establishments, separate healthcare at the grassroots level, and other infrastructure in hospitals, airports, buildings, and different recreational places, as envisaged under the policy. In 2017, the Foundation for the Development of Older Person Act (Draft) was prepared under the Ministry of Social Welfare. The government has planned to establish 'Elders Development Foundation' (Probin Unnayan Foundation) by enacting the Foundation for the Development of Older Person Act. Considering the present demands of the elderly, the law should be executed in national policy and for providing social service facilities to ease the plight of the older people for achieving the Sustainable Development Goals by 2030. The government is also supposed to take initiatives to attract the private sector in this regard. These are good initiatives but it needs close monitoring and implementation. Undoubtedly, the Bangladesh Awami League-led government is elderly-friendly. It has taken many steps for the betterment of our senior citizens since the birth of Bangladesh. If they implement it at any cost as

Bangladesh is going to achieve the goals of SDGs, many problems of the elderly will be alleviated.

Initiatives of Non-government organizations in Bangladesh

Many governmental and non-governmental organizations are working for the elderly in Bangladesh partially through their direct and indirect initiatives (Nahid, 2019). Bangladesh Association for the Aged and Institute of Geriatric Medicine (BAAIGM) is the pioneer national organization that takes a comprehensive care service, including residential and healthcare facilities for the welfare of the elderly people in Bangladesh. Retired officers Welfare Association (Dhaka), Retired Police Officers Welfare Association (Dhaka), Rehabilitation Center for Aged and Child, Service Center for Elderly People (Rajshahi), Elderly Development Initiative (Manikganj), Senakalyan Sangstha, etc. are also undertaking some programs towards the elderly people in Bangladesh. Resource Integration Center (RIC) and Bangladesh Women Health Coalition (BWHC), two member organizations of the Asia Training Center on Aging (ATCOA, 2000), are implementing a pilot project for the development of women's health and status. Rotary Club, Lions Club, Girls Guide, Zayed Dream Care Mothers Home, Apon Ghor, Nijer Ghor, Antore Apon, etc. also are taking part in aging care services. YPSA elderly care and support activities: Sitakund Model launched an elderly care and support program in the southeastern part of Bangladesh. The project targeted remote coastal rural areas for piloting purposes. But all these existing services are unable to meet the demands of a large number of aged people in Bangladesh for some constraints and limitations.

RECOMMENDATIONS

Aging is a situation that is not by born. Everyone will have to face this unless someone dies earlier. It is also a pathetic condition that the person who has done many things for the betterment of the family, society, and country as a whole but they are to face various problems when they are almost helpless in terms of physical, mental social, economic, and psychological. Family is still the best caring institution to support the elderly. According to Islam and Nath (2013), there is social, cultural, and religious tradition for caring for older members in a family environment. Bangladesh is going to be a middle-

income country. It is trying to achieve the goals of SDGs by 2030. So, for our sustainable development, it is required to give importance to all classes of people including our senior citizens. Keeping these in mind, some recommendations are given to bring out the welfare of the elderly with existing plans and programs. These are: (1) Bangladesh lacks adequate public programs for the elderly. Some programs are available but lack monitoring and transparency. It should be taken into consideration. The government has realized the need and importance of supporting its senior population through old age allowance, old homes, etc. This is also limited. Although in old homes, the elderly will lead aquariums or life in a zoo in the land of glorious heritage, it is needed to expand at all union levels. So, these types of programs should make available for the elderly of the extremely poor. The elderly population, both in rural and urban areas, depend on the private sector for their health care services because public sector services have many shortcomings such as poor quality of services, communication problems, influence, etc. It should be taken into consideration. Community clinics for the elderly can be set up separately. Policymakers should examine different elderly-friendly policies that might make family members more capable of caring for their elderly, such as educational and training programs for the caregiver. The government can start training programs for the family members with incentives. They may give priority to the young generation. Those who are young generation today will be elderly in the future. They should save money and form associations and organizations to help the elderly who are helpless and destitute so that the culture of helping and respecting senior citizens is nourished and exercised among the next generation. Government should start a program for rewarding the family who cares for the elderly most and punishing those who are careless to the elderly. They may form a mobile team to look into this matter. With these results, the people of the country will be motivated to for caring the elderly. Household security should be ensured among the elderly because they need a socio-calm environment for their mental refreshment. If they are not secure in their homes, it is not possible to ensure their enjoyable role and status in the family. Mass media can undertake various awareness arising programs in favor of the elderly so that the people of society can be aware of the elderly. Government can make it compulsory for all channels to telecast some conscious

programs for caring elderly like BTV noon news. Informal caregiving should be enhanced. In this regard, caregiving and interaction systems should be increased. Family members should care for them willingly and education, information, and counseling are needed to enable families to decide with the elderly in the caregiving system. It is necessary to develop more income-generative projects for the elderly in rural areas of Bangladesh so that the elderly can be self-sufficient and economically active. (It may be funding for the domestication of livestock, small grocery, small business activity, handicrafts, etc.). For the measures of the aging problem, the non-government organization should take some volunteer programs for the destitute, low or no income, displaced, or disabled elderly group. They should take necessary programs for improving the quality of life, and income generating steps; create recreation centers, and motivational and consciousness programs. Though they have some programs such as the Bangladesh Association for the Aged and Institute of Geriatric Medicine (BAAIAM), Probin Hitaishi Sangha (PHS), Rehabilitation Center for Aged and Child, Service Center for Elderly People (Rajshahi), Elderly Development Initiative (Manikganj), Senakalyan Sangstha, Resource Integration Center (RIC) and Bangladesh Women Health Coalition (BWHC), two member organizations of Asia Training Center on Aging (ATCOA), etc. are working for the elderly, these are not enough and all the elderly do not access to this. Women can play better roles than men because in rural society, women, especially the son's wife, spend maximum time in the family. So, their proper care, interaction, and relationship with the elderly help them to enjoy better roles and status, no doubt.

CONCLUSION

Elderly populations are undoubtedly the assets of any country for their bridging and cementing role based on wisdom, knowledge, expertise, and experience. Previously, the family and village community would look upon them as the real helmsman of the boat of the family and society. As the present government is very sympathetic to the elderly, it is possible to improve the condition of the elderly through the various steps mentioned above. We all should come forward to strengthen the development hands of our government with a humanistic approach taking lessons from the speech of former Indian president APJ Abdul

Kalam that “A lighting candle loses nothing by lighting another one (Kalam, 2014)”. Besides, it is essential to pay our good grace to all elderly in our settings.

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Post-partum knowledge and practices among adolescent mothers of Northern Bangladesh

Rawnaq Ara PARVIN¹

Abstract

Globally, around 16 million women aged 15 to 19 years give birth per year, accounting for approximately 11% of all deliveries, and two million girls under the age of 15, with 70,000 adolescent mothers dying in developing countries as a result of maternal delivery complications. In Bangladesh, adolescent girls become mothers before opting for pregnancy, and these pregnancies have higher maternal complications than regular pregnancies. One of the most essential variables that enable adolescent mothers to receive sufficient post-natal health services is their understanding of health. This research aims to determine attitudes toward postnatal maternal health care and the factors that influence adolescent mothers receiving PNC in Chapinawabganj, Bangladesh's northern region. A total of 101 adolescent mothers were interviewed using a predesigned and open-ended structured questionnaire after receiving informed consent, utilizing the Andersen-Newman model as a conceptual framework, in an 8-month cross-sectional study. Within 1.5 months of delivery, 45.5 % of adolescent mothers obtained any maternal health services; nevertheless, the majority of them (51.5 %) did not receive vital services, due to financial difficulties and a lack of knowledge. The rest of them (3.00 %) could not recall receiving it. Episiotomy was required in 11.89 % of adolescent mothers, according to the study. Physical complication frequently disrupts major health concerns as well as daily activities. The lack of understanding of maternal health services among adolescent mothers, along with their perception of susceptibility, determines their use of post-natal maternal health care. This cohort has a high demand for tailored maternal health education and easily accessible services.

Keywords: Adolescent mothers, Post-partum care, Maternal complicacy, Delivery place, Mode of delivery

INTRODUCTION

Adolescent pregnancy is teen pregnancy in women aged between 13-19 years (Rexhepi et al, 2019) and is a gravestone public health issue that affects both socioeconomic and physical factors. Globally, around 16 million women aged 15 to 19 years give birth per year, accounting for approximately 11% of all deliveries, and two million girls under the age of 15, with 70,000 adolescent mothers dying in developing countries as a result of maternal delivery complications. (WHO, 2014; Sultana, 2019). In LMICs, 40% of girls are

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married by the age they turn 20 and nearly 20 % will have given birth (Darroch et al, 2016). Such pregnancy has physiological complications in young, biologically immature mothers. These practices affect receiving maternal care and are exacerbated by undernutrition and insufficient prenatal and post-natal knowledge. Adolescent mothers are more likely to suffer from obstructed delivery and other severe childbirth- and pregnancy-related complications. Adolescent pregnant mothers face additional demands for normal growth and development due to the increased nutritional needs of a growing fetus, and they have short stature and smaller pelvic size (Finlay et al, 2011). Several studies have pointed out adolescent pregnancy can lead to morbidities, such as preterm birth, preeclampsia, eclampsia, puerperal endometriosis, miscarriage, preterm premature rupture of membranes, and, maternal mortality (Parvin et al; 2022). The risk of maternal mortality is highest for 15 years teenage girls and pregnancy and childbirth-related complications are higher among adolescent girls aged 10-19, as compared to women aged 20-24 (Ganchimeg, 2014; WHO, 2019). In South Asia, Bangladesh has the highest rate (35%) of adolescent pregnancy (NIPORT, 2015). In Bangladesh, adolescent girls become mothers before opting for pregnancy, and these pregnancies have higher maternal complications than normal pregnancies (Akseer et al, 2022; Parvin et al; 2022). Despite, some progress in maternal health status, the estimated maternal mortality ratio (MMR) in BMMS 2016 is 196 per 100,000 live births; the rate has remained almost unchanged in Bangladesh since 2010. In this regard the 4th Health, Population, and Nutrition sector Program 2017-2022 have set the target of reaching an MMR of 105 per 100,000 live births in 2022, the risk of maternal death is high among first-time mothers (215 per 100,000 live births) as well as for parties 4 or higher (BMSS,2016). Maternal death occurs during pregnancy or in the post-natal period after verification, compounded by ANC, DC, and Post-natal care (PNC) receiving socioeconomic factors. Adolescent mothers are naive to reproductive and maternal health. Their knowledge in this regard is very few and health-seeking behaviors are also low, the risk of maternal complicacy and maternal and neonatal mortality are more associated with socioeconomic factors like (education, income, knowledge and perception, family, religion, attitude, belief, values, availability, and accessibility of services, family power structure,

etc.) (Andersen and Newman, 1973) than with the biological effects of age. As a result, an in-depth analysis and substantial discussion of adolescent mothers' perceptions and awareness regarding PNC within the current socio-cultural settings in Northern, Bangladesh is conducted. Adequate socioeconomic status, literacy, and adequate prenatal and postpartum care foster women's pregnancies outcome. Post-natal and delivery care knowledge deficiencies may increase the risk of mother and neonatal morbidity and mortality. According to analysis, women faced various difficulties before and after birth. In addition to practical difficulties. Therefore, this research aimed to explore the behavioral attitudes on post-natal maternal health care and the factors that influence adolescent mothers receiving PNC in Chapinawabganj, Bangladesh. The effect of early pregnancy on adolescent health in terms of complications during pregnancy and problems during childbirth was also studied.

Materials and Methods

The research used a mixed approach to collect information from teenage mothers (aged 12-20). Using an open-ended standardized questionnaire, case studies and interviews with adolescent mothers were used to triangulate and test the findings. The study was carried out in Bangladesh's Chapainwabganj district of the Rajshahi division. We purposively chose married adolescent mothers living in the Volahat, Hosenvita, and Kanshat Unions of Chapainwabganj. For those residing in these places, socioeconomic situations, cultural customs, beliefs, and accessibility to maternal health services are comparable. 101 participants were surveyed to get both quantitative and qualitative data. We gathered information from community health workers, community members, the government, non-governmental organizations, and healthcare professionals in addition to married adolescent females, who made up the majority of the study population. Questionnaires and in-depth interviews were used to gather information from adolescent mothers (IDIs). They were asked about their behavioral attitudes toward post-natal maternal health care and the factors that influence them in receiving PNC. They were also asked about the health effect of their pregnancy in terms of complications. The data was gathered by two female researchers who were sociologists with experience in conducting IDIs. Prejudices could be reduced during interviews by hiring and training research assistants to do so (i.e. dominant respondent bias, shyness bias). They used the memory recall theory to make sure that the respondents' responses were accurate. To confirm the project's quality, a research plan was created

before its initiation, and a field test was carried out in Volahat Union. Data were analyzed using Statistical Package for Social Science (SPSS) version 20.0, tabulation calculates the %age, Standard deviation, and means of responses, using the Andersen-Newman model as a coding guide (Andersen and Newman, 1973). The Anderson model is a paradigm grounded in the theory that focuses on healthcare use as a model in which three variables—predisposing factors, need factors, and enabling factors—decide people's access to healthcare services. The model therefore successfully revealed the knowledge and perspective of adolescent mothers, influencing attitudes towards PNC healthcare-seeking behavior. An initial coding format was made based on the objective of the study after reading a section of the transcripts. Each piece of information was reviewed to make sure it was still pertinent whenever new codes or themes were incorporated into the system. The information acquired from the questionnaire, IDIs, and case study was carefully examined several times to get a feel of the entire.

Ethical Considerations

The local government entities approved the research protocol, and all subjects verbally consented.

FINDINGS

Table 1.

The general demographics and socio-economic characteristics of subjects

Variable		No.	%
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The general demographics and socio-economic characteristics of subjects			
Age groups (years)	>18	19	18.8
	<18	82	81.2
Religion	Islam	93	92.08
	Hinduism	8	7.92
Level of Education	Literate	8	7.9
	1-5 Grade (Primary)	15	14.87
	6-10 Grade (Secondary)	59	58.42
	11-12 Grade (H.S.C)	11	10.89
	Degree-Honors	7	6.93
	Masters	1	0.99
Marital Status	Married	93	92.07
	Divorced	5	4.95
	Separated	2	1.99
	Widow	1	0.99
Occupation	Housewife	69	68.32

Variable		No.	%
The general demographics and socio-economic characteristics of subjects			
	Job	3	2.97
	Business	5	4.95
	Student	16	15.84
	Day laborer	8	7.92
Husband's occupation	Job	16	15.83
	Business	23	22.80
	Student	4	3.95
	Day laborer	51	50.49
	Others	6	5.94
	Expat	1	0.99
Family Size Mean 4.34 SD 1.430	1-4	56	55.45
	4-8	45	44.55

Variable		No.	%
The general demographics and socio-economic characteristics of subjects			
Monthly Family Income (in BDT)	1500-8000	34	33.67
Mean 13495.05 SD 7953.142	8001-17500	42	41.58
	17501-27000	19	18.81
	27001-36000	4	3.96
	36001-46000	2	1.98
Monthly Family Expenditure (BDT) Mean 10435.99 SD 5928.829			
Age at Marriage	5-12	4	3.96
Mean 15.81 SD 2.444	12-19	6	95.04

The general demographics and socio-economic characteristics of the subjects are detailed in Table 1

The majority (81.2%) of the respondents were under 20 years of old and rest of them were under 18 years old, and (92.8%) were Muslims.

This study leads to this statement that, 14.85% of respondents received primary education, 58.42% received secondary education, and only 10.89% received higher secondary education (Table 1), most of them (58.42) completed 6-10 grades followed by those who completed primarily to tertiary levels of education. As entire respondents were adolescent mothers (91.08%) their current marital status is married, and others have experienced divorce and widowhood.

More than half (68.32%) of the respondents were disengaged in service, acting as homemakers. And (50.49%) of their husbands are day laborers. The largest family size group was 1-4 members, which made up 55.45% of the entire sample. Mean family size 4.34 ((Mean \pm SD, 4.34 \pm 1.430).

The mean income level is 13495.05 (Mean \pm SD, 13495.05 \pm 7953.142), (41.58%) of the adolescents' mother's monthly family income is between 8001-17500 Taka. Mean family expenditure 10435.99 BDT ((Mean \pm SD, 10435.99 \pm 5928.829).

Nearly all mothers married (95.04%) between 12-19 years. The mean age of marriage is 15.81 (Mean \pm SD, 15.81 \pm 2.444).

Variable		No	%
Attitude and complications from post-natal health care& Utilizing PNC			
ANC received during the last delivery partum	Received	84	83.2
	Not received	17	16.8
Did you receive any maternal health services within the 1.5 months of your delivery?	Received	46	45.50
	Not received	52	51.50
	Could not recall	3	3.00
What were the adversities faced by adolescent pregnancy?	No adversities	18	17.82
	Maternal complicacies	69	68.32
	Neonatal complicacies	4	3.96
	Study discontinuation	10	9.90
Mode of delivery	Normal	47	46.53
	Cesarian	42	41.58
	Episiotomy	12	11.89
Delivery place	By TBA	26	25.75
	At GOVT. Hospital	37	36.63
	At N.G.O run hospital	10	9.90
	Private clinic	28	27.72
Complicacies and health risks faced after the	Perineal tear	5	4.95

Variable		No	%
Attitude and complications from post-natal health care& Utilizing PNC			
post-partum period within 1.5 months			
	Post-Partum Haemorrhage	5	4.95
	Convulsion	7	6.93
	High fever	8	7.92
	Bacterial vaginosis	2	1.98
	Injury Infection	8	7.92
	Breast protuberances	2	1.98
	Endometritis/Severe pelvic pain	13	12.87
	Chest pain & Suffocation	2	1.98
	Genital/Uterine prolapse	2	1.98
	No complication	47	46.54
Present maternal condition	Mother	74	73.27
Mean 1.9901 SD 09950	Mother&Pregnant	24	23.76
	Mother, Miscarriage & Abortion	3	2.97

A significant portion of adolescent mothers (83.2%) have received 4 or more antenatal services required by routine maternal health care, and 16.8% of the subjects didn't attend any antenatal checks.

The majority of the respondents (51.50%) didn't receive any maternal health services within the 1.5 months of delivery, as practiced customs all around Bangladesh, concerns about the outing of new moms within 45 days are affecting receiving post-natal checkups in this population. 68.32% of the adolescent mothers reported maternal complicity faced from adolescent pregnancy.

The adolescent mother's suffering was acute due to episiotomy, an alarming number (11.89%) of the delivery mode was episiotomy. Only 46.53% of the mothers could bear a child in normal mode.

TBA is still a preferred delivery assistant in rural settings, (25.75%) of the delivery was run by TBA, Beliefs about both injunctive and descriptive social norms, such as whom the respondent believes is more important and the %age of people who think their husband and in-laws will approve of her for being frugal, are some of the biggest predictors of TBA choice in this population. (36.63%) of them went to GOVT. hospitals for delivery. Place of delivery decisions frequently involves individual autonomy and religious convictions. In this study, we evaluated individual agencies about preferred delivery places (Table 2).

"My activities won't have much of an impact on whether or not I get PNC; whether or not the baby will be healthy is solely a matter of God's will or luck."

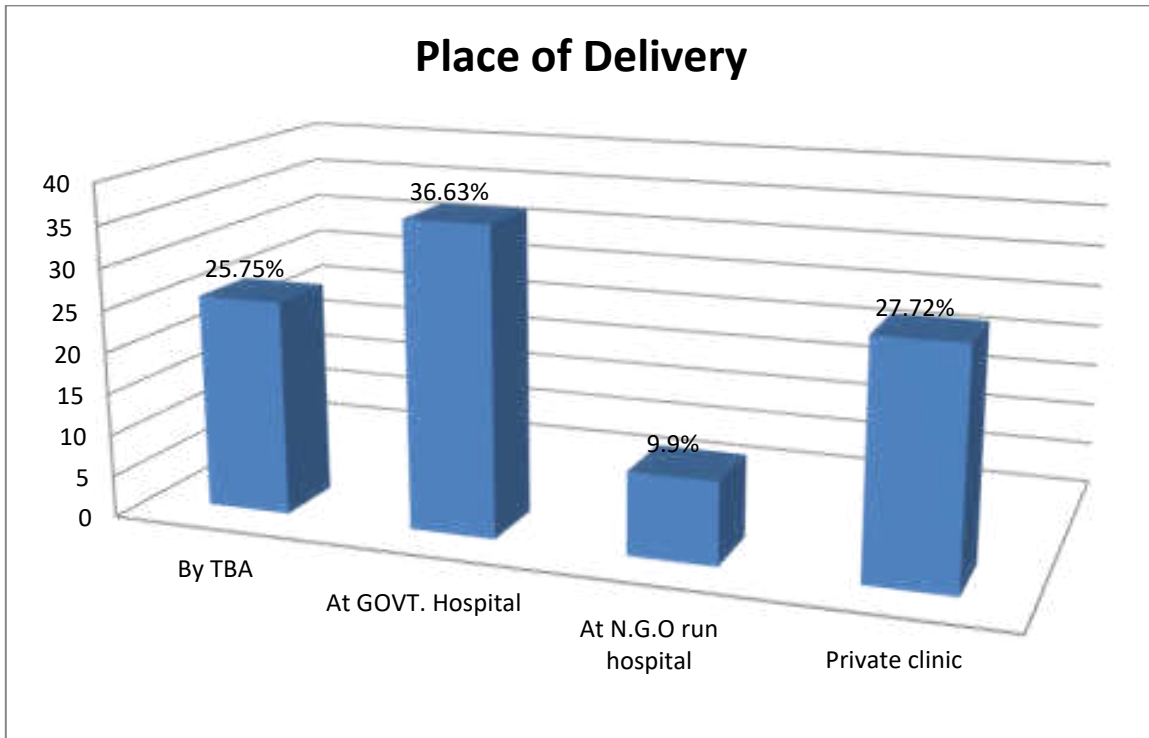


Figure 1. Delivery performers of the participants during the delivery of their last baby

Source: Field Research, 2019

Around half (53.46%) of women had obstetric complications including Endometriosis/Severe pelvic pain (12.87%), High fever (7.92%), Convulsion (6.93%), Perineal tear (4.95%), Post-Partum Haemorrhage (4.95%), etc during and after the post-partum period within 1.5 months.

Though all are mothers, (73.27%) of them are mothers, meanwhile, (2.97%) of the respondents experienced miscarriage and abortion after or before motherhood. The rest of the mothers are undergoing pregnancies.

Discussion

The findings of this study reveal that young women, particularly adolescent mothers, are more likely to experience adverse birth outcomes. Similar to how one systematic cohort data evaluation revealed that unfavorable outcomes were prevalent—the youngest adolescent mothers had SGA, LBW, and premature babies at rates of 35%, 26%, and 23%,

respectively (Kalam et al, 2021)—our investigation also supported this. The majority of respondents to this research (81.2%) were under 20 years old, and the minority were under 18 years old. The risk of maternal complications including stillbirth, which is common in older mothers (30+ Age), was not substantially correlated with maternal age. In their investigations, Akseer et al. (2022) have demonstrated that adolescent women do not frequently have stillbirths.

Receiving ANC, the majority of adolescent mothers (58.42) who completed grades 6 through 10 and those who completed primarily tertiary levels of education were more likely to attend medical facilities for ANC and PNC than those who had no formal education. Multiple studies have shown that women who are educated using maternal health services more frequently. Two studies conducted in Nigeria and Bangladesh stated that women with primary education levels were more likely to utilize ANC (Dairo & Owoyokun 2010; Ali et al, 2018).

For example, was among the factors our study focused on with social norms as assessed by participants 83.2 % of participants received ANC in this KAP analysis. In our study, the mean income level is 13495.05 (Mean \pm SD, 13495.05 \pm 7953.142), (41.58%) of the adolescents' mother's monthly family income is between 8001-17500 Taka. Previous publications suggest that payment for deliveries could be a barrier to the use of ANC health services by trained providers for those in the poorest segments of the population when indirect costs are taken into account, such as those that the women and those who accompany them are likely to incur (such as transport costs, medicine costs, and checkup costs) (WHO, 2007; Dahab & Sakellariou, 2020).

Bangladesh is still lagging in postpartum care. Our study revealed that there is no perceived need for PNC services even though educated women in Bangladesh were advised to drink milk, ghee, butter, specific types of fish, and black cumin to increase the amount of breast milk and to eat garlic to speed up the process of "drying of the womb", The results of this study are comparable to those of others who did research in West Bengal (Bandyopadhyay, 2009). The majority of the women in this study were housewives, and the majority of the

respondents' husbands worked in the service sector. Women and their spouses' work engagement are linked to ANC and PNC. Lack of understanding and utilization of maternal health services could be one explanation.

Our findings are supported by the research of Shahabuddin (2015) conducted in Bangladesh, very few mothers seek postpartum care from skilled professionals. Despite the postpartum period being one of the most dangerous times for the incidence of life-threatening disorders, thus Bangladesh Government envisages the priority of 80% PNC coverage within 48 h from an 'SBA' by 2025 and 100% by 2030 (MOHFW, 2019)

Regretfully, the authors discovered only two studies about postnatal care utilization by delivery place. Consequently, it is important to review the practice of charging women for ANC and PNC services.

We examined the impact of adolescent maternal health outcomes, 68.32% of teenage mothers reported maternal complicacy faced from adolescent pregnancy. A study done in Myanmar revealed that adolescent mothers reported significantly higher rates of inadequate AN visits (18.3% vs. 11.4%), serology positive at AN visits (16.7% vs. 6.4%), anemia (23 vs. 7.8%), PROM (26.7 vs. 15.1 %), eclampsia (15 vs. 6.6%), emergency CS (31.7 vs. 18.7%), low Apgar scores (10 vs. 3%), and preterm births (11.6 % vs. 3 %) (Aung, 2017), the existing evidence support our findings, that around half (53.46%) of women had obstetric complications including Endometriosis/Severe pelvic pain (12.87%), High fever (7.92%), Convulsion (6.93%), Perineal tear(4.95%), Post-Partum Haemorrhage (4.95%), etc during and after the post-partum period within 1.5 months. In Addition, Post-partum hemorrhage and Eclampsia were found to be the first and second most common direct causes of maternal death in Bangladesh, respectively (Warren et al, 2015).

These features are salient for initial intentions to seek care from Imams, traditional healers, spiritual healers, or village doctors, lack of PNC care, decision-making delays, delays in getting to the right facility for treatment, and a lack of trained or skilled service providers,

such as community service providers, in identifying and managing labor patients. One respondent stated:

"We do not pass the door of our home within 45 days after delivery and health personnel are not permitted to visit us due to family barrier [in-laws do not permit us to cross the *JAMDUAR* (Door)]. Usually, if we can't handle the severity, we visit hospitals last moment."

We found that risks also exist for adolescent mothers who experienced episiotomy, an alarming number (11.89%) of the delivery mode was episiotomy. The predominantly small size of adolescents' fetuses explains the low C-section rates among them, but episiotomy trigger adolescents' enormous strain. This finding is similar to research done in Brazil which illustrated that episiotomies were common among primiparous women (75%) (Carvalho & Brito 2016). In our study, many adolescent mothers reported pain in the perineum and vulva for several weeks, especially if there was tissue damage or an episiotomy. Only 46.53% of the mothers could give birth to a child in a normal mode.

Though all are mothers, (73.27%) of them are mothers, meanwhile, (2.97%) of the respondents experienced miscarriage and abortion after or before motherhood. The rest of the mothers are undergoing pregnancies. A report from the WHO (2020) fact sheet also found that 3.9 million unsafe abortions among girls between the ages of 15 and 19 are committed annually, which increases maternal mortality and other short- and long-term health issues (WHO,2020). The issues are more severe for women who opt to give birth.

Adolescent mothers frequently worry that if they disclose having health difficulties, their spouses would abandon them. Stigma was grown by the woman's incapacity to take care of the home and satisfy her husband's sexual needs, as well as by misconceptions about the underlying causes of these impairments and the difficulty of the affected women to conform to gender roles.

CONCLUSIONS

Over the last decades, Bangladesh has achieved significant success in the healthcare sector. Utilization of post-partum care and maternal health services continues to make gradual progress. The results of this investigation indicate that PNC begins with the use of ANC. It is possible that the continued development of these services would encourage more people to use reproductive care during the crucial postpartum period. The analysis concludes by pointing out necessary elements, enabling, and predisposing to receive PNC of birth and mortality outcomes. These findings urge more research due to the poor knowledge and practices among adolescent mothers, even though we have not yet uncovered the causes of the enabling factors, whether biological or environmental. To reduce neonatal fatalities and improve pregnancy outcomes globally, targeted programs for community sensitization for maternal and neonatal care will be required in the meantime. We recommend authorities, sponsors, and decision-makers pay special attention to these vulnerable female groups, which are essential to the achievement of the Sustainable development goals (SDGs).

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Contemporary teaching methods and strategies in higher education institutions

Taliko ZHVANIA¹, Tamar KUPREISHVILI²

Abstract

One of the important issues of the higher education institutions in Georgia is the introduction of modern teaching methods and strategies, such as distance and e-learning. Contemporary teaching methods are constantly changing the times and times and with the challenges. The new Covid pandemic of the twenty-first century clearly showed the world how differently they should be conducted the educational process, which is accompanied by a change in teaching methods. The various possibilities of e-learning were used actively in the educational process from the contemporary teaching methods.

Using information/communication technologies to utilize contemporary teaching methods became a meaningful part of higher educational institutions. Both, for the promotion and development of the elements of the innovative pedagogy, as well as to activate students and get them interested in the learning material in the learning/teaching processes.

Keywords: Teaching methods, Multidimensional environment, E-learning, LMS Moodle, Information technologies.

INTRODUCTION

Today, after changing the classical study methods, we have contemporary teaching and learning methods, which is depended on the student's achievements, engagement, and well-being. To get the excellent result it is necessary to consider a lot of things, such as are positive climate for teaching and learning; professional leadership; excellence in teaching and learning; curriculum planning and assessment; evidence-based high-impact teaching strategies; empowering students, and building school pride; setting expectation and promoting inclusion.

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A positive climate for teaching and learning divides itself into some different parts. The first, and most important is the classroom's multidimensional environment, comprising psychological and social interactions.

A positive climate is not only the teachers' responsibility but also, a main part of the University. Because the approaches to students have changed in contemporary teaching and learning methods, for the best results, student well-being is centered.

For creating a positive climate, it is necessary strong relationships between students and professors, which results are happy, healthy, resilient, successful, active, and informed students.

There are some models, that work on the core elements of developing the learning and well-being of students. One of them is the FISO 2.0 with its 5 core elements, which realize the goals of excellence: leadership, teaching, learning, assessment, engagement, support, and recourses (Department of Education and Training, 2022, 4). (See the Diagram 1 below).



Diagram 1. FISO 2.0

Educators are constantly working to improve their practice, resulting in students learning more and more. This is one of the main ways and strategies of effective teaching. The development of effective strategies can only be measured by measuring student learning outcomes. Reflecting on the results of multi-faced strategies and building professional knowledge is visible from the student's acquired knowledge. For more effectiveness,

educators are using different methodologies (Department of Education and Training, 2020, 5-9).

Some steps have to be taken into account: setting goals, structuring lessons, explicit teaching, worked examples, collaborative learning, multiple exposures, questioning, feedback, metacognitive strategies, different teaching, etc.

Technological progress has invaded all spheres of life and what was unimaginable not long ago has become a reality today. Sophisticated, high-tech infrastructure and modern means of communication have completely changed the established way of thinking and worldview.

Due to its ease of use and convenience, the Internet occupies a place in all spheres of life, among which the education system is one of the main places. Many software programs have been created that provide the opportunity to use the Internet most effectively in the process of receiving education.

Method

The traditional Georgian education system rarely used modern information technologies over the years. The learning process was mostly based on direct contact between the student and the teacher, and the learning environment was localized within the educational institution.

A new challenge for teachers started when the Covid-19 pandemic appeared in the world. In this case, the most important thing was to use different opportunities. Because, due to the pandemic, the world was forced to changeover to distance learning. Along with this, it became mandatory for teachers to develop new teaching methods and forms of teaching, to introduce innovations. There has been a need to equip teachers with digital skills as much as possible so that the learning/teaching process can proceed without modern disruption.

Among these information technologies, distance learning systems are one of the most approaching. The learning management system Moodle and its tools are important for creating one such electronic environment. (Kapanadze, D., Lominadze, T., Zhvania, T., Todua, T., & Kobiashvili, A., 2008, 4-5).

Since the beginning of the pandemic, higher education institutions have had to react very quickly in order not to interrupt the learning process. In the example of the Technical University of Georgia, it can be said that this process was not difficult for the university. Since 2009, the University has been using the LMS Moodle platform for the evaluation of midterm and final exams, and formative and Summative assessments of university subjects. However, the need for online learning caused by the new covid pandemic has created a commitment to move all university courses to the Moodle platform. (Pasqualin, L., Maierhofer, C., Mossbock, Ch., & Pernold, E. 2022, 13).

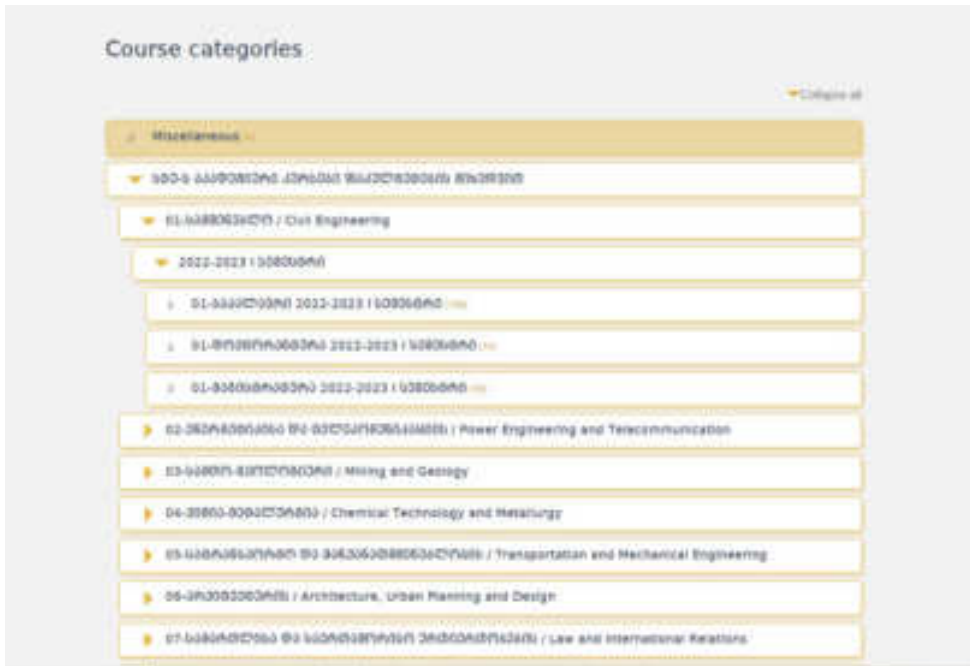
In the process of creating a distance learning environment, the technologies used for its organization are very important. The technologies of e-learning organizations must provide the most effective and flexible environment for the users of the system. The key to success in creating a modern distance learning environment is to select the type of software that exactly matches the requirements and specifications of a particular learning environment. As is shown on the Diagram (See Diagram 1).

Using the LMS system, it is possible to create effective training courses (a course using flash components, multimedia tools, different types of graphic images, etc.). Using LMS, it is easy to update courses and directly deliver course material to students in the most convenient way.

The distance learning method allowed teachers to manage their courses through the LMS Moodle. In particular, the learning material was uploaded to the Moodle platform, through which the students would benefit. Also, intermediate, final, and additional exams were given through the Moodle platform.

FINDINGS

More than three thousand educational courses from the Technical University of Georgia have been created on LMS Moodle. Statistically, during the exam week, 3 thousand students took the exam during one exam day. During the exam week, on average - twenty thousand. Picture 1 is shown the course categories by the faculties. Each faculty has at least 200-250 learning courses (See Pic. 1 below).



Pic. 1. Course categories by the faculties

Thus, at the heart of the Moodle learning environment is the idea of collaboration. Accordingly, in the process of constructing the learning environment, the emphasis is not only on providing learning material but also on creating the most fertile and convenient soil for its utilization. Moodle is one of the best tools for creating a stand-alone distance learning system, and it can also be used as a support to an academic style of teaching. (Kapanadze, D., Lominadze, T., Zhvania, T., Todua, T., & Kobiashvili, A., 2008, 272).

One of the important issues of distance learning is student empowerment with its positive climate, where the educators have the opportunity to do through various instructional designs and techniques. Due to the new covid pandemic, a new challenge for teachers was student empowerment in the distance learning format. The aim to engage and motivate the students, to learn the subject during the distance learning period was different for each educator in their strategies. For example, some educators use the digital game-based learning strategy to engage the students and the learning process makes fun.

Student empowerment has some levels which are theoretical foundations, engagement, exploration, explanation, elaboration, and evaluation. For student engagement to be high, it is necessary to go through each step by step. The first and most important thing to enable the student to activate will be the basis of his theoretical knowledge. Based on theoretical knowledge, the student is allowed to understand the concept, for which the teacher uses the maximum opportunities to give the student knowledge related to a specific issue.

The phase of exploring gets the students new possibilities to explore new concepts, which could be different methods. This gives a possibility to learn new things and share them with their peers through the collaborative method.

The phase of elaborate, phase is where they must show what they have learned. The educators sometimes ask to present their knowledge about the concept.

And the last and most important phase is Evaluation. This phase includes formal and informal assessments, formative and summative assessments, where is shown the final step of the approaches, results, and feedback (Tanner, K. 2010:6).

To explain these strategies, the best example is the 5E model. See the Diagram 2 below:



Diagram 2. 5E Model

CONCLUSION

The contemporary teaching methods are diverse and their correct use and adaptation to the curriculum depend on the educator. The Covid-19 pandemic clearly showed us that modern teaching methods could be adjusted as much as possible on student wellbeing. Also, the distance learning format simplified the current situation for students, and they did not have to postpone the learning process due to the problems caused by the covid pandemic. Along with this, it became mandatory for teachers to develop new teaching methods and forms of teaching, to introduce innovations. There has been a need to equip teachers with digital skills as much as possible so that the learning/teaching process can proceed without modern disruption. Learning management system Moodle gave the possibility to the educators and students with its tools to create an electronic environment at Georgian Technical University, where were created more than three thousand educational courses.

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Violent assaults against police: The offender's perspective

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Abstract

There has been a significant increase in the number of police officers who are assaulted while on duty in Australia. However, there is limited research attempting to identify the precipitating factors which result in police becoming the victims of assaults. To address this research gap a two-year project was conducted with members of the Queensland Police Services and a university research team across four sites in regional and remote locations in North Queensland. Semi-structured interviews were conducted with 40 police officers who had been the victims of violent assaults. In addition, an analysis of body-worn camera data capturing police assaults as well as an analysis of quantitative data measuring behavioral and attitudinal scales was conducted. To triangulate these data sets a fourth approach focused on gaining the perceptions of individuals who were in prison for assaulting police. This paper presents the qualitative data gathered from the prison cohort of 27 individuals and highlights the factors which led to their interactions with police. The outcomes of the interviews resulted in three emergent themes relating to environmental factors of individuals based on race, gender, and offending history, situational factors, and communication challenges. The paper concludes with pragmatic recommendations aimed at reducing the high rates of assaults against police. These include a focus on training recruits with communication skills to de-escalate conflict situations and professional development for all officers to increase their cross-cultural awareness when working with Indigenous Australian people.

Key Words: Police, Indigenous, Violence, Communication

INTRODUCTION

Assaults against public service front-line workers have increased across Australia over the last ten years. There have been increases in violent assaults against teachers, paramedics, nurses, correctional workers, and social workers which have resulted in calls for harsher penalties through changes to legislation. There have been increased concerns about the rise in violent assaults against front-line police officers by members of the public. Across Brisbane alone, more than 2000 people were charged in 2021 for hindering or assaulting police with assaults ranging from biting and spitting to more extreme cases with lifelong consequences. For example, Senior Constable Aaron Izzard spent 10 days on life support, lost 28kg, and had to learn to walk and talk again after he was run down in a stolen car in Carseldine in 2018. Another officer Kieran Smyth's life changed in a

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split second when he was run over as he tried to deploy stingers to stop a stolen car in the suburb of Acacia Ridge.

Incidents such as these have profound impacts on the physical and psychological well-being of police who are the victims of violent assaults, The negative impacts of these incidents also affect the family members of the police. Subsequently, there has been an increased interest from academics and police to highlight the factors which contribute to assaults and to identify practices and strategies to reduce the current high numbers of police who are assaulted daily. For example, a study by Boyle (1995) which focused on an analysis of workers' compensation claims in Canada posited that; "the risk of workplace violence for police and health care workers is more than double the risk of violence for workers in all other occupations". What follows is a brief overview of some of the scholarly literature which focused on the factors that contribute to assaults against police.

Literature about Assaults Against Police

A review of the available literature shows that studies examining the factors that lead to violent assaults against police are an under-researched area, particularly in terms of providing evidence that might inform policy and training to reduce the growing incidence of injury to police personnel. Previous research into assaults on police has mainly focused on structural and organizational issues (or macro level) and seems largely contradictory, with opposing results and conclusions drawn from quantitative data. More recently a few studies have investigated the aggravating or mitigating factors in a situational context which may result in a better understanding of assaults on police. However, few qualitative studies have gained the perceptions of police who have been the victims of assaults and even fewer studies have captured the narratives of individuals who have been charged with assaulting police.

Macro Level (Structural and Organisational) Research

Much of the research at a structural level has been conducted in the USA and has concentrated on fatal incidents (assaults, homicide, and accidental death) while a few included non-fatal incidents (assaults). Structural factors of cities included in the research

were the “levels of social disorganization, the racial and economic structure of cities, and the violent crime rate” (Barrick, Strom, & Richardson, 2018). The conclusion from these studies was that the overall levels of deprivation (based on social and economic indicators) “increase rates of police non-fatal assaults as well as police killings and police accidental death” (Barrick et al., 2018, p. 206).

Organizational structure has been examined by several authors and refers to the “division of labor within an organization” (Barrick et al., 2018). Willits (2014) refers to three strands that make up organizational structure: context, complexity, and control. Willits (2014) found that organizational context and complexity were both significantly correlated with assaults on police. The contextual (structural) disadvantage was associated with an increased risk of violence toward police, and researchers suggest this is significant as the correlation “supports the theoretical contention that violence against police officers is largely just an extension of violence itself” (Willits, 2014, p. 152). Willits (2014) also indicated that the organizational complexity (or the way work is divided and planned) had a significant correlation with the number of assaults on police, showing that “police departments with more substations are likely to report fewer assaults against police officers (p. 150). He concluded that “the use of substations promotes positive relations between the police and the community” (p. 150). Similarly, Mastrofski (1981) found that smaller police stations (or departments) tend to practice more community-focused (client-orientated) policing and experience a lower assault rate.

Organizational-level (or agency-level) led policing styles and community characteristics have also been researched, and some correlation has been found with the rates of assault on police (Barrick et al., 2018). For example, Wilson and Zhao (2008) conducted a detailed study on the contribution of community policing versus ‘aggressive’ policing to rates of assaults against police and concluded that it was not community policing that reduced the rates of assault, but the number of times police met with community groups in the context of community policing. They found a positive correlation between ‘aggressive’ policing (such as zero tolerance and high arrest rates for minor offenses) and assault rates.

Individual and Situational Influences

Much of the research in the USA has continued to focus on the macro (structural and organizational) factors that may increase the risk of assault on a police officer. However, these larger issues generally take time, political will, and a large financial input before change can be affected. This has led to recent research that studies individual and situational factors that may predict situations where assaults are more likely to occur and may result in recommendations that can easily and relatively cost-effectively be utilized to reduce the risk for officers. Factors that have been studied include the type of incident that police were called to, the time of day, the location, the number of officers present, and the equipment provided.

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Recommendations from this study were to (when possible) gain information on the first four factors from the incident reporter, bystanders, or neighbors. This would forewarn officers and could allow for more officers to be sent to these incidents. Hostility (or the fifth contributing factor) often reduces when police officers arrive, but if it remains there is an increased likelihood of assaultive behavior towards officers. In addition, Johnson (2011) suggested that “certain officer characteristics (such as skills in interpersonal communication), or situational characteristics (such as the number of backup officers present) may help further reduce the odds of being assaulted” (p. 168). He explained that “What the officers did and said at the scene may have had an aggravating or mitigating influence on the potential for assault” (p. 169).

The most recent published study on individual and situational factors that could contribute to assault or violence towards police officers also used elements of routine activity theory. Barrick et al., (2018) used data from 8,500 incidents in the USA during 2012. Their study revealed that attempting an arrest was the most dangerous activity for police and that interactions on roads and in the home were the most dangerous locations. The most dangerous time of day was the afternoon and early evening (12 – 6 pm) which was also the busiest time of day. They further found that when officers worked in pairs, they were less likely to be assaulted than when unaccompanied (supporting the guardianship aspect of routine activity theory) (Barrick et al., 2018). However, it should be noted that other research has suggested the opposite, that single officers were less likely to be assaulted (Covington et al., 2014; Kaminski & Sorenson, 1995). These general findings are useful in terms of general policy and guidelines but could also benefit from more contextual information (as previously suggested by Johnson (2011)) to improve relevance to jurisdictions. For example, staffing levels are less likely to be an issue in urban contexts where police rarely work unaccompanied but may be unavoidable in rural settings. In rural or remote situations it may be more appropriate to practice tactical withdrawal as it is unlikely that officers will be always accompanied.

Within the Australian context, Prenzler (2006) conducted a study into police deaths (including accidental death) in Queensland through an analysis of situational factors, and routine activity theory. He demonstrated the level of analysis and specificity of recommendations that can be achieved through a more contextual approach. In this case, he was able to access coroner's reports that provided more detail of incidents than statistics alone. His recommendations that could be relevant to assaults on police included more routine use of protective clothing, He also suggested that "more information about police deaths in initial and in-service training may assist in curbing any tendencies towards over-confidence and a sense of invulnerability" (p. 161) that may have contributed to fatal incidents, particularly in young officers. He further recommended that advances in technology be used to ensure timely access to background information on offenders (for example, previous violence, mental illness, and the presence of weapons). This recommendation may have largely been fulfilled with the use of tablets and software that rapidly access this information. Prenzler (2006) stresses the importance of all

attending officers being equally aware of this information, and further stresses the need for adequate communication between officers, as well as a clear chain of command during critical incidents.

In further Australian research, Hine, Porter, Westera, and Alpert (2016) explored aspects of the situation, suspect, and officer (and more particularly, officers' decision-making processes involved in the use of force "relative to the suspect resistance" p. 15). They found that, contrary to previous research which suggested female officers were assaulted less than males (For example Mayhew, 2001), no officer characteristics were significantly associated with the likelihood of violence and assault. Hines et al. (2016) discovered that the greatest contributor to officer injury was the incorrect level of force. They noted that the use of force may be disproportionately low in comparison to the level of suspect resistance more often when dealing with females, or when in a public place. In contrast to some research, they found that officers were less likely to be injured when dealing with mentally ill offenders than in minor incidents (such as theft or stealing). They offered the explanations that Queensland police have additional training (Mental Health Intervention Project (MHIP)) and that based on the perception that mentally ill offenders are more dangerous a higher level of force is generally used. They recommended that "officer training needs to have a strong focus not only on identifying potentially dangerous encounters, but also on how to respond to such circumstances; that is, officer decision-making on when, and how, to use force" (p. 15).

Problems arise in practice, however, for officers in making correct decisions regarding the appropriate use of force under stressful conditions. This is evidenced by inquiries into both public complaints about excessive use of force (Task Force Bletchley), and the real concern about the stress levels experienced by officers that can impact their decision-making capacity (Violent Confrontation Review).

This brief review of the literature describes findings from the main types of studies that have investigated assaults on police and reflect the current knowledge of assaults on police in general (which is most commonly at the macro level). In contrast, the other set of studies has concentrated on individual and situational factors that may lead to an assault against an officer. It should be noted that Australian literature is very sparse to date, and

most of the research has been conducted in America. For example, much of the research is based upon racial division and care must be taken when transferring recommendations or policies to Australia. Literature referring to assaults *by* police is more readily available in Australia, particularly in the wake of the Deaths in Custody report in 1996. A preliminary search of literature about assaults *against* police, however, is indicative of the general lack of research within the Australian context. Much of the literature is published in police-specific publications and is less likely to come to the attention of scholars in the wider field of academia, and most investigations into police assault were conducted in the mid to late 1990s. The available studies have focused on the perspectives of the police. By contrast, there are even fewer studies that have provided the perspectives of people who are serving custodial sentences for assaulting police. This data may be useful as a means of triangulating existing data based on the experiences of police. Moreover, there are no existing studies that have examined this area of research within regional and remote locations within the Australian context. An emphasis on situational and individual factors that contribute to the likelihood of an assault occurring can lead to effective policy and training that can produce positive results in terms of reducing the current high rates of violent assaults against police.

Method

In light of the limited research that lead to the police being the victims of assaults, a two-year research project was initiated by the Queensland Police Service (QPS) which contacted members from the university to undertake a collaborative study to identify the precipitating factors which contributed to officers being the victims of violent assaults in regional and remote locations in North Queensland (Dawes, Chong, Mitchell and Henni, 2017). The study consisted of a mixed methods approach to triangulate data from four distinct sources. The interdisciplinary team collected data via individual semi-structured interviews with forty-police officers who had been the victims of assaults across four sites in North Queensland. In addition, five police body-worn camera incidents which recorded police being assaulted were analyzed to gain an increased understanding of the situational contexts in which assaults take place. The quantitative data was obtained from police and prisoners using a series of psychological scales which measured the behavioral and

attitudinal characteristics of individuals. Finally, interviews were conducted with individuals who were serving custodial sentences for assaulting police. It is not within the scope of this paper to provide an overview of all of the data sets from this larger study. Rather this paper will examine the perspectives of the offender cohort to identify the factors which led to these people assaulting police as a means of identifying strategies and policies which may prevent police from becoming the victims of serious assaults.

First-hand narratives from offenders who had assaulted police officers were obtained to identify the factors which led to these crimes. Semi-structured interviews were conducted with offenders who were incarcerated and serving in three prisons in North Queensland. Offenders were asked to volunteer to take part in taped semi-structured interviews ranging from 45 to 60 minutes in duration about the events which led them to assault a police officer. In all twenty-seven offenders agreed to take part in the interviews. Participants represented varied age and gender groups and came from diverse rural and regional areas in North Queensland. The participants' ages ranged from 19-57 and included 21 males and 6 females. Of this cohort, 18 people self-identified as Indigenous Australians.

The aims of the project, and the rights of the participant, were verbally explained by the interviewer before the offender signed the JCU informed consent form. The raw data from the twenty-seven interviews were analyzed using the NVivo software package, producing three broad themes that included environmental factors such as the offender's trajectory into adult offending and perceived issues of racism and labeling of Indigenous people. The second theme consists of situational factors which consider the place, time, and events which led to police being assaulted. The final theme explored issues around the perceived breakdown in communication between police and individuals and explores ways where the situation could have been resolved before offenders assaulted police. The following is a narrative account based on the interview data about the three themes.

FINDINGS

Environmental Factors

Participants shared accounts that led to their trajectory into crime which often began at an early age. These discussions revealed accounts of trauma often at a very young age,

abusive family relationships as a child, disengagement from education, early use of alcohol and drug use with peers, and a history of part-time work combined with long periods of unemployment. Most offenders shared experiences such as coming into contact with police as a juvenile for crimes such as car theft, burglary, and property offenses which often led to an escalation into more serious crimes as adults such as violent behavior including cases of domestic violence against their partners:

“I dropped out of school by year seven and hooked up with some other older bad guys. Started doing crimes and went in juvie when I was 11. From there I got into more trouble by stealing cars and doing breaks into houses. I left home when I was 13 and lived on the street for a while surviving by breaking into houses stealing money and going back to juvie about another 4 times. By 18 I was in the adult system and got involved with fighting people when I was drunk and out of it. Yeah, I hit police too if they got in the way.”

Australian Indigenous people stated that they were the targets of over-policing particularly if they were in public spaces such as parks or on the street. Other offenders described how police were more likely to patrol suburbs and locations where there was a high number of Indigenous people. The actions of the police were interpreted as forms of racism and discrimination due to the perception that they were more likely to have negative interactions with police compared to non-Indigenous people. Most Indigenous prisoners perceived this as a form of labeling which constructed Indigenous people as inherently more criminogenic than other Australians. There is a well-documented history of troubled relationships between Indigenous people and police. This ongoing distrust and hatred of police are evident in many of the accounts given by Indigenous offenders. One offender was asked why Indigenous people get angry with police and assault them. He denied that this was the case and implied that they were charged for nothing, that charges were fabricated, that charges were not explained, and that this was probably due to racist attitudes on the part of police officers.

“They treat us like dogs. Treat us like shit. If I was someone white, they would have ... I’ll cuff you. You know what I mean? They’d just cuff me. But I was black, and I was intoxicated, and they knew I had a warrant on me. So, they just grabbed me, ruffled me around, and scuffed me on the ground. When I was down, I managed to roll over and raised my arms and kicked out, and got the cop on the shins with my feet. I was really angry at the way they treat black people in my community. They just drive around and stop you out in front of your house and try to get you mad.”

Another prisoner stated that Indigenous Australians were less likely to be left alone by police than white people when they are in public spaces due to the color of their skin:

P: Yes well the police are pulling everybody up for nothing too you know what I mean? That makes a lot of people wild., just because you're a blackfella walking along the street.

I: They pull you over?

P: Yes. Do you reckon they do the same thing for a white person walking down the street?

P: No, I reckon they would just drive straight past them. What's so different because we got black skin and they got white skin. We're all humans.

All of the interviewees stated that better relationships between police and Indigenous people could be fostered in Indigenous communities if police were educated in gaining increased cultural awareness particularly if they were working in Indigenous communities in remote and regional areas of Queensland. It was perceived by Indigenous offenders that younger police officers could learn more about protocols and cultural awareness if they accompanied older more experienced officers:

“The younger ones should follow the old policemen who know about our backgrounds. Just because they got black skin, leave them. They're just walking home, and older cops leave them and let them go home. They're drunk, they leave them. They don't pull them up and thing - they're not harassing you, they're leaving you to go by, doing your stuff, let them do their stuff.”

Situational Factors

All interviewees were asked to give accounts of the situation as well as the events which led them to assault police officers. Several situational variables which contributed to the assaults were identified. In some cases, the assaults appear to have been based on an instinctive reaction, rather than a rational decision to harm an officer. However, in some instances, offenders stated that their attempts at communicating legitimate concerns were ignored, leading to assaultive behavior based on frustration, pain, or fear. The majority of assaults detailed by offenders have been committed accidentally, usually during an arrest, or while the offender was resisting arrest. Most of the offenders were intoxicated by alcohol or drugs at the time of the incident and some had little or no recollection of the

assault. In some cases, this contributed to a pre-existing resentment towards police, which possibly explained why some prisoners had been charged on more than one occasion for violently assaulting police officers. Repeat offenders who were aware that they would likely return to prison sometimes tried to run from the police, with assaults occurring in their attempt to get away. One offender went so far as to say avoiding or resisting arrest was almost expected in his 'role' as a criminal.

“There are some police officers that still really do think that they’re doing the right thing, and they’re catching a criminal and they’re putting them away ... But at the same time, I’m saying the crims, we feel like okay, it’s our job to be crims, so when the cops come, we’re jumping out windows and we’re going. We’re away”.

He felt, however, that there was a fine line of acceptable behavior within these roles that were, at times, overstepped by both sides:

“But sometimes there’s always going to be that person that pushes things to the limit, on both sides of the spectrum. So, the coppers are going I’ve got him, he’s a run from the cops, he’s done this before or whatever, and so they feel like they’re doing it for the rest of their core people and all that stuff. And they kind of see it that that’s their job to catch the crim, and I guess they watch different moves and whatever and think they can rough you up and whatnot.”

By comparison, other offenders stated that in public spaces such as nightclubs, bars, or alcohol outlets police tended to overreact and were more aggressive due to the high numbers of onlookers who often commented on how police reacted and posted incidents on social media with their cell phones. which prompt. One offender described a situation where officers arrested him in a crowded night-time precinct which was witnessed by a large group of onlookers who heckled police about the way they responded to the incident:

“The police officer was trying to tackle me to the ground, trying to wrestle me. As I got up I punched him in the face and then all the other officers jumped on me ... they were angry, that’s why I punched him because they were swinging me around by my shirt and trying to throw me down. Then they pounded me. They wrist-locked me and then they cuffed me, put the cuffs tight, and then kicked me in the guts when I was on the ground. They were pretty rough and could have dealt with me in another way which might have produced a different result. By this time there was a large crowd who were yelling at the police to stop

pounding me. This had a worse outcome for me because the cops went in harder still.”

An Indigenous female offender who had a history of assaulting police under various circumstances believed she would not have struck out at a female officer; “*if they weren’t so rough, I probably wouldn’t have hit them*” also claiming that if they attempted to talk to her more formally and respectfully she would have been less likely to react aggressively. In other cases, the assaultive behavior appeared to have been an instinctive reaction to pain.

“She pulled my hair to get me in the car and I said, “Don’t pull my hair you bitch,” like swore at her. She just had me on the ground with my hand and she was twisting my hand, it was painful. And I had to kick her and bite her again because she was just pulling my hair. I don’t know what happened then.”

There were also other reports where offenders stated that they wanted to avoid physical contact with police due to existing physical or mental health conditions. In some cases, offenders told police about their desire to avoid a struggle for fear of exacerbating existing injuries. One prisoner felt he had made it clear that he would go with the police without resistance. However, the arresting officer took little notice of the request which resulted in the offender receiving a broken collar bone:

P: *Yeah, I came out - out of the house. I said, here you go, I give myself up. They just come to rush me. Just my shoulder, [hit the deck] boom.*

I: *You already had a sore shoulder.*

P: *Yeah. My shoulder dislocates that way.*

I: *So you pulled your shoulder back -*

P: *Yeah. They picked me up and dumped me and my collarbone, and boom.*

I: *Did they break it?*

P: *Yeah, broken. I can’t get it fixed anymore.*

I: *Did you hit anybody?*

P: *Yes, I was in pain, so I punched the cop with my good hand.*

Another account involved an offender who believed he was wrongly accused of assault following his arrest for evading police in his car. He crashed the car and claimed he was sleeping off drugs and alcohol when the police dog tracked him down and mauled his arm causing extensive injury. The police subsequently “*grabbed me – the same arm that got ripped up – and they dragged me out of the cane*” he claimed. He then stated: “*Chief. You got me, you know, but can you grab this other arm?*” The officer refused and a struggle took place after which the offender was charged with assault.

Police often are called to attend domestic violence situations within private homes of families which often involved children. The rise in domestic violence call-outs for police assistance has risen dramatically in recent years across Australia. In some cases, offenders were frustrated when they felt that their attempts to communicate legitimate concerns were ignored, particularly when they were trying to protect their children. One offender was happy to walk out quietly with police but wanted to first ensure her child was adequately cared for. She reported that police ignored her request which resulted in a violent confrontation:

“I ended up getting charged for assault on a police officer, because he grabbed me and rammed my head out onto the bonnet of a car, in front of my four-year-old daughter and she’s not seen violence at all in her life, you know what I mean. I basically stood up and I didn’t do anything and then boom, they were all over me. Rammed my head up against the bonnet of a car and stuff and that’s when I just cracked up and I threw my head back. I just wanted to make a phone call so that my child was getting looked after. They weren’t letting me do anything.”

Another offender also wanted to protect children from observing any interaction with the police and became angry when the children were frightened.

“I have all boys and I was sitting down, playing with toys with them and they (the police) come kicking on the gate, and I got a fright and I started swearing and that, ‘What’s going on? What the fuck are you doing?’ And a lady officer come out and she, when I opened the gate, she pushed me to the side and then rushed in. Yeah, she pushed me aside and rushed in. My partner was upstairs in the shower, having a shower while I was looking after the boys, and the boys, started screaming and carrying on and that’s when I put my hand out and pushed the officer back outside the gate”.

Communication Factors

It could be argued that a lack of communication between police and offenders is a major contributing factor to the high incidence of violent assaults against officers. Offenders were asked how they felt confrontations with police officers could have been avoided. The most common responses concerned better communication, more attempts at de-escalation, and less discriminatory practice. One young offender commented that if there was mutual respect between police and community members the chance of a rapid escalation of violent behavior could be avoided when stating;

“Talk nicely would be a nice thing because then it creates a calm situation. You be aggressive you’re going to get aggression. I don’t know, that’s the way I look at it. You talk to me like a piece of shit, I’m going to talk to you like a piece of shit. It’s a back-and-forth thing and it’s never going to – the situation’s never going to resolve.”

In most interviews offenders differentiated between what they perceived as “good” as opposed to “bad” police. There were mixed views on what characteristics constituted a “good policeman” However there was general agreement that older more experienced police were more effective in communicating with people resulting in a de-escalation of potential conflict situations:

Interviewer: Some older ones, they’re easier to deal with, they’re a bit more lenient. Well, not lenient but a bit fairer. The young ones though, the new ones that keep coming out, they’re taking their badge a little bit too seriously, I think. Yeah, the younger ones tend to be a bit more aggressive. They can do what they want, they’re higher than you, and they’re better than you. This makes people feel angry and you just want to make a point and tell them that you can’t just speak to people like that. You have to have a bit of respect which cuts both ways. But they swear at you I just blow up and swear back at them. I reckon the younger ones should be linked to the older cops and they could just look at the way they handle situations and don’t let them blow up.”

Although a general dislike of police was exhibited by many of the offenders, some commented on the different styles or approaches to policing which were adopted by more experienced officers compared to younger police who had just graduated from the training academy. For example, there was consensus among interviewees that more experienced police often adapted a more relaxed approach to offenders. However, others commented that older police tended to become jaded after years of service and make subjective assessments about individuals based on their past experiences which were not always accurate.

“The older ones can be more measured. They can take a bit more of an all right, yep, that sort of approach of laid back and just okay, we know what’s going on. The older ones tend to talk to you like a person and not an animal which is different from some of the recruits who talk to you like you are not a human. But at the same time, I’ve seen older coppers just neglecting to – like, they come in and they stereotype a person straight away, and it’s not always with color or with gender or anything like that. Sometimes they’re just looking at people, okay you’re in this junkie house, you’re all junkies.”

Several interviewees identified that the process of recruiting police should be reviewed by the Queensland government with a focus on identifying the criteria for selecting recruits based on their motivations for aspiring to become police officers. One recidivist offender stated that motivation that led to an individual becoming a police officer affected how they interacted with members of the community:

“There are some cops that do – they’re cops so that they can help. Whereas there are cops so that they can – they’re gung-ho and they want to clean up the streets and they want too much. They’re too, you know. Whereas if the cops had – if there were more police that started being police so that they can help the community, rather than just drop everyone in jail and be done with it, the streets are clean again and anyone who’s got a lot of money and is living a good life, they’re okay. But these people who are struggling and their kids are running wild because they’re struggling and whatever, they’ll just lock all of them up. And there are a lot of cops on both sides. I’m thinking they need more of a mixture. They might have to do – I know I – they’ve got to do some more screening or something when they get to the Academy.”

There were several reported examples where a lack of communication between agencies such as police and parole officers contributed to frustration and a sense of helplessness among offenders which resulted in detainees striking out at police and parole officers. The communication breakdown had a flow-on effect by increasing the likelihood that some offenders would return to prison for breaching bail or other court-based orders:

“I’m going to a parole interview, like yep I’m going to sign in, I’m doing everything right, I’ve had jobs and whatnot. Okay, they’ve done this before, taken me to the watch house ... [o]ff the street for no reason, knowing that I have to go to parole to sign in, and I’ve been breached for parole. They haven’t said that I’m in the watch house, there’s no paperwork of me being in the watch house, and ... I missed the appointment, and I get returned to prison, right back to jail, but I’ve already been in the watch house.”

CONCLUSION

Interview data derived from the offender cohort indicates that individuals charged with violent assaults on police share several common attributes stemming from the environments they grew up including early interactions with the juvenile justice system before transitioning into the adult prison system. The fine-grained ethnographic interview data highlights that the individual characteristics of officers in terms of their body language, the way they communicate with individuals as well as the way they assess a situation are significant indicators as to whether a situation will be elevated to the point of conflict or whether the situation could be de-escalated. The characteristics of police officers in terms of experience and how they assessed a situation underline that some potential conflict situations could have been avoided if more time had been spent in communicating with the offender before resorting to other options of force which in some cases resulted in a police officer sustaining an injury.

This data has the potential to inform police of several practices and strategies which could assist police to avoid unnecessary injuries in the course of their duties.

Recruits attending the police training academy would benefit from more education around developing good communication skills to de-escalate potential conflict situations. An increase in communication skills could be fostered through increased involvement in real-life training scenarios for recruits at the academy as a means of employing strategies for stabilizing potential conflict situations and increasing situational awareness to avoid injury. In addition, recruits would benefit from additional education in setting the rules of engagement with potential perpetrators. This relates again to the reliance on good communication skills and involves officers talking unambiguously with clear directions while clearly outlining the repercussions to individuals about breaking the rules. It also relies on officers setting clear boundaries for acceptable behaviors as a consistent approach has the potential of reducing the need to consider other force of options such as batons or tasers.

Recruits would also benefit from the inclusion of a cultural awareness module in their training with an emphasis on effective communication with Aboriginal and Torres Strait Islander people and understanding cultural protocols particularly when working in remote communities. This is particularly important for officers confronted with domestic

violence investigations and enforcement in remote Indigenous communities and regional locations. In addition, a curriculum module in Sociology would assist police officers to have an enhanced understanding of society and how people interact with institutions. The module could also include topics such as crime and deviance, social class, race/ethnicity, and the social construction of gender.

Police officers could be assisted if they received professional development in utilizing a situational crime prevention framework as a means of identifying strategies that police could employ to reduce the likelihood of being assaulted in specific situations. The interviews with prisoners contain a myriad of accounts where officers must respond in high-risk call situations such as domestic violence scenarios which involve officers entering dwellings that are potentially dangerous in terms of the unknown psychological state or numbers of inhabitants, potential weapons such as knives in kitchens and levels of drug or alcohol usage among people within the dwelling.

To conclude front-line public service workers like police officers, require the support of the community if there is to be a reduction in the number of serious assaults. It is suggested that a concerted public education campaign is launched through social media outlets to educate the community about the impacts that assaults have not only on police officers but also their families. It has been established that many officers do not report being assaulted to their supervisors for fear of being labeled a “weak link in the chain”. The culture of silence requires a change in police culture to better support officers who have suffered physically and psychologically due to a series of assault incidents.

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Particular aspects of criminal offender

Laurențiu-Mihai SĂBĂREANU¹ & Victoria GONȚA²

Abstract

Human personality is, directly or indirectly, the subject of the intersection of many scientific disciplines and, in particular, forensic disciplines. In our approach, we started from the statement that a virtual criminal lives in every individual. In our research methodology, we used the following validated psychological instruments: the Psychosis, Neurosis, Psychopathy Questionnaire-PNP (form b), the Schmieschek Accented Personality Questionnaire, and the California Personality Inventory (C.P.I.). They were administered to an experimental group of 30 subjects in detention in the custody of a penitentiary in Romania, non-recidivists, and a control group of 30 subjects in the custody of the same penitentiary, recidivists, aiming to highlight the predominant psychological type, traits of personality accentuated compared to the average of the population and their correlation. Interpreting the results obtained from the three questionnaires, on the group of criminal delinquents, a certain tendency towards emphasizing some personality traits and some behavioral manifestations that present the criminal as an "accented personality" as it emerged from the qualitative interpretation was noted in the research results. Summarizing, it can be noted that there are areas where the two actors of our research are similar, where the scores are quite close, both for career soldiers and for criminal offenders, who carried out their activity in an institution of the type "closed", according to clear rules and hierarchies, with coercive measures and which highlight that the accentuation of personality traits occurred against the background of a certain "type" of personality, under the influence of the family in particular and society in general.

Keywords: Delinquent, Recidivist, Personality, Non-recidivist, Personality traits

INTRODUCTION

The subjective motivation for choosing this theme consists in identifying those specific personality traits of the criminal offender and achieving a profile of him. We started our approach with a series of empirical statements, which taken separately and analyzed are of interest to the specialist in the field of applied psychology in the field of defense, public order, and national security, especially in the field of forensic psychology: virtual criminal lives in every individual; the risks, that after the release of a criminal offender, he commits an act similar to the first (horizontal or vertical recidivism risk). We will try to verify a potential correction, between the psychological types and the accentuation of

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personality traits in the criminal offender after he spent a period of his life in the penitentiary environment.

Methods

The penitentiary system and the group of prisoners

Starting from the premise that the fundamental values of a society also need norms to defend them in the situation of their disobedience, viewed as a macrostructure, the penitentiary appears as a useful institution without which the current justice cannot be conceived. Viewed from the inside, the structure of the prison population includes particularizing aspects of the type: categories of detainees, types of crimes, degree of danger, degree of vulnerability, etc. Regardless of the perspective of the approach, the penitentiary represents the confined space "between its walls", which brings together

individuals with deficient soul structures, often with a dysfunctional view of the world, people, and life, individuals who are not afraid of anything, coming from social precarious areas where they learned bad things that they did not hesitate to apply (Gheorghe, 2016, p.35) but also calm people, who make efforts not to decline morally, with a family and professional history appreciated in the community, professional status high for a long period (...) that violated the law being perfectly aware of consequences (Gheorghe, 2016, 91).

In the research undertaken, to capture the desired aspects, we used the following methods: the method of the questionnaire; mathematical methods and statistical procedures; observation method; the method of studying criminal documents.

The group of subjects and instruments

Due to the attitude of people deprived of their liberty in terms of psychological evaluation (irritability, distrust in what they cannot control, lack of concentration for a long time), we used in our research methodology the following psychological tests validated in psychological circles, the Psychosis, Neurosis, Psychopathy Questionnaire-PNP (form b), the Schmieschek Accented Personality Questionnaire and the California Personality Inventory (C.P.I.).

The instruments were administered to an experimental group of 30 subjects, criminal offenders with custodial sentences of over 15 years, for murder, in detention (non-recidivists), and to a control group of 30 subjects, recidivists, offenders with sentences

deprived of liberty between 3 and 7 years, for committing the crimes of theft and robbery, in the custody of a penitentiary in Romania. Following the interpretation of the results, we analyzed which psychological type the subjects belong to, which personality traits are more pronounced compared to the population average, and the correlation of personality traits.

Table 1
Research criminogenic variables

Batch research	PARAMETERS										
	Quality		Age		Punishment Experience		Socio-cultural Level			Marital Status	
	Criminals	Criminal Offenders	21-40 years	Over 40 years	Under 15 years	Over 15 years	High	Medium	Low	Married	Unmarried
Experimental group	30	-	23	17	10	20	2	6	22	5	25
Witness group	-	30	20	10	19	11	3	27	-	23	7

Working Procedure

The research started by launching the following research hypotheses:

It is assumed that there is a significant difference between the level of socialization, as the basis of social maturation, integrity, and fairness, and the good impression, as a tendency for simulation and duplicitous behavior, specific to the criminal delinquent;

It is assumed that the personality structure of the criminal delinquent significantly influences the predisposing structure towards the accentuation of certain personality traits;

It is assumed that the personality structure of the criminal offender determines psychopathological disorder tendencies specific to personality disorders (psychopathies) and even the clinical picture specific to psychiatric nosology.

RESULTS

Table 2

Analysis of averages at the CPI

GROUP	SCALES AVERAGE	
	So	Gi
<i>Experimental</i>	27,16	44,83
<i>Control</i>	39,03	24,16

$$T = \frac{m_1 - m_2}{\sqrt{\frac{(N_1 - 1) * S_1^2}{N_1} + \frac{(N_2 - 1) * S_2^2}{N_2}}} = -1,53$$

According to the null hypothesis H0, we admit that there is an insignificant difference between **the level of socialization and of good impression**, and according to the statistical results presented in the table above, for a probability threshold of $p < 0.05$, (95% probability) we reject the null hypothesis, considering the difference between averages as significant.

By rejecting the null hypothesis H0, we confirm the specific hypothesis H1, formulated by us in chapter II, subchapter 2.2., according to which there is a significant difference between the level of socialization and of good impression, for $p < 0.05$, for $\alpha = 0.05$ bilaterally, with 95% confidence limits, between +0.12 and -1.92 and a $T = -1.53$.

We can thus conclude in favor of the specific hypothesis: there is a significant difference between the level of socialization as the basis of social maturity and the good impression - as the basis of duplicitous behavior and the inclination towards concealment of the criminal delinquent.

Table 3*Analysis of averages at the CPA*

MEDIA Grup	Scale									
	Demonstrative	Hyperexact	Hyperseverant	Uncontrollable	Hyperthymic	Dysthymic	Cyclothymic	Exalted	Anxious	Emotional
Experimental	61,95	61,41	38,93	45,4	75,83	43,33	58,66	58,33	32,91	69,16
Control	47,58	50,22	58,37	22,5	72,91	35,41	44,16	49,16	26,65	55,83

According to the null hypothesis H_0 , we admit that there is no significant difference between **the personality structure of the criminal and the predisposition to "accentuate" the personality traits**, and according to the data in the table above, for a probability threshold of $p < 0.05$ (with a probability of 95%) we reject the null hypothesis, considering the difference between means to be significant in favor of the experimental group.

By disproving the null hypothesis, we confirm the specific hypothesis H_2 , formulated by us in chapter II, subchapter 2.2., according to which the criminal's personality structure presents a significant predisposition towards "accentuating" personality traits.

We can thus confirm in favor of the specific hypothesis, that there is a significant difference between the criminal's personality structure and his predisposition towards "accentuating" personality traits, a fact also relevant in the following diagram.

Table 4

Experimental and control scale

	S c a l e			
MEDIA Group	Sincerity	Paranoia	Neurosis	Psychopathy
Experimental	57.23	73.36	51.03	70.06
Control	53.66	41.66	28.33	50.66

According to the null hypothesis H_0 , we admit that there is no significant difference between the criminal's personality structure and their tendency towards psychopaths, and according to the data in the table above, for a probability threshold of $p < 0.05$, we reject the null hypothesis, considering the difference between the averages as being significant in favor of the experimental group.

By refuting the null hypothesis, the specific hypothesis H_3 , formulated by us in the second chapter, subchapter 2.2 is confirmed according to which there is a significant difference regarding the criminal's tendencies towards personality disorders.

We can thus confirm in favor of the specific hypothesis H_3 : there is a significant difference in favor of the experimental group that the members of the group show psychopathological tendencies, a fact also revealed in the following diagram.

CONCLUSIONS

We can state, as a general conclusion to this research, that the criminal delinquent - the man who committed the crime of homicide, is distinguished from the average population, by a personality with particular notes, with features that are out of the ordinary, being associated with "accentuated personalities", with tendencies that "slide" towards abnormality, towards "personality disorders" with significant and real aspects of personal pathology.

The obtained results reveal once more the specificity of the criminal's personality profile, in which many of the traits tend to "accentuate" without, however, becoming pathological.

Such features, as emerged from the interpretation based on the content analysis of each situation, stand out more in extreme life situations, under the influence of the life history of each individual (birth, family, school, society), especially since the personality disorder occurs in "young adults".

A series of other harmful factors that favor the development of mental disorders are specific to the penitentiary environment. The stress induced by the act itself, the inter and intrapsychic conflicts, the problems of conscience, the criminal process itself, the adaptation to the specifics of the penitentiary world, and the uncertainty of the legal decision, create a pressure that is difficult to bear, the period in which the delinquent forms different defense mechanisms, to denial, up to autolytic acts and suicide attempts.

The individual fund of vulnerability generated by specific frustrating situations of daily stress, by the unwillingness to comply with the code of norms and rules accepted by the majority, as well as the predisposition towards uncontrollability and the lack of control of negative behaviors, represents the ground on which the accentuated tendencies revealed by the personality of the criminal.

The objective of our research was to capture certain personality traits of this type of prison population, especially on the normality-accentuation-pathology continuum.

Interpreting the results obtained from the three questionnaires, on the group of criminal delinquents, a certain tendency towards emphasizing some personality traits and some behavioral manifestations that present the criminal as an "accented personality" as it emerged from the qualitative interpretation was noted in the research results.

Luscher speaks of a certain natural inclination towards a kind of activity, the individual tending to choose a profession because it allows his natural inclinations to express themselves, to be realized most completely. This observation highlights the fact that the chosen model, the lack of concerns and interest in prosocial actions, offers strong support to its native inclinations and is maintained by a weak capacity to resist stress,

frustration, and weak management of crises, leading to acts that are mostly regretted at the declarative level.

Summarizing, one can note that there are areas where the two actors of our research are similar, where the scores are quite close, both for career soldiers and for criminal offenders, who carried out their activity in an institution of the "closed" type according to clear rules and hierarchies, with coercive measures and which highlight that the accentuation of personality traits occurred against the background of a certain "type" of personality, under the influence of the family in particular and society in general.

the human being always creates something: a neurosis, a perversion, a psychosis, a work of art, an intellectual product; the normal man does not create anything, but only a shell that protects him from any contact with the neurotic and psychotic hall conflicts; he respects the received ideas, as he respects the social rules, he never violates them, not even in his imagination. (I. Mânzat and O. Brăzdău, 2003, pg. 61).

Through the obtained results, the work highlights, beyond the established hypotheses, the connection between the two groups established for the research group. The results lead to the conclusion that the criminal offender shows a pathological disorder tendency, the career military man, theoretically trained to kill when necessary, shows a form of accentuation of his personality.

Psychological Profile

Cognitive-aptitude area - weak level of development of cognitions, manifested by a relatively high degree of imagination, used for purposes, as a rule, outside social or moral norms, thinking sometimes logical and apparently in good connection with reality, other times divergent, centered on its system of rules and values. There are symptoms of the disorder in the thinking process, and the organizational possibilities of thinking are reduced and influenced by beliefs, superstitions, or magic, which shows his contempt for reality.

The thinking is stereotyped, based on behavioral patterns, and it cannot bear to be taught or told what to do.

The effective area - presents recent or older affective conflicts, emotional and behavioral instability, hyperemotionality, ambivalence (one can't rely on his

statements), passes very easily from one state to another, manifests himself through "behavioral explosions", appreciations towards those around them being predominantly critical, as well as an increased potential for hostility towards authority in general, acquiring primary forms of impulsivity.

He forms his defense mechanism, especially negation and projection, he has no fault, only being provoked and being, in these situations, forced to react.

Unreconciled with himself, aware that he can do more, but being held back in his social evolution by those who should apply the law.

He has irascible behavior, impulse dominance, unpredictable, inconsistent spirit, lability, and impulsiveness, presenting an increased potential for aggression. Affective indifference, expressed by the lack of altruism and sympathy, coldness, selfishness, "deaf and blind about reprehensible behaviors".

Volitional-motivational area - low censorship effort, does not show regret for his deed, at least at the declarative level, the level of aspiration and perseverance expressed through negative behavior, destructive behaviors, sometimes passion about obtaining success and acceptance of those around him. The motivation acquires strictly extrinsic, threatening, and normative facets. He considers that he is being punished unjustly, that he is being punished for someone else's fault, for this reason, the prisoner projects his frustration onto a category of employees, supervisors, or security personnel. He appeals to mechanisms of depreciating realistic and conventional value hierarchies, trying to bring the system to its value system.

The psychosocial area - is an unusual personality in general with rules, norms, and social hierarchies, not yet adapted to the specifics of life and the rules imposed by prison life; integrates easily into the group of persons deprived of liberty, with a good capacity for aggressive and demanding communication, is usually placed in the center of the group, having real small group manipulation capabilities, prefers noisy environments, easily moves from phallocentrism to egocentrism, social thinking being influenced by exaggerated suspiciousness, generalized interpretive and skepticism about the real intentions of others.

Among the structural features of his personality, the criminal ones are developed and stand out as particularly pathological. The first is his paranoid orientation towards the world: he is suspicious and distrustful of others, he tends to believe that they are acting against him, he feels that he is not given due respect and is not understood by anyone, he immediately feels contempt and if not always oriented against himself, usually misinterpreting well-intentioned advice, he feels he needs friends, but he doesn't trust anyone, and if he confesses immediately he expects to be betrayed.

Similar to the first trait, the second is represented by an ever-present, poorly controlled anger, very easily unleashed at the slightest feeling of being cheated, despised, or disregarded by others. For the most part, the anger from the past is directed at people who represented authority and who repeatedly led him to violently aggressive behavior. Aggressive behavioral manifestations are usually expressed due to a weak ability to control these states of anger. Egocentrism, expressed through a permissive attitude toward himself and demands towards those around him, only his opinion matters, as a rule, he does not know how to listen. He quickly passes from one state to another, from cheerfulness to depression, from fatigue to muteness, being able to stay for several days without talking to anyone. He has an image and self-esteem slightly above the real possibilities, trying to compensate for the deficit, through an increased verbal aggressiveness, as well as through manipulative and persuasive abilities, towards those around him. He is an arrogant, proud person and does not regret undesirable behaviors, lacking in empathy.

He has no prosocial plans for the future, not even in the short term, showing stereotypical thinking, a lack of perspective and prosocial concerns, showing a social deficit with a strong inclination to rambling and lying, capricious, chameleon nature (does not keep his word), easily influenced by the atmosphere and the hazard. In relations with the staff, he is always demanding, opportunistic, and ultimatum through statements, showing a high degree of verbal aggression, expressed through threats, obscene language, and with an increased ability to put into practice, the threats made.

They present borderline emotional and behavioral instability tendencies, considered by the scientific world to be "accentuated personalities", manifesting strong tendencies of psychological disorder clearly outlined.

During his life, he suffered multiple craniocerebral or neuropsychic traumas, was diagnosed by different commissions (recruiting the M.Ap.N. or determining the degree of disability) as having various pathological disorders and was hospitalized in psychiatric institutions.

He is in the medical records with the diagnosis of "schizoid, schizotypal, paranoid and antisocial personality disorder", he was recommended special treatment, in general (Carbamazepine, Diazepam, Levomepromazin), and his behavior leads to the suspicion of a psychotic disorder.

He presents a maximum degree of risk, being a permanent potential danger for the staff, the other detainees, and himself, having multiple autolytic or suicidal acts.

The psychopathological risks of a psychiatric diagnosis are oriented toward "mixed personality disorders" and "paranoid schizophrenia".

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Modern trends in marine health, the study of the health status of seafarers and maritime medical services in Georgia

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Abstract

The present study aims to study marine medical services. In this article, we have tried to analyze the current situation in the marine healthcare industry. Methodological research uses observation, description, and survey (questionnaire) methods. The results show that there is no unified database of seafarers' health records; no post-employment medical visits for seafarers are conducted after the end of the employment contract; Doctors are not actively involved in health promotion programs for sailors and their families, promoting a healthy lifestyle, and raising health awareness; There is no single matrix for the continuous professional development of medical staff; Exchange of information on physicians' review and conclusion of complex and complex medical cases. The present paper aims to establish a systematic structure/service for the delivery of maritime medical services. The recommendations we offer will support improving the effectiveness of seafarers' health through organizational improvement and increasing competitiveness in the maritime labor market.

Keywords: Marine health, TeleHealth, PEME clinics

INTRODUCTION

At the present stage, there is a growing trend in the world in terms of marine medical services. Marine health is a new approach. The fast-growing, dynamically evolving maritime industry demands modern, well-organized and efficient medical services for its key consumer sailors and their families.

Marine medicine has made significant contributions to the development of marine health. Maritime medicine has been defined as "any medical activity related to the employment of seafarers, working conditions, living conditions, health and safety" [1].

The Marine Medicine Handbook [2] states that several factors have had a dramatic impact on seafarers' health over the past three decades. This includes the globalization of the shipping industry, the increase of automation and mechanization in the workplace, the

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improvement of navigation equipment, the reduction of the number of crews, etc. In terms of medical care for family members. Research in the healthcare sector mainly addresses the determinants of healthcare. Thus, we considered it necessary to analyze maritime medical services [3]. In the modern period, the analysis and professional evaluation conducted over the last few years have shown that the organizations of different types of maritime medical services are not systematic. Finding the best practical solution is still a matter of consideration for maritime industry experts and organizations over the last few decades. In the framework of our research, we can identify thematic specific factors that are relevant and relevant: access to health services; provision of medical services and integration; TV health; non-communicable diseases and physical health problems; Transmitted diseases; Psychological functioning and health [4]; Safety issues. Will sailors and their family members attach importance when choosing a clinic. The study identified the need for more research on sailors' psychosocial and cultural issues. On telehealth and the development of a stronger systemic perspective to promote the health of seafarers [5].

The present study aims to establish a systematic structure/service delivery of marine medical services, identify important seafarers' health factors, and measure their relative importance for potential cooperation.

Methods

Study population and data collection instrument

The survey was conducted in one stage, over a fixed period of 12 months, using a survey method in St. Petersburg. Batumi JSC Naval Hospital. The selection of sailors and their family members was carried out by the method of cluster randomization. The health status of 150 sailors aged 22 to 55 years and their family members (150 respondents interviewed) was studied.

The criteria for inclusion in the study were:

1. Age of sailors (from 20 to 55 years).

2. Satisfactory state of health of a sailor.
3. Work experience.
4. Informed consent of the sailor to participate in the study.

The exclusion criteria from the study were:

1. Inactive sailor
2. Refusal to participate in the study

According to the criteria for inclusion in the study, 150 target sailors aged 20 to 55 were included in the target group. 21 of them were persons aged 20 to 26 years, 22 were persons aged 26 to 31 years, 20 were persons aged 31 to 36 years, 23 were persons aged 36 to 41 years, 21 were persons aged 41 to 46 years, 21 were persons aged 46 to 51 years and 22 were aged 51 to 56 years. Person. These age groups were combined into 3 age groups.

Table 1

Distribution of respondents by age

Total	150
22-34 (age)	50
35-44 (age)	50
45-55 (age)	50

Data analysis

The following methods were used in the research process: clinical-anamnestic, analysis of medical documentation (medical card), and survey of sailors.

Mathematical analysis of the research results was performed using SPSS / v20 software packages. To determine whether there is a relationship between the variables (age, health problems, psychological problems, whether the clinic is important, trust in the doctor, doctor's professionalism, and medical examination upon return) we used the X2 criterion of independence.

$$x^2 = \sum \frac{(f_0 - f_e)^2}{f_e}$$

Where: f_0 - observed frequency, f_e - expected frequency.

The large value of the X2 statistics indicates that there is a large difference between the observed and expected frequencies, which means that there is a correlation between the variables. $P < 0.05$ was considered a critical value of < 0.05 .

RESULTS

The survey of respondents revealed that - after 45 years, more than half of the sailors surveyed had chronic diseases. The same trend was observed with regular medication: more than half of sailors over the age of 45 normally took at least one medication per day. It is noteworthy that it was also present in 40% of 35–44-year-old sailors.

In the research process, the share of chronic diseases according to the structural classes of diseases was studied (Figure 1).

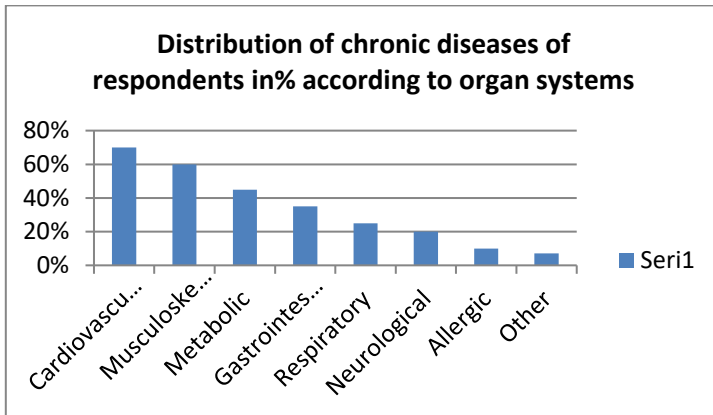


Figure 1 Distribution of chronic diseases of respondents in% of organ systems

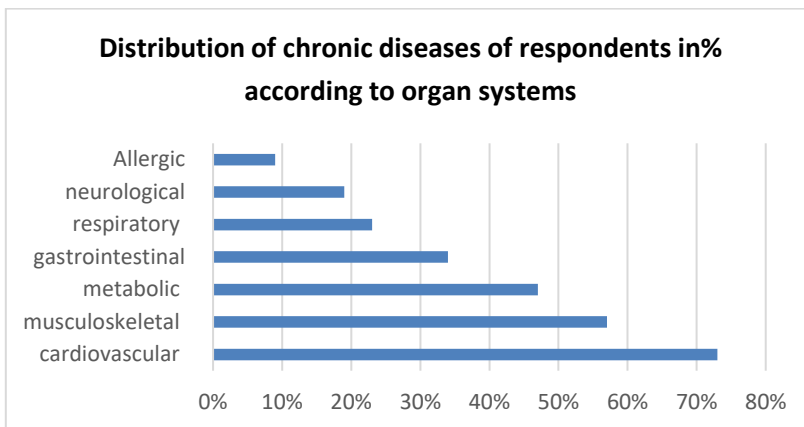


Figure 2 Distribution of chronic diseases of the respondents in% by age

In terms of chronic diseases, especially high were cardiovascular (more than 70%), musculoskeletal (up to 60%), metabolic (up to 45%), gastrointestinal (up to 35%), respiratory (up to 25%), neurological (up to 20%), Allergic (10%), in other cases other chronic diseases were observed.

Based on our material, negative age-related health trends were identified (Figure 2).

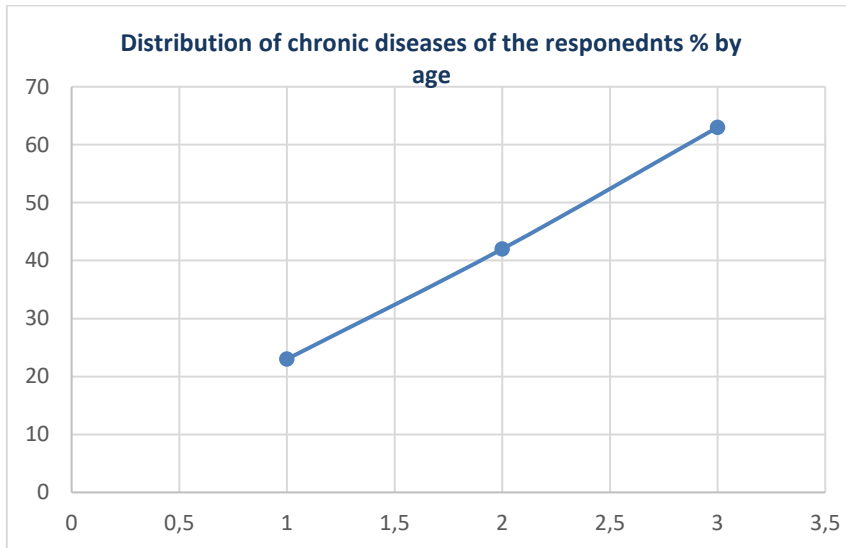


Figure 3 *Distribution of chronic diseases of the respondents % by age*

In the course of the research, we studied and analyzed the following indicators:

- Non-communicable diseases and physical health problems of seafarers;
- Diseases transmitted by sailors;
- Psychological functioning and health of sailors;
- Access to health services;
- Provision and integration of medical services;
- TV health;
- Security issues;
- Whether sailors attach importance to the choice of the clinic;
- Do they trust the doctor;
- Do you visit a doctor after returning to land?
- Whether they follow a healthy lifestyle;

We conducted an empirical study, theoretical generalizations of the issue in the outpatient cards reflecting the practical services provided to the seafarers.

A study of the health status of age groups revealed that with increasing age, frequent illness increases, and chronic diseases increase, hence the number of sailors who take the drug daily. There was no statistically significant difference in psychological problems between the groups in our material with increasing age, as indicated by the X² and P rates.

Table 2

Distribution of surveyed contingent by age (n = 150) Table 2

Age groups	Total (n=150)							X ²	P
	20-25	26-30	31-35	36-40	41-45	46-50	51-55		
Frequent	8	11	11	14	14	16	19	0.092	0.761
Psychological	12	12	11	14	12	13	13	0.412	0.520

The study also examined the effects of healthy eating, physical activity, and alcohol and tobacco use (smoker/non-smoker) on common illnesses (health problems) by seafarers' age groups.

According to our data, with increasing age, tobacco and alcohol consumption, and unhealthy lifestyle, are correlated with health problems.

Table 3

Impact of healthy eating, physical activity, alcohol consumption, tobacco (smoker/non-smoker) share on frequent illness

Classes Group	Total	20-25	26-30	31-35	36-40	36-40	36-40	51-55	X2	P
	(n =150)	(n=30)	(n=30)	(n=30)	(n=30)	(n=30)	(n=30)	(n=)		
I Healthy Eating	87	7	10	13	15	14	14	14	0.127	0.721
II Physical activity	70	15	14	12	9	8	8	4	5.960	0.065
III Alcohol Consumption	127	6	8	8	12	13	8	7	3.028	0.081
IV Tobacco	127	16	18	18	20	19	19	17	6.794	0.09

Discussion

The results of the research show that to improve the quality of seafarers' health services, based on the analysis of our research, it is necessary to create an all-inclusive system that combines existing and new services with resources.

Some of the key components of the above system are:

- PEME (Preliminary Medical Examination) Clinics;
- TMAS (Tele Maritime medicine Assistance Service) centers;
- Port Medical Facilities / Referral, Specialized Hospitals - Management of Medical Cases;
- Information about health / promoting a healthy lifestyle.

Analysis of our research shows that the situation in marine health is unfavorable. The identified problems can be grouped according to the four components of the system mentioned in the paper:

1) PEME CLINICS

- No specific criteria for selection and approval of PEME clinics are defined;
- There is no diverse scale and therefore the cost/price of a medical examination before hiring sailors;
- There is no unified database of seafarers' health records;
- PEME clinics are not informed about on-board medical cases;
- No post-employment medical visits for seafarers are carried out after the end of the contract;
- PEME physicians are not actively involved in health promotion programs for seafarers and their families, promoting healthy lifestyles and raising health awareness;
- There is no unified matrix for the continuous professional development of PEME physicians;
- Lack of external (second opinion) support from PEME physicians for complex and complex medical cases.

2) TMAS

- The crew uses TMAS medical services only in severe emergencies, which accounts for 2-3% of the total number of medical cases.
- TMAS collects information about medical problems from non-medical staff and does not have access to seafarers' past medical history records.

- Lack of communication between TMAS and other involved healthcare providers, leading to delays/termination cases [9].

3) Port Medical Institutions / Referral Hospitals - Medical Case Management.

- After the evacuation in the port city, the medical case is managed by the local clinic under its standards and protocols;
- The same applies to the transfer of a seafarer to a medical facility in the country of residence;
- The shipowner does not receive any medical information other than the summary of the case after its completion;
- Referral clinics do not have access to medical history records, which may affect the effective management of medical cases;
- Lack of communication between referral hospitals and PEME clinics during medical case management.

4) Raising health awareness / promoting a healthy lifestyle

There is a low level of healthy lifestyle awareness among sailors, which increases the risk of illness and the cost of treatment, leading to a decrease in active working age and labor productivity.

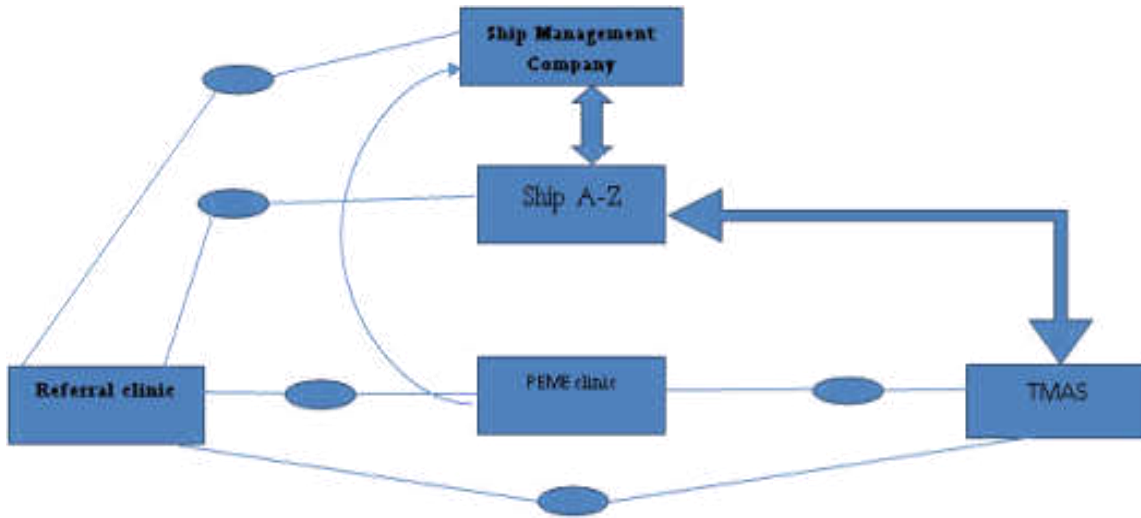


Figure 4 shows a schematic of the current situation.

Based on the analysis of the information obtained from the conducted studies, it is possible to formulate the expected results after updating the system. We propose the introduction of a systemic approach based on services aimed at optimizing and integrating key medical components. The proposed structure implements standard operating procedures (SOPs) and protocols designed in line with CSM (Continuous Service Management (Software)) business processes built into the Cloud Technology Information Management System (HIMS) with its main component - Electronic Medical Records (EMR) [7]. Needless to say, all data is stored and managed at the highest level of security at any stage of database access.

Prospects for the implementation of the system proposed by us (the system will be implemented and operated by MHMG (Marine Health Management Group) can be formed according to the four components of the system as follows:

1) PEME CLINICS

Standardization of selection criteria for PEME clinics;

- Standardization of PEME field;

- All issued health certificates (including invalid ones) will be registered and given a unique identification code;

All medical visits to the doctor will be registered in the system;

The ship owner will have direct access to this module of the database;

- PEME clinics will have full access to sailors' electronic medical records;

Upon completion of the contract, seafarers will be advised to apply to the PEME Clinic for a post-employment medical visit;

Manage health awareness and healthy lifestyle modules in the CSM training system;

Creating a continuous professional development matrix for PEME physicians to improve the quality of medical care provided;

Establishment of an online expert committee to review complex cases and provide a second opinion;

Introduce a professional medical tool to exchange information about the experience.

2) TMAS

- A crew member will be able to communicate with professional medical staff through communication channels integrated into the health information management system (eg Virtual General Practitioner Office);

- Any TMAS provider will have access to an existing Electronic Medical Records (EMR) database;

- The system will record all cases of medical evacuation initiated and carried out by TMAS.

3) Port Medical Institutions / Referral Hospitals - Medical Case Management

- At all stages of medical care (port clinic/hospital, referral hospital, national medical center after repatriation) the case will be administered and all medical records will be collected and stored in the patient's EMR. Each case will have a dedicated medical case manager who will monitor compliance with research and treatment based on international evidence-based medicine/practice (EBM / EBP) protocols;
- Unified and centralized management of medical cases will minimize the number of ill-treated patients and reduce costs accordingly;
- All stakeholders (ship owner, TMAS, referral, and PEME clinic) involved in the marine healthcare industry will have access to medical records and constant exchange of information online [8].

4) Raising health awareness / promoting a healthy lifestyle

- Patient education and healthy lifestyle materials will be included in HIMS and all PEME physicians will have access to the database. Doctors are encouraged to work actively with sailors and their families.

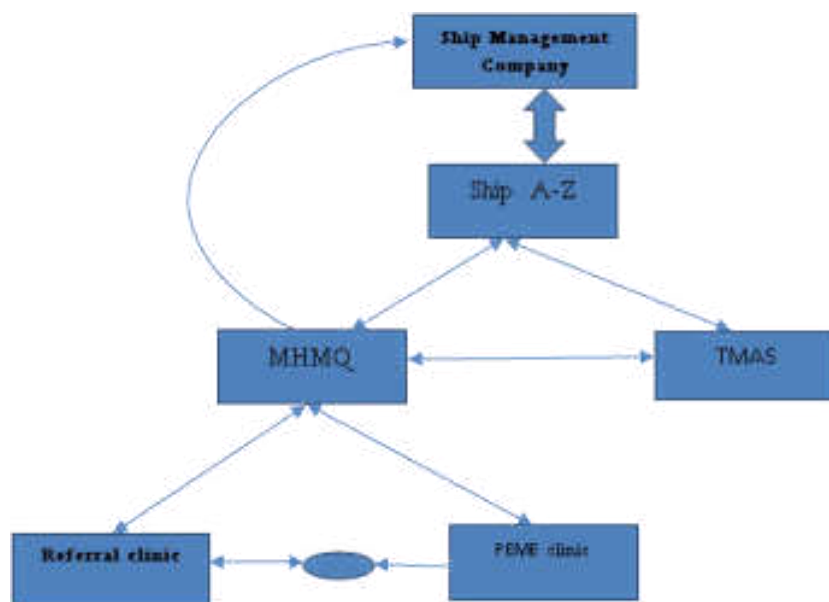


Figure 5 shows a schematic of the situation after the introduction of the proposed system.

CONCLUSION

The results of our research have enabled us to draw important conclusions. The main purpose of this proposed system is to provide welfare and the best medical care for valuable seafarers in the maritime industry [6]. Implementation of the offered services will result in:

Improving the effectiveness of seafarers' health through organizational improvement;

- Reduced calls to port;
- Reduced morbidity offshore and onshore;

Increasing the active professional age of a sailor;

Effective management of medical cases that will lead to quality improvement; Which will lead to a reduction in the costs of insurance companies and other taxpayers and, consequently, a reduction in insurance premiums;

Reduction of leave time, as well as frequency and cost of rotation;

Reduce the number of ambulance calls in the port;

Optimizing health costs;

Ease of hiring/staffing qualified staff for agencies;

Increased loyalty of the sailor towards the company;

Increasing competitiveness in the maritime labor market. Summary:

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Redesign of tourist logistics in conditions of the Russian invasion of Ukraine¹

Valeriia KOSTYNETS² & Iuliia KOSTYNETS³

Abstract

Russia's military invasion of Ukraine represents a downside risk for international tourism. It has exacerbated already high oil prices and transportation costs, increased uncertainty, and caused a disruption of travel in Europe. The purpose of this article was to research the issue of redesigning tourist logistics in the context of the Russian invasion of Ukraine. Since the beginning of the full-scale war, some tourist companies have closed down, and others have reoriented their activities to volunteering - using their buses to evacuate refugees, and engaging connections to organize the purchase of humanitarian aid from abroad. At the beginning of the summer season, tour operators and travel agents faced the question of resuming the main activity. The lack of air connections between Ukraine and traditional tourist resorts has forced the operators of the tourism market to change logistics flows by launching bus connections between Ukrainian cities and such tourist destinations as resorts in Turkey, Greece, Italy, Croatia, and many other countries, as well as the reorientation of charter flight programs with departures from neighboring to Ukraine countries - Poland, Moldova, Baltic countries, etc. Accordingly, the research simulated the redesign of tourist logistics in the conditions of a full-scale Russian invasion of Ukraine.

Keywords: Tourism, International tourism, Tourism market, Tourist logistics, Redesign of tourist logistics, Russian invasion In Ukraine.

INTRODUCTION

In 2019–2020, the tourism industry and the whole world faced a serious challenge in its development - a severe crisis associated with the rapid spread of COVID-19. The borders of many countries were closed, air and rail traffic stopped, and a general regime was introduced in many cities' self-isolation. Such a tourism crisis has not been observed since

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the Second World War. The coronavirus pandemic every day began to reduce up to a million workers places in world tourism. However, from the end of 2021 on at the beginning of 2022, a trend toward recovery of this industry. In January 2022, a rapid increase in tourism was recorded flow compared to 2021. In Europe tourism increased by almost 200%, in Northern and South America - by 97%, in the Middle East - by 89%, in Africa - by 51%, in the Asia-Pacific region - by 44%. Ukrainian tourism has begun to recover.

However, in February 2022, the tourism industry faced a new test - the Russian-Ukrainian war, which despite its limited geography, affected the state of tourism on a global scale. The European states suffered the most. The main problems they faced today: are the loss of Russian and Ukrainian tourists; airline restrictions and use of air space; bigger food and fuel costs; decrease income of travel companies.

The ongoing war in Ukraine and inflation are taking a toll on the tourism industry, which is reeling from the devastating impact of the COVID-19 pandemic. According to the statistics of the World Tourism Organization, the most affected countries in the European tourism sector, in addition to Ukraine, are also the Republic of Moldova with a drop in the number of flights by 69% (from February 24, 2022, compared to 2019), Slovenia (-42%), Latvia (-38%) and Finland (-36%) (UNWTO). A military offensive poses the risk of hindering the return of confidence in global travel, which could particularly affect the US and Asian outbound markets, particularly for travel to Europe, then these markets are historically more external to the risk.

As of today, Ukraine and Russia as tourist export markets together account for 3% of global spending on international tourism. Prolonged conflict could result in a loss of US\$14 billion in global tourism receipts in 2022. As tourist destinations, Russia and Ukraine account for 4% of international tourist revenues to Europe (UNWTO), so the importance of both markets is unquestionable for neighboring countries, as well as for European sun and sea destinations (fig. 1).

Figure 1. Ukraine And Russia's International Tourism Spending (% of world total)

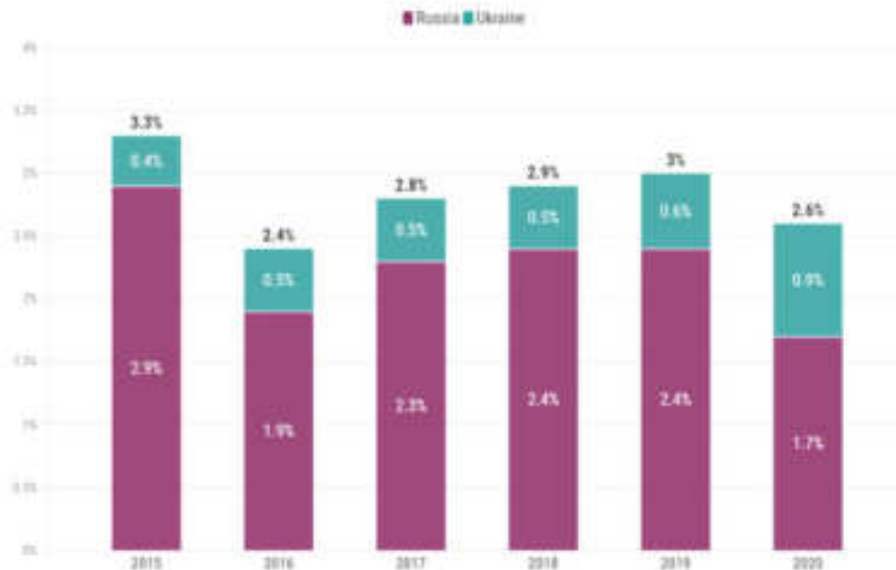


Figure 1. Ukraine And Russia's International Tourism Spending (% of world total)

Source: UNWTO: Impact of the Russian offensive in Ukraine on international tourism (2022, May 16). Retrieved from <https://www.unwto.org/impact-russian-offensive-in-ukraine-on-tourism>

Thus, in just one week after the start of the war, the number of air ticket sales in Europe fell by 23%, and the number of flights from the United States to Europe fell by 13% (fig. 2-3).



Figure 2. Air bookings made from the week ending 30 Jan to 8 May 2022 of intra-European travel

Source: UNWTO (2022): UNWTO World Tourism Barometer and Statistical Annex. World Tourism Barometer, volume 20 (issue 3). <https://doi.org/10.18111/wtobarometereng>

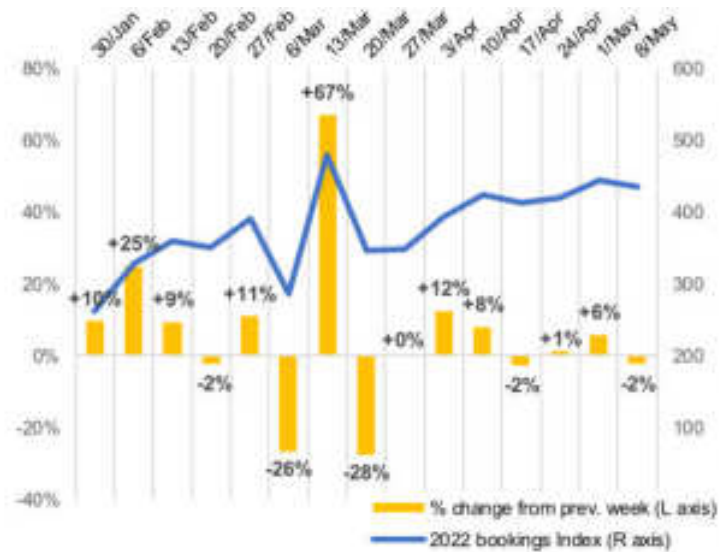


Figure 3. Air bookings made from the week ending 30 Jan to 8 May 2022 for US travel to Europe

Source: UNWTO (2022): UNWTO World Tourism Barometer and Statistical Annex. World Tourism Barometer, volume 20 (issue 3). <https://doi.org/10.18111/wtobarometereng>

Countries close to the conflict zone - Bulgaria, Croatia, Estonia, Georgia, Hungary, Latvia, Lithuania, Poland, Slovakia, and Slovenia - saw a drop in bookings by 30-50% (Kamal-Chaoui, 2022). The most affected destinations so far (aside from Russia and Ukraine) are the Republic of Moldova with a 69% drop in several flights from 24 February to 11 May 2022 (compared to 2019), Slovenia with a 42% drop, Latvia 38% and Finland 36%, according to Eurocontrol and UNWTO data (UNWTO World Tourism Barometer, 2022).

Regardless, the closure of Russian airspace has added time and cost to many airlines that fly between Europe and Asia, hampering long-haul flights. For example, creating Russian airspace for a flight between Paris and Tokyo gives over 1,000 miles and 150 minutes of flight time. Also, direct flights from Russia to most of Europe have been banned. In the summer of 2019 Russians accounted for 4% of all arrivals to Europe, whereas in 2022, this dropped dramatically (ForwardKeys Data, 2022).

It is worth noting, despite the war conditions Ukrainians spent money on travel - year-to-date changes are 107% (+7% growth). The increase in travel expenses of Ukrainians in 2022 compared to the same period in previous years is primarily due to the sharp increase in transportation prices and hotel rates, the longer duration of trips observed this year's

summer season, as well as the purely subjective logistic factor - additional transport costs on the territory of Ukraine and Europe to get to the airport of departure for the trip if we are talking about air travel. This situation is demonstrated in figure 4.

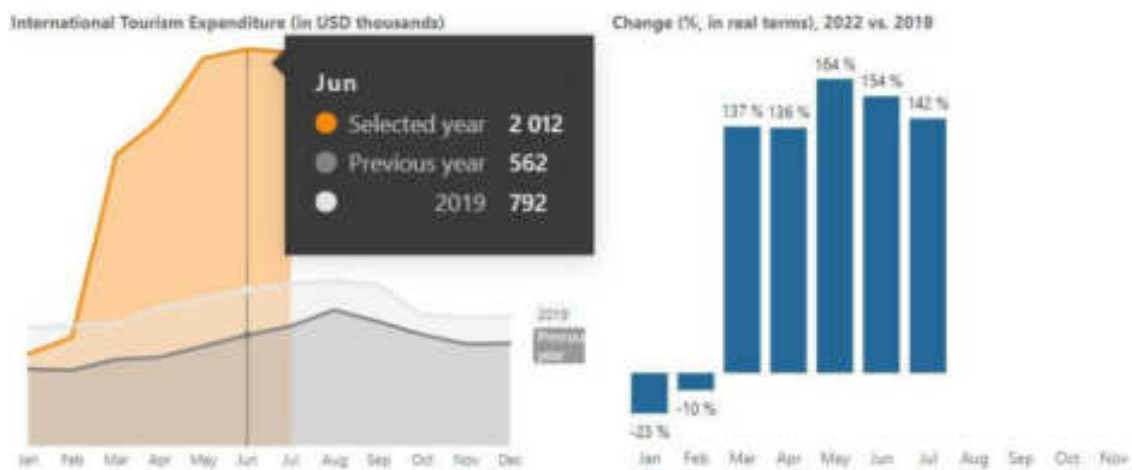


Figure 4. International tourism expenditure in USD thousands and change 2022 vs 2019, % in Ukraine after the Russian invasion

Source: Summer outlook (2022). Global air travel is set to recover 65% in Q3 (2022, July 6). ForwardKeys

Among other things, a considerable problem for the stability of tourist flows and the growth of tourist arrivals in military conditions is the issue of necessary significant changes in tourist logistics.

Method

The purpose of the study is to investigate the specifics of the redesign of tourist logistics in tourism in the conditions of the Russian military invasion of Ukraine. According to the goal, the main tasks of the research were the analysis of the current situation in the Ukrainian and international market of tourist services, the clarification of the preferences of consumers of tourist services regarding the choice of transportation for travel, the study of logistical solutions of operators of the tourist market.

Methods of structural and functional analysis, scientific abstraction, as well as graphical method and method of trend equations and adaptive forecasting, were used for detailed research.

In the context of rapid wave-like changes in the conditions of the external macro-environment over time, the presence of incomplete data, and constant updating of variables, it is advisable to use such type of statistical analysis and time series forecasting, which can adapt to the constant changes of socio-economic processes - adaptive modeling, founded by G. Brown (2004), H. Theil, S. Wage (1964), P. Winters (1960), S. Holt (1957).

FINDINGS

Logistics management of tourism activity is a purposeful impact on the coordination and synchronization of processes formation of flows of tourists and their services. When a tourist plans his trip, he takes into account such factors: delivery speed up to the purpose of the trip; travel comfort; price; the possibility of carrying luggage and possible weight; the possibility of stopping along the way; nutritional conditions; noise level, vibrations; conditions for sleep and rest; opportunity for a wide view travel time; the presence of adverse environmental factors; safety. These factors in the logistics area include: the speed of delivery to the purpose of the trip, the cost, the possibility of transporting luggage and its weight, the presence of adverse environmental factors, security

Companies are forced to develop long-term plans for transporting tourists abroad, booking blocks of places in hotels. In such cases, it is necessary to plan before the start of the season the approximate number of tourists that the firm will have to serve. The financial risk of such decisions can be great. This risk became global in 2022 in the activities of tour operators in the tourist market of Ukraine.

In particular, the civil aviation sector, which is key for tourism, suffered not only serious damage due to the destruction of several components of its infrastructure, but also actually temporarily ceased to exist in Ukraine. The main infrastructure of the logistics sector of road and railway transport has also suffered significant damage and destruction, in particular, in war zones, as well as the lack of safety of movement along the long-established logistics corridors of the currently occupied and recently de-occupied territories of Ukraine confirmed the need for a redesign of transport logistics for operators of the domestic tourist market services.

The closure of Ukrainian airspace for civil aviation has become one of the critical factors for the tourism sector. To restart the established work of tour operators in the first months of the full-scale war, it was necessary to actively work on the creation of tourist products that would make it possible to compensate for the temporary loss of air connections with other countries. In general, the main lack of air connections between Ukraine and traditional tourist resorts forced operators of the tourist market to change logistics flows on the eve of the summer season, starting bus connections between Ukrainian cities and such tourist destinations as the resorts of Turkey, Greece, Italy, Croatia, and many other countries, as well as reorient charter flight programs with departures from countries neighboring Ukraine - Poland, Moldova, the Baltic states, etc.

It should be noted that before the start of the summer season in the tourist market of Ukraine, consumer research was conducted by experts and market practitioners to identify their preferences when booking tours. The authors of this article took part in this research as a practice of the tourism market. Respondents could make multiple choices (fig. 5).

The research helped to identify many criteria underlying the choice of a place of rest for citizens of Ukraine in wartime conditions:

- 67% of the surveyed tourists, when choosing a vacation destination and the choice of transportation option for vacation, consider safety to be the most important;
- 60% of respondents - the cost of rest;
- 58% attach great importance to the absence or minimization of the number of Russian tourists on the territory of the host country;
- 55% important is the availability of information about the country;
- 54% believe that the main thing in the rest is entertainment.
- **Figure 5.** *Distribution of criteria for choosing a place of rest for citizens of Ukraine in wartime conditions*

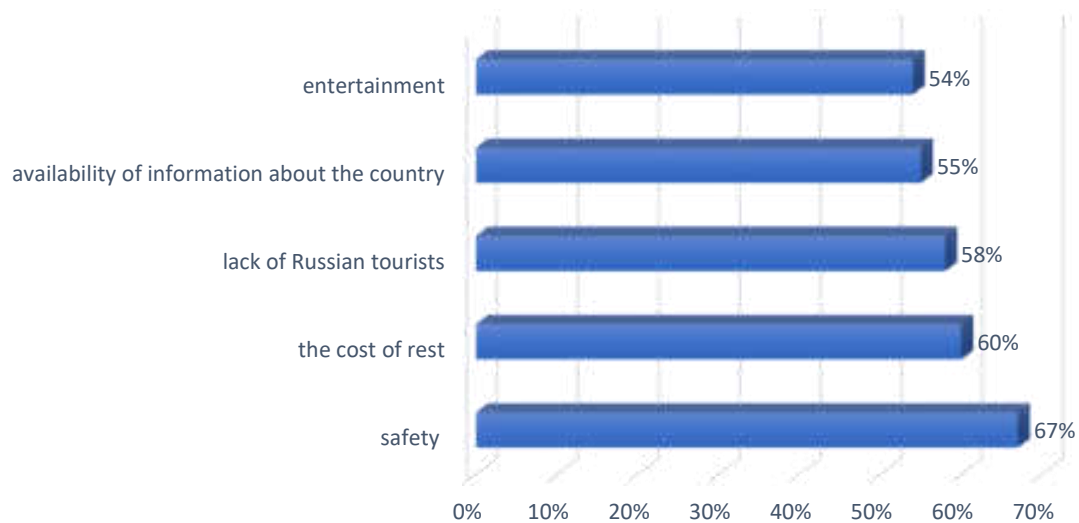


Figure 5. *Distribution of criteria for choosing a place of rest for citizens of Ukraine in wartime conditions*

After a more detailed analysis, we concluded that the main criteria for choosing a vacation are:

1. Comfort.
2. Speed and price of delivery to the place.
3. Cost of living.
4. Conditions and quality.
5. Lack of Russian tourists.
6. Safety.

Based on this and according to the internal statistical data of experts and practitioners of the tourist market, based on the results of the traditional summer season, the top three foreign holiday destinations for Ukrainian tourists look as follows (fig. 6):

1. Bus tours to Turkey;
2. Flights from Chisinau to Turkey and Egypt;
3. Bus tours to Montenegro (Artiukh, 2022)

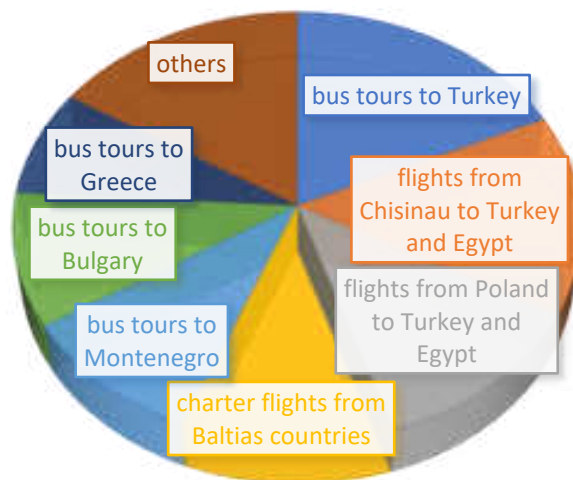


Figure 6. Distribution of popular foreign holiday destinations and tour products for Ukrainian tourists in 2022

Today in the Ukrainian market of tourist services there is a situation of reorientation of the emphasis of activities of many tour operators from only air travel to expanding the assortment in the direction of bus tours. A separate niche is occupied by tour operators who have opened charter flight programs from the airports of countries neighboring Ukraine - Poland, Moldova, the Baltic states, etc. (fig.7).

Currently, tour operators continue to compensate for the closed sky with bus trips from regions that are at a significant distance from hostilities.

The basis of the assortment will continue to be bus tours from Ukrainian cities and air tours from the nearest airports of neighboring countries, from where flights to Turkey, Montenegro, Egypt, and Greece are made. For the convenience of tourists, transfers are organized to several airports in neighboring countries from Kyiv, Zhytomyr, Vinnytsia, Odesa, Dnipro, Lviv, and some other cities.

Bus tours are mainly available to Bulgaria, Turkey, Greece, Croatia, and Montenegro. Departures are organized from many large cities: Kyiv, Bila Tserkva, Uman, Odesa, Lviv, Ivano-Frankivsk, Chernivtsi, Zhytomyr, Vinnytsia, Khmelnytskyi, Kamianets-Podilskyi.

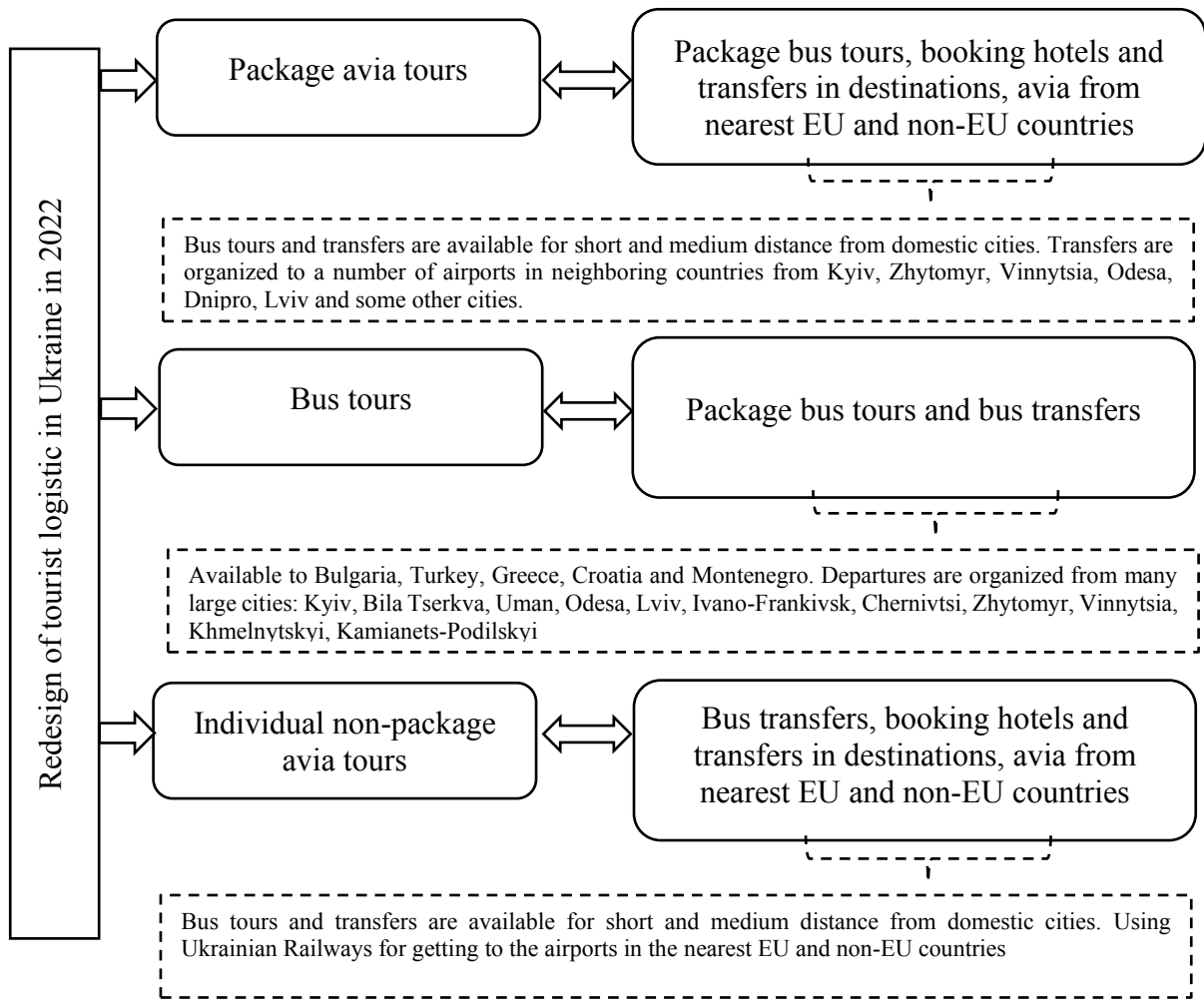


Figure 7. Model of the redesign of tourist logistics in conditions of Russian invasion in Ukraine

It was the redesign of tourist logistics that largely contributed to the increase in Ukrainians' spending on tourist trips in 2022 compared to 2019. Among other reasons, there are external factors of influence, in particular, the increase in prices on the market for transport services, and the increase in the cost of accommodation and food, but the trends in Ukrainians' spending on tourist trips are observed, which indicates the stability of the habit of traveling in the summer season, even despite military operations on the territory of Ukraine.

CONCLUSION

In conclusion, it should be noted that in the future, in the conditions of the continuation of the large-scale war of Russia against Ukraine, the effectiveness of the functioning of the tourist transport system will largely depend on the restoration of its integrity: routes of passenger tourist transportation taking into account the demand for transport services and security needs, the organization of multimodal interaction, improvement of logistics connectivity of domestic and international transportation, restoration of unhindered movement of road transport in regions that were in war zones.

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Benlik saygısının akademik erteleme davranışı üzerine etkisinde sosyal medya bağımlılığının aracılık rolü

Seda KIZIL¹

Öz

Günümüzde internetin yaygın kullanımıyla birlikte sosyal medya araçlarını kullanmaya olan ilginin de arttığı görülmektedir. Artan bu ilgi sebebiyle sosyal medya araçlarını sürekli kullanma yönünde kendilerini kontrol edememe sorunu yaşayan bireyler sosyal medyaya bağımlı hale gelmektedirler. Sosyal medyaya olan bağımlılık ise bireylerin olumsuz birtakım durumlar ile karşı karşıya kalmalarına sebep olabilecektir. Özellikle genç nüfusun sosyal medyayı daha etkili kullandığı göz önünde bulundurulduğunda sosyal medyaya bağımlı olma durumunun akademik görevlerin geciktirilmesi olarak tanımlanan akademik erteleme davranışı üzerinde etkili olabileceği ifade edilebilir. Dolayısıyla genç nüfusun sosyal medya bağımlısı olma ve beraberinde akademik erteleme davranışı gösterme sorununu bireyin kendini değerli görüp görmemesini ifade eden benlik saygısının etkileyebileceği düşünülmektedir. Bu bağlamda çalışmanın amacı, benlik saygısının akademik erteleme davranışı üzerinde etkisinde sosyal medya bağımlılığının aracı rolünü incelemektir. Çalışmada, 2021-2022 eğitim öğretim yılında Bayburt Üniversitesi'nde öğrenim gören 686 öğrenciden benlik saygısı, sosyal medya bağımlılığı ve akademik erteleme davranışı ölçekleri aracılığıyla veri toplanmıştır. Çalışmaya konu olan değişkenler arasındaki ilişkileri incelemek amacıyla oluşturulan model yapısal eşitlik modeli ile test edilmiştir. Analiz sonuçları; benlik saygısının sosyal medya bağımlılığı ve akademik erteleme davranışı ile negatif yönlü ve sosyal medya bağımlılığının akademik erteleme davranışı ile negatif yönlü ilişkili olduğunu, ayrıca benlik saygısı ile akademik erteleme davranışı arasındaki ilişkide sosyal medya bağımlılığının kısmi aracılık rolü üstlendiğini göstermiştir. Elde edilen sonuçlar alan yazın çerçevesinde tartışılmıştır.

Anahtar Kelimeler: Benlik saygısı, Sosyal medya bağımlılığı, Akademik erteleme davranışı, Üniversite öğrencileri

The mediating role of social media addiction in the effect of self-esteem on academic procrastination behavior

Abstract

Today, with the widespread use of the internet, it is seen that the interest in using social media tools has increased. Due to this increasing interest, individuals who have the problem of not being able to control themselves in the direction of using social media tools become addicted to social media. Addiction to social media may cause individuals to face many negative situations. Considering that especially the young population uses social media more effectively, it can be stated that being addicted to social media may have an impact on academic procrastination, which is defined as delaying academic tasks. Therefore, it is thought that self-esteem, which expresses whether the individual considers herself valuable or not, may affect the problem of the young population being social media addicted and showing academic procrastination. In

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this context, the study aims to examine the mediating role of social media addiction in the effect of self-esteem on academic procrastination behavior. In the study, data were collected from 686 students studying at Bayburt University in the 2021-2022 academic year through self-esteem, social media addiction, and academic procrastination behavior scales. The model created to examine the relationships between the variables in the study were tested with the structural equation model. The results of the analysis showed that self-esteem was negatively related to social media addiction and academic procrastination behavior and social media addiction was negatively related to academic procrastination, and social media addiction had a partial mediating role in the relationship between self-esteem and academic procrastination behavior.

Keywords: Self-esteem, Social media addiction, Academic procrastination behavior, University students

GİRİŞ

Bireylerin hayatlarında yaygın bir davranış olduğu gözlemlenen erteleme davranışının diğer bir ifadeyle yapılması gerekenlerin son ana kadar bekletilmesinin bireyleri olumsuz etkileyeceği ifade edilebilir. Aslında bireyler yapılması gerekenlere bir an önce başlama eğilimindedirler ancak kendilerini erteleme davranışı göstermekten alıkoyamamaktadırlar. Bu davranış bir sebebe bağlı kalmadan tamamen keyfi bir dürtüyle gerçekleşebileceği gibi başarısızlık korkusu ya da daha iyisini ortaya koyabilme isteği gibi çeşitli sebeplerle de gerçekleşebilmektedir. Her ne olursa olsun erteleme davranışının bireyin üzerinde zaman baskısı yaratarak ve beraberinde kaygı ve endişe gibi olumsuz duygular oluşturarak bireyi sıkıntıya sokacağı ifade edilebilir. Erteleme davranışının akademik ortamlara yansması, akademik erteleme davranışı olarak nitelendirilmektedir. Akademik erteleme davranışı; ödevleri son dakikada yapma, dönem sonunda verilecek sınavlara veya ödevlere son dakikada hazırlanma eğilimi olup (Solomon ve Rothblum, 1984), akademik görevlerin yüksek derecede kaygı yaşayana dek ertelenmesi olarak tanımlanmaktadır (Senecal vd. 1995). Üniversite öğrencileri arasında yaygın görülen ve çoğunun düzenli olarak yaptığı akademik erteleme davranışı (Zacks ve Hen, 2018) akademik anlamda öğrencilerin başarılarını olumsuz etkileyen ciddi bir problem olarak ortaya çıkmaktadır (Onwuegbuzie, 2004). Dolayısıyla akademik erteleme davranışı ile ilişkili olabileceği düşünülen faktörlerin belirlenmesiyle bu problemin çözümü ile ilgili önerilerde bulunulabilir.

Araştırmada önemli bir değişken olarak kullanılan benlik saygısı ile ilgili literatür incelendiğinde, benlik saygısı ile akademik erteleme davranışı arasında önemli bir ilişki olduğu görülmektedir. Benlik saygısı; bireyin kendisini tüm olumlu ve olumsuz

yönleriyle bir bütün olarak olduğu gibi kabul etmesi, beğenmesi, değerli görmesi anlamına gelmektedir (Taylor vd., 2005). Diğer bir deyişle, benlik saygısı bireylerin kendileri hakkında nasıl hissettiklerini göstermektedir. Bireyin benlik saygısını korumasına yönelik geliştirdiği yöntemlerden biri de kronik erteledir (aktaran Uzun vd., 2020). Dolayısıyla erteleme davranışında bulunan bireyler başarısız olmaktan çekindikleri, gösterdikleri çabanın ve sahip oldukları yeteneklerin değerlendirilmesinden kaçındıkları için benlik saygılarını korumak adına daha fazla erteleme davranışında bulunabilirler (Aydoğan ve Özbay, 2012). Bu bağlamda, çok sayıda araştırma, erteleme ve benlik saygısı arasında olumsuz yönde anlamlı bir ilişki bulmuştur (Ferrari, 1994; Kınık ve Odacı, 2020; Senecal vd., 1995; Yang vd., 2021).

Akademik erteleme davranışına neden olabilecek kavramlar üzerine yapılan literatür araştırmasında erteleme eğiliminin sosyal medya bağımlılığı ile de ilişkili olduğu görülmektedir. Sosyal medya bağımlılığı; sosyal medyaya karşı aşırı düşkün olma, bu ortamlarda sürekli çevrim içi olma isteği, sosyal medyayı kendini kontrol edemeden kullanma ve bu durumun diğer kişisel alanları olumsuz etkilemesi olarak tanımlanmaktadır (Andreassen ve Pallesen, 2014'ten akt. Şahin ve Yağcı, 2017). Ertelelediği görevin sıkıcı olduğuna, görevin tamamlanması için vaktin olduğuna, daha sonra yapacağına vurgu yapan bireyler sosyal medyada boşa zaman geçirmeyi tercih ederek sorumluluklarından biraz da olsa kaçabilecekleri daha eğlenceli bir erteleme dönemi yaşayabilirler. Dolayısıyla öğrenciler arasında yaygın görülen akademik erteleme davranışının öğrencileri kısa süreli zevkli etkinliklere yönlendiren sosyal medyanın cazibesi göz önüne alındığında daha iyi anlaşılabilir (Nwosu vd., 2020). Yapılan araştırmalar sosyal medya bağımlılığı ile akademik erteleme arasında anlamlı ve pozitif ilişki bulmuştur (Kandemir, 2014; Latipah vd., 2021; Muslikah ve Mulawarman, 2018; Nwosu vd., 2020; Saleem vd., 2015).

Yapılan literatür araştırması sonucunda sosyal medya bağımlılığının düşük benlik saygısıyla ilişkili olduğu da ifade edilebilir. Shaw ve Gant'a (2002) göre düşük benlik saygısına sahip bireyler sosyal medyayı ruh hallerini değiştirmek, yeni insanlarla tanışmak, yalnızlığı azaltmak ve sosyal destek aramak için kullandıklarını öne sürmektedirler (aktaran Köse ve Doğan, 2019). Benzer şekilde diğer bazı çalışmalar da

sosyal medya bağımlılığının düşük benlik saygısı ile ilişkili olduğunu ortaya koymuştur (Andreassen vd., 2017; Baturay ve Toker, 2017; Hong vd., 2014; Köse ve Doğan, 2019).

Tüm bu çalışmalar değerlendirildiğinde benlik saygısının akademik erteleme davranışı üzerine sosyal medya bağımlılığı aracılığıyla etki edebileceği, diğer bir ifadeyle benlik saygısının akademik erteleme davranışı ile olan etkileşiminde sosyal medya bağımlılığının aracı bir rol oynayabileceği söylenebilir. Bu doğrultuda oluşturulan hipotezler aşağıdaki gibidir.

H1: Benlik saygısı akademik erteleme davranışını olumsuz yönde yordar.

H2: Benlik saygısı sosyal medya bağımlılığını olumsuz yönde yordar.

H3: Sosyal medya bağımlılığı akademik erteleme davranışını olumlu yönde yordar.

H4: Benlik saygısının akademik erteleme davranışı üzerinde etkisinde sosyal medya bağımlılığının aracılık rolü vardır.

YÖNTEM

Çalışma Grubu

Araştırmanın evrenini Bayburt Üniversitesinde 2021-2022 akademik yılında öğrenim gören öğrenciler oluşturmaktadır. Anket formları Google Form ile oluşturulmuş ve anket linki uygun kanallarla öğrencilerle paylaşılmıştır. 686 öğrenciden analize uygun anket verileri toplanmıştır. Araştırmaya katılan öğrencilerin 513'ü kadın (%74,8), 173'ü erkektir (%25,2); %36'sı 18-20, %52,9'u 21-23, %5,5'i 24-26 ve %5,5'i 27 ve üzeri yaş aralığındadır; 246'sı 1. sınıfı (%35,9), 299'u 2. sınıfı (%43,6), 63'ü 3. sınıfı (%9,2), 77'i 4. sınıfı (%11,2) ve 1'i de hazırlık sınıfını okumaktadır; 398'si fakülte (%58), 288'i meslek yüksek okulu öğrencileri olup 490'ı I. Öğretimde (%71,4) ve 196'sı (%28,6) II. Öğretimde öğrenim görmektedir.

Veri Toplama Araçları

Rosenberg Benlik Saygısı (BS) Ölçeği: Benlik saygısını ölçmek için Rosenberg (1965) tarafından geliştirilmiş 10 maddeden oluşan ölçekten faydalanılmıştır. Ölçeğin Türkçeye uyarlama çalışması Çuhadaroğlu (1986) tarafından yapılmış ve kullanım hakları Türkiye

Çocuk ve Genç Psikiyatrisi Derneği'ne verilmiştir. Dolayısıyla dernek ile e-mail aracılığıyla iletişime geçilmiş ve gerekli izin alınmıştır. Ölçekteki maddeler araştırma örneğine uygun şekilde düzenlenmiş ve ters maddeler düz olarak ifade edilmiştir. Açımlayıcı faktör analizi sonucunda elde edilen iki faktörlü yapı doğrulayıcı faktör analizinde gerekli modifikasyonlar yapıldıktan sonra da doğrulanmıştır. Bu yapı; toplam varyansın 59,255'ini açıklamaktadır. KMO (,866) ve Barlett's testi (2847,350) sonuçları yeterli düzeydedir. Bu çalışmada ölçeğin Cronbach Alpha değeri ,853 olarak hesaplanmıştır.

Sosyal Medya Bağımlılığı (SMB) Ölçeği - Öğrenci Formu: Sosyal medya bağımlılığını ölçmek için Şahin ve Yağcı (2017) tarafından hazırlanan ve 29 maddeden oluşan Sosyal Medya Bağımlılığı Ölçeği-Öğrenci Formu kullanılmıştır. Açımlayıcı faktör analizi sonucunda 6. ve 12. maddeler çıkartılmış ve beş faktörlü bir yapı ortaya çıkmıştır. Bu yapı, doğrulayıcı faktör analizinde gerekli modifikasyonlar yapıldıktan sonra da doğrulanmıştır. Elde edilen beş faktörlü yapı toplam varyansın 54,785'ini açıklamaktadır. KMO (,927) ve Barlett's testi (7108,781) sonuçları yeterli düzeydedir. Bu çalışmada ölçeğin Cronbach Alpha değeri ,912 olarak hesaplanmıştır.

Aitken Erteleme Eğilimi (AE) Ölçeği: Akademik erteleme davranışını ölçmek için Aitken (1982) tarafından geliştirilen, Balkıs (2006) tarafından Türkçeye uyarlanan 14 maddelik ölçek kullanılmıştır. Ölçekteki maddeler araştırma örneğine uygun şekilde düzenlenmiş ve ters maddeler düz olarak ifade edilmiştir. Açımlayıcı faktör analizi sonucunda 6. ve 14. maddeler çıkartılmış ve üç faktörlü bir yapı ortaya çıkmıştır. Bu yapı, doğrulayıcı faktör analizinde gerekli modifikasyonlar yapıldıktan sonra da doğrulanmıştır. Elde edilen üç faktörlü yapı toplam varyansın 57,099'unu açıklamaktadır. KMO (,906) ve Barlett's (3444,10) testi sonuçları yeterli düzeydedir. Bu çalışmada ölçeğin Cronbach Alpha değeri ,874 olarak hesaplanmıştır.

Çalışmada her bir değişken için ikinci düzey faktör analizi yapılmıştır, böylece değişkenler tek faktöre bağlanmış ve alt boyutlar yerine toplam puan üzerinden genel durum değerlendirilmiştir. Yapının uyum indeksi değerlerinin kabul edilebilir düzeyde olduğu belirlenmiştir (Tablo 1).

Tablo 1*Ölçeklerin Uyum İyiliği Değerleri*

Değişkenler	<i>CMIN/DF</i>	<i>GFI</i>	<i>CFI</i>	<i>NFI</i>	<i>TLI</i>	<i>RMSEA</i>
Benlik Saygısı (2. Düzey)	3,730	,967	,969	,958	,956	,063
Sosyal Medya Bağımlılığı (2.Düzey)	3,670	,883	,877	,839	,863	,062
Akademik Erteleme (2. Düzey)	3,461	,951	,943	,923	,930	,060

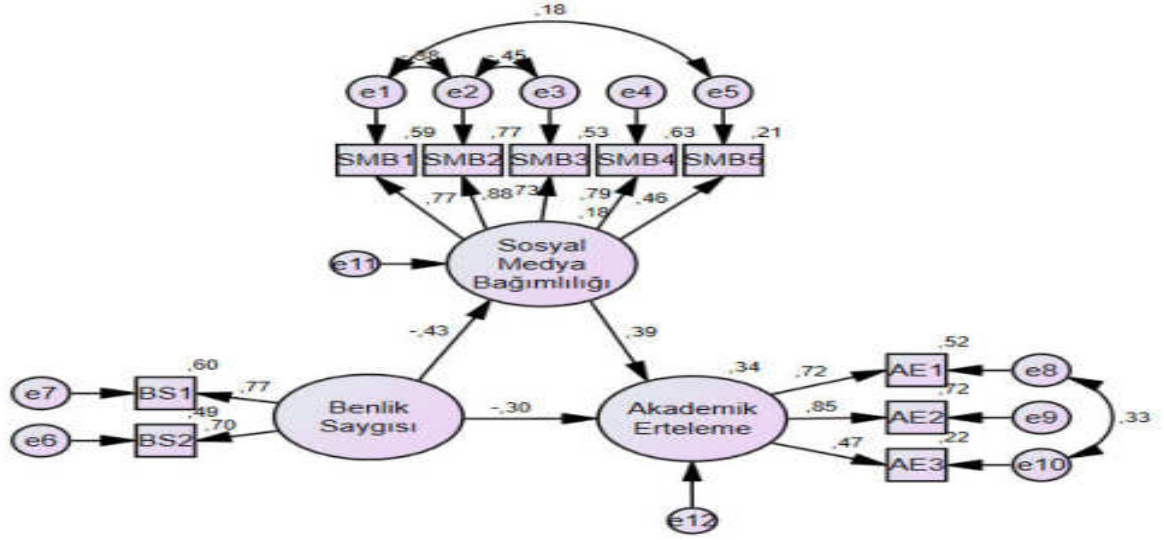
BULGULAR

Araştırma amacı doğrultusunda toplanan verilere öncelikle korelasyon analizi yapılmıştır. Analiz sonucunda; benlik saygısı ile akademik erteleme davranışı arasında-,339 ($p<0,01$), benlik saygısı ile sosyal medya bağımlılığı arasında -,300 ($p<0,01$) ve sosyal medya bağımlılığı ile akademik erteleme davranışı arasında ,361 ($p<0,01$) ilişki katsayıları elde edilmiştir.

Araştırma kapsamında yapılan analizler neticesinde benlik saygısının akademik erteleme davranışını (β : -,43; $p<,05$; *CMIN/DF*: 2,339; *GFI*: ,974; *AGFI*: ,979; *CFI*: ,994; *NFI*: ,990; *TLI*: ,985; *RMSEA*: ,044) ve sosyal medya bağımlılığını (β : -,42; $p<,01$; *CMIN/DF*: 3,881; *GFI*: ,983; *AGFI*: ,958; *CFI*: ,981; *NFI*: ,975; *TLI*: ,965; *RMSEA*: ,065) olumsuz yönde, sosyal medya bağımlılığının da akademik erteleme davranışını (β : ,46; $p<,01$; *CMIN/DF*: 5,092; *GFI*: ,974; *AGFI*: ,937; *CFI*: ,971; *NFI*: ,964; *TLI*: ,946; *RMSEA*: ,077) olumlu yönde anlamlı olarak yordadığı görülmüştür.

Sosyal medya bağımlılığın aracılık rolünü test etmek için yapısal eşitlik analizinden yararlanılmıştır. Yapısal eşitlik modeline ilişkin uyum ölçülerinin tümü (*CMIN/DF*: 3,505; *GFI*: ,973; *AGFI*: ,946; *CFI*: ,972; *NFI*: ,961; *TLI*: ,955; *RMSEA*: ,060) kabul

edilebilir uyum sınırları içerisinde. Dolayısıyla kurulan modelin istatistiksel bakımdan anlamlı ve geçerli olduğu anlaşılmaktadır. Şekil 1’de AMOS paket programında test edilen modelin kestirim sonuçları gösterilmektedir.



Şekil 1. Yapısal Eşitlik Modeli

Tablo 2’den de görüleceği üzere aracı değişken olan sosyal medya bağımlılığı modele dahil edildiğinde benlik saygısı ile akademik erteleme davranışı arasındaki aracılı doğrudan etki azalmış ve anlamlı bulunmuştur ($\beta: -.30; p < .01$). Dolayısıyla benlik saygısının akademik erteleme davranışı arasındaki aracısız doğrudan etkiyle ($\beta: -.43; p < .05$) ile karşılaştırıldığında bir azalma söz konusudur. Baron ve Kenny’e (1986) göre bu sonuç sosyal medya bağımlılığının kısmi aracılık rolü olduğunu göstermektedir.

Tablo 2

Yapısal Modelin Kestirim Sonuçları

YORDANAN DEĞİŞKEN	YORDAYAN DEĞİŞKEN	Standardize R.Y.	S.H.	T Değeri (CR Terimi)	p
AE	← BS	-,30	-,488	,093	,000
SMB	← BS	-,43	,092	-8,166	,000
AE	← SMB	,39	,359	,049	,000

Aracılık rolünün ortaya konulmasında bootstrap yönteminden de yararlanılmıştır. Örneklem 2000 değerinde artırılmış, güven aralıklarını %95 seviyesinde veren (Bias-corrected confidence intervals) yöntem seçilmiş ve Bootfactor olarak 1 değeri tercih edilmiştir. Tablo 3 incelendiğinde Bootstrap testi sonucuna göre benlik saygısının akademik erteleme davranışı üzerindeki etkisinde sosyal medya bağımlılığının aracı rolünün etkisi anlamlı çıkmıştır. Dolayısıyla H1, H2, H3 ve kısmen de olsa H4 hipotezleri desteklenmiştir.

Tablo 3

Aracı Değişkenin Anlamlılık Düzeyi

İlişki	<i>Aracısız Doğrudan Etki</i>	<i>Aracılı Doğrudan Etki</i>	<i>Dolaylı Etki</i>
BS-SMB-AE	-,43; $p=,05$	-,30; $p=,000$	-,165; %95; CI (-,218; -,118)

SONUÇ

Üniversitelerde öğrenciler çeşitli akademik görevleri yerine getirerek üniversite sonrası hayata kendilerini hazırlamaktadırlar. Ancak öğrencilerin çeşitli sebeplerle bu görevleri erteledikleri görülmektedir. Akademik erteleme olarak adlandırılan ve gittikçe üniversite öğrencileri arasında yaygın bir şekilde kendini gösteren bu davranışın sonuçlarıyla öğrencilerin baş edemeyecek duruma gelmeleriyle akademik performansları da olumsuz etkilenmektedir. Dolayısıyla akademik erteleme davranışının yordayıcıları üzerinde çalışmalar yapmaya ihtiyaç duyulmaktadır. Bu noktadan hareketle, akademik erteleme davranışının yordayıcılarını anlamaya ilişkin olan bu çalışmada, yapılan literatür incelemesi sonucu benlik saygısı ile sosyal medya bağımlılığının akademik erteleme davranışı ile ilişkili olabileceği üzerinde durulmuştur.

Çalışmada; benlik saygısı ile akademik erteleme davranışı arasında negatif yönlü ve anlamlı bir ilişki olduğu görülmektedir. Etkinin yönünün negatif olması öğrencilerin benlik saygısının artmasının akademik erteleme davranışını azalttığını ortaya koymaktadır. Bu sonuç konu ile ilgili yazındaki çalışmaları destekler niteliktedir (Ferrari, 1994; Kınık ve Odacı, 2020; Senecal vd., 1995; Yang vd., 2021).

Benlik saygısı ile sosyal medya bağımlılığı arasındaki ilişkinin negatif yönlü ve anlamlı olduğu görülmüştür. Bu sonuç; öğrencilerin yüksek benlik saygısının sosyal medya bağımlılığını azalttığını göstermekte ve literatürdeki diğer çalışmalarla benzerlik göstermektedir (Kandemir, 2014; Latipah vd., 2021; Muslikah ve Mulawarman, 2018; Nwosu vd., 2020; Saleem vd., 2015).

Sosyal medya bağımlılığı ile akademik erteleme davranışı arasındaki ilişkinin pozitif yönlü ve anlamlı olduğu görülmüştür. Bu sonuç; öğrencilerin sosyal medya bağımlılıklarının akademik erteleme davranışını artırdığını göstermekte ve literatürdeki diğer çalışmalarla benzerlik göstermektedir (Andreassen vd., 2017; Baturay & Toker, 2017; Hong vd., 2014; Köse ve Doğan, 2019).

Özetle; bireyin benlik saygısı düzeyi arttıkça sosyal medya bağımlılığı azalmaktadır. Azalan sosyal medya bağımlılığı akademik erteleme davranışını azaltmaktadır. Benlik saygısının akademik erteleme davranışı üzerindeki doğrudan etkisi araya sosyal medya bağımlılığı girdiği zaman azalmakta, sosyal medya bağımlılığı iki değişken arasında kısmi aracılık rolü üstlenmektedir. Yani; birey, benlik saygısı yüksekse akademik erteleme davranışı göstermemek için daha az sosyal medya bağımlılığı sergilemektedir. Böylece sosyal medya bağımlılığı benlik saygısının akademik erteleme davranışı üzerindeki olumsuz etkisini artırıcı bir işlev üstlenmekte, benlik saygısının akademik erteleme davranışını azaltmasında kısmen de olsa etkili olmaktadır.

Elde edilen sonuçlar belirli sayıda öğrenci ile sınırlı olduğundan genellenememektedir. İleride yapılacak olan araştırmalarda farklı ve daha geniş bir örneklem ile çalışılmasıyla daha sağlıklı ve güçlü sonuçlara ulaşılabilir. Ayrıca benlik saygısının akademik erteleme davranışı üzerindeki etkisini incelerken farklı değişkenlerin de bu ilişkiyi etkileyebileceği göz önünde bulundurularak farklı modeller önerilebilir.

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The fastest-growing economy of Bangladesh:

A miracle or Shaikh Hasina's leadership?

Md Ikhtiar Uddin BHUIYAN¹

Abstract

Since 2009, Bangladesh has been nothing short of a miracle regarding its rapid and consistent economic progress. It could appear to be a miracle, but the fact that the economic growth has been able to continue its upward trend is due to the leadership of Prime Minister Sheikh Hasina and the implementation of her sound economic strategy nullifies that possibility. The World Bank elevated Bangladesh to a lower-middle-income country in 2016. In 2022, the United Nations officially upgraded Bangladesh to a developing country from a least developed one. In addition, the World Bank states that Bangladesh is enjoying a wonderful time because it is maintaining a remarkable annual GDP growth rate of 8.1 percent, whilst India, Pakistan, Sri Lanka, and many other nations are behind Bangladesh. In this paper, an attempt is made to analyze the factors that are contributing to Bangladesh's economy experiencing one of the fastest growth rates in the world, and the leadership of Prime Minister Sheikh Hasina, who is taking initiatives to emphasize industrial policies, agricultural policies, SME policy, and education policy to boost the growth rate of Bangladesh's economy. Despite obstacles such as corruption and nepotism, overcrowding, poverty, and inadequate resources, Bangladesh's economy is showing indications of improvement. For the research, secondary data is utilized here. The secondary data was gathered from a variety of sources, including books, journals, newspaper reports, and articles. To analyze the East Asian Miracle and develop normative justifications for the research, pertinent literature was consulted. We always have a look variety of sources, including national and international periodicals, policy papers, and legal provisions linked to the expansion of the Bangladeshi economy.

Keywords: Miracle, Leadership, Policy, Economy

INTRODUCTION

Under the able leadership of Prime Minister Sheikh Hasina, Bangladesh has a fantastic opportunity to amaze the world by becoming a leading example of economic growth. After the bloody war of liberation, the country finally attained its independence in 1971 (Hussain, Failler, Karim, & Alam, 2018). The war was responsible for the whole destruction of the physical fabric of the country, and once it was over, the then United States Secretary of State, Henry Kissinger, referred to it as a "Bottomless Basket" (Das, Hadiuzzaman, Enam, & Rahman, 2019).

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The current "Economic Boom" in Bangladesh, which some have referred to as a miracle, has led to amazing advancements in a wide variety of domains, including economics, healthcare, education, industry, and social safety, amongst many others (N. Hossain, 2019). Along with Bangladesh, numerous East Asian countries are seeing tremendous economic growth, and the majority of their accomplishments look miraculous. (Bairagi & Kamal, 2019; N. Hossain, 2019) Bangladesh is one of these countries. According to studies conducted by the World Bank, East Asia's phenomenal economic expansion may be attributed to the region's progressive public policies and its rapid accumulation of both physical and human capital (Hussain et al., 2018). There is no unsolved miracle that is the driving force behind Bangladesh's economic success. Since it gained independence, the nation has come a long way toward achieving the Millennium Development Goals (MDGs), including lowering the rate of poverty, increasing the per capita income, and improving overall health (M. A. A. Khan et al., 2019). According to the Asian Development Bank (ADB) (2020) findings, Bangladesh has the most rapidly expanding economy in the Asia-Pacific region, surpassing China, Vietnam, and India. Bangladesh is now classified as a developing nation, and its leaders have announced their intentions to make the transition to a developed nation by the year 2041. The Government has begun several large-scale construction projects and other economic endeavors to accomplish the goal (Failler, Hussain, Alam, & Al Karim, 2019). In this scenario, the policies and operations of the Government serve as the primary guiding principles for an economically robust environment.

Gradual Development Scenario of Bangladesh

Bangladesh is a "development miracle" in terms of sustainable GDP growth and socio-economic indicators. And this has been achieved under the dynamic leadership of Prime Minister Sheikh Hasina. From a "basket case", Bangladesh has now become a development model. It has made significant progress in reducing poverty, reining in population growth, promoting notable progress in the health sector, and promoting rapid economic growth. In the 2021 economic year, Bangladesh's economy has been growing on an average by more than 6.9% (see Figure 1) and the Gross Domestic Product (GDP)

in Bangladesh was worth 416.26 billion US dollars in 2021, according to official data from the World Bank.

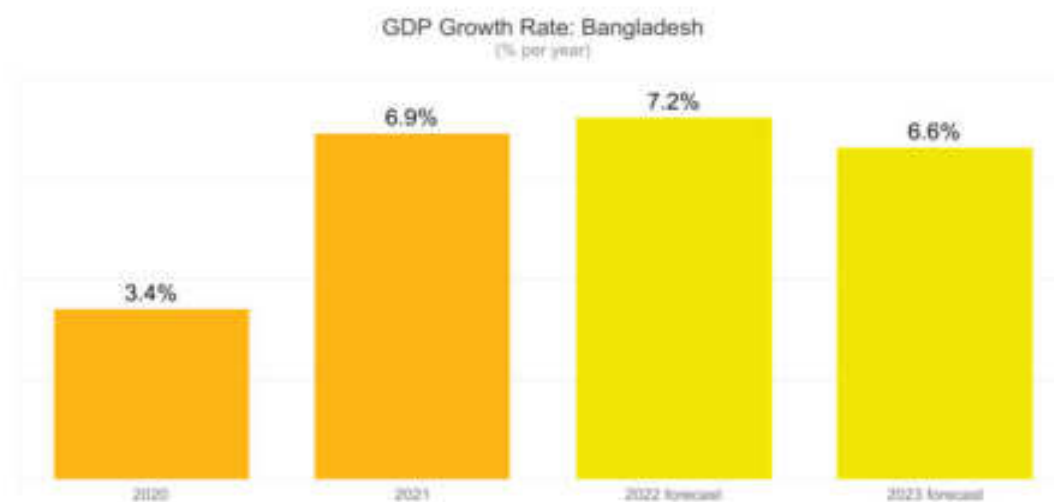


Figure 1. GDP Growth rate of Bangladesh (% in a year)

Source: Bangladesh's economic growth (World Economic Forum, 2022)

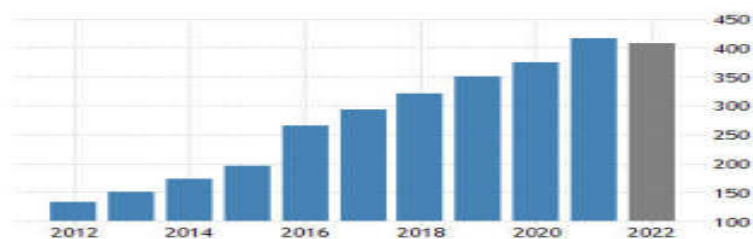


Figure 2. Bangladesh's economic growth

Source: Bangladesh's economic growth (The World Bank, 2022)

In 2019, Bangladesh recorded a high growth of 8.2%. The GDP increased from \$102 billion in 2009 to \$402 billion by 2022. Poverty has also declined significantly – from 80% in 1974 to 31.5% in 2010 to 2020 (The World Bank, 2022). Life expectancy has increased from 46.2 years in 1974 to 72 years in 2020. After independence, the country began its journey with a budget of BDT 786 crore and now in FY 2020–21, it has risen to BDT 506,800 crore (The World Bank, 2022). Foreign reserves exceeded US\$44 billion in February 2021. Over the last decades, Bangladesh’s economic growth steadily

averaged between 6% and 8%, except for FY2019–20, which showed 5.24% GDP growth because of the COVID-19 pandemic (The World Bank, 2020).

Leadership

The power impulse “takes two forms: explicit, in leaders; and implicit, in their followers,” according to Bertrand Russell (2020). Women/Men who voluntarily follow a leader do so with an eye toward the group that s/he commands gaining power, and they believe that his/her victories are their own. Most women/men look for a captain who appears to have the fortitude and sagacity needed to attain supremacy because they do not feel they have the leadership skills necessary to guide their team to victory. Sheikh Hasina is in charge of realizing the dream of a “Golden Bangladesh” as envisioned by her Father Bangabandhu Sheikh Mujibur Rahman, who also is the Father of the Nation. People succeed in doing this and discover the traits inside themselves that they are working for to realize their aspirations. According to S. Sarker, Hussain, Assaduzzaman, and Failler (2019), the final force behind the greatest development boom in the nation’s history because of Bangladesh’s prime minister’s leadership for the longest period Sheikh Hasina oversaw the implementation of all policies, guidelines, regulations, and initiatives aimed at boosting the economy. Hasina “exercises hegemonic control over the executive, legislative, and political agendas of the country without any check on her authority,” according to Jahan (2020). Therefore, it might be claimed that she is the final arbiter of political decisions. Some would say that the economy already has a ton of recipes, but we might respond that “the strong will of the leader” is what makes an economy flourish. Even, the same strategy doesn’t work for every nation. For instance, economic liberalization was successful in Vietnam but unsuccessful in Haiti. Dani Rodric researched this issue and concluded, “A leadership devoted to development and standing behind a clear economic strategy counts for a lot more than trade liberalization, even when the policy diverges considerably from the enlightened conventional perspective on change”(Osman & Bennett, 2018; S. Sarker et al., 2018). Amit (2020) also stressed that the construction of Padma Bridge, a feat she achieved having overcome numerous challenges, serves as the best example of Hasina’s strong character. Sheikh Hasina bravely makes significant adjustments in the various state contexts and channels

resources directly to high-productivity activities. Sheikh Hasina has become the ultimate authority, and people now anticipate her activities in all spheres, from tiny to vast, since they feel she can turn bad into good and good into better (Amit, 2020; S. Sarker et al., 2018).

How to Be Successful

According to M. S. Islam and Eva (2019), the East Asian nations had weak economies in the 1960s but experienced rapid growth in the 1990s. Therefore, many referred to it as a miracle. They also added that Bangladesh accepts a two-track policy to maintain macroeconomic stability, increase investments in human capital, and most essentially, update all aspects of education policy. The South East Asian nations are experiencing an economic boom as a result of effective policies and their appropriate implementation (M. S. Islam & Eva, 2019).

Development typically refers to infrastructure expansion as well as GDP growth. However, perks are typically reserved for the wealthy. Fortunately, in Bangladesh, the majority of people are affected by positivism. It implies ensuring people have the life they want, by Sen's theory of development. The fundamental idea behind it is the creation of capability. Sen (2017) describes it as "A person being able to do some fundamental things. These include the capacity to meet one's nutritional needs, the resources needed for clothing and shelter, the freedom to move around, the ability to engage in social activities in the community, and more." Hamiltomore) refers to it as "the individual's freedom to lead one style of life or another." The common people, especially those in rural areas, succeed in almost the life they seek under Sheikh Hasina's leadership. They used to live in seclusion since the patron-client relationship was so strong and there were few opportunities for them to make effective use of their skills and abilities.

Afroz et al. (2020) suggested that Hasina changed the dynamics by taking many actions. They today have many opportunities to progress because social mobilization is widespread. The growth of communication encourages poor women to find various jobs as they migrate to cities and join the garment industry. Successful production helps rural men find new jobs, such as operating electric vehicles. In addition to the e-sector expansion, educated students or businesses now have access to a new world of

outsourcing, which is unquestionably the product of Hasina's vision of a Digital Bangladesh (Moazzem & Arno, 2018). Women's empowerment in Bangladesh is incredibly attractive. People are free to choose their lifestyles thanks to economic stability and employment opportunities (Mahmud & Roy, 2020). Additionally, it can be asserted that Hasina's leadership has altered for the better the social fabric of our country and given people more freedom to live their own lives. The dynamic leader Sheikh Hasina was raised in a political environment and learned everything there is to know about politics from her father, the great Leader Bangabandhu Sheikh Mujibur Rahman. It is thanks to her efforts that Bangladesh has graduated from a least-developed country to a developing nation (Azizuddin, Shamsuzzoha, & Piya, 2021; Zayed, Chowdhury, Kamruzzaman, & Islam, 2019). Therefore, even though Bangladesh's thriving economy and incredible achievements seem magical, they are the outcomes of wise policy and Sheikh Hasina's astute leadership. Any emerging economy performing well is good news, according to Basu (2019), the former chief economist of the World Bank. Such accomplishment for Bangladesh was made possible by the leadership of Sheikh Hasina and the hard work of the people of the nation, thanks to their focused and ambitious plans, deeds, and labor (Shah, Dong, & Park, 2020).

Economic Expansion

Social Indicator Development

Indicators of social development in Bangladesh have rapidly improved in recent years. Apart from economic growth, the Government has designated human resource development as the primary objective of its development plan. To accomplish this, the Government has committed 23.67% of the FY2019–2020 budget (Bangladesh Economic Review-2020) to sectors connected to human resource development (HRD) (The World Bank, 2022). According to research by development economists Amartya Sen and Jean Dreze (1999), Bangladesh has been outperforming its larger neighbors in areas including infant mortality, child immunization, female literacy, access to better sanitation, and total fertility rate. The ordinary Bangladeshi could expect to live only 46.5 years when the country was founded in 1971, which is two years fewer than the average Indian. Bangladesh's life expectancy increased to 72 years in 2018 (Khairul Akter, Haq, Islam,

& Uddin, 2022), which is two years more than India's. Behind the such unprecedented success are so many relentless efforts and various initiatives taken by the Government for human resource development (Khan, 2020). In the last few years, Bangladesh's human development index has increased to the level shown in figure 2.

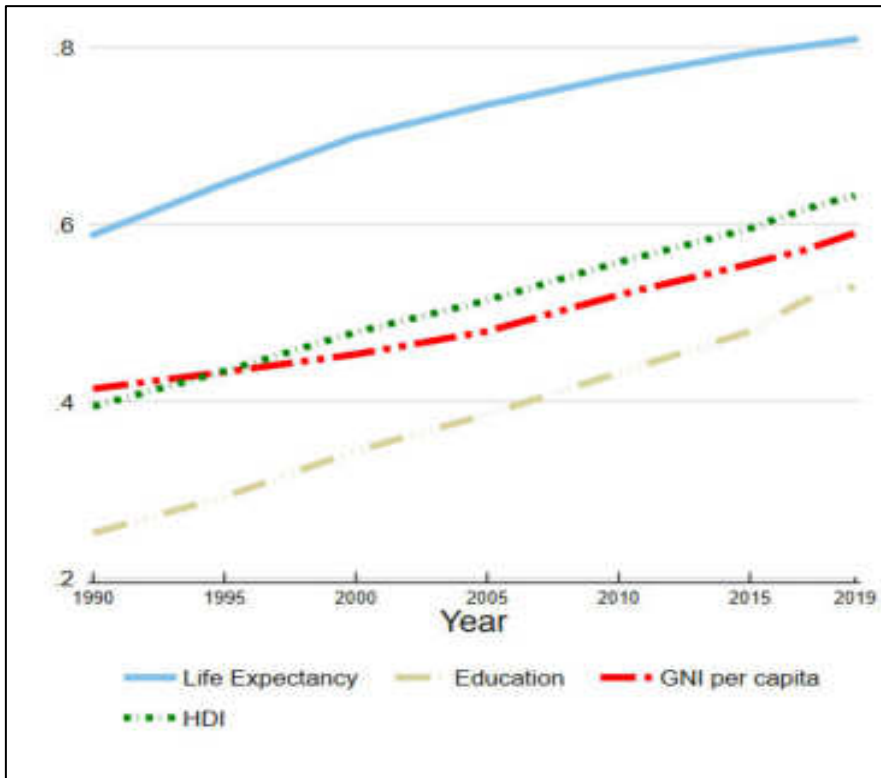


Figure 3. Trends in Bangladesh's HDI component indices 1990-2019

Source: Human Development Report, 2020

Education

Sheikh Hasina has brought about a revolution in the education sector through her innovative National Education Policy 2010. As per her election manifesto in 2008, “to bring about change in the quality of life”, her government moved towards a proper national education policy and implementation of it. The policy brings about some significant qualitative changes in the education system in Bangladesh. Those ground-breaking steps in this policy include –

- Universal primary education to provide quality education to all.
- Provide a stipend for poor students.

- Distribution of free books for all.
- Recruitment of 60:40 male-to-female teacher ratio.
- Technical education.
- Reforming madrasa education and forming a commission for Qawmi madrassas.
- Restructuring the examination and evaluation system, etc.

The government targets to achieve SDG-4 by 2030. For that, the allocation for the education sector is increasing gradually. Gender equality has already been achieved in primary and secondary education. Free education for girls has been extended to the intermediate level. Based on the BBS report-2020, the Government in FY2019–20 allocated BDT 24,04.35 for primary education. Today, the literacy rate stands at 74.70%, whereas it was 48.8% in 2008, 61.4% in 2014, and only 16.7% after independence.



Figure 4. Bangladesh Literacy Rate 1981-2022

Source: The World Bank(2022)

Health sector

“Bangladesh has made enormous health advances and now has the long-life expectancy, lowest fertility rate, and lowest infant rate and under-5 mortality rate in south-Asia despite less on health care than several countries” (Sen, 2013). Remarkable progress was made in the health sector due to the adoption of different programs and timely interventions of the Government. Some significant steps of the Government to this end are given below.

- Community clinic for primary health care services. It is a first-time health facility, especially for people living in remote areas.

- Expansion of the immunization program to provide vaccines against preventable diseases.
- Maternal and neonatal health care services.
- National nutrition services for the vulnerable population.
- E-health services.
- Family planning and reproductive health services.
- Program for women and child development.
- Demand-based private health services etc.

Due to the adoption of such activities, the fertility rate as well as the maternal and neonatal death rates have decreased and the average life expectancy has increased. These also helped control the spread of infectious diseases.

This study evaluates the trends in maternal and child health indicators in Bangladesh. Methods The secondary data used in this study was extracted from the World Bank Dataset. The selected indicators were maternal mortality ratio (MMR), under-five children mortality and neonatal mortality rate, and prevalence of stunting and wasting of under-five children. Trend analysis techniques and ARIMA forecasting models were used in this study to find current trend and predict the future of selected indicators.

Table 1

Recent trends in health indicators

Indicator	2013	2015	2017	2019
Birth rate (per 1000)	18	18.8	18.5	18.1
Death rate (per 1000)	5.3	5.1	5.1	4.9
Life expectancy	70.4	70.9	72	72.6
Infant mortality (per 1000)	31	29	24	21
Maternal mortality (per 1000)	1.97	1.81	1.72	1.65

Source: Bangladesh Economic Review(2020)

The above table shows that in 2013 life expectancy was 70.4 and in 2019 it becomes 72.4 and increased gradually. In the case of infant mortality and maternal mortality,

Bangladesh made progress and decreased gradually. This happened due to the policy of the government.

In cooperation with Bangladesh bank, JICA, WB, and ADB, commercial banks of the country, the Government allocated sums of credit incentives to the industries by their size and importance as categorized in the industrial policy. Sometimes it surpasses the target as well. The Government provides ‘protection to the local institutions’ consecutively. According to Article-5.5 of the Industrial Policy, giant industries should disburse a portion of their production to local institutions or SMEs in the form of subcontracts or outsourcing and the Government is determined to promote it. As a result, they will be able to survive and Bangladesh can save a huge amount of money from paying foreign exchange. For example, the country saved BDT 15.49 crore in FY2018-19. In addition, the Government provides loans to SMEs at single-digit interest rates. Sometimes loans are given to small institutions without any collateral. Giant e-commerce agencies Amazon and Walmart offered to start operations in Bangladesh. But just to protect the growing local e-commerce entities like Rokomari, Evaly, Pickaboo, etc from the unequal competition, the Government declined them.

The Government also focuses on an export-oriented economy. Therefore, it develops export linkage and has established a special cell in the Bangladesh embassies to negotiate with the stakeholder countries of different treaties like APTA, SAFTA, BIMSTEC, etc. Recently, Bangladesh has announced to observe 24 October as Friends of Bangladesh Day, aiming to attract foreigners. On this day, the Government invites foreign diplomats and their families to a festive event and encourages them to pursue our policy. Some of the achievements in the industrial sector are outlined below.

- Today, our readymade garment (RMG) exports have been accounting for nearly two-thirds of the total annual export earnings. Our textile and garments industry is the largest in the world after China’s. The garment trade is now a \$34.2 billion industry here and makes up 11.2% of the country’s GDP and 84% of the country’s total exports, and offers 4.1 million employment opportunities. The RMG sector exported US\$38.20 billion worth in the 2018-2019 fiscal year. BGMEA report business India.

- The growth in the pharmaceutical sector has been facilitated by a sound National Drug Policy and is now expanding high-quality exports.
- The ship-breaking industry has turned out to be a high-potential export sector.
- Leather, jute, jute products, tea, shrimp, and other fisheries continue to be export earners.

Remittance

Foreign remittance is one of the main contributors to the country's foreign exchange reserve and the growth of the GDP as well (Miah, Hasan, & Uddin, 2020). In 2020, Bangladesh received about US\$19.8 billion in remittances, constituting 8.15% of the GDP. The foreign reserve stood at US\$44.02 billion on February 23, 2021 (Akter, Haq, Islam, & Uddin, 2022). The Government has strengthened policies to increase the remittance flow. The policies intended to promote migrant welfare, strengthen government institutions such as the Bureau of Manpower Employment and Training (BMET), arrange adequate training to provide basic services like language support, legal support, adjusting to a new environment, etc, and improve vocational and technical training to create skilled manpower (Azizuddin et al., 2021).

Privatization

In terms of economic theories, privatization is considered the gateway to the growth and development of countries. Though our privatization was a result of heavy losses incurred by the state-owned enterprises now it's an effective economic agenda for sustainable development. Privatization led growth by raising the efficiency of enterprises, creating competition among industrial units, preventing budgetary pressure, acquiring modern technology, and gaining micro-economic stability. Sheikh Hasina adopted an investment-led privatization policy that moves to balance the paradigm. This investment-centered policy is an all-inclusive investment and trade one that opens up multiple paths of investment for a business boom. Domestic, and foreign investors and global financial organizations (World Bank, International Financial Corporation, etc) get the most appropriate platforms to invest in Bangladesh.

Enormous Boom in Infrastructure

The Prime Minister has spearheaded a boom in the infrastructural sector, especially in the transport and communication sectors. According to the Bangladesh Bureau of Statistics, the contribution of the transport and communication sector to the GDP is 11.1% and the growth rate is 7.1% in FY2018-2019. Padma Bridge, Metro Rail, Rapid Bus Transit, and Dhaka Elevated Expressway are some mega projects that are being implemented by the Government. To develop a modern transport and communication system, a total of 206 development projects were undertaken in the Annual Development Programs of the Roads and Highways Department for FY 2018-2019. Among these projects, five notable ones are –

- Upgradation of Joydevpur-Debogam-Bhulta-Madanpur highway to 4 lanes.
- Upgradation of Hatirjheel-Rampura-Banosree-Sheikher-Demra highway (including Chattogram Road Mor and Tarabo Link Road) to 4 lanes
- Improvement of Gabtoli-Nabinagar highway to expressway with the provision of 2-lane service lanes on both sides (22 km).
- Upgradation of Chattogram-Cox's Bazar highway to 4 lanes
- Construction of Dhaka outer ring road.

Sheikh Hasina's Government is very fond of enhancing the power supply to accelerate economic and industrial development. At present, about 96% of the total population has access to electricity (Z. U. Ahmed et al., 2022). The Government took many initiatives like an instant, short-, medium- and long-term plans to meet the increasing electricity demand, using funding mechanisms such as Public-Private Partnership (PPP), FDI, and joint ventures, importing from neighbors while remaining focused on renewable sources for power generation (M. M. Islam, Al Abbasi, & Dey, 2022; A. Sarker et al., 2022). Various initiatives have been taken to bring 100% of the population under electricity coverage to improve distribution and monitoring systems (See Tables 3 and 4).

Table 3*Power Generation History*

Fiscal year	Installed Capacity (MW)	Maximum Generation (MW)
2009-10	5823	4606
2011-12	8716	6066
2015-16	12365	9036
2017-18	15953	10958
2018-19	18961	12893
2019-20	19630	12738
2020-21	22031	14500

Source: Power Division, Bangladesh (2022)

The above table indicates that Bangladesh increased its power generation capacity and production gradually. 2009-20110 its power generation capacity and production were only 5883 and 4606 megawatts respectively and increased to 22031 and 14500 megawatts respectively in the fiscal year 2020-2021, which happened due to the strong policy of the government. Moreover, it assists to boost the economy.

Table 4*Production of natural gas*

Fiscal year	Production (Billion cubic feet)
2009-2010	703.3
2013-2014	820.4
2017-2018	968.7
2018-2019	1077.7

Source: Energy and mineral Resource division, Bangladesh (2020).

On the issue of Padma Bridge, the Prime Minister handled it in a bold, fearless, and pragmatic approach, and decided to build it with our resources after the withdrawal of the World Bank's credit plan (Ahmed, Mahmud, & Acet, 2022). Now the structure is visible because of her iron-solid determination. Experts believe that once operational, the Padma

Bridge will bring about a revolution in business and the GDP growth will be in double digits.

Agricultural Development

A country that was incredibly poor and would be devastated by floods and famines has now become self-sufficient in food. It ranks 4th in the world in producing rice, mango, and island fisheries. It holds 2nd place in the world in jute production. Agriculture is one of the most significant sectors of our GDP, and its contribution to the GDP in FY2019-20 was 13.35%. The National Agricultural Policy 2018 has been formulated and it emphasizes the need for increasing crop productivity, production and farmers' income, crop diversification, production of nutritious foods, developing market systems, and, overall, making agriculture profitable. Because of timely initiatives of the Government, the subsistence sector is gradually being transformed into a commercial sector with the adoption of agro-friendly policies. To build a hunger and poverty-free Bangladesh, the Government attaches the highest priority to agriculture and the welfare of farmers. The Government casts its most focus on the overall development of the agricultural sector and several steps have been taken, including the following:

- Developing modern and stress-tolerant varieties;
- Expanding irrigation area
- Salinity-tolerant and short-duration crop varieties
- Water-saving irrigation technologies
- New cropping patterns
- Supply of agricultural inputs at fair prices
- Use of technologies in farming
- Storage facilities etc.

Table 5*Agriculture and food security: A decade's journey*

Item	Year	Production	Year	Production
Food grain (million metric tons)	2007	27	2018	40
Vegetables (million metric tons)	2009	10	2016	15
Livestock (million)	2007	47.51	2018	647.45
Poultry (million)	2007	246	2017	3292
Milk (million metric tons)	2007	2	2017	93
Meat (million metric tons)	2007	1.3	2017	72
Seed (metric ton)	2007	71,705	2017	136,961
Egg (million)	2007	5370	2017	149,331
Irrigation area (million hectares)	2007	5	2017	7

Source: Centre for Research and Information (CRI), December 2018)

The table indicates that Bangladesh increased its production of food grains, vegetables, livestock, poultry, and meat gradually. Thanks to these efforts by the Government, the agricultural sector registered significant growth. The average growth of this sector over the last decade stood at 3.8%. Sheikh Hasina's Government in the sixth five-year plan (2011-2015) aimed to raise agricultural productivity through diversification. And the seventh five-year plan (2016-2020) focuses on developing crop sub-sector to raise rural income, ensure food and nutrition, promote climate-resilient agricultural production with technological innovation, and make

Women Empowerment

The Prime Minister has led the country to make tremendous progress in empowering women. Her Government adopted the National Women Development Policy 2011 to promote women's rights and women's empowerment brought radical changes in their social and legal status. The country has improved gender parity across all sectors, ensuring greater participation of women. For the first time during her rule, many women hold high offices in both public and private sectors. The Government is encouraging women to engage in workforces that lead to increased productivity and economic growth.

Today, more than 4 million women are working in the RMG sector and 43% of the rural women engage in agricultural activities. The Government is offering easy loans for women entrepreneurs (Shahriar, Islam, Zayed, Hasan, & Raisa, 2021). The Ministry of Women and Children Affairs has initiated the concept of a gender-responsive budget for women. In FY2017-18, the allocation for women's development was \$3,244 million. The Government received warm appreciation in the global forums for promoting women in the political arena. The World Economic Forum recently ranked Bangladesh first in gender equality among the South Asian nations (Dewri, Islam, & Rahman, 2021).

Developed Technology

Nowadays, Bangladesh is quickly moving to a high value under the dynamic leadership of Sheikh Hasina who turned her vision of a Digital Bangladesh into a reality within a decade. Union Digital Centers have been established to ensure 100% ICT access for people at the grassroots level, bringing all kinds of services like payment of electricity, water, gas, and telephone bills to people's doorsteps. The Prime Minister maintains, "Our focus is to employ technology to solve common people's developmental challenges. Bangladesh has 600,000 IT freelancers, and last year e-commerce transactions reached \$260 million" (Hasina, 2019)

Controlling Population Growth

In 1975, the Father of the Nation stressed on the importance of population control and family planning, saying if the population growth remained the same, soon there would be no land left for agriculture. His daughter Sheikh Hasina is following the truism in developing Bangladesh. By leading the Government, she succeeds in defeating the challenge of a high birth rate. Today's Bangladesh is facilitated with effective family planning services from the top to the bottom level. Family planning equipment has been made easily accessible for all. The Ministry of Health and Family Welfare (MoHFW) has taken several steps and reconstructed the healthcare structure. In the urban areas, Maternal Child Welfare Centers, and at the rural level, Union Health and Family Welfare Centers and Community Clinics are serving people effectively (Uddin, 2021). They visit people and make them educated in family planning through consultations, provide contraceptives, and encourage people to use them. Recently, the MoHFW inaugurated

some updated mechanics under the category of short- and long-term family planning to cater to people's choices (M. E. Hossain, Khan, Saha, & Dey, 2022; M. S. Hossain et al., 2021). The ministry is implementing these through different types of its infrastructure. And very impressively, the MoHFW developed a website that tells people the whereabouts of family planning service points. Also, the MoHFW has introduced a call center, styled "Sukhi Paribar" and equipped with a panel of doctors, that answers various queries of people. The Government also carries out campaigns for the benefit of nuclear families and indirectly motivates public servants not to have more than two children. For example, the Government provides free healthcare services and education allowance for a maximum of two children of an employee. Because of these groundbreaking steps, the birth rate has dropped from 6.3% in 1975 to 2.3% in 2014 and 2.00% in 2020. The reduction in the birth rate can also be attributed to girls pursuing education and women joining the workforce (Ali, Hassan, & Hossain, 2021; Murshed et al., 2021).

Environment Sector

Prime Minister Sheikh Hasina has made climate change an issue of national priority and advocates for this on global platforms. Bangladesh was the first country to set up its Climate Change Trust Fund (BCCTF) in 2009. Sheikh Hasina has been awarded the United Nations Champions of the Earth under the UNEP. The Executive Director of UNEP stated, "As an early adopter and advocate of climate change adaptation policy, she continues to be an example to follow world leaders seek to take action on climate change as part of the sustainable development goal". Her Government now earmarks allocations in the national budget to mitigate the adverse effects of climate change.

Challenges

The Bangladeshi economy expanded quickly during the previous 10 years, with annual GDP growth rates typically above 6 percent and hitting 7.3 percent in 2018. This makes Bangladesh one of the fastest-growing countries in Asia (Hossain, 2021). The prognosis is favorable in many aspects as significant issues with inadequate power supply and bad infrastructure is beginning to be resolved and a rising consumer class with a need for more and better products and services arises. In addition, despite Bangladesh's location in one of the least integrated regions in the world, there is significant room for cross-

border cooperation in a variety of fields, including the construction of transportation infrastructures like roads, tunnels, and bridges as well as power supply and trade promotion. Bangladesh might serve as a hub connecting India, China, and South East Asia because of its advantageous position along prospective economic corridors. With the Chinese Belt and Road Initiative in mind, this indicates a possible increase in commerce, transportation, and tourism.

Several concerns must be resolved for Bangladesh to achieve its social and economic potential ultimately. The export-driven Readymade Garment (RMG) industry, the service and construction sectors, and remittances continue to be the key drivers of economic development. The development of jobs will be essential to addressing irregular migration flows, especially as more than 2 million young people join the labor force each year. But despite this, there is still a limited level of foreign direct investment, mostly because of the unfavorable business climate and regulatory environment as well as pervasive corruption. Domestic ventures also suffer from costly and scarce local finance. Despite this, bigger and middle-sized Danish businesses are becoming more interested in tapping into the regional market (Ahmed, 2013).

More than 4 million people, including 60% of women, are employed in the readymade garment business, which generates more than 80% of export revenue. Due to its success, Bangladesh is now the second-largest exporter of RMG after China, but as automation rises, the sector's contribution to job creation is beginning to diminish. With exports to more than 125 countries, including the US and EU markets, the pharmaceutical industry has seen substantial expansion and is now one of the growing sectors. The information and communications technology (ICT) sector has also shown consistent growth over the last several years as a result of a surge in the outsourcing of services and development solutions to Bangladesh by European businesses. The trade balance between Bangladesh and the EU favors Bangladesh since China and India provide the majority of Bangladesh's imports (Shah, 2020).

Most rural residents still rely on agriculture for their livelihood and means of subsistence. Bangladesh is now self-sufficient in grains, but due to urbanization and climate change, productivity gains have slowed and the amount of cropland is decreasing. Bangladesh is

one of the most climatically vulnerable nations; it frequently experiences heavy rain, floods, cyclones, salinization, and droughts, which increases the risk of food insecurity, the disappearance of farmer income opportunities, and the spread of diseases associated with contaminated water. Out of the 165 million people residing in the nation, more than 25 million, mostly in rural regions, live in poverty. Economic forecasts show that the poverty rate will decrease to 15-20% by 2030, which is still far from enough to end severe poverty by that year. The degree of inequality is also rising (Rahman, 2017).

The significant decline in poverty is said to have been largely attributed to the high remittances. Remittances are an important pillar of the Bangladeshi economy, contributing between 8 and 10 percent of GDP, and Bangladesh is the seventh-largest recipient of remittances in the world. The 9 million Bangladeshis who already work overseas, mostly in the Middle East and South East Asia, are joined yearly by more than 500,000 newcomers. A significant portion of illegal immigrants entering Europe is of Bangladeshi descent (Moktadir, 2018).

An intensifying strain on democracy, the rule of law, and human rights have been a defining feature of Bangladesh's political growth in recent years. The legislative elections in December 2018 and the campaign that preceded them, marked by violence and severe barriers to a fair playing field, have been the most conspicuous examples of this. The Government has passed and changed laws restricting civil and political rights, including the right to assemble and violating freedom of speech. With, among other things, an extraordinarily bureaucratic and onerous registration procedure, the space available for civil society is severely constricted. The governing structure is still fragile and underfunded despite significant advancements. It is challenging to provide effective services since the majority of governmental institutions are ineffective, heavily centralized, and political. The broad and systematic corruption issue continues to impede social, economic, and democratic advancement (Akter et al, 2022).

To maintain Bangladesh's preferential access to EU markets under the current Everything But Arms (EBA) or future Generalized Scheme of Preferences-Plus (GSP+), which is crucial for the RMG sector and consequently for the Bangladeshi economy, compliance

with the human and workers' rights covenants will become increasingly crucial as Bangladesh leaves the LDC category (Haque, 2011).

Bangladesh has made incredible progress in ensuring that everyone has access to education, particularly females and children in basic school. The dropout rates remain high, and only 50% of first-graders complete their studies by the end of grade 10. In tertiary and higher education, women still trail behind males. The Government's contribution to GDP for education is around 2 percent, which is the second-lowest in South Asia. A unique combination of issues is the precarious condition in the Chittagong Hill Tracts, where indigenous peoples are poorer and have less access to social services than the national average. The Government has not completely implemented a peace agreement since 1997, and tens of thousands of land access complaints have not been resolved (Ahmed, 2022).

Extreme violence and religious intolerance are on the increase. People who criticize a fundamentalist view of Islam, such as bloggers and human rights advocates, as well as religious minorities and foreigners, have been murdered in Bangladesh in recent years (Blair, 2015). Political polarization, rising inequality, and the adverse effects of climate change all lead to the development of a radicalization hotbed, especially among young people. Groups like Daesh (ISIL), Al Qaeda in the Indian Subcontinent (AQIS), and the Pakistan-based Lashkar-e-Taiba, all of whom are thought to be operating in Bangladesh, take advantage of this circumstance. Authorities often claim that they prevent terrorist incidents from happening.

Nearly a million Rohingya refugees have sought safety in Cox's Bazar in the South Eastern region of the densely populated nation since the Rohingya crisis erupted in 2017. The Bangladeshi Government insists that a political resolution is the only possible option and that the refugees must return to Myanmar. However, this is unlikely to occur in the short to medium term, and a prolonged crisis is already well on its way to developing. Although the Rohingya community was first welcomed in Bangladesh, there are mounting worries about the consequences of their longer-term presence (Finnigan, 2018). The effects that cause friction with residents include declining water levels, environmental degradation and deforestation, congested roads, price increases, and

probable disease outbreaks. Additionally, there is a chance of radicalization and human trafficking in the crammed-full camps.

Conclusion

The whole world is passing an economic hard time due to covid 19 and Bangladesh is not an exception. Bangladesh's government has taken a lot of initiatives to keep up its economic growth despite the global pandemic. Prime Minister Sheikh Hasina has become a leadership role model worldwide by making various praiseworthy decisions. Global investment giant Goldman Sachs predicts that Bangladesh will become an economically sound country and could even emerge as one of the next eleven fastest-growing countries (Keupper,2021). It is high time Bangladesh utilized its full potential by formulating proper policies and implementing them effectively.

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The importance of foreign investments for the development of the Georgian economy

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Abstract

Foreign investments are an important component, especially for the economic development of countries with economies in transition, which should be given great attention in the context of economic and financial instability due to the global pandemic.

Despite the current difficult situation in the world, as a result of the active work of the Georgian government, as well as with the support of donor organizations, significant foreign investments are planned to inflow into the Georgian economy by the end of this year. There is no doubt that attracting investments to the country and ensuring a stable business environment, especially in the current situation, is of great practical importance for the Georgian economy and is a very topical issue.

The study was conducted to explore the role and importance of investments in the development of the Georgian economy, also the investment environment. The quantitative study was carried out based on a mass survey based on the principle of random sampling, which involves the compilation of a questionnaire to study the attitude of the population to the problem. Based on the data obtained, its position of Georgia at the international level requires additional efforts to increase the inflow of foreign investments (including foreign direct investments). For this several measures should be taken, for example, the improvement of tax and economic policies, which will significantly increase the investor interests in the country and their involvement; ensuring a stable business environment is also a very important factor.

One of the important and contributing factors in attracting foreign direct investments in the Georgian economy can be considered agreements concluded under the EU/Georgia Association Agreement, which, in our opinion, will have a positive impact on the sustainable development of the country in the long term.

Keywords: Georgian economy, Financing, Economic Development, Foreign investments, Investment environment.

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INTRODUCTION

In the modern world, with the economic and financial crisis caused by the global pandemic, it is important to attract foreign investment. Thanks to the active work of the Georgian government by the end of the year about 1.2-1.6 billion USD of direct foreign investments will be attracted in the Georgian economy. Donor organizations are also ready to help Georgian private businesses with additional funds if necessary. The inflow of investments in the country, especially in the current difficult conditions, is of great practical importance for the country and Georgian business (MESD, 2022).

Table 1

Direct foreign investments in Georgia (2013-2022, Million USD)

Year	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022*
Total	1 039.2	1 837.0	1 728.8	1 654.0	1 990.5	1 351.5	1 352.2	589.8	1 241.8	571.1
Q I	291.8	331.9	343.4	392.9	415.0	337.3	318.4	173.8	134.3	571.1
Q II	224.1	217.6	493.2	452.6	398.1	423.3	249.6	246.4	322.5	351.8
Q III	271.6	749.5	531.1	507.8	637.0	373.0	406.2	296.9	373.9	
Q IV	251.6	538.0	361.0	300.6	540.5	218.0	378.0	-127.2	411.1	

National Statistics Office of Georgia, 2022

The globalization of the world economy has had a significant impact on the economies of countries, including on the development trends of the Georgian economy. Both developed and developing countries are committed to attracting as much foreign investment as possible. Above all, it creates an attractive investment environment to attract investors in the context of global competition, which, has been said, is an important factor for economic development and recovery (Abralava et al., 2018).

The liberalization of the country's economy is an important factor in improving the flow of foreign investment to Georgia, as reflected in legislation and tax policy. The flexibility of bureaucracy and procedures is also considered to be a factor in attracting

foreign investment, especially by making it easier for both large and small investors to start businesses (Baratashvili, 2016).

According to the World Bank report, Georgia is in the top ten among 190 countries in terms of «Doing business» in recent years. Ease of doing business and high positions in the World Bank ranking is associated with the reforms and liberal approaches that have a positive impact on the development of the economy.

In our opinion, the advantages of investing in Georgia include the following factors: low taxes; simple and fair tax administration; non-corrupt government oriented to support business; stability of the banking sector; stable energy supply for logistics and production, provided by land, sea and air access; flexibility of labor legislation, etc.

The flexibility of the bureaucracy and the reduction of corruption are important indicators in terms of foreign direct investment inflows to the Georgian economy. Transparency International's Corruption Perception Index is an index of corruption perception at the country level, which is calculated by various competent international research organizations. As of 2020, Georgia has a score of 56 and is in 44th place (Barkalaya & Yashaghashvili, 2020).

Based on the above data, Georgia's position at the international level requires additional efforts. For this purpose, it is necessary to further improve the fiscal policy of the state, which will significantly increase the attractiveness of investors in the global competitive environment. Also, the agreements signed within the framework of the «Association Agreement between Georgia and the European Union» can be considered as one of the important and contributing factors for attracting foreign investments into the country's economy. It was particularly important to attract investment from Asian countries, which will have a positive impact on the development of the country.

It is clear that foreign investment, including foreign direct investment, has a significant impact on the development of a country's economy, which is reflected in the growth rate of industries and the reduction of the unemployment rate. The decline in the unemployment rate is a clear example of how important investment is for economic recovery (Javakhishvili, 2020).

To study public opinion about foreign investment, a quantitative survey was conducted

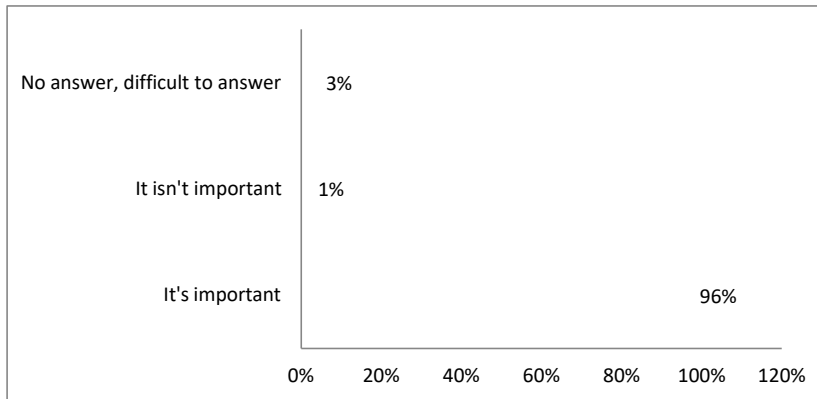
based on a random sample. Within the framework of the study, 527 (five hundred twenty-seven) respondents were interviewed. The survey covered the whole of Georgia. The survey was conducted from June 16 to July 16, 2022.

The main purpose of the study was to examine the dependence of Georgian society on foreign investment, which requires answering the following questions:

- How important foreign investment is to the country;
- How important is the origin of foreign investment;
- To what extent can the country achieve economic progress and development without foreign investment;
- Which areas are more likely to attract and realize foreign investment;
- What should be done to attract more foreign investments to the country;
- Whether it is acceptable for the Georgian society to transfer state property to foreign investors at a symbolic of GEL 1 (one) price;
- To what extent do foreign investments promote employment;
- Does the country have qualified personnel to offer to investors?

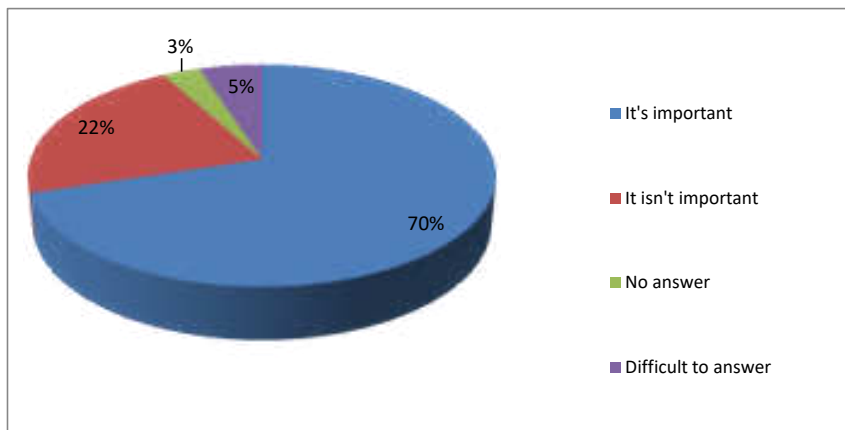
Question 1: How important are foreign investments for the country? 96.3% of the respondents believe that foreign investments are important for the country, 1% believe that they are not important, 1% have no answer to the question, and 1.7% find it difficult to answer.

Chart 1.



Question 2. It is interesting to know the opinion of the public about whether the origin of investments matters. 70.2% of respondents in Georgia believe that it is very important what country the foreign investment will come from, which is an interesting attitude, 21.8% of respondents believe that it does not matter, 3% have no answer to the question and 5% find it difficult to answer the question.

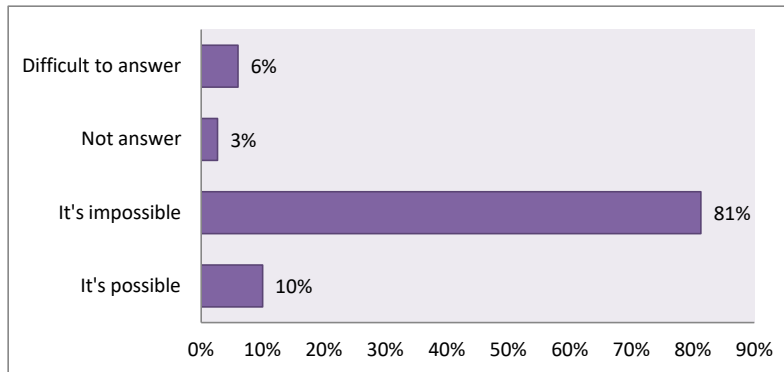
Chart 2.



Question 3. Is economic progress and development of the country possible without foreign investments? 10% of respondents believe that it is possible, 81.3% believe that

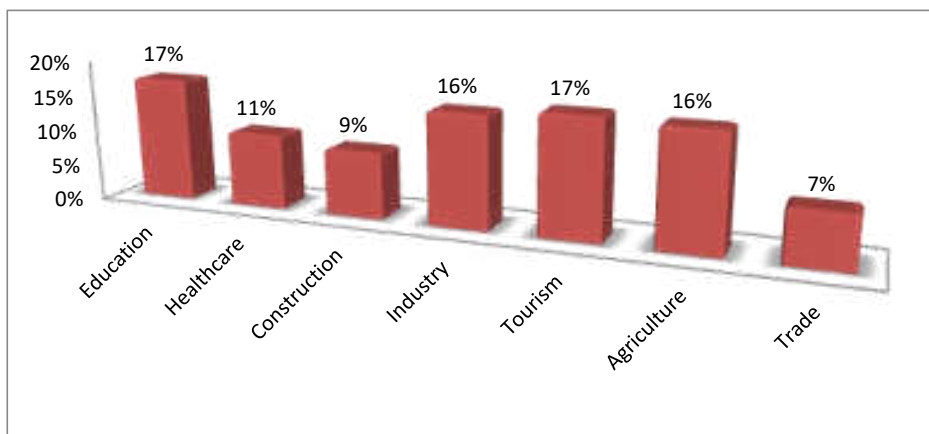
without foreign investment it is impossible to move forward and develop, 2.7% have no answer to the question and 6% find it difficult to answer.

Chart 3



Question 4. In which areas is it more likely to attract and implement foreign investment? According to the respondents, foreign investments should be made in the following spheres: education - 17.3%, healthcare - 10.5%, construction - 9.3%, industry - 15.7%, trade - 7.3%, agriculture - 15.9%, energy - 6.2%, tourism - 16.6%, other sectors - 1.2%.

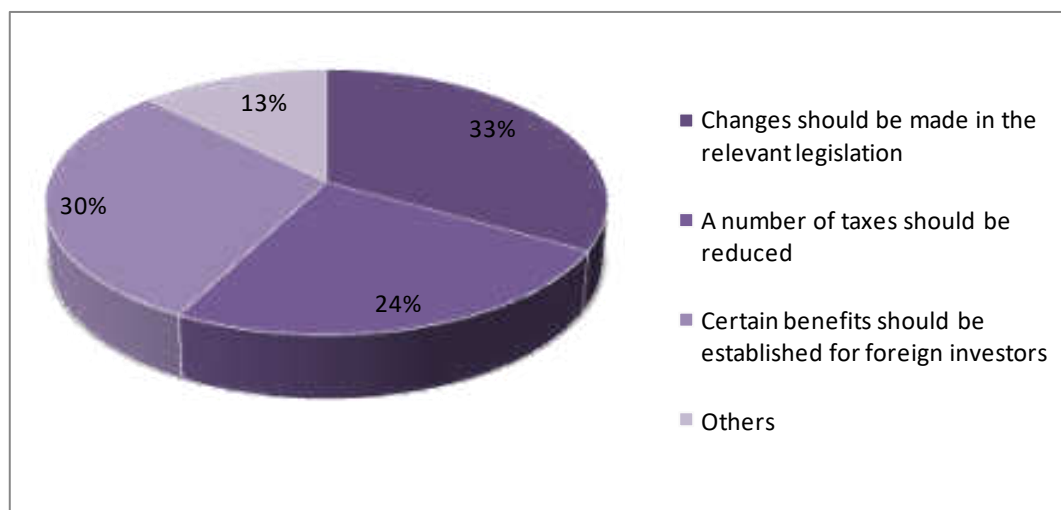
Chart 4.



Question 5: What should be done to attract more foreign investment into the country? The study identified various forms of incentives to attract more foreign investment, in

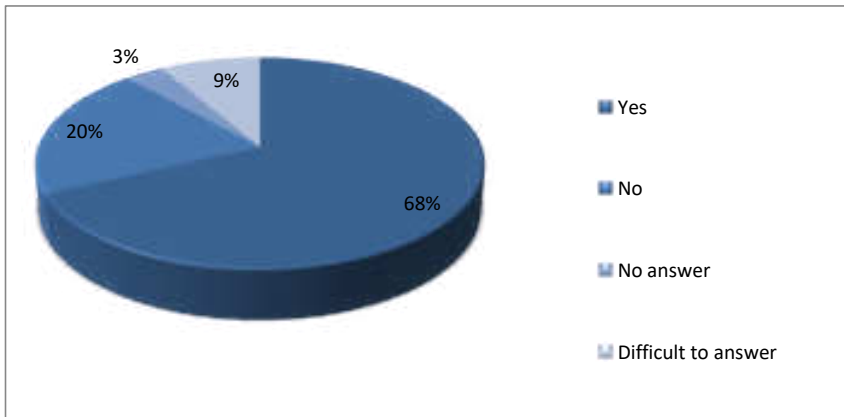
particular, 33.2% of respondents believe that changes in the relevant legislation should be made, 24.4% believe that several taxes should be reduced, 29.8% believe that certain benefits should be established for foreign investors, and 12.6% believe that various measures should be implemented, such as tax holidays; providing a safer environment; more activity on the part of government structures; getting to know the country's investment potential better than foreign investors; better communication with investors; economic, social and political stability; protection from political and not only political pressure; the arrangement of infrastructure; active promotion of specific projects; correctly defining the tactics and strategy of relations with investors; pursuing a consistent economic policy and creating an appropriate investment environment.

Chart 5.



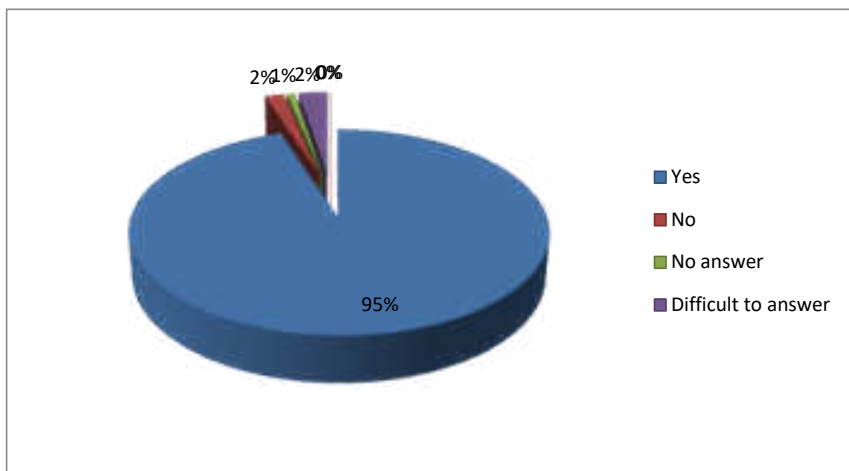
Question 6. Is it acceptable for Georgian society to transfer state property to foreign investors at a symbolic GEL 1 (one) price? For 68% of respondents, the transfer of state property to foreign investors at a nominal price is unacceptable, which is quite a large percentage, 20.3% consider it acceptable, 3.3% have no answer to the question and 8.4% find it difficult to answer the question.

Chart 6.



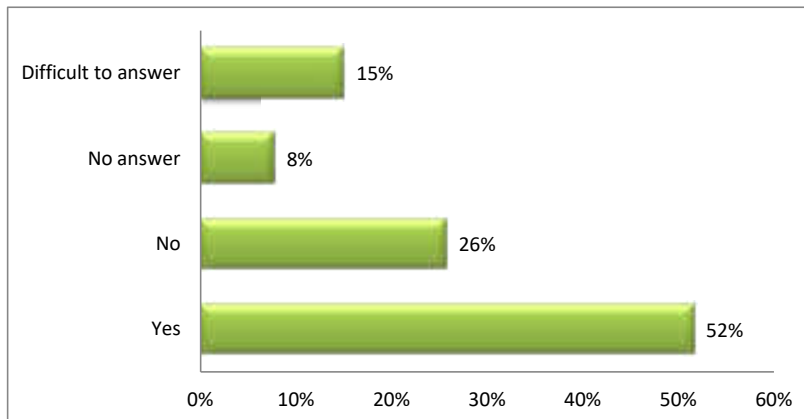
Question 7: To what extent do foreign investments contribute to employment? 95% of respondents believe that investments attracted and implemented in the country contribute to employment growth and labor market transformation, 1.7% believe that they do not contribute to employment growth, 0.7% have no answer to the question, and 2.6% find it difficult to answer.

Chart 7.



Question 8: Does the country have qualified personnel to offer to investors? 51.6% of the respondents believe that our country has qualified personnel that we can offer to foreign investors, 25.7% believe that we don't have personnel with relevant qualifications, 7.7% have no answer, and 15% find it difficult to answer.

Chart 8.



CONCLUSION

The study identified the following main problems: for most respondents, it is important to attract foreign investment in the country, therefore, without their involvement, employment of the local population and economic development of the country is impossible; According to the majority of society, foreign investment is very important for the country, as well as from which country foreign investment will be made; The study identified several sectors and areas where it is advisable to attract and carry out more investments. In order of priority, these areas are education, health, industry, trade, agriculture, energy, tourism, and technology.

Also, according to public opinion, the need for several benefits and measures to attract foreign investment was highlighted, namely: changes should be made to the relevant legislation, several taxes should be reduced, and a negative attitude was expressed by the majority of surveyed public opinion on the transfer of state property to foreign

investors at a symbolic price; According to over 50% of respondents, attracting and implementing foreign investment contributes to job growth for personnel with appropriate qualifications, the majority of respondents believe that such personnel is available in the country.

Traditionally, the following potential obstacles to attracting foreign investment to Georgia can be considered: instability, low qualification of the labor force, small market, high-interest rates, limited access to financial resources, the degree of independence of the judicial system, the instability of the national currency, high level of poverty, underdeveloped financial market, occupation of the country's territories and the existence of conflict zones. As a result of the increase in the attraction of foreign investments, along with the rapid development of the economy and the emergence of new enterprises, the demand for relevant qualified personnel will increase significantly, therefore it will be necessary to train and retrain them in different directions.

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Behice Boran'a göre ekonomi ve toplumsal yapı arasındaki ilişki kapsamında ekonomi-aile ilişkisi ve kadının statüsü

Esra BAL ESEN¹

Öz

Behice Boran'a göre ekonomi, toplumsal yapı içerisinde en temel unsurdur. Boran, ekonomi ve coğrafi konumun toplumsal yapıya ve kurumlara etkilerini incelemiştir. Ona göre iktisadi faaliyetlerin organizasyonunda iş bölümüne ve aile içi ilişkilere cinsiyet açısından baktığımızda, kadının her açıdan ikincil konumda olduğu görülmektedir. İş bölümünde kadının faaliyetleri incelendiğinde, kadını aile içine ve köye hapseden bir vaziyet göze çarpmaktadır. Boran'a göre, aile içinde bütün üretim ilişkilerini ve mülkiyeti kontrol erkeğin egemenliğindedir. Yasalarla oluşturulan düzen gereği kadın, miras paylaşımından hakkını alsa dahi, köyün kendine has kuralları içerisinde sahip olduğu mülkün işletmesini erkek (kocas, oğlu) üstlenmektedir. Behice Boran kadın ve erkek arasındaki üretim ilişkilerinden kaynaklanan bu statü farkının dini değerler bakımından da desteklendiğini ifade etmekle birlikte, iktisadi şartların değişmesi durumunda, kadının toplumsal konumunun dine rağmen değişeceğini savunur.

Bu çalışmada nitel araştırma yöntemi kullanılmıştır. Çalışmada veri toplama aracı olarak doküman incelemesi yapılmış olup, doküman incelemesiyle elde edilen veriler içerik analizi yoluyla incelenmiştir. Bu kapsamda Behice Boran'ın kendi eserleri olan birincil kaynaklar ile onunla ilgili yapılmış diğer çalışmalardan faydalanılmıştır.

Anahtar Kelimeler: Behice Boran, Kadının statüsü, Aile, Toplumsal statü

According to Behice Boran the economy-family relationship and the status of women within the relationship between economy and social structure

Abstracts

According to Behice Boran, the economy is the most basic element in the social structure. Boran examined the effects of the economy and geographical location on social structure and institutions. According to her, when we look at the division of labor and family relations in terms of gender in the organization of economic activities, it is seen that women are in a secondary position in every respect. When the activities of women in the division of labor are examined, a situation stands out that women are trapped in family and village. According to Boran, the control of all production relations and property within the family is under the rule of men. By the order established by the laws, even if the woman gets her right from the inheritance sharing, the man (husband, son) undertakes the management of the property she owns within the peculiar rules of the village. Behice Boran states that this status difference arising from the economical relations between men and women is also supported in terms of religious values, but argues that if economic conditions change, the social position of women will change despite religion.

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A qualitative research method was used in this study. In the study, document analysis was made as a data collection tool, and the data obtained by document analysis were examined through content analysis. In this context, primary sources, which are Behice Boran's works and other studies related to her were used.

Keywords: Behice Boran, Status of women, Family, Social status.

GİRİŞ

Behice Boran, 1940'ların başında Amerika'da doktora eğitimini tamamlayarak Türkiye'ye dönmüştür. Amerika'da öğrendiği yeni bir yöntem olan, saha araştırması tekniklerini Türkiye'de sosyoloji alanında uygulayarak, elde ettiği verilerle Türkiye'nin toplumsal yapısı ile ilgili sağlam bilgiler ortaya koymayı amaçlamıştır. Henüz, yeni bir bilim dalı olan sosyolojinin, Türkiye'de o ana kadarki çerçevesi Durkheimci çizgide olup daha çok teorik olarak ilerlemekteydi. Bu açıdan gerek 1940'lar Türkiye'si gerek dönemin sosyal bilimler metodu ve gerekse de Dil ve Tarih-Coğrafya Fakültesinin kuruluş felsefesi ile milli ilim anlayışı, Boran ve arkadaşlarının evrensel bilim ve metod anlayışlarıyla ters düşüyordu. Bu çalışmada Boran'ın alan araştırması yöntemiyle yapmış olduğu incelemeler sonucunda ortaya koyduğu verilerden yola çıkarak, onun fikirlerinde ekonomi, aile ve özelde kadının mevkiine dair görüşleri ele alınarak incelenmiştir.

Bu çalışmada nitel araştırma yöntemi kullanılmıştır. Çalışmada veri toplama aracı olarak doküman incelemesi yapılmış olup, doküman incelemesiyle elde edilen veriler içerik analizi yoluyla incelenmiştir. Bu kapsamda Behice Boran'ın kendi eserleri olan birincil kaynaklar ile onunla ilgili yapılmış diğer çalışmalardan faydalanılmıştır.

EKONOMİ-TOPLUMSAL YAPI

Boran, toplumsal yapıyı, "toplumu meydana getiren nüfusun, fonksiyonel olarak farklılaşmış gruplaşmaları, birimleri ve bu birimlerin organik bütünleşmesi" olarak tanımlamaktadır (Boran, 2016, 231). Üretim ilişkilerinin meydana getirdiği gruplaşmalar, iş bölümü ayrımları ve sosyal sınıflar; sosyal yapı kavramının içine girer. Üretim ilişkilerinin oluşturduğu gruplaşmanın bir sonucu olan sosyal sınıflar, aşağıdan yukarı bir piramit gibi, toplumun dikey yapısını teşkil eder (Boran, 2016, 231).

Behice Boran'ın toplumsal yapı anlayışı, toplumu kurumların topluluğu olarak görür. Toplumsal yapıyı da bu kurumların bütünleşme derecesine bağlar. Onun toplumsal yapı anlayışı, ilk bakışta yapısal işlevselci yaklaşıma yakın gibi görünse de derinlemesine incelendiğinde, Boran'ın Marksist yaklaşımdan kalkışla diyalektik yöntemi kullandığı anlaşılır (Durdu, 2017, 172). Boran, Marks'ın alt yapı-üst yapı kavramlarından hareketle toplumsal yapı ve kurumları açıklamaktadır.

AİLE YAPISI, İŞ BÖLÜMÜ VE MÜLKİYET İLİŞKİLERİ

Behice Boran'ın "Toplumsal Yapı Araştırmaları" adlı eserinde ele aldığı ova ve dağ köylerinde aile yapısı, monogamik ve patriyarkaldır. Evlenmelerde, genel anlamıyla resmi nikah hakimdir. Ova köylerinde, üretim faaliyetleri açısından çok eşle evliliğin tercih edilebileceği düşünülse de bunun tersine monogamik aile türü yaygındır. Bu durumun nedenini kanuni nikahı olmayan kadınlardan doğacak çocukların miras konusunda yaratacağı sorunların göz önünde bulundurulması olarak açıklamak mümkündür. Dağ köylerinde ise genel bir problem olan geçim darlığı sebebiyle tek eşlilik yaygındır (Boran, 1992, 259).

Kadın ve erkeğin toplumsal iş bölümündeki konumlarının toplumsal statüleri üzerine etkisini değerlendirirken, mutlaka içerisinde bulunan topluluğun ekonomik durumu, istihsal ilişkileri, mülkiyet sistemi göz önünde bulundurulmalıdır (Boran 2016, 321).

İktisadi bakımdan ele alındığında köy ailesi bir işletmedir. Bu işletmenin gelir yönetimi, idaresi, karar mekanizması ve kontrolü erkektedir. Kadının fonksiyonu ise amelelik etmektir. Bu açıdan değerlendirildiğinde, köyde kadın ve erkeğin durumu, şehir organizasyonundaki işçi ve patronun konumuna benzemektedir. Bu noktada toplumun ekonomik şartları ile kadının statüsünün aşağı olması arasında bir bağlılık görülmektedir (Boran, 2016, 323).

Köyde iş bölümü yaş ve cinsiyet (ağırlıklı olarak) faktörleriyle belirlenmektedir. İş bölümünde ev işleri ve pekmez, salça, zeytinyağı, tarhana yapmak gibi ev içinde yapılan üretim faaliyetleri kadının işleridir. Bunların yanında kadının ev dışında tarla, bağ, bahçe işlerinde de üzüm kesmek, üzümleri ayıklamak gibi birçok görevi vardır. Kadınlar pamuk toplar, tütün, darı kırar, mısırları tanelere ayırırlar; küçük çapa yaparlar.

Ova köylerinde kadınlar, kendi ailelerinin ihtiyaç duyacağı kadar üretim yaparlar. Bunun dışında piyasa için bir sınaî üretim yapmazlar (Boran, 1992, 97). Üzümleri taşımak, savurmak, çuvallamak ise erkeklerin işleridir. Tarlaların belenmesi, budanması, çift sürmek de erkeklerin diğer görevleri arasında sayılabilir. Tohumun ekimi, biçmesi ve mahsulün nakil işleriyle erkekler ilgilenir. İş bölümü konusunda bir genellemeye varmak gerekirse:

- 1) Rutin işleri kadınlar yapmakta, kol kuvveti isteyen işleri ise erkekler yapmaktadır.
- 2) Kadınların faaliyetleri ev-tarla-bağ ile sınırlıdır. Erkeklerin ise dışarıyla temas gerektiren işleri üstlendiği görülmektedir (Boran, 1992, 114).

Ailede istihsalin idaresi, gelirin nelere ve ne kadar harcanacağı konularında tüm yetki erkeğin elindedir. Kadın, erkekten çok daha fazla çalışır. Fakat yasal olarak toprak mülkiyetinin kadın veya erkekte olması, fiiliyatta mülkiyete dair tüm hakların erkekte (ailenin reisi) olması gerçeğini değiştirmemektedir. Kadının tarlası, bağı, bahçesi olsa da buranın işletilmesi ve istihsal faaliyetlerinden elde edilen gelir ile ilgili herhangi bir kontrolü söz konusu değildir. Erkek kadına ait toprağı da adeta kendi mülkü gibi kullanır (Boran, 2016, 319).

Köylerde kadın ile erkeğin sorumluluk alanına giren işler, kadına ve erkeğe mülkiyet ilişkileri bakımından farklı mevkiiler vermektedir. Toplumsal yapıda mevkii bakımından erkeğin üstünlüğünün menşei buna dayanmaktadır. Genel anlamda mülkiyet denilen olgu, maddi bir eşya üzerinde sahip olunan haklar ve bu haklara bağılı olarak kullanılan yetkililerdir. Söz konusu bu yetki ve haklar:

- 1) Üretim faaliyetleri hakkında (kaynak-vasıta-emek, nerede ve nasıl kullanılacak) karar vermek,
- 2) Üretim faaliyetlerinden elde edilen gelirin yönetimine karar vermek (paraya sahip çıkmak, çalışanların hakkını vermek),
- 3) Mülkiyet hakkına sahip olunan şeyi gerektiğinde satmak veya kiraya verebilmektir (Boran, 2016, 323).

Köylerdeki bu fiili ayrılığın nedenine bakacak olursak, kadına erkekle eşit olarak mülkiyet hakkını tanıyan kanunlar, köy topluluğunun kendi dinamik yapısından

doğmamıştır. Dolayısıyla hukuki kaideler, köyün gerçek dinamiklerine uymadığı için sadece usulen gerçekleşmektedir. Pratikte ise hayata geçememektedir (Boran, 2016, 323).

Ova köylerinde kadınlar, işlerini yaparken dış gözlerden kaçmaktadır. Bundan ötürü evler yüksek duvarlar içine inşa edilmiştir. Kadının ev ve sokak kıyafeti de farklılaşmıştır. Kadınların erkeklerden kaçınması, evlerin mimarisi ve kadın kıyafetlerinde somutlaşmıştır. Ancak dağ köylerinde kadınlar, dışarıya için özel bir kıyafete ihtiyaç duymamışlardır (Boran, 1992, 93). Dağ köyleri ova köylerinden daha kapalı bir yapıya sahiptir. Kadınların hareket alanı da daha kısıtlıdır. Erkekler içinde de küçük bir zümre (komisyoncu, bakkal, tüccar) kasabaya gider (Boran, 1992, 184).

Behice Boran'a göre her iki köy tipinde de zamanla aileler küçülmektedir (Akpolat, 2008, 836). Patriyarkal aile şeklinin parçalanarak küçülmesiyle beraber erkek tarafından akrabalığın önemi azalarak, her iki taraftan akrabalığın önemi artmaktadır. Erkeğin vefat etmesi ya da askere alınması gibi durumlarda kadın ve çocuklar, erkeğin ailesinin yanında kalmaktadır. Köyde aile yapısı, şehre göre hala kuvvetli bir birlik teşkil eder. Fakat, çözülmeye başlayan patriyarkal aile yapısı ile iktisadi birlik de sıkıntıya girmektedir. Kadına mülkiyet hakkının verilmesiyle birlikte kız çocuğuna da mirastan pay verilmesi, mülkün erkek üzerinden devamını engelleyerek parçalanmasına neden olmaktadır (Boran, 1992, 199). Mülkiyet birliği ortadan kalktıkça aile içinde ana babanın otoritesi sarsılarak aile, ferdiyetçi bir hale gelmeye başlamaktadır. Buna rağmen karı koca ilişkilerinde ise erkeğin hakimiyeti eskisi gibi devam etmektedir. Bu ilişkide kadın erkeğin sözünden çıkmaz, hatta erkek gerekirse karısını dövebilir (Boran, 1992, 201).

Normal şartlarda kadınlar kocalarından çok dayak yememekle birlikte, bu durumu olağan karşılamaktadırlar. Ailesinin geçimini sağlayabilen erkekler, babasına tâbi olma zorunluluğu hissetmemektedir. Erkek evlat toprağı ekme, seyyar satıcılık yapmak, köyde dükkân açmak gibi iktisadi fırsatları değerlendirmek suretiyle kendi ayakları üzerinde durabilmektedir. Fakat toplum, kadın için aynı imkanları sunmamaktadır. Aile ekonomik yapısı içerisinde kadın, sadece emek sağlayan iş gücü konumundadır.

Kadınlar işçi, erkekler ise patron rolündedir. Netice olarak bu durum da kadını, mevkiye erkekten aşağıya koymaktadır (Boran, 1992, 202).

Dağ köylerinde toprak verimsizdir. Fakirlik, yaşam kalitesinin düşük olması, kasabadan uzaklık ve içe kapalı oluşu gibi nedenlerle bu köylerde esnafılık yapılması imkânı da çok mümkün olmamaktadır. Bunun sonucu olarak dağ köylerinde iktisadi problemler aileleri küçülmeye yöneltmektedir. Fakat ailelerdeki bu küçülmeye karşılık istihsal organizasyonda bağlılık devam etmektedir. Baba, üretim süreci sonucunda elde edilen mahsulden münasip bir miktarı oğluna vererek oğlunun geçimini ayırmaktadır (Boran, 1992, 213).

Genel bir kanı olarak kadının iktisadi faaliyetlere aktif olarak katıldığı toplumlarda, kadının toplumsal statüsünün de yüksek olacağı yönünde bir anlayış hüküm sürmektedir. Boran'a göre bu her zaman doğru olan bir önerme değildir (Atılğan, 2019, 139). Anadolu köylerine bakıldığında da kadın erkekten çok çalışmaktadır, fakat daha aşağı mevkidedir. Başka bir görüşe göre kadının toplumsal statüsü ile yaptığı işler arasında bir ilişki aranmıştır. Ancak bu korelasyon da konuyu haddinden fazla mekanikleştirmektedir. Çünkü farklı topluluklarda aynı işler yapılamayabileceği gibi aynı işler yapılsa dahi koşullar eşit olmayabilir. Bunun dışında toplumsal hayatta iş bölümü tek başına ele alınarak değerlendirilemez. İş bölümü değerlendirilirken iki topluluğun ekonomik yapısı ve mülkiyet ilişkileri dikkate alınmalıdır (Boran, 2016, 324).

KADININ TOPLUMSAL STATÜSÜ

Köylerde kadının toprak sahibi olması, ilk bakışta kadının toplumsal konumunun düşük olmadığı ve erkeğin hükmü altında olmadığı izlenimi yaratabilir. Fakat derinlemesine incelendiğinde kadının fiiliyatta sahip olduğu toprak üzerinde hiçbir hakkı olmadığı görülmektedir. Toprağın işletmesi ve bu işletmeden ele geçen geliri kocası elinde tutar. Eğer kocası yoksa bu rolü oğlu veya damadı üzerine alarak kadına toprağın gelirinden münasip gördükleri bir pay verirler (Boran, 1992:127).

Kadının toplumsal yeri her iki köy tipinde de erkeğinkinden çok aşağıdır, ancak dağ köylerinde erkeğin baskısı ova köylerinden daha fazladır. Erkeğin kadını dövmesi gayet

tabi bir durum olarak karşılanmaktadır. Dağ köylerinde de kadınlar erkeklerden daha fazla çalışıp, rutin işleri yapmaktadırlar. Kadın kanuni mülkiyet hakkına sahip olmakla beraber fiili olarak mülkiyet erkektedir. Bütün hayatı köy sınırları içinde geçen kadın, üretim faaliyetlerinde hiçbir karar hakkına sahip olmayıp sadece kol gücünden faydalanılan aşağı bir konumdadır. Kadın ve erkek arasındaki statü farkı öyle derindir ki zaman zaman oğullarından dahi şiddet görebilmektedirler (Boran, 1992:214). Çocuklara yaklaşım konusunda da iktisadi durum belirleyici olmaktadır. Erkek çocuklar babasına yardım ettiği, kız çocuk ise evlenerek aileden ayrıldığı için erkek çocuklara daha çok kıymet verilmektedir (Boran, 1992, 215).

Kadın ve erkeğin toplumsal konumunun farklılaşması hakkında genel olarak üç noktaya dikkat çekmek mümkündür:

- 1) Kamu hayatına katılım, yetenek, beceri, kas gücü, karar verme gücü, hâkim olma-tâbi olma, itaat etme durumları iş bölümünde kadın ve erkeğin bulunduğu konuma göre şekillenmektedir.
- 2) Erkek ve kadının yaptığı işler münferit olarak değerlendirilmemeli, üretim organizasyonundaki fonksiyonuna göre ekonomik sisteme dahil edilerek değerlendirilmelidir.
- 3) Genel olarak tek bir sosyolojik mesele iki ayrı sonuç doğurmaktadır. Yani üretim organizasyonu (istihsal) bir yandan toplumsal sınıflar ve tabakalaşmayı doğururken diğer yandan da kadın ve erkek arasında aşağılık-üstünlük, tabiiyet-hakimiyet ilişkilerine neden olmaktadır (Boran, 2016, 325).

Köylerde mevki sahibi olmanın temel koşulu servete sahip olmaktır. Ancak köyde yerleşik bir mevki sahibi olabilmek için servetin birkaç kuşak devam etmesi gerekmektedir. Mevki kazanmanın bir diğer unsuru da kontrol mevkiinde olmaktır. Muhtarlık köyün şehirle olan resmi ilişkilerini elinde tuttuğu için önemlidir (Boran, 2010a, 272).

Kadının iktisadi şartlara bağlı olarak belirlenmiş olan mevki, İslam dini tarafından da desteklenmekle birlikte Boran'a göre köy toplumlarında iktisadi koşullar değiştiği takdirde-dini etkilere rağmen- kadının toplumsal konumu değişecektir (Boran, 1992,

203). Erkeğin hâkim ve üstün, kadının ise tâbi ve aşağı olması durumu toplumsal normlardan ahlak kurallarına da yer etmiş olup, kadın ve erkek için iki farklı ahlak durumu vücut bulmuştur. Buna göre toplumsal hayatta kadına biçilen ahlaki rol, mutlak bir sadakat iken; erkeğe biçilen ahlaki rol ise mutlak bir hürriyet olmuştur. Söz konusu ahlaki ikilik şehirde de var olmasına rağmen, gayrimeşru münasebetler nazari olarak tasvip edilmediğinden, günlük hayatta örtbas edilmeye çalışılırken; köyde böyle bir riyakâr durum söz konusu değildir. Köy toplumunda, erkeğin gayrimeşru bir ilişkisi varsa, karısı dahil herkes bunu bilir. Erkeğin sadakatinden söz edilmez ve erkek ilişkisi olan kadını kendi evine dahi getirebilir (Boran, 1992, 203). Köylerdeki bu durumun iki nedeni olabileceğinden söz edilebilir. Bunlardan biri, dini kıymetlerin (zina anlayışı) köylerde çok fazla yer etmemiş olması. İkincisi erkeğin otoritesinin baskın olması (Boran, 1992, 204).

Kadınların iktidarla, en çok da siyasal iktidarla, olan ilişkileri çoğunlukla problemlili olmuştur. İlk dönem kadın milletvekilleri, amme hayatına yeni giren bir toplumsal grup olduklarından, bilgi ve deneyim olarak kendilerini erkek vekillerden geride hissetmişlerdir. Ayrıca söz konusu grup, tüm kadınları temsil etmenin baskısını üzerlerinde hissederek siyasetçiden daha ziyade “ulusun kadın temsilcileri” konumuna gelmişlerdir. 1960’lı yıllardan sonra ise kadın vekillerin kendilerine daha çok güvendikleri ve parti politikalarında daha aktif rol aldıkları görülmektedir (Berktaş, 2016, 452).

Behice Boran, kadınların birtakım özel zorluklarla karşılaştığının farkındadır. Onlara yukarıdan bakmamakla beraber, örgütlü bir kadın dayanışmasına da gerek görmez. Boran, öncelikle alanında yeniliklere imza atmış bir bilim insanı, mücadeleci bir siyasetçi, bir siyasi önder olmanın yanında eş-anne rollerini de reddetmeyen (hatta çoğu zaman bunları yücelten) bir kadındır. Mektupları ve hatıralarında oğluna yeterince vakit ayıramamaktan yakınıdır. Dostlarına kendi elleriyle yemekler yapar, yemek tarifi alışverişinde bulunur, temizlik yapar. Ona göre yapılan iş, her ne olursa olsun en iyi şekilde yapılmalıdır. Berktaş’a göre (2016) Behice Boran, ataerkil bir toplumda var olduğunu göstermeye çalışan tüm kadınların yaşadığı zorlukları, ikilemleri

yaşamaktadır; fakat onun savunduğu fikirler sistemli olarak “feminist bir bilinç” oluşturmuştur denilemez.

SONUÇ

Türkiye’de kısa süren akademik hayatında pek çok ilke imza atmış ve Türk sosyolojisinde yeni bir çığır açmış olan Behice Boran’a göre bir toplumun en temel kurumu ekonomidir. Bu doğrultuda üretim ilişkilerinden doğan iş bölümü, bütün topluluklarda farklı şekillerde ortaya çıkmıştır. Boran genel anlamda köy topluluklarındaki aileleri bir işletmeye benzetmiştir.

Boran, istihlal sistemindeki iş bölümü ve aile içi ilişkilere, cinsiyet ayrımı açısından baktığında, kadının neredeyse her noktada ikincil konumda olduğu sonucuna varmıştır. Köylerde gerektiğinde kadın ve erkek birbirinin işini yapabilmektedir. Ancak bu durum genellikle kadının erkeğin faaliyetlerini üstlenmesi şeklinde vuku bulmaktadır (Berktaş, 2016, 458).

Behice Boran, kadının toplumda karşılaştığı zorlukların farkındadır. Bu zorlukları, rol çatışmalarını çoğu zaman kendi de yaşamakla birlikte kadın dayanışmasının örgütlü birliğine gerek duymamıştır. Vekil olduğu yıllarda dahi bunu dile getirmemiştir.

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İnşaat sektöründe çalışan kadın iş güvenliği uzmanlarının sorunları

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Öz

İş güvenliği çalışmaları, işin yapılması sırasında çalışanların karşı karşıya kaldıkları tehlikelerin belirlenmesi, ortadan kaldırılması eğer kaldırılamıyor ise azaltılmasını öngören çalışmalardır. Bireylerin sağlık ve güvenlik içerisinde çalışmaları en temel haklarıdır. Bu kapsamda yasal ve kurumsal uygulamalar oldukça önemlidir. Ülkemizde 2012 yılında yürürlüğe giren 6331 sayılı *İş Sağlığı ve Güvenliği Kanunu* ile yasal anlamda birçok adım atılmıştır. Kanuna dayanak olarak çıkarılan yönetmelikler, tehlikelerin araştırılması, belirlenmesi ve sonuçlarında karşı karşıya kalınabilecek risklerin azaltılmasına yönelik proaktif (önleyici) yaklaşımın uygulanmasını istemektedir. Bu uygulamaların etkin ve verimli gerçekleştirilebilmesi için iş güvenliği uzmanları görevlendirilmiştir. Bu çalışma, çok tehlikeli sınıfta yer alan inşaat sektöründe çalışan kadın iş güvenliği uzmanlarının cinsiyet ve mesleki ayrımcılığa maruz kalıp kalmadığının değerlendirilmesi, işverenlerin kadın uzmanlara ait tutumları ve yaklaşımlarının belirlenmesini amaçlamaktadır. Bu kapsamda, nitel araştırma veri toplama yöntemlerinden odak grup görüşmesi kullanılmıştır. Bursa ilinde iş güvenliği uzmanı olarak çalışan 12 kadın iş güvenliği uzmanı ile bu görüşmeler gerçekleştirilmiş olup, veri analizi yöntemi olarak da betimsel analizi yönteminden yararlanılmıştır.

Anahtar Kelimeler: İş güvenliği uzmanı, İş sağlığı ve güvenliği, İnşaat sektörü

Problems of female occupational safety experts working in the construction industry

Abstract

Occupational safety studies are the studies that envisage the determination of the dangers faced by employees during the performance of the work, their elimination, and if they cannot be removed, they are reduced. It is the most fundamental right of individuals to work in health and safety. In this context, legal and institutional practices are very important. According to 6331 of the *Occupational Health and Safety Law* (Türkiye), which came into force in 2012, many legal steps were taken in our country. The regulations issued as a basis for the law require the implementation of a proactive (preventive) approach to investigate and identify the hazards and to reduce the risks that may be encountered as a result.

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Occupational safety specialists have been appointed to carry out these practices effectively and efficiently. In this context, the focus group interview technique, which is one of the qualitative research methods, was used. These interviews were conducted with 12 females who worked as occupational safety specialists in Bursa, and the descriptive analysis method was used as the data analysis method.

Keywords: Occupational safety specialist, Occupational health and safety, Construction industry

GİRİŞ

Gelişen teknolojiyle iş hayatı biraz daha kolaylaşarak dünyanın daha yaşanılabilir hale gelmektedir. Ancak her gelişim sonucunda olumsuz durumlarda karşılaşılmaması mümkündür. Bu yüzden hem olumlu etkileri hem de olumsuz etkileri ile birlikte yaşamak zorunda kalan insanoğlu kendisine olumsuzluklardan korunulmak için yollar aramaktadır. Çalışma hayatında bu olumsuzlukların başında teknolojinin gelişmesiyle birlikte artan makine kullanımı sonucu makine-insan uyumunun tam sağlanamamasından kaynaklanan meslek hastalıkları ve iş kazaları gelmektedir (Dizdar, 2001). Yaşam hakkının temelini güvenliğin ve sağlığın korunması oluşturmaktadır (Gökçe, 2021). 6331 sayılı Kanun'a göre çalışma hayatındaki risklerin en aza indirilmesine, önlenmesine ve risklerden korunulmasına yönelik tüm çalışmaları kapsayan iş sağlığı ve güvenliği hizmetleri sunulması için işverenler için tehlike sınıfına uygun iş güvenliği uzmanı (İGU) görevlendirmek zorundadır. İşletmelerde iş güvenliği uzmanlarının görevleri arasında risk değerlendirmesi yapma, çalışanlara rehberlik etme, eğitim verme, bilgilendirme ve kayıt yapma yer almaktadır (6331 Sayılı Kanun, 2012: Madde 8).

Ülkerlerin ekonomilerine istihdam ve katma değer kazandıran inşaat sektörü bu anlamda bir lokomotif görevine sahiptir. Fakat sektörün çalışma şartlarının zorluğu iş kazalarının büyük bir sorun haline gelmesine sebep olmaktadır. İnşaat sektörünün Sosyal Güvenlik Kurumu verilerine göre en çok iş kazası yaşanan sektörlerden olduğu görülmektedir. Ayrıca iş kazalarının sonucunda en çok ölümlerle karşılaşıldığı sektör olarak dikkat çekmektedir (Yapı İşlerinde İş Sağlığı Güvenliği [İSG] Rehberi, 2018).

Yapı işleri restorasyon, yıkım, yapım gibi çeşitli faaliyetleri bünyesinde barındıran dinamik bir sektördür. Buna bağlı olarak ülkemizde, bu alanda iş kazaları sonucunda yaralanmalar, ölümler ve engelli hale gelem durumu dünya ortalamasının üzerinde olduğu vurgulanmaktadır. Nitekim hem iş kazası sayıları hem de bu kazaların olumsuz

sonuçlarına bakıldığında tüm iş kolları arasında yapı işleri (Altın vd. 2017; Çavuş ve Taçgın 2016; İşsever, 2015; Müngen 2011, Ünal ve Aykaç 2010), yüksekten düşme ise kaza türleri arasında birinci sıradadır (Erdiş vd., 2011; Metinsoy ve Müngen, 2011).

İnşaat Sektörü Bilgileri

Dünyada, ekonomiye öncülük eden sektörlerin başında inşaat sektörü gelmekte ve istihdam açısından da ilk sıralarda yer almaktadır. Sektörün büyüklüğü ve ekonomik hacmi de düşünüldüğünde inşaat sektöründeki sorunların da doğru orantılı bir şekilde büyük olduğu anlaşılmaktadır. Bu sorunların en başında iş kazaları gelmektedir. Meslek hastalıkları ve iş kazaları uzun senelerdir pek çok çalışanın yaralanmasına, hastalanmasına, uzuvlarını kaybetmelerine ve yaşamlarını yitirmelerine neden olmaktadır. İnşaat sektörünün çalışma ortamlarının ve koşullarının kendine has olması bu sonuçları doğurmaktadır (Ceylan,2014).

Her projenin çalışma koşullarının değişik olması sonucunda risklerde çeşitlilik gösterdiği için inşaat sektörü tüm diğer sektörlerden bağımsızlık göstermektedir. Bu yüzden her çalışan endüstride olduğu gibi işini aynı yerde sürekli olarak yapamamakta ve projeler arasında geçiş yapmaktadır. Bu geçişler sonucunda değişen riskler çalışanlarda tecrübe ve zorlu çalışma koşullarına ayak uydurmalarında kolaylık sağlamaktadır. İnşaat sektöründeki riskleri ve tehlikeleri artıran bir diğer etmen ise çalışan çeşitliliği (tuğlacı, tesisatçı vb.) olarak söylenebilir. Tüm bu sebepler inşaat sektörünü çalışanlar ve işverenler için daha riskli hale getirmekle birlikte hem işverenlerin hem de iş güvenliği uzmanlarının ise sorumluluklarını artırmaktadır. 2012'de yayınlanan İş Sağlığı ve Güvenliğine İlişkin İşyeri Tehlike Sınıfları Tebliğine göre inşaat sektörü çok tehlikeli işler sınıfında yer almaktadır ve ülkemizde de tüm Dünyada olduğu gibi bu sektörde gerçekleşen iş kazaları büyük bir sorun teşkil etmektedir. Uluslararası Çalışma Örgütü (ILO) istatistiklerine bakıldığında inşaat sektöründe çalışanların, 5-6 kat daha fazla iş kazasına uğrama riski taşımakta olduğu görülmektedir (Ceylan, 2012).

İş Kazası ve Bu Kazalarda Meydana Gelen Ölüm Vakası Sayıları

SGK'nın yayınladığı istatistikler çerçevesinde İnşaat sektörünü oluşturan sektörler ve Türkiye genelindeki iş kazası sayısı ve bu iş kazalarına bağlı ölüm sayıları incelendiğinde, Türkiye'de meydana gelen iş kazalarının %18'inin inşaat sektöründe gerçekleşmiş olduğu görülmektedir. Son dokuz yıl içerisinde ülkemizde meydana gelen iş kazalarında 12.408 çalışan hayatını kaybetmiştir. İş kazaları sonucu hayatını kaybedenlerin oranı bize Türkiye'de iş kazaları sebebiyle hayatını kaybeden her üç çalışandan birinin (%35) inşaat sektöründen olduğunu vurgulamakta ve sektörün karşılaştığı bu sonuç durumun önemini açıkça göstermektedir (Gözüak ve Ceylan, 2021).

İş Kazası Sonucu Sürekli İş Göremez Hale Gelen Çalışan Sayıları

İnşaat sektöründeki sürekli iş göremez hale gelen çalışan sayıları 2011-2019 yılları arasında 27.168'dir. Sürekli iş göremezlik; bir çalışanın meslekte kazanma gücünü en az %10 oranında kaybetmesi bir başka deyişle ömrü boyunca özürlü hale gelmesidir. Bu duruma da bakıldığında ölümle sonuçlanan iş kazalarından sonra ikinci olumsuz durum olarak karşımıza çıkmaktadır(Gözüak ve Ceylan, 2021).

İş kazaları sonucu iş göremez hale gelen çalışanların 8.683'ü' yani %32'si inşaat sektöründe çalışırken iş kazası geçirmiş çalışanlardır. Türkiye genelinde iş kazası sonucu kaybedilen gün sayıları değerlendirildiğinde ise 2011-2019 yılları arasında 24.405.197 iş günü kaybının 4.121.813'ü inşaat sektöründe gerçekleşmiştir. Bu da tüm günlerin yaklaşık %17'sine karşılık gelmektedir (Gözüak ve Ceylan, 2021).

Türkiye'de meydana gelen iş kazalarının %18'i bu sektörde meydana gelirken, iş kazası sonucu hayatını kaybedenlerin oranı %35 ve iş göremezlik oranının %32 olarak hesaplanması bu sektörün iş kazalarının sonucu bakımından ne kadar riskli olduğunu bizlere göstermektedir.

İş Sağlığı ve Güvenliği Uzmanlarının Genel Sorunları

2012 yılında ülkemizde İş Sağlığı ve Güvenliği konusunda yasal bir düzenlemeyle *İş Sağlığı ve Güvenliği Kanunu* yürürlüğe girmiştir. Mevzuattaki bu yenilikle Türkiye'deki tüm işletmeler kamu veya özel farketmeksizin İSG hizmeti alma yükümlülüğüne

girmişlerdir. İş sağlığı ve güvenliğinin uygulanması, çok tehlikeli sınıfta yer alan işletmelerde önlemlerin alınması demek değil tüm tehlike sınıflarında mevzuat hükümlerinin yerine getirilmesi demektir. İSG tüm tehlike sınıflarında çalışan herkesi kapsayan ve çalışanların sağlık ve güvenliğini sağlayan bir uygulamadır (Taşkiran, 2016).

İş güvenliği uzmanının işletmelerdeki potansiyel tehlikelerin ortaya konması, bu tehlikelerin yaratacağı kayıpların gerçekleşip gerçekleşmeyeceği ihtimali olarak tanımlanan risklerin elimine edilmesi çalışmaları ve düzeltici-önleyici faaliyetlerin belirlenmesi gibi önem derecesi yüksek sorumlulukları mevcuttur. İş güvenliği uzmanlarının tehlike algılarının yüksek olmasıyla tehlikeyi farketmeleri ve çözüm önerisinde bulunmaları İSG olgusunun işletmede gelişmesinde son derece önem arz etmektedir. Tehlike algısı, çalışanı veya çalışma ortamını olumsuz etkileyebileceğine ilişkin ortaya çıkabilecek duruma karşı oluşan, algıyı ifade etmektedir (Çivitçi ve Çalım, 2019).

Türkiye’de iş güvenliği uzmanlarının genel sorunlarını değerlendiren bir çalışmada alınan ücretlerin yetersiz olması, gereğinden fazla işletmelerde görevlendirilme, güvenlik kültürünün tam benimsenmemesi, izinlerini istediği zaman kullanamaması, kadın uzmanlara mobbing yapılması gibi sorunlarla karşılaşıldığı görülmektedir (Takaoğlu vd., 2018).

İş güvenliği uzmanlarının görev yaptığı işletmenin tehlike sınıfı, büyüklüğü, çalışan sayısına göre aldıkları ücretleri belirlenmelidir. Çalıştığı işletmeden maaşını alan iş güvenliği uzmanı için görevini yaptığı işletmenin güvenliğini sağlamak zordur çünkü işveren tarafından işten çıkarılma korkusu yaşamaktadır. Bundan dolayı iş güvenliği uzmanları bakanlığın belirlediği bir havuzdan ücretini almalıdır (Taşkiran, 2016).

Arslan ve Ulubeyli (2016) tarafından gerçekleştirilen bir saha araştırmasına göre ise işveren müdahalesi, bağımsız çalışmamam hissi, çalışma ve danışmanlık sürelerinin yetersiz olması ve uzmanların ücretlerinin danışmanlık yaptıkları şirketler tarafından ödeniyor olmasının mesleki bağımsızlıklarını sekteye uğratması olarak belirlenmiştir. Bu çalışmada, genel olarak yukarıda bahsedilen iş güvenliği uzmanlarının yaşadıkları

sorunların haricinde özellikle cinsiyet faktörünün uzmanların zaten zor olan çalışma koşullarına ve şartlarına etkisi değerlendirilmeye çalışılmıştır.

Metot

Nitel araştırmalar incelenen durumun derinlemesine olarak irdelendiği, genellemenin daha az yapıldığı ve alana katkısının çok olduğu (Ersin ve Bayyurt, 2017) verilerin hem toplanmasında hem de analizinde rakamların yerine ifadelere odaklanmayı sağlayan araştırma yöntemlerinden biridir (Bryman, 2012). Bu sebeple nitel araştırmalarda veriler daha çok gözlem ve görüşme teknikleri yoluyla toplanmaktadır. Görüşme ve gözlem teknikleri de kendi içlerinde farklılıklar göstermektedir. Birebir görüşmelerden farklı olarak katılımcıların inanç, deneyim, duygu ve davranışlarının etkileşimli ve interaktif bir şekilde farklı bakış açılarının ortaya çıkmasını sağlamak odak grup görüşmelerinin avantajları arasında yer almaktadır (Sevim, 2008).

Bryman'a (2012) göre odak grup görüşmelerinin benzer tecrübelerle sahip katılımcılar ile gerçekleştirilmesi en önemli özelliğidir. Bununla birlikte rastlantısal keşifler, esneklik, kısa zamanda daha çok veri toplama olanağı ve bireysel olarak elde edilemeyecek verilerin açığa çıkma imkânı diğer avantajları olarak sayılabilir (Morgan, 1998; Morgan ve Spanish, 1984; Yıldırım ve Şimşek, 2006). Ancak objektiflikten uzaklaşma, bireylerin kendilerini grup içinde rahat hissetmemesi sebebiyle kaynaklanabilecek doğallıktan uzaklaşma, hedeflenmeyen veriler, yönlendirme ve kendini olduğu gibi ifade edememe odak grup görüşmelerinin dezavantajları olarak dikkat çekmektedir (Freitas ve diğerleri, 1998; Morgan, 1998).

Bu amaçla araştırmanın verileri nitel veri toplama tekniklerinden odak grup görüşmeleri ile elde edilmiştir (Ersin ve Bayyurt, 2017:). Görüşmelerde karmaşık problemlerle karşılaşılması (Morgan, 1998), katılımcıların birbirlerini dinlemelerini ve teker teker özgürce konuşmalarını sağlamak için katılımcı sayısı her grupta az tutulmalıdır (Krugger, 1994). Görüşmeler yapılacak analizlerin doğruluğunu teyit etmek (Ersin ve Bayyurt, 2017), kişisel bilgilerinin üçüncü kişilerle paylaşılmayacağına yönelik bilgilendirme yapmak ve bu amaçla gizlilik anlaşması imzalamak olduğu belirtmek amacıyla kayıt altına alınmaktadır (Ersin ve Bayyurt, 2017).

Odak grup görüşmelerinde katılımcılar arasında bir etkileşim olacağı için görüşme soruları yarı yapılandırılmış olarak tercih edilmiştir. Nitel araştırmalarda elde edilen verilerin analizinde “betimsel analiz” (Çepni, 2012; Yıldırım ve Şimşek, 2008), ”içerik analizi” (Çepni, 2012; Kızıltepe, 2017; Altunışık ve Diğerleri, 2010; Holsti’den akt. Herkner, 2003; Krippendorf’dan akt. Hansen, 2003:), “doküman analizi” (Ulutaş, 2017) gibi yöntemler kullanılmaktadır. Verilerin analizinde bir durumu mümkün olduğunca tam tanımlamak için betimsel analiz yöntemi kullanılmıştır. Araştırmada kavramsal yapı önceden belirlenmiş olup görüşmeler sonucunda elde edilen cevaplar doğrudan alıntı ile verilmektedir. Betimsel analizde bulgular yorumlanmış ve düzenlenmiş olarak sunulmaktadır. Neden sonuç ilişkisi kurularak sonuçlara ulaşılmaya çalışılır (Çepni, 2012). Betimsel analizde temel amaç, toplanan verileri açıklayabilecek ilişkilere ve kavramlara ulaşmaktır (Yıldırım ve Şimşek, 2008). Bu araştırmanın çalışma grubunu Bursa ilinde inşaat sektöründe çalışan kadın İGU oluşturmaktadır. Araştırmada amaçlı örnekleme yolu izlenmiştir. Amaçlı örneklemede araştırma evreninin bütün niteliklerini temsil edebildiği düşünülen, belirli ölçülere göre seçilmiş örneklem kullanılmaktadır (Tavşancıl ve Aslan, 2001). Araştırmanın örneklemi 12 kişiden oluşmaktadır. Katılımcılara ait bilgiler Tablo 1’de verilmiştir.

Tablo 1

Katılımcılara Ait Bilgiler

Katılımcı	Eğitim Durumu	Bölümü	Çalışma Süresi	Sınıfı	Nasıl İGU olmaya karar verdiniz?
1	Lisans	İSG	3 yıl	B	Ailemin tavsiyesi üzerine karar verdim.
2	Önlisans	İSG	2 yıl	C	Bölüm araştırması sonucunda karar verdim.
3	Önlisans	İSG	1 yıl	C	İGU olmaya lise son sınıfta rehber danışmanımın bana mesleği anlatması ile içimdeki hevese çok yatkın bir iş olduğunu anladığım anda karar verdim.
4	Önlisans	İSG	1 yıl	C	İkinci üniversite okumak istedim ve puanım buna yetti.
5	Önlisans	İSG	8 ay	C	Ülkemizde ve dünyada yaşanan iş kazalarının fazla olması ve bu kazaları önlemeye küçük de olsa

6	Lisans	İnşaat Müh.	10 yıl	B	katırım olabileceği düşüncesiyle bu mesleği yapmaya karar verdim. Bunun yanında bir de şantiyede çalışmak her zaman hayalimdi.
7	Önlisans	İSG	5 yıl	B	Çalışma alanımı değiştirmek istemem.
8	Önlisans	İSG	10 yıl	B	Öneri üzerine karar verdim.
9	Lisans	Endüstri Müh.	9 yıl	A	Çevremden tavsiye üzerine karar verdim.
10	Lisans	Makine Müh.	6 yıl	B	Yeni bir çalışma alanı olduğu için.
11	Önlisans	İSG	3 yıl	C	Makine mühendisliğini sevmediğim için.
12	Önlisans	İSG	2 yıl	C	Geniş çalışma imkânına sahip olduğu için.
					Öğretmenimin tavsiyesi üzerine.

Katılımcıların yaş aralığı 21 ile 43 arasında değişmektedir ve üçtanesi mühendislik çıkışlı olup diğerleri İş sağlığı ve güvenliği programından mezun olmuştur. İnşaat sektöründe İGU çalışma süreleri ise 8 ay ile 10 yıl arasında değişkenlik göstermektedir.

Bu çalışmada veriler gönüllülük esasına dayalı olarak birbirini tanımayan üçer kişiden oluşan dört farklı grupta, 45-50 dakika aralığında süren görüşmelerden elde edilmiştir. Görüşmeler katılımcıların çalışma koşulları düşünülerek çevrimiçi olarak yapılmıştır. Cevaplamaya geçmeden önce görüşmenin kayıt altına alınacağına ve görüşmenin gizli kalacağına dair bir gizlilik ve çalışmaya gönüllü olarak katılımın gerçekleştiğine dair bir gönüllülük formu imzalatılarak başlanmıştır.

Odak grup görüşmelerine katılımcıların demografik ve kişisel bilgileri alındıktan sonra, araştırmacılar tarafından aynı bilgilerin verilmesi ve görüşmelerin aynı konu kapsamında yapılması amacıyla hazırlanan belirlenmiş olan çalışma amacına yönelik sorular sorulmuştur.

BULGULAR

İş sağlığı ve güvenliği çalışmalarının temel amacı, proaktif bir yaklaşımla, iş kazaları ve meslek hastalıklarının meydana gelmeden önce, alınan tedbirlerle önlenmesidir. Bu kapsamda özellikle inşaat sektöründe tüm bu işlerin yapılması amacı ile görevlendirilen kadın İş Güvenliği Uzmanları da oldukça zor şartlarda çalışmaktadırlar. Çalışmanın

amacına yönelik sorular sırası ile sorulmuştur ve katılımcıların odak grup görüşmesi kapsamında sorulara verdiği bazı cevaplar şu şekildedir.

Katılımcılara yöneltilen “Çalıştığınız işyerinde tehlike ve risk durumu gözeterek çalışanların iş kazası ve meslek hastalığına uğramamaları adına yaptığınız faaliyetler sizce yeterli midir?” sorusuna verilen cevaplar incelendiği zaman katılımcıların hepsi bu faaliyetlerin yetersiz olduğunu, teknolojinin gelişmesi ile risklerinde değişkenlik gösterdiğini, çalışanların ve işverenlerin bu konularda duyarsız olduklarını belirtmişlerdir. Soruya yönelik bazı katılımcıların verdikleri cevaplar doğrudan alıntılama ile aşağıda verilmiştir.

K2: Bu soruya kısmen cevabını vermek daha doğru olur. Özellikle çalıştığımız işyerinde ‘Hedef Sıfır İş Kazası’. Hedefimiz doğrultusunda ilerlemek açısından saha gözetimlerini daha sık yapıyor ve eksikliklerin giderilmesi için hızlı aksiyonlar aldirmaya çalışıyoruz. Ancak meslek hastalığı daha uzun vadede ortaya çıktığı için alınan önlemler ne kadar yeterli bu konu biraz şaibeli.

K3: Çalışmakta olduğum sektör risk bakımından çok tehlikeli sektördedir. Ve riskler sürekli olarak değişim göstermektedir. Bu nedenle hiçbir zaman yeterli olabileceğini düşünmüyorum.

K6: İGU olarak bizlerin yaptığı ve yapmaya çalıştıkları yeterli olabiliyor kısmen ancak işverenler ve çalışanlar bunların önündeki en büyük engellerdir.

Katılımcılara yöneltilen “İnşaat sektöründe kadın İG Uzmanı olarak çalışmak mesleki açıdan kabul görmeye ait bir sorun mudur?” sorusuna verilen cevaplar incelendiği zaman bu durumun başlarda ufak bir sorun olarak görüldüğü ancak zamanla üstesinden gelindiği anlaşılmaktadır. Sorunların ise iletişim eksikliğinden, erkek çalışan sayısının çok olmasından çalışanların kadın İGU çekinmelerinden kaynaklandığı belirtilmiştir. İlgili soruya yönelik bazı katılımcıların verdikleri cevaplar doğrudan alıntılama ile aşağıda verilmiştir.

K1: Bazen bir avantaj bazen ise sorundur. Kişilerin karakterine göre değiştiğini düşünüyorum. Kimi zaman kadın olduğumdan ötürü, çalışanların bir erkeğe kıyasla daha çok saygı duyduğunu ve bir erkek İG uzmanına kıyasla; sabır eşiğinin düşük olduğu, bir aksiyonun alınması hususunda birden fazla kez ikaz edilmiş Usta-Formen gibi kişilerin bize karşı daha sabırlı ve saygılı davrandığını gözlemliyorum. Kimi zaman da ataerkil yapısına sahip kişilerin, “Bu kadının burada ne işi var bu ne anlar ki” şeklinde düşüncelerini, hadi sen git ofiste bir çay iç üşüdün vs. sözleriyle meslek hayatım boyunca oldukça hissettim.

K2: *Kadın çalışan olarak erkek çoğunluklu bir sektörde çalışmak ilk etaplarda yadırgansa da daha sonrasında kabul gören bir durum diyebilirim.*

K10: *Sorun değildir. Bir bilginin öğrenilmesi, aktarılması veya yorumlanması cinsiyetle bağlantılı değildir. Burada önemli olan nokta, mesleki yetkinliğimizi teorik ve pratik olarak adım adım artırıp profesyonel bir şekilde icra etmektir.*

Katılımcılara yöneltilen “Sizce inşaat sektöründe çalışan kadın İG Uzmanları çalışma ortamında özellikle cinsiyet ayrımcılığı ve olumsuz yaklaşımlara maruz kalıyor mu?” sorusuna verilen cevaplar incelendiği zaman katılımcılar çoğunun evet cevabını verdiği dikkat çekmektedir. Ancak evet cevabının sebebini olumsuz yaklaşımlardan kaynaklanmadığını kadın oldukları için çalışanların kendilerinden çekindiklerini ifade etmek üzere kullanmış olduklarını vurgulamak gerekmektedir. Soruya yönelik bazı katılımcıların verdikleri cevaplar aşağıdaki gibidir.

K4: *Elbette cinsiyet ayrımı oluyor. Erkek İGU'na daha rahat ve açık oluyorlar. Benden biraz daha çekiniyorlardı. Sahada laf atma, küfür asla duymadım. 1 yıl boyunca 400 işçi gelip geçmiştir, hiçbiri bu sınırı geçmedi. İlk gün nasıl başlarsan öyle devam ediyor. Şaka bile yapılmamalı ki hemen gevşeklik yapıp genel iş kurallarını aksatmasınlar.*

K6: *Evet oluyor ama sizin tavrınız bunun önüne geçebiliyor.*

K9: *Özellikle sektöre özgü bir sorun yaşamadım. Hatta çoğu zaman söylediklerim dikkate alındı kadın olarak saygı gösterildim. Belki de kadın olmamdan kaynaklanan pozitif ayrımcılıkla bile karşılaşmış olabilirim.*

Katılımcılara yöneltilen “Sizce kadın İG Uzmanları aynı işi yaptıkları erkek uzmanlara göre daha az mı ücret alıyorlar?” sorusuna verilen cevaplar incelendiği zaman katılımcılardan üç tanesi evet cevabını vermiştir. Neden evet dedikleri incelendiği zaman bunun cinsiyet farklılığından kaynaklanmadığını, çalışma gün ve saatlerine, sahip olunan deneyim ve tecrübeye göre değişkenlik gösterdiğini belirtmişlerdir. Soruya yönelik bazı katılımcıların verdikleri cevaplar aşağıdaki gibidir.

K8: *İş güvenliği uzmanına biçilen bir ücret var ülkemizde ve bence yapılan işe göre çok düşük ücretler. Bu noktada her iki cinsiyette aslında kazanması gerekenden az alıyor. Ben hiç duymadım aynı işi yaptığım erkek bir uzmanın benden daha çok kazandığını.*

K9: *Çalışma koşullarına göre değişiyor, erkek çalışanlar gece mesailerine kalabiliyorlar doğal olarak aradaki farkı kazanacaklardır. Harici aynı iş yapılırken farklı fiyat teklifi olduğunu sanmıyorum genel olarak ücretler düşük.*

K10: *Evet. Ücret politikası kişinin tecrübesi, lisansüstü eğitim durumu, mesleki yetkinliğini arttıran sertifikalar gibi belirli parametreler çerçevesinde değerlendirilmelidir.*

Katılımcılara yöneltilen “İş ortamının zorlukları bir kadın olarak sizde yılgınlık ve motivasyon kayıplarına sebep oluyor mu?” sorusuna verilen cevaplar incelendiği zaman katılımcılardan bir tanesi bu durumun kendisini daha dinç tuttuğunu söylerken diğer katılımcılar elbette zaman zaman yılgınlık ve motivasyon kayıpları yaşadıklarını ancak bur durumun cinsiyetle alakası olmadığını belirtmişlerdir. Soruya yönelik bazı katılımcıların verdikleri cevaplar aşağıdaki gibidir.

K1: *Benim motivasyonumu iş yoğunluğu düşürmüyor aksine bu beni hep dinç tutuyor, ama her iş ortamında karşılaştığımız megaloman kişiler bende bazen büyük bir motivasyon kaybına yol açıyor.*

K2: *Zaman zaman motivasyon düşüklükleri elbette yaşıyor. İş yoğunluğu, çalışanlar, sorumluluklar derken pes etme noktasına gelinebiliyor ama bunun cinsiyetle alakalı olduğunu düşünmüyorum, aynı şekilde erkeklerinde motivasyon düşüklükleri yaşayabileceği ve pes edeceği durumlar oluyordur.*

K4: *OSGB'de patronumuzda kadın. Ve tüm yılgınlığı kadın olan patronumuzdan mobing olarak görüyoruz. Motivasyon kayıpları yaşıyoruz tabi ki kadın olarak iş ortamında işverem sizi kale almayınca söylediklerinizi erteleyince motivasyon kaybı kesinlikle oluyor.*

Katılımcılara yöneltilen “Yöneticilerin ve işçilerin tutum ve davranışlarının bir kadın olarak size karşı daha olumlu ve yapıcı olduğunu düşünüyor musunuz?” sorusuna verilen cevaplar incelendiği zaman katılımcılar kısmende olsa daha olumlu tutumlar ile karşılaştıklarını belirtmişlerdir. Soruya yönelik bazı katılımcıların verdikleri cevaplar aşağıdaki gibidir.

K3: *Haliyle çalışanlar sizi daha kırılğan görüyorlar, ve size alıştıkça daha olumlu geri dönütler ile karşılaşıyorum. Çevremdeki erkek iş güvenliği uzmanlarına karşı tutumlarına baktığımda yer yer daha olumlu sonuçlar aldığım kesin.*

K5: *Bazen Kadın olmak veya erkek olmak fark etmiyor. Ama çoğu zaman daha anlayışlı yaklaşıyorlar bana karşı.*

K6: *Çok bir fark göremiyorum ancak bazı durumlarda olabiliyor. Örneğin KKD kullanımı hatırlatınca o an için kullanıyor itiraz etmeden ancak bir sonraki sefer yine kullanmadığını görüyorsunuz.*

Katılımcılara yöneltilen “Yöneticilerle veya işçilerle iletişim problemi yaşıyor musunuz?” sorusuna verilen cevaplar incelendiği zaman katılımcılar evet cevabını

vermiştir. Ancak bu durumun her zaman cinsiyetten kaynaklanmadığını iletişimin çift taraflı olduğunu ve karşılıklı olarak doğru iletişim kurulduğunda sorun olmadığını belirtmişlerdir. Soruya yönelik bazı katılımcıların verdikleri cevaplar aşağıdaki gibidir.

K4: Yöneticilerle herhangi bir iletişim problemi yaşamadım hem Kadın olmam hem de yaşımın küçük olması sebebiyle her konuda bana ve söylediklerime karşı çözüm odaklı yaklaşıyorlar. Ama işçilerle bazı durumlarda iletişim kurmakta zorlandığım oluyor. Bunun sebebinin de eğitim seviyesinin düşük olmasından kaynaklandığımı düşünüyorum.

K6: Sizin iletişiminiz ne kadar kuvvetli olursa olsun karşınızdaki kişinin ne anladığına göre değişiyor bu durum. İletişim çift taraflıdır ve taraflar önemlidir. Sizin sahip olduğunuz iletişim becerisi bu sorunlara azaltabilir ama tamamen ortadan kaldıramaz.

K9: İlk zamanlar yaşıyordum fakat artık hem ben bu şekilde çalışmaya alıştım hem de muhataplarım bana alıştı. Eskisi gibi iletişimsizlik yaşamıyorum.

Katılımcılara yöneltilen “Çalışma ortamının zorlukları ve iş yoğunluğu nedeni ile ailevi işlere ve sosyal aktivitelere yeterli zaman bulabiliyor musunuz?” sorusuna verilen cevaplar incelendiği zaman katılımcıların hepsi hayır cevabını vermiştir. Soruya yönelik bazı katılımcıların verdikleri cevaplar aşağıdaki gibidir.

K1: Hiçbir şekilde zaman bulamıyorum. Şantiyede demek sosyal hayatımızın sıfır denecek kadar az olması demek.

K11: Bulduğum firma çimento fabrikalarında yoğun bir şekilde revizyonlarda çalışan bakım onarım işleri yapan bir firma olduğu için çoğu zaman şehir dışında ailem ve arkadaşlarımdan uzak bir çalışma ortamındayım. Bu yüzden sosyal ve ailevi işlerden zaman zaman uzak kalmaktayım.

K12: Maalesef Çoğu zaman mümkün olmuyor, çok yoğun ve stresli bir iş yapıyorum zaten çok tehlikeli sınıfta bu işi yapmak da ekstra bir yük yaratıyor üzerimde, bu sebeple sektör değiştirmeyi bile düşünüyorum.

SONUÇ/TARTIŞMA

Takaoğlu ve arkadaşları (2018) İş Güvenliği Uzmanlarının Yaşadığı Sorunlar adlı çalışmalarında iş güvenliği uzmanlarının başta eğitim olmak üzere yasalar ve uygulamaları, mali, statü, işveren kaynaklı ve cinsiyet ayrımına yönelik sorunlar yaşadığını belirtmişlerdir. Hasanhanoglu'nun (2020) Türkiye’de Kadın İş Güvenliği Uzmanlarının Mesleki ve Cinsiyet Ayrımcılığına Yönelik Yaklaşımları, Görevsel Performansları ve Sorunları adlı çalışmasında işverenlerin kadınlara yönelik tutumları

ve yaklaşımlarının olumsuz olması kadın İGU'larının kendini yalnız hissetme, yeterince destek görememe, kendilerine önyargı ile davranılması ve değer verilmemesi gibi sorunlar yaşamalarından dolayı çalışma isteklerinde kayıp yaşadıkları sonucuna ulaşmışlardır. Özdemir'in (2021) Kadın İş Güvenliği Uzmanlarının Sorunları adlı yüksek lisans çalışmasında işyerinde kadınlar erkeklere oranla daha fazla sorunlarla karşılaştığı, iş işleyişinde geri planda bırakıldıkları, sözlerinin genelde dikkate alınmadığı sonuçlarına ulaşmışlardır.

Literatür taraması sonucu benzer çalışmalarla bu çalışma karşılaştırıldığı zaman kadınların İGU olarak çalışırken bazı sıkıntılarla karşılaşmaları diğer çalışmalarla benzerlikler göstermektedir. Ancak iş güvenliği uzmanlığı genel olarak kolay bir meslek dalı değildir. Güçlü iletişim becerisi gerektiren bu iş kolu, özellikle çok tehlikeli sınıflar olarak adlandırılan inşaat sektörü gibi sektörler açısından değerlendirildiğinde de yaşanan sıkıntıların sadece cinsiyet farkından değil genel olarak sektörün zorluğundan kaynaklandığı düşünülebilir. Katılımcıların cevapları incelendiğinde, cinsiyetin kadın erkek farketmeksizin genel olarak sektörün zorluğundan kaynaklanan bir sorun olabileceği düşünülmektedir.

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Gri boşanma deneyiminin film analizi yöntemiyle incelenmesi

Selda KARADENİZ ÖZBEK¹

Öz

Boşanma, yasal olarak kurulmuş bir evliliğin yasal olarak sona ermesidir. Gri boşanma kavramı ise, uzun süreli evliliklerde 50 yaş üstünde (gri saçlı) bireylerin boşanmasını tanımlamak için kullanılmaktadır. Boşanma, zorlu yaşam olaylarından biridir ve stres süreci, yas süreci ve travmatik bir olgu olarak kabul edilmektedir. Yapılan araştırmalar daha çoğunlukta genç yaşta boşanmaların incelenmesi yönündedir. Günümüz dünyasında boşanma oranları artmakta ve insan ortalama ömrü uzamaktadır. Gelecek yıllarda daha fazla ileri yaş boşanmasının artacağı düşünülmektedir. Bu nedenle boşanma sonrası uyum deneyiminin ve boşanmanın etkilerinin gri boşanmalar için incelenmesi önemli görülmektedir.

Gri boşanma örneği olarak incelenen Hope Gap (Umut Vadisi) filmi, kocası tarafından başka bir kadın için terk edilen bir kadının hikâyesini anlatmaktadır. Hope Gap (Umut Vadisi) filmi gri boşanmaya örnek oluşturacağı düşünülmüş, ayrılık ve boşanma süreci bu bağlamda incelenmiştir. Araştırmada nitel araştırma yöntemlerinden doküman inceleme yöntemi kullanılmıştır. Bu doğrultuda filmin bazı sahneleri, gri boşanmanın özellikleri ve etkileri bağlamında incelenmiştir.

Anahtar Kelimeler: Gri boşanma, Hope Gap (Umut Vadisi), Film analizi

Examination of the grey divorce experience by film analysis method

Abstract

Divorce is the legal termination of a legally established marriage. The concept of grey divorce is used to describe the divorce of individuals over the age of 50 (gray-haired) in long-term marriages. Divorce is one of the difficult life events and is considered as a stressful, mourning process, and a traumatic phenomenon. Researchers mostly tend to examine divorces at a young age. In today's world, divorce rates are in most readings, and the average human lifespan increases. More advanced age divorces are expected to be Researchers' in coming years. For this reason, it is considered to be important to examine the post-divorce adjustment experience and the effects of divorce for advanced age. The movie Hope Gap, which is examined as an example of grey divorce, tells the story of a woman who is left by her husband for another woman. The movie was chosen considering that it would set an example for grey divorce, the separation and divorce process was examined in this context. In the research, the document review method, one of the qualitative research methods, was used. In this direction, some scenes of the film were examined in the context of the characteristics and effects of grey divorce.

Keywords: Grey divorce, Hope Gap, Film analysis

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GİRİŞ

Evlilik yoluyla birbirlerine bağlanan çiftler çeşitli nedenlerle hayatlarının bir noktasında sağlıklı olmayan evliliklerini sonlandırma kararı alabilmektedir. Yasal olarak kurulan evlilik bağının yine yasal olarak sonlandırılması boşanma olarak tanımlanmaktadır (Özgüven, 2000). Boşanma oranları tüm dünyada artmaktadır. Boşanma oranlarının yüksek fakat düşme eğiliminde olduğu ülkeler ise aynı zamanda evlilik oranlarının düştüğü daha ağırlıklı olarak birlikte yaşamının yaygın olduğu ülkelerdir (US. National Center of Health Statistics, 2019). Türkiye’deki boşanma istatistiklerine bakıldığında boşanma oranlarında artış eğilimi görülmektedir. 2001 yılında binde 1.41 olan kaba boşanma hızı 2021 yılında binde 2,7 olarak gerçekleştiği tespit edilmektedir. Evlilik yaş ortalamasına bakıldığında ilk evlenme yaşı 2001’de kadınlarda 22,7, erkeklerde 26’dır. 2021 yılına gelindiğinde ortalama evlenme yaşının da yıllar içinde artış eğiliminde olduğunu kadınlarda ilk evlilik yaşının ortalama 25.4’tür erkeklerde 28.1 olduğu tespit edilmektedir. Evlilik süresi açısından incelendiğinde ise boşanmaların %33,6’sı evliliğin ilk 5 yılı, %20,9’u ise evliliğin 6-10 yılı içinde gerçekleşmektedir (TÜİK, 2022).

TÜİK verilerinde çiftlerin boşanma yaşına dair net bilgiye erişilemese de evlilik yaşı ve evli kalınan ortalama süreler dikkate alındığında boşanmaların daha çok gençlerde görüldüğü belirlenmektedir. Fakat bilindiği üzere ortalama yaşam ömrü birçok toplumda uzamakta ve ülkelerin nüfusları yaşlanmaktadır. Beklenen yaşam ömrü artmaktadır (Worldbank, 2022). Bu durum daha önce araştırmalarda daha az incelenen ileri yaşlardaki boşanmalar ile ilgili araştırmaların daha fazla yapılması gerektiği gerçeğini ortaya koymaktadır.

Gri boşanma (Grey veya Gray Divorce)³, saçların grileşmesini temsil eden ve en yalın tanımıyla 50 yaş üstündeki bireylerin boşanmasını tanımlayan bir kavramdır (Brown, Lin, Hammersmith & Wright, 2019). Ortalama yaşam ömrünün uzamasıyla birlikte 50 yaş üstünde bireylerde boşanma oranlarının artması, araştırmacıların gri boşanmaya yönelik incelemelerini başlatmıştır. ABD’de gri boşanmaların artmasına yönelik öncül

³ “Gray” Amerikan İngilizcesinde, “Grey” ise İngiliz İngilizcesinde “gri renk” için kullanılmaktadır. Uluslararası alan yazında her iki kullanıma da rastlanmaktadır.

arařtırmalar 1980'li yılların bařında yapılmaya bařlanmış ve konu üzerinde daha fazla arařtırma yapılması ile ilgili dikkat çekilmeye çalıřılmıştır (DeShane & Brown-Wilson, 1982). 1990'lı yıllara gelindiğinde oransal olarak boşanmalar daha da artmış ve her 10 kiřiden 1'inden biri 50 yař üzerindeyken boşanmıştır. 2010'lı yıllara gelindiğinde boşanan her dört kiřiden birinin 50 yař ve üzerinde olduđu tespit edilmiştir (Brown & Lin, 2012). Brown ve Lin (2012)' in sayısal tahminlerine göre ABD'de 2030 yılına gelindiğinde 50 üstü evli olan bireylerin üçte biri boşanmış olacaktır.

Hangi yařta olursa olsun boşanma ile ilgili arařtırmalar yarattıđı etkiler açasından boşanmanın, travmatik etkileri olan (Albrecht, 1980), stresli (Booth & Amato, 1991), bir yas süreci (James & Friedman, 2009), ve bir kriz dönemi (Korkut, 2003) olarak deđerlendirmektedir. Bořanmanın hukuki, ekonomik, sosyal, toplumsal, psikolojik ve fizyolojik sađlık açasından sonuçları mevcuttur (Amato, 2000; Öksüzler Cabılar & Yılmaz, 2022). Bořanma bir anda olup bir olay olmaktan çok bir süreci barındırmaktadır. Bořanma; öncesi, boşanma süreci ve boşanma sonrası süreç olmak üzere deđerlendirildiğinde gri boşanmanın bireylerde yarattıđı hukuki, ekonomik, sosyal, toplumsal, psikolojik ve fizyolojik sađlık açasından etkilerin ve boşanma sonrası yařama uyumun daha ayrıntılı olarak deđerlendirilmesi gerektiđi düşünölmektedir.

Gri boşanmanın etkilerinin incelendiđi bir arařtırmada, gri boşanmanın psikolojik sonuçları olarak kayıp hissi, endiře ve özgüven kaybı olduđu belirlenmiştir. Tarihsel zaman perspektifinde ele alındıđında batı normlarına göre 1980'li yılların sonunda yařayan ve arařtırmaya katılan kadınlar daha geleneksel evliliklere sahip olduklarını, cinsiyet rollerinin belirli olduđunu, evliliklerin yařamın merkezinde olduđunu belirtmişlerdir. Bu nedenle boşanma onlar için toplumsal olarak boşanmış olmaktan utanma, evliliđin bitmesinden kendini sorumlu tutma ve başarısız görme, eski evli arkadaşlarından uzaklařma gibi toplumsal sonuçlar yaratmaktadır. Arařtırma ileri yařta boşanmaların yaratacađı uyum sorunlarının tümleyici bir bakıř açasıyla boşanma olgusunun içinde kaybolmaması ve gri boşanmaların farklı bir kulvarda deđerlendirilmesi gerektiđini vurgulamaktadır (Cain, 1988).

Türkiye’de boşanma sürecini ve boşanmanın etkilerini inceleyen birçok araştırma mevcuttur (Can & Aksu, 2016; Erdim & Ergün, 2016; Korkut, 2003) fakat ulaşılan ulusal alan yazında gri boşanma kavramı olarak ele alınmamıştır. Bu kavrama yönelik ilk çalışma olması araştırmanın önemini arttırmaktadır. Bu çalışmada gri boşanma sürecine yönelik farkındalık yaratmak amaçlanmıştır ve bu amaçla gri boşanma deneyimi yaşayan bir çiftin boşanma süreci ve boşanmanın etkileri ve ayrılık sonrası uyum sürecinin film analizi yöntemiyle incelenmesi hedeflenmiştir.

Yöntem

Bu çalışmanın verileri William Nicholson'ın yazıp yönettiği orijinal adı Hope Gap olan ve Türkçeye Umut Vadisi olarak çevrilen filmden alınmıştır. Filmin yönetmeni Nicholson kendi anne babasının boşanma sürecine tanık olmuştur. Bu bir filmi yapacak doğru kişi olarak kendini gördüğünü ifade etmektedir çünkü bu süreçte neler yaşandığını kendi yaşam deneyimi sayesinde çok iyi bilmektedir (Curzon, 2020).

Doküman incelemesi yöntemiyle yürütülen bu çalışma, “Hope Gap (Umut Vadisi)” filminin “Gri Boşanma” kavramı çerçevesinde incelenmesi ve analiz edilmesi amaçlanan betimsel bir araştırmadır. Doküman analizi, yazılı belgelerin içeriğinin titizlikle ve sistematik olarak incelenerek analiz edilmesini, anlam çıkarılmasını, ilgili konu hakkında bir model oluşturulmasını sağlayan bir nitel araştırma yöntemidir (Corbin & Strauss, 2008; Wach, 2013). Doküman inceleme yönteminde sadece yazılı materyallerin değil aynı zamanda video ve filmlerin, fotoğrafların da kullanılabileceği belirtilmektedir (Yıldırım & Şimşek, 2013). Araştırmanın verisini, birincil kaynak olarak Hope Gap (Umut Vadisi) film senaryosundan alınan diyaloglar oluşturmaktadır. Boşanmaya ilişkin teorileri, kavramları ve gri boşanma tanımını filme ilişkilendirmek için ikincil kaynak olarak ilgili alan yazından faydalanılacaktır. Çalışmada veri kaynağı olan film için ön izleme yapılmış ve notlar alınmıştır. Daha sonra film yoğun bir şekilde izlenerek, diyaloglar detaylı dinlenmiş ve diyaloglar okunmuş, çalışmaya ait olan ifadeler bulunmuş ve işleme devam edilmiştir. Bu çalışmayı yürütmek etik kurul iznine tabi olmadığı için etik izin başvuru yapılmamıştır.

BULGULAR

Filmin Konusu

Oldukça sakin ve etkileyici bir anlatım dili olan film, şiirsel replikleri ve usta oyunculuklarıyla izleyiciye bir duygu harmonisi sunmaktadır. Filmin güçlü yanının, tüm karakterler ile empati kurulmasına yardımcı olacak bir bakış açısıyla yazılması olduğu düşünülmektedir. Filmin ana karakterlerini oluşturan Grace ve Edward 29 yıldır evlidir ve çiftin bir oğulları bulunmaktadır. Film bir gün oğulları Jamie'nin babası tarafından eve davet edilmesi ve baba Edward'ın ayrılmak istemesini bildirmesi ve Grace'in tüm ikna çabalarına rağmen Edward'ın evi terk etmesiyle başlamaktadır. Grace'in ayrılığın etkisiyle yaşadığı şok ve sonrasındaki duygusal süreçleri, Edward'ın evliliği boyunca hissettiği duygu ve düşünceleri, ayrılık sonrası çiftin yasal boşanma sürecini ve oğulları Jamie'nin ise anne ve baba arasında bir nevi köprü kurmaya çalışarak geçirdiği zorlayıcı süreci anlatmaktadır. Film karakterlerin psikolojik dünyasını yansıtmadaki başarısı, evliliğe ve gri boşanmaya dair tespitleri ile dikkatle izlenmesi gereken bir filmidir. Filme ilişkin bilgiler Tablo 1'de (IMDB, 2022) yer almaktadır.

Tablo 1.

Hope Gap (Umut Vadisi) Filmine İlişkin Bilgiler

Filme İlişkin Bilgiler	
Yönetmen ve Senarist	William Nicholson
Oyuncular	Annette Bening, Bill Nighy, Josh O'Connor
Tür	Dram
Orijinal dil	İngilizce
Film Süresi	1 saat 40 dakika
Yapım Yılı	2019
Filmin Geçtiği Ülke	İngiltere

Tablo.1’de detayları yer alan film, gri boşanma kavramına örnek olabileceği düşünüldüğü için veri kaynağı olarak seçilmiştir. Seçilen film analiz edilerek gri boşanma kavramı Türkiye alan yazınına tanıtılmaya çalışılmış ve boşanmanın ileriki yaşlardaki etkileri film örneği üzerinden incelenerek konunun somutlaştırması amaçlanmıştır.

Filmin Karakterleri:

Grace: Filmde Grace karakteri Annette Bening tarafından canlandırılmaktadır. Grace, entelektüel, kontrolcü, baskın, kendini haklı görme eğiliminde, çatışmaya yatkın bir kişilik olarak tasvir edilmektedir. Edward ile evlidir ve Jamie adında bir oğulları vardır. Sessiz, sakin deniz kenarında bir evde yaşamaktadırlar. Şiirle ilgilenmektedir. Kiliseye giden inançlı bir kadındır. Evliliğiyle ilgili yolunda gitmeyen bir şeyler olduğunun farkında olmasına rağmen eşinin aniden evi terk etmesi beklemediği bir durumdur. Süreçte evliliğini kurtarmayı istese de Edward’ın bunu istemediğini kabul etmek zorunda kaldığında kendini toplama sürecine girmiştir.

Edward: Filmde Edward karakterini Bill Nighy canlandırmaktadır. Edward öğretmenlik yapmakta, boş vakitlerinde Wikipedia yazmaktadır. Kişilik özelliklerine bakıldığında, sakin, içe dönük, entelektüel özellikler göstermektedir. Evliliğinde başlangıçta mutlu zamanları olduğunu düşünse de zaman içinde eşinin yanında kendini iyi hissetmediğini, eşinin beklentilerini karşılayamadığını, onu sınırlendirdiğini düşündüğü için iletişime daha kapalı hale geldiğini ifade etmektedir. Planlamadığı şekilde ona kendini daha iyi hissettiren bir kadınla karşılaştığında aslında Grace’in onun için en başından beri yanlış biri olduğunu anladığını belirtmektedir. Edward evi terk ederek âşık olduğunu ifade ettiği Angela ile yaşamaya başlamıştır.

Jamie: Filmde Jamie karakterini Josh O'Connor canlandırmaktadır. Jamie 20’li yaşlarda, şirket ortamında çalışan, özel hayatı yolunda gitmeyen, boş zamanlarını arkadaşlarıyla geçiren bir gençtir. Duygusal, naif ve sakin olarak tanımlanacak kişilik özellikleri ile annesi tarafından daha çok babasına benzetilmektedir. Tek başına stüdyo bir dairede yaşamakta ve ailesinin yanına pek sık gitmemektedir. Fakat babasının annesinden ayrılmasıyla her hafta sonunu annesinde geçirmeye ve annesiyle ilgilenmeye başlamıştır. Babasıyla diyaloglarında da babasına karşı empatik davranarak onu anlamaya, suçlayıcı

olmamaya çalışmaktadır. Anne babası arasında diyalog kurulmasına yardımcı olmaya, bunu yaparken de tarafsızlığını korumaya çalışmaktadır. Ailesinin aldığı ani ayrılık kararı Jamie'yi de oldukça üzmüş ve uzun süre annesi için endişelenmiştir. Film boyunca annesini ve babasını görmeye devam etmiş, neler hissettiklerini anlamaya çalışmış ve duruma ilişkin üzüntüsünü daha çok arkadaşlarıyla paylaşmıştır.

Filmde incelenen sahnelere ilişkin liste ve sahne içerikleri Tablo 2'de verilmiştir.

Tablo 2.

İncelenen Sahnelere İlişkin Bilgiler

Sahne No	Sahne Süresi	Evlilik ve Boşanma Sürecine ilişkin sahneler
1	10' ile 11'	Evlilikteki problemlerin gösterimi
2	13'51" ile 18'53"	Evlilikteki problemlerle yüzleşilmesi
3	27'53" ile 29'10"	Evliliğin çözülmesi ve terk
4	37' 23" ile 38' 29"	Grace'in ayrılık sonrası depresyon süreci
5	41'	Grace'in ayrılık sonrası özlem duygusu yaşaması
6	47' 25" ile 47' 43"	Grace'in ayrılık sonrası yas sürecinin devam etmesi
7	48' 17" ile 53' 20" 53' 43" ile 54' 11"	Grace'in ayrılık sonrasındaki öfkesini dışa vurması
8	59' ile 62'	Edward'ın Grace ile yaşadığı evliliğe dair düşünce ve duyguları
9	66' ile 67'	Boşanmaya yönelik düşünceler ve yaşanan duygular
10	68' ile 72'	Anlaşmalı boşanma sürecinde yaşanan duygular ve boşanmaya dair Grace'in tutumu ve Edward'ın boşanmaya dair duyguları

11	77' 14" ile 80'	Grace'in yalnızlık duygusu ve ayrılığı kabul etmek verdiği acı
12	80' ile 83'	Edward'ın boşanmaya dair yaşadığı suçluluk duygusu
13	85'	Grace'in yeni bir kimlik kazanmaya çalışması
14	88' 37" ile 92.	Grace'in Edward ile yüzleşerek ayrılığı tam olarak kabul etmesi

Tablo 2'de verilen 14 sahne araştırmacı tarafından saptanmış incelenerek değerlendirilmiştir. Boşanma sürecinin daha iyi anlaşılabilmesi için evlilikte yaşanan problemlere dair sahneler de analize dahil edilmiştir.

Evlilikteki problemlere ilişkin bulgular:

Film, Grace ve Edward'ın birlikte olduğu ilk sahneden itibaren olaylara karşı farklı bakış açılarına sahip olduklarını göstermektedir. İlk sahnelerde Edward'ın daha çok susarak ve Grace'in isteklerini yerine getirmeye çalışarak, işine odaklandığı görülmektedir. Evlilikteki sorunların derinlemesine ele alınmaya başlandığı ilk sahne 10. ile 11. dakikalar arasındadır. Yirmi dokuzuncu evlilik yıldönümü ile ne yapacaklarına dair tartışma Edward'ın sadece Grace ne istiyorsa onu yaparak durumu idare etmeye çalıştığı izlenimini vermektedir. Grace, Edward'ı daha önceki mekân seçimi için eleştirdiği için Edward kararı Grace'nin alabileceğini söylemektedir. Bunun sonucunda Grace'in "Her şeyi ben yapmak zorunda mıyım?" şeklindeki serzenişleri evlilikteki sağlıklı olmayan döngüsel iletişime bir örnek oluşturmaktadır.

Evlilikteki problemlere dair konuşmaların geçtiği önemli bir sahne de 13'51" ile 18'53" arasındadır. Grace: "Mutluyuz, değil mi?" diye sormakta Edward ise "Neden olmayalım?" diye cevap vermektedir. Grace ise pek konuşmadıklarından yakınmaktadır. Edward ise "Ne söylememi istiyorsun?" şeklinde cevap vermektedir. Bu sahnede Edward, Grace'e empati yaparak onun hislerini yansıtmaktadır fakat Grace kendi hislerini değil onun ne hissettiğini anlamaya çalıştığını ifade etmektedir. Edward burada sırf konuşmak

için oldukça ilgisiz bir bilgi vererek pasif agresif bir tutum izlemektedir. Çünkü ne söylerse Grace'e yeterli gelmeyeceğini düşünmektedir. Grace Edward'ın gerçekten evlilikte olmadığını düşünmekte ve Edward'ın gerçek duygularını öğrenmek için onu zorlamaktadır. En sonunda Edward'a tokat atarak ve ortalığı devirerek öfkesini göstermektedir. Oğlu Jamie sahneye girdiğinde, Edward'dan gerçek bir tepki almak istediği için onun üstüne gittiğini kabul etmektedir. "Gerçek bir evlilik istiyorum" demektedir. Jamie'nin bu şekilde davranmaması gerektiği ile ilgili telkinlerini de onu özel hayatı ile ilgili eleştirerek yanıt vermiştir. Sonrasında Jamie'yi üzdüğünü fark edip özür dilemiştir. Bu kavga anı bardağı taşıran son damla olmuş gibi görünse de ve Edward ayrılık kararını çoktan almış, bunun için oğlu Jamie'yi davet etmiş ve ayrılık kararını ve başka bir kadına âşık olduğunu Jamie'ye bildirmiş ve annesine bu süreçte destek vermesini istemiştir.

27' 53" ile 29' 10" arasındaki sahnede Grace eşi Edward'a sarılarak "Bazen üzerine geldiğimin farkındayım. Yapmamaya çalışacağım. Tek istediğim, içimi rahatlatman. Bu dönemi birlikte atlatacağımızı bilmek" demiştir. Edward ise:

"Aslında pek yürümüyor. Senden uzaklaştım, sorunları görmezden geldim. Sanırım sana istediklerini veremediğimi hissettim. Seni sinirlendiriyorum, her şeyi yanlış yapıyorum. Bu konuda kendimi pek iyi hissetmediğim için konuyu açmaktan kaçınıyorum. Daha da kötü oluyor" şeklinde ifade ederek duygu ve düşüncelerini paylaşmıştır.

29' 19" ile 35' 23" arasındaki sahnede Grace, Edward'ın duygularını açmasını çözüme dair bir adım olarak düşünse de Edward farklı insanlar olduklarından ve anlamadıklarından bahsederek ilişkiyi düzeltmek için çabalama isteği kalmadığını ifade etmiştir. Edward, evliliği yürütmek istemediğini ve evliliğin onun için öldüğünü ima ederek ayrılmak istediğini ve başka biri olduğunu söylemiştir. Başka birinin varlığını ve bu ilişkinin bir yıldır sürüyor olduğunu duymak Grace'i şok etmiştir. Cain (1988) benzer olarak terk edilen kadınların şok, inkâr gibi duyguların ortaya çıktığını tespit etmiştir. Edward'ın ayrılmak istemesinin onu korkutmak ve daha iyi davranmasını sağlamak için olduğunu düşünen Grace inkâr mekanizmasıyla yaşadığı acıyı hafifletmeye, gitmezsen sana daha iyi davranacağıma söz veriyorum şeklinde söylemleriyle de pazarlık etmeye çalışmaktadır. Boşanmayı bir yas süreci olarak ele aldığımızda sürecin kayıp ile gelen

yaşın evreleri ile paralellik gösterdiği görülebilmektedir (Coates ve LaCrosse, 2013; Fisher, 1998; Froiland & Hozeman, 1977).

Boşanma sürecinde Grace'in yaşadığı duygu ve düşüncelere ilişkin bulgular:

Filmin, 37' 23" ile 38' 29" arasındaki sahnelerinde ayrılık sonrası depresyonuna dair fiziksel belirtiler gösterilmektedir. Çoğu büyük kayıpta olduğu gibi, çoğu zaman sevilen birinin kaybı olan boşanma, ölümlle gelen kayıpla ilişkin belirtilerle aynı semptomlara yol açabilmektedir (Lydon, 2005). Açılmamış mektuplar, yarım kalmış yiyecek ve içecekler, dağınık bir ev, donuk ve hissiz ve boşlukta bir yüz haliyle Grace evde yalnız bir şekilde masada oturmaktadır. Filmin 41.dakikasında Grace evin her yerinde eşinin hayalini görmektedir. Bu yaşadığı özlem duygusunu anlatan bir sahne olarak değerlendirilmiştir. Yas sürecinde kaybın yarattığı depresyon ve zaman zaman da kaybedilen kişiye yönelik özlem duyguları yaygın görülmektedir.

47' 25" ile 47' 43" arasındaki sahnelerde Jamie eve gelmiş ve Grace'i mutsuz ve donuk bir yüz ifadesiyle amaçsızca merdivende otururken bulmuştur. Ne kadar süre geçtiğine ilişkin bir bilgi olamasa da Grace için yas süreci devam etmektedir. Jamie evin her yerinde notlar bulmuştur. Grace Edward'ın eve döneceğine ve onları okuyacağını düşünmektedir. Merdivende oturmasının gizil amacı kapıyı görmektir. Bu durum daha sonra 51' 43" ile 51' 58" arasındaki replikler ile anlaşılmaktadır. Belki Edward gelir umuduyla Grace evden dışarı çıkmamaktadır. Evden çıkmamak onu daha depresif hale getirmektedir. Grace'in henüz ayrılığı kabul aşamasına geçmediği görülmektedir.

Filmin 48' 17" ile 53' 20" arasındaki sahnelerde Jamie babasının geri dönmeyeceğini net bir şekilde ifade etmiş ve bu sahnede Grace, Edward ile ilgili olumsuz kelimeler söyleyerek hem de Jamie babası gibi onu terk etmek istediği şeklinde suçlamalarda bulunmuştur. Benzer olarak 53' 43" ile 54' 11" arasındaki sahnelerde Edward'ın telefonunu değiştirdiğini ve Jamie'nin babasının isteği üzerine Grace'e numarayı vermemesi ile Grace oğluna gitmesini söylemiş ve işine yaramadığını ve babasıyla görüşerek babasını onaylamış gibi görüldüğünü ifade etmiştir. Her iki sahne de ayrılık sonrası öfke duygusuna bir örnektir. Öfke ile oğlunu da babasının taraf tutmakla suçlamaktadır. Edward'ın geri gelmeyeceğini fark eden Grace hayal kırıklığı, üzüntü,

şaşkınlık gibi duyguları yoğun bir öfkeye dönüşmektedir. Sahnenin sonunda Jamie babasının başka bir kadına âşık olduğunu söylediğinde geri dönmesine yönelik hayalleri bir kez daha yıkılmıştır.

Boşanma kağıtları eve geldiğinde Grace yalnızca Edward ile imzalarsa kabul edeceğini söylemiştir. Edward Grace'in olay çıkarmak istediğini düşünmüş fakat son kez avukatın ofisinde buluşmayı kabul etmiştir. Grace avukatla buluşma sahnesi öncesinde bir köpek sahiplenmiş, dışarı çıkmış ve askeri bir anma törenine katılmıştır. Daha iyi görünmekte ve köpek sahiplenmenin ona iyi geldiğini belirtmektedir. Köpeğin adını Edward koyarak köpeğe komutlar vermektedir. Bu durum yeni bir kimlik arayışına girdiğini, tek başına hayatta kalmanın ve bu süreçle başa çıkmanın yollarını bulmaya çalıştığını göstermektedir. Eşine yönelik öfke ve ikili duygular (özlem, sevgi, kızgınlık) devam etmekte, Jamie'nin babasının mektuplarını götürme isteğini kabul etmeyerek isterse gelip alabilir demektedir. Bu şekilde onu tekrar görmeyi istemektedir.

Filmin 66. dakika ile 67. dakikaları arasında Grace anma töreninin ona düşündürdüklerini şu sözlerle belirtmiş ve duygularına ilişkin ip uçları vermiştir:

“İki savaşı ve evde bekleyen eşlerle anneleri düşündüm. Savunma Bakanlığı'ndan gelen, kocalarıyla oğullarının öldüğünü bildiren telgrafları. Ne kadar korkunç olduğunu düşündüm. Ama yine de Edward'ı kaybettiğim şekilde kaybetmekten daha kolay. Sonra bir anda farkına vardım. Bu bizim savaşımız. Bugünlerde dullar ve yetimler bundan oluyor. Tek farkı, mezar yeri yok, anma töreni yok. Yas tutmamıza izin yok. Yani idare ettiğim falan yok.”

Grace ilişkiyi devam ettirmek istediği halde ilişkisinin sonlanması ve bu kararın dışında bırakılması daha fazla reddedilmişlik duygusu yaratmaktadır. Terk edilen taraf yoğun olarak reddedilmişlik hissini yaşamaktadır (Fisher, 1998). Eğer eşinin vefat etmesi durumuyla karşı karşıya kalsa bu durumda reddedilmiş olmayacak, özsaygısı zedelenmeyecekti hatta toplumsal bağlamda da onurlandırılacak, sonuç olarak eski eşinin yasını daha rahat tutabilecek dolayısıyla çektiği acı daha anlamlı olacaktı. Bu nedenle terk edilmeyi ölümden daha ağır bulmaktadır bu durumu avukatın ofisinde geçen sahnede net olarak ifade etmektedir.

68. dakikadan itibaren başlayan ve 72. Dakikaya kadar süren sahneler avukatın ofisinde geçmektedir. Grace, Edward ve Jamie'nin ilk kez bir araya geldiği bu sahne anlaşmalı

boşanma protokolünü gerçekleştirmek amacıyla yürütülen resmi prosedürü göstermektedir. Avukat aile evini Grace'e bırakılacağını önermektedir. Hiçbir mahkemenin evin tamamını ona vermeyeceğini ve bu anlaşmanın Grace'in lehine olduğunu ifade etmektedir. Aslında Grace'in uzlaşmaya değil Edward'a geri dönmesi için ikna etmeye çalıştığı kısmen de olsa işleri zorlaştırarak intikam alma isteği görülmektedir. Grace, Edward'ın ne istediği ya da nasıl hissettiğine yönelik empati kurmamakta daha çok kendi ne istediğini odaklanmaktadır. Kendi tam olarak ayrılmayı istememekte hatta bu durumu bir savaş olarak algılamaktadır. Grace'in boşanmaya dair düşünceleri duygularını etkilemektedir. "İş gibi yaklaşıyorum. Sinsi, ikiyüzlü kocamın ihanetini bir kenara bırakıyorum. Edward'la uydurduğunuz bu sözleşmeye göre... Edward ölürse alacağımdan daha fazlasını mı alıyorum?" dul kalırsa hangi yasal hakları olacağını öğrenmeye çalışmaktadır. Avukat ise mevcut duruma göre eşi ölseydi evin tamamı, ortak birikimleri ve dul maaşı alacağını söylemiştir. Grace ise boşanmaya dair şeklinde düşüncelerini ifade etmiştir.

"Yani ölmüş olsan benim için daha iyi olacak. Sensiz ayakta durmak zorunda kalacaksam, dul kalırım daha iyi. Bir dulun terk edilmiş bir kadından daha fazla statüsü var. Mezarına çiçek koyar, birlikte geçirdiğimiz güzel anları hatırlar ve... seni cennette yeniden görmek için dört gözle beklerdim. Mezar taşlarında yazdığı gibi, "Yeniden birleştiler." Sadece, mevcut duruma göre, mezar yok, tüm anılarımı zehirledin... ve öteki dünyada yeniden karşılaştığımızda benim yerimde... lanet olasıca Angela olacak."

Boşanmaya ilişkin tutumlar boşanma sonrası uyumu etkilemektedir (Wang & Amato, 2000). Bu tutumlar değerlerinden, inançlarından (Riggio & Weiser, 2008). Grace'in boşanmaya dair tutumu inançlarından etkilenmekte ve evliliğin yasalarla bitmeyecek bir bağ olduğunu düşünmektedir. Boşanmaya dair düşüncelerin diğer bir örneği şu şekildedir:

"Kiliseye göre evlilik bağ demek. Sonlanamaz bu yüzden, insanlar oluşur. İstediklerini kâğıda dökmesi için avukatlar tutabilirsin. Ama sonunda benim kocam Jamie'nin babasının ve ölene kadar öyle kalacaksın."

Grace'in boşanmaya ilişkin tutumlarının da etkisiyle Grace Jamie ile konuşmasında yas sürecinin devam ettiğini fakat yavaş yavaş da Edward'ın gidişini ve yalnız kaldığını

anlamaya başladığının sinyalleri 77' 14" ile 80. dakika arasında verilmektedir. Bu süreçte Grace'in sözleri şu şekildedir:

“Genelde uyumak istiyorum, Jamie. Uyanmamak. Uyanma kısmı çok kötü canımı yakıyor. O an, karmaşık. Belki de doğru değildir. Orada uyuyordur diye düşünüyorsun. Rüyalarından uyandığında... Yastıkta kafanı çeviriyorsun. Kimse yok.”

Bu sahnelerde Grace kendini öldürmeyi düşündüğünü ve yapmayacağına söz veremeyeceğini oğluna açıklamaktadır. Jamie ise bu olayların üstesinden gelir ve sonuna kadar gidebilirse ona da yol göstereceğini ifade etmiştir. Yalnızlık, özlem, ayrılığın yarattığı acı ve üzüntü duyguları etkisini göstermeye devam etmektedir. Grace alacağı kararların çocuğunu nasıl etkileyeceği gerçeğiyle de yüzleşmiştir.

Filmin 85. dakikasında Jamie annesini ziyarete gelmiştir. Annesi artık ölüm düşüncelerini geride bıraktığını ve mutsuz olmanın bir süre sonra ilginç olmaktan çıktığını ifade etmektedir. Yeni bir kimlik oluşturmaya başladığı ve ayrılığın verdiği yasın son evresine geldiği görülmektedir. Bir yardım hattında gönüllü çalışarak insanlara yardım etmektedir ve iş yerinde insanlarla sohbet etmektedir. Ayrıca şiir antolojisi oluşturmaya yeniden başlamıştır. Grace'in ayrılık sonrası anlamlı işlere odaklanması ve başka kişilere yardım etmeye çalışması kendine yardım da önemli bir adım olarak değerlendirmektedir. Jamie yine annesine desteğini sürdürmeye devam ederek bu şiirleri internet ortamına taşımayı önermiş ve daha fazla şiir toplamasını istemiştir. Bakıma muhtaç olmayan yetişkin ve destekleyici bir çocuğunun varlığı Grace için ayrılık ile başa çıkmasında önemli bir katkı sunmuştur. Genç yaşta boşanmanın zıttı olarak yetişkin çocuğun varlığı özellikle kadınlar için hem ekonomik hem de sosyal bir destek olarak değerlendirilmektedir (Amato, Rezac & Booth, 1995)

Grace'in son adımı filmin 88' 37" ile 92. Dakikası arasında gerçekleşmektedir. Daha önce de gözetlediği Angela'nın evine habersizce girmiştir. Edward'a yaşadığı evin sıkıcı olduğunu ve gerçekten istediğinin bu olup olmadığını sorarak eleştirmiştir. Aslında evliken de Edward'ın başka bir hayat yaşıyor gibi olduğunu düşündüğünü belirtmiştir. Tartışma yaratmak istemediğini söyleyerek Edward'a ait birkaç süs eşyasını vermiştir. Orda Angela ile karşılaşmış onun gerçekte var olduğunu düşünmediğini söylemiştir. “Sen

kendini ne sandın?” “Sana kim bu hakkı verdi?” diyerek onunla yüzleşmiştir. Angela sakin ve misafirperver davranmaya çalışmıştır. Angela'nın sözleri filmin önemli sahnelerinden biridir. Angela “Üç mutsuz kişi vardı artık sadece bir tane var.” diyerek aslında bu durumda mutsuz olanın yalnızca o olduğu gerçeğiyle yüzleşmesini sağlamıştır. Grace evden çıkmış Edward onu takip etmiş ve arkadaş kalmanın mümkün olup olmadığını sormuştur. Grace bunun mümkün olmadığını söyleyerek “Keşke hiç tanışmasaydık ve seni hiç sevmeseydim, şimdide senden vazgeçmeliyim, gündüzleri seni düşünmüyorum ama geceleri rüyamda görüyorum, haksızlık değil mi?” şeklindeki ifadelerle düşüncelerini ve duygularını paylaşmıştır.

Evden ayrılırken Grace daha huzurlu görünmektedir. Grace'in araba kullanarak uzaklaştığı sahnede evine varacağı yol geniş açıdan gösterilerek bu yolda artık yalnız olduğu metaforuyla filmde gizil bir mesaj da verildiği düşünülmektedir.

Boşanma sürecince Edward'ın yaşadığı duygu ve düşüncelere ilişkin bulgular:

Edward kararı alan ve evi terk eden kişi konumundadır. Filmin 59' ile 62' arasında Jamie ile konuşan Edward aslında yaptığı evliliğin en baştan beri hatalı olduğunu ve birbirleri hakkında yanlışlıklarını söylemiştir. Edward yanlış bir evlilik yaptığını düşünmektedir. Bu nedenle boşanmaya dair almış olduğu bu kararı doğru bulmaktadır. Edward, evlilik sırasında duygusal boşanmayı gerçekleştirmiştir. Yeni bir ilişkisi olduğu için de sosyal bir destek sistemi içinde süreci daha kolay atlattığıdır.

Edward'ın boşanma sürecine ilişkin duyguları daha çok Grace'e etkilerinin yarattığı durumdan kaynaklanmaktadır. Grace ile yüzleştiğinde hissettiği temel duygular üzüntü ve suçluluktur. Filmin 72. Dakikasındaki avukatın ofisindeki sahnede Grace'e “Canını yakmaktan nefret ediyorum. Senin canın yanmasın diye her şeyi veririm. Ama elimde değil, üzgünüm” diyerek anlaşmalı boşanma protokolünü imzalamadan ayrılmıştır. Boşanma kararını alan kişiler daha fazla suçluluk hissetmektedir. Çocukluktan gelmeyen ve birini üzmemekten kaynaklı hissedilen bu duygu yerinde bir duygudur (Fisher, 1998). Bu duygunun hafiflemesi olaya rasyonel bakmakla mümkündür ki Edward metaforik bir dış sesle aslında boşanmayı nasıl değerlendirdiğini yansıtmaktadır. Tarih dersinde öğrencilere anlattığı savaş anekdotunda, yürürken soğuktan yere yığılan askerleri arkadaş

olmalarına rağmen geride bıraktıkları için 150 kişinin hayatta kaldığını ifade etmiştir. Bu metaforla güçlülerin, zayıfları terk ederek hayatta kaldığı gerçeğinden bahsediliyordu. Boşanmaya dair düşüncesi tam olarak bu metaforla yansıtılmaktaydı. Hayata kalmak ve mutlu olmak için, mutsuz olduğu evliliği terk ediyordu.

Filmin 80. Dakikası ile 83. Dakikası arasındaki sahnede ise Jamie ile buluşan Edward oğlundan Grace'in nasıl olduğunu öğrenmeye çalışmaktadır. Jamie evliliğin yolunda gitmediği halde her şey yolundaymış gibi davrandığı ve annesine iyi davranmaya devam ettiği ve duygularını açmadığı için hata yaptığını düşündüğünü ifade etmektedir. Jamie babasının annesini terk ettiği güne kadar birbirlerine hayran olduğunu düşündüğünü ifade etmiştir. Edward duygu ve düşüncelerine dair şu ifadeleri kullanmıştır:

“Bana hayran olduğunu söylediği insan değilim. Uydurduğu biri, istediği Edward. O olamadığım için beni asla affetmedi. Kendimi hep yanlış hissettim. Yanlış ama masum. Şimdi yaptığının doğru olduğunu hissediyorum ama suçluyum da...Çünkü ben mutluyum, o değil. Suçum bu.” demektedir.

Edward'ın duruma rasyonel bakarak yaşadığı suçluluk duygusunu hafifletmeye çalıştığı ve Grace'in de daha iyi olacağını umarak yeni yaşamına uyum sağladığı görülmektedir.

SONUÇ

Bu araştırmada gri boşanma deneyimi ve etkileri film analizi yöntemiyle incelenmiştir. Araştırmada evlilik ve boşanma deneyiminin filmdeki bütün karakterleri nasıl etkilediği anlaşılmasına çalışılmıştır. Görüldüğü üzere boşanmanın etkileri her birey açısından farklıdır; uzun süreli evliliklerde boşanma süreci eğer eşe bağlılık da söz konusu ise kayıptan kaynaklı bir yas süreci olarak karşımıza çıkmaktadır. Grace ayrılığın yarattığı yası yaşarken, Edward evlilik sırasında duygusal boşanması gerçekleştiği için boşanma sürecinde eski eşine verdiği zarardan kaynaklı suçluluk duyguları geliştirmiştir. Yetişkin biri olarak Jamie de bu süreçten etkilenmiş, anne ve babasını sevmeye devam ederek onları anlamaya ve destek olamaya çalışmıştır.

Gri boşanma kavramı henüz Türkiye alan yazında detaylandırılmış bir kavram değildir. Boşanma olgusu içinde değerlendirilse de ileri yaş dönemi özellikleri, orta yaş krizi ve gelişimsel özellikler bakımından düşünüldüğünde gri boşanmaların daha detay incelenmesinin, farklı yöntemlerle ele alınmasının ve kültürel unsurların da dikkate

alınarak bireyler üzerindeki etkisinin incelenmesi gerektiği düşünülmektedir. Detaylı olarak analiz edilen bu filmde bibliyografik bir teknik olan film terapisinde de faydalanılacak bir film olabileceği düşünülmektedir. Adında da anlaşılacağı gibi umut her durumda mümkündür.

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The influence of the Covid 19 pandemic on labor relations

Tsiala GLOVELI¹, Besik TETELOSHVILI² & Ana TAKASHVILI³

Abstract

The following article deals with the most problematic issue nowadays. Almost every country faces a problem of labor relations improvement between the employer and employee. A global pandemic has shown the world, that remote work is not a bad decision has not a bad decision. Initially, it was the only way to be protected from viruses, but now there are too many options. Is remote work effective? Can this method be applicable after the pandemic?

The main disadvantages of working remotely are a lack of live relationships and contacts with colleagues and organizational difficulties in the technological aspect of the working process. Additionally, there is the issue of the control mechanism. It is harder for the employer to count the weekly working hours of employees and their relevance to the job. Besides the above-described disadvantages of remote work, there is a certain advantage-named future technology.

According to certain research during the pandemic, the key issue for people was the fear of a reduction in working hours and unemployment, because the population of the world has already directly encountered such problems. The main reason for employees' fear was the pandemic situation influenced many sectors. The main reason for employees' fear was the pandemic situation influenced many sectors.

The main aim of the paper is to show how much influence had pandemic on society and how it works nowadays. To sum up, the article serves to underline some main issues regarding labor relations and suggests the best ways for remote work to perform and maintain stability in the new socio-economic reality.

Keywords: Global pandemic, Labor relations, Work remotely, Employer, Employee

INTRODUCTION

On March 12, 2020, the World Health Organization announced the spread of the new coronavirus - COVID-19 as a pandemic (WHO, 2020). The threat related to the coronavirus has affected all areas of human functioning, including, first of all, work. According to a report

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prepared by ISET, among the types of economic activity, the impact of Covid-19 has hit construction, wholesale and retail trade, and private household workers the most (Favlenishvili, 2020). The modern labor market is on the verge of deep transformations, which is manifested in the progressive development of non-standard forms of employment and the general increase in the flexibility of labor relations. In this regard, the main role is given to global trends (digitalization of the economy, automation of production, globalization, demographic aging of the population, etc.), which together create a new image of the work area described in the various scenario models (WEF, 2018). At the same time, the large-scale spread of the COVID-19 coronavirus in 2020 clearly showed that the future presented in the analytical reports of international organizations is much closer than it may seem.

The acceleration of transformational processes in the system of social-labor relations due to the government's reaction to the spread of the coronavirus makes the issue of the sustainable status of the employee urgent. As studies show, it is precisely a non-standard form of employment (which involves transitioning from regular employment to full-time employment, concluding a lifetime employment contract with the employee, providing him with social guarantees, etc.). Development becomes one of the main causes of vulnerability and social insecurity. This topic has received a wide spread in the scientific literature during the last decade, which reflected the emergence of independent terms such as "precariat", "precarization", "unstable employment", etc., which are characterized by the instability of modern labor relations.

Methodology

The work uses such general scientific research methods as historical analysis, logical thinking, and analysis of documents, as systematic and comparative-legal methods.

- Method of historical analysis - a scientific method that allows comparing the events, here, the general and particular in historical view. This method we used to show the difference between centuries and to underline changes over time;

- Method of logical thinking – was helpful, to sum up, all information and making our conclusion;
- Method of analyzing documents – is the main issue to obtain important information about the processes taking place in society, including those related to legal relations, from documentary sources, such as legal documents and official information;
- The comparative-legal method was used for document analysis, emphasizing that we are talking about the study of legal texts, which represent the most extensive source of our knowledge about the law. However, the sociology of law is aimed not only at the study of sources.
- Systematic method - a method that compresses two or more objects (phenomena, ideas, research results, etc.), highlighting the general from them and helping us to make it clear. As well as it consists involves critical analysis of different bodies of law to examine how the outcome of legal issues.

The impact of the pandemic on the stability of the work of employees

The global crisis caused by Covid-19 has put the world in front of very big challenges. In Georgia in March 2020, based on the state of emergency declared throughout the country, several restrictions were imposed, many economic activities were restricted, and the borders were closed. This situation had a direct impact on labor relations. In the first days of the beginning of the pandemic, the violations of labor rights took a systematic form in virtually all sectors of the economy, the reason for which was mostly the spontaneous decisions of employers. Consequently, the tendency of employees to join professional unions has increased significantly. Amazon company had to close its offices in France due to underestimation and disorder of social and psychological risks caused by the new coronavirus pandemic. Many employees of the company were against such a decision since they lost their jobs due to the said decision the employer (Cour d'appel de Versailles, 2020).

The coronavirus pandemic has made serious corrections in the evolutionary process of standardization of employment, forcing many countries to immediately apply the

opportunities of the digital economy to preserve the health of the population, as well as to maintain business activities amid the forced closure of workplaces and the introduction of other restrictive measures. Administrative decisions of this type effectively required business entities to transfer some of their staff to work from home, which radically changed the lives of hundreds of millions of people around the world. According to the International Labor Organization, due to the "stay at home" policy implemented by most European countries, 40% of employees have switched to remote work (ILO, 2020).

The Government of Georgia has recommended the transition of employees to remote work mode for both the private and public sectors. A similar recommendation was issued repeatedly by both the government and the Interagency Coordination Council during the pandemic. The self-employed and those who for one reason or another work informally deserve special attention, as the risks related to the organization of labor processes are often transferred to the shoulders of the employees themselves. The results of such employment in the conditions of an unfavorable epidemiological situation can be dramatic. The pandemic and related restrictions have had quite severe consequences on the labor market. As studies have shown, the negative impact in the informal sector was even more noticeable than in the formal sector (Tchanturidze & Surmava, 2021). The informally employed group has been the most vulnerable to the pandemic for several reasons. This is closely related to the country's economic development, social protection policy, the forms of imposed restrictions, or the socioeconomic profile of the informally employed.

In this regard, the purpose of the article is to analyze the impact of the coronavirus pandemic on the stability of the employees' situation. It is important to emphasize that within the framework of the study we deliberately avoided the problem of unemployment, which worsened during the pandemic (experts predict a double increase in the value of indicators in the countries of the Organization for Economic Cooperation and Development (OECD)). This phenomenon is an integral element of the market economy, the content of which always remains the same, so we consider it only as a deterrent to the dismissal of an employee. The new coronavirus has caused many economic problems, including a sharp drop in productivity

and output in many economic sectors. These sectors include real estate, retail, heavy and light manufacturing, services, and others (ILO, 2020). Termination of the contract based on the economic circumstances caused by the new coronavirus is permissible if there are indeed such economic circumstances that require the reduction of employees. But in this case, during the termination of the contract, according to international labor standards, the employee must receive assistance to compensate for the loss of income resulting from the termination of the contract (ILO, 2020).

During the Covid-19 pandemic, the creation of somewhat unacceptable conditions for employees was also noticeable, so the latter were forced to request unpaid leave themselves. The Organic Law of Georgia "Labor Code of Georgia" is sharply distinguished from such a circumstance, and the said working conditions created for the employees should be considered as discrimination. According to the Law of Georgia "On Elimination of All Forms of Discrimination", Harassment is persecution, coercion, and/or unwanted behavior towards a person on any grounds, which aims or leads to harming the dignity of a person and creating a humiliating, hostile, humiliating, humiliating or insulting environment for him. The Constitutional Court of Georgia explained in one of the cases that any person is protected from forced labor under Article 26 of the Constitution of Georgia (Constitutional Court of Georgia, 2007). Forced labor is prohibited by the ILO Conventions on Forced Labor and the Abolition of Forced Labor. Accordingly, the mentioned conventions have been ratified by the Parliament of Georgia.

In case of termination of the employment relationship based on legal or financial difficulties caused by the pandemic, it is necessary to have appropriate justification from the employer. When the reduction of human resources is due to a lack of funds, it is important to uphold the obligation of equal treatment. It is necessary to provide a solid argumentation as to why the employment relationship was terminated with a specific employee performing similar work if the employment relationship with another person working in a similar position continued (Deloitte Legal, 2020).

One of the most frequent manifestations of the violation of labor rights during the coronavirus pandemic was the unilateral change of the essential terms of the contract by the employer. Essential conditions in the labor contract are remuneration, the volume of work and working time, etc. Unilateral change of these conditions by the employer is considered a void decision. Despite this, since the spring of 2020, employers have been changing these conditions without agreement with employees and without their consent. In particular, in not very rare cases, they reduced the pay and increased the work schedule without consent, as well as in the background of mass layoffs, they increased the workload of the remaining employees. Such cases occurred especially often in the chain of supermarkets, in addition to the need to work, employers increased the working hours of employees inappropriately to reduce transportation costs. During the COVID-19 pandemic, many employees have had their hours reduced. According to ILO data, the number of working hours in 2020, namely in the second quarter, decreased by 14%. This figure is equal to 400 million jobs (ILO, 2020).

In the conditions of the pandemic, the facts of overtime work by employees have become especially frequent. The fact of increasing working hours and the existence of non-normative and unregulated shift systems was visible to the persons employed in the healthcare sector. According to 65.8% of respondents, increased working hours do not include overtime pay, 17.3% receive partial overtime pay, and only 16.9% receive full overtime pay. During the COVID pandemic, the majority of employees could not use the right to take a break. The most common reason was a busy work schedule. 36.4% of the interviewees, who are employees of the trade network, note that they are not allowed to go on break. Both breaks and rest time were reduced for nurses and they were not allowed to fully use the rest time they were entitled to. According to them, the number of patients was very large, therefore, there was no time left for breaks and during the day they allocated a small period only to meet the basic needs. As a rule, representatives of the medical field have a one-hour break per day, however, during the pandemic, they could only use 10-15 minutes of break time.

The organic law of Georgia "Labor Code of Georgia" prohibits working in two consecutive shifts, however, despite this, during the pandemic, there were many cases when the employee

did not have the opportunity to enjoy the right to 12 hours of rest between shifts. Also, the facts of several shifts following each other were revealed. To reduce the spread of the virus and cases of infection among healthcare workers, the Ministry of Health, in addition to providing training and personal protective equipment in infection prevention and control, has implemented a 2-week staff rotation scheme with the managers of the Covid-19 and fever clinics. For persons who were in contact with infectious patients and underwent quarantine measures in a non-medical institution, including an apartment, due to which they were absent from work to prevent the spread of the epidemic, the Ministry was authorized, upon request, to issue a notice with legal consequences equivalent to a hospital card (Ministry of IDPs of Georgia, 2020).

In France, people who were informed about the new coronavirus were given benefits from state social agencies and/or insurance organizations. In France, the new coronavirus is an occupational disease, only for medical workers working in this field, while others must prove that they got sick at the workplace to receive compensation (Sachs, 2020). Unlike France, employees in Germany received compensation directly from their employers in case of infection with the new coronavirus. At this time, the employee receives full remuneration. Unless the employee is infected through his fault (Sagan, 2020). Similar to Germany, in the United Kingdom, temporary incapacity is paid for by the employer. At the same time, both the infection of the employee and his stay in quarantine due to having contact with an infected person and caring for an infected person is compensated (Mangan, 2020).

Fear of death as a factor that changes labor relations

The spread of the new coronavirus infection directly affects the dynamics of the development of labor relations. Not only the field of organizational-legal direction is undergoing a correction, but the psychological context of labor interaction is also essentially changing. Increased anxiety, depression, obsessive-compulsive disorder - these and many other complex conditions sometimes appear in such a long-term psych-traumatic situation.

Responding to the challenges posed by the pandemic, the American Psychiatric Association (APA) Foundation has published an article in which the organization's psychologists provide recommendations to managers and employees on how to conduct work effectively while social distancing requirements remain in place. The fear of death becomes especially relevant during the pandemic. An employee obsessed with the fear of death begins to voluntarily initiate dismissal from labor relations with the sole motive of minimizing social contacts, while an employer in constant tension makes hasty decisions.

COVID-19 has caused a lot of damage to people's physical and mental health, and their psychological state. According to the majority of the surveyed respondents, the time they devoted to the mental and emotional support of family members increased. More than 50% of both women and men say they spend more time on these things than they did before the pandemic.

The employer should investigate and try to prevent the risks of mental problems and actively promote the mental health of the employees. For this, many states have introduced social groups that receive information about the employee's mental health, and they also check the lack of information that the employee and provide them with relevant information (ILO, 2020).

The employer must be obliged to reimburse the employee for the necessary expenses necessary to ensure working from home. It can be such costs as telephone communication. Costs of Internet and software necessary to perform the work. Also, hand over the official computer. The employer is only obliged to reimburse necessary expenses and not to create any other kind of comfort for the employee. In addition to the above, the employer must provide the employee with special tools and equipment necessary for the performance of official duties. In addition, the employer should also take care of repairing the tools if necessary (ILO, 2020).

Shifting employees to remote work during the pandemic

According to the recommendation of the World Health Organization, the governments of various countries have taken appropriate measures to encourage remote work. For example, in Belgium, according to the decree of March 18, 2020, the mandatory nature of remote work, if possible, was regulated by law. Similar regulations apply in Germany (Fieldfisher, 2020).

Remote work is considered to be work that the employee performs outside the workplace organized by the employer, and uses information and communication technologies to perform the work and communicate with the employer. Employees who perform work remotely and use information and communication technologies anywhere in the world, where the employee himself wishes, are fundamentally different from employees who perform work at home, who perform work according to their places of residence or other places of their choice outside the workplace of the employer. When working from home, work must be performed from the employee's home and not from any other commercial space. Accordingly, it is not possible to transfer all employees to work remotely, but only those whose work suggests the possibility of performing duties outside of the employer's workplace (mainly office employees - programmers, lawyers, accountants, managers, etc.) and not shop assistants or stylists. Unlike working from home, remote work can be performed from any other location that is not the employee's primary workplace (ILO, 2020).

In connection with remote work, an additional agreement must be concluded with these employees on their labor contracts. It is possible to conclude an employment contract with a remote employee only when the employee is in person. At the same time, an additional agreement by the parties to change the terms of the employment contract may be made with employees performing work remotely by electronic exchange of documents or when the employee is in person. To the extent that, in the case under consideration, an employee with whom the employer has already entered into an employment contract switches to remote work, it should be assumed that the employee's presence is not a special necessity for signing an additional agreement for remote work, especially under the global epidemiological

situation. At the same time, the issue of using electronic-digital signatures remains open. The existence of an electronic digital signature is associated with additional costs incurred by the party, and it does not always represent a guarantee of the reliability of the signed documents, the reason for which is the lack of privacy protection of the private key within the signature of a particular organization.

In today's reality, the potential for remote work is estimated as 18% of the total number of employees worldwide (up to 30% in Western Europe and North America), while even before the pandemic, the number of remote workers did not exceed 8%.

It is necessary to reflect the following conditions in the additional agreement to the labor contract regarding the remote performance of work: the condition that the work will be performed remotely; the mode of working time and rest of the employee or an indication that the given conditions are determined by the employee himself; Regarding the organization of work time registration and the condition of rest time, the need to give breaks during the working day.

Conclusion and Recommendations

Regarding remote work, it should be noted that there are violations of the labor legislation, since the transition to remote work has not been properly signed by any employee. There was also no official order issued in the enterprise by the employer to switch to remote work, the employees were not informed about the contents of this order. This led to the fact that some of the employees (mainly managers) worked remotely, while some of the employees worked directly in the office, where it was not always possible to take preventive measures against coronavirus infection. The employer did not provide office equipment, and at the same time software for communication between employees could not be installed on the personal computers of most employees due to technical reasons. This became the reason that the organization could not organize the mode of remote work for most employees or was forced to purchase personal computers at their own expense. Also, the employees did not receive compensation related to the use of a personal telephone for official purposes, the need to use

the Internet, as well as the purchase of office equipment necessary for work. Thus, the need to organize remote work, which was caused by the fight against the coronavirus, requires further study and detailed legal regulation in order not to violate the labor rights of employees. At the same time, the imperfection of the employers' technical base and information-communication means is still mentioned as an important obstacle to the widespread introduction of remote work.

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Person-organization fit (P-O fit) to improve employee performance through job satisfaction and organizational commitment

Sih Darmi ASTUTI¹ & Ana KADARNINGSIH²

Abstract

This study was conducted to examine the effect of perceptions of conformity with the organization (P-O fit) on employee performance through job satisfaction, and organizational commitment. The data in this study were 126 employees of the marketing department using a questionnaire. The validity of the instrument was tested using Confirmatory Factor Analysis, and all items were declared valid. The reliability of the instrument was tested using construct reliability and all variables were declared reliable. The analytical tool used is structural equation modeling (SEM) with AMOS version 21.0. The mediation effect test was carried out using the Sobel Test. The results of the study found that: (1) employee performance will increase the fastest, which is directly influenced by employees who fit into the organization (P-O fit); (2) employee performance will also increase from P-O fit through employee job satisfaction; and, and employee performance will improve from P-O fit through their organizational commitment.

Keywords: Person-organization fit (P-O fit), Job satisfaction, Organizational commitment, Employee performance.

INTRODUCTION

Research in organizational behavior aims to understand and predict how people behave in organizational settings. Most of the research in the organizational domain has focused on situational factors involving the personal factors of individual responses in organizations. Some researchers argue that situational factors are mainly responsible for individual behavior, on the other hand, some other researchers argue that personality characteristics are responsible for behavior. More recently, there have been attempts to integrate individual and organizational theory with research examining the interrelationships between individuals and the organizations that employ them. Furthermore, organizational behavior theory consists of three different main perspectives,

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namely: situational perspective, personal perspective, and interactional psychology perspective (Robbins, 2008).

The situational perspective focuses on situational conditions such as job design, remuneration system, leadership, and so forth in understanding and predicting the behavior of the

organization and the people in it. The personal perspective on organizational behavior looks at a person's personality attributes that are used as the basis for determining these characteristics. Proponents of the personal perspective suggest that individual characteristics such as personality traits, values, and beliefs influence attitudes and actions inconsistent and distinctive ways across situations and over time (Schneider & Bowen, 2019). The interactive psychology perspective examines individual behavior as a function of the interaction between personal attributes and situational attributes (Narayanan & Sekar, 2009). In other words, it is assumed that individual and situational aspects combine to influence an individual's response to a particular situation. The interactional perspective recognizes that people and situations are interdependent. The idea of "Personal-Organization Fit" is an important concept in interactional psychology and the topic of this research.

The literature on the consequences of P-O fit has shown a significant relationship with several important organizational behavior variables such as job satisfaction, organizational commitment, and performance. Because of its relationship to these individual output variables, P-O fit has important implications for organizational practice, which are analyzed in the literature on the antecedents of P-O fit. From a practical point of view, research on P-O fit is concerned with the phenomenon of hiring people for organizations that are not just for work. However, P-O Fit offers a more comprehensive and flexible approach to employee selection (Farooqui & Nagendra, 2014).

The P-O Fit phenomenon of job satisfaction, organizational commitment, and performance will be examined in the context of an automotive marketing business organization, namely Suzuki brand cars for the Semarang area and Pati Residency, Central Java, Indonesia. However, a job in automotive marketing requires matching the values held by each employee with the organization. The consideration of these two

regions was chosen because sales performance in the last four years 2018-2021 had decreased. This is certainly one of the toughest challenges for Suzuki cars to continue to improve its position (Farooqui & Nagendra, 2014).

Organizational performance is a reflection of the individual performance of the employees who work in it. Although the decline in performance may include marketing aspects, the decline in the performance of Human Resources (HR) can also be a factor causing the decline in company (organizational) performance. In this case, the Human Resources (HR) factor in the marketing sector, which is the spearhead of the organization, plays an important role in the company's performance.

Regarding the phenomenon experienced by the Suzuki Car Company in terms of marketing performance, this study aims to examine the Person-Organization Fit (P-O Fit) factor to improve employee performance through job satisfaction and organizational commitment. The Person-Organization Fit (P-O Fit) factor has not been widely used to test the performance of marketing employees, so its inclusion in this study becomes critical.

LITERATURE REVIEW AND HYPOTHESES DEVELOPMENT

Influence of Person Organization Fit on Job Satisfaction

Employees who feel very similar to and compatible with their organizations tend to perform well and have a high level of creativity in their work because they tend to have high levels of intrinsic motivation. Employees with high P-O fit are more likely to see and recognize similarities with their organization (Ryan & Deci, 2000). Employees' perceptions of high P-O fit will form positive feelings at work to achieve job satisfaction.

In general, job satisfaction is strongly influenced by employees' assessments of their work and duties, which is an important component of P-O fit. This is because the job-organization match will have a strong impact on job satisfaction. Job satisfaction is usually measured by the suitability of employees with the organization. Previous research found that P-O Fit has a positive effect on job satisfaction. (Astuti, 2010; Farooqui & Nagendra, 2014; Liu et al, 2010; Oktaviani & Hartijasti, 2016; Rumangkit & Maryati, 2017). Thus, the first hypothesis is as follows:

H1: P-O Fit has a positive effect on job satisfaction

Influence of Person Organization Fit (P-O Fit) on Organizational Commitment

Characteristics of organizational commitment are the identification of individuals with organizational goals and values, the willingness to put in effort for the organization, and the desire to remain employed by the organization (Meyer et.al, 2002). Organizational commitment is a construct of positive traits such as loyalty and involvement with the organization.

The relationship between P-O fit and organizational commitment is reflected in the alignment between the personal values of employees and the values of the organization or company. This alignment will create a higher level of organizational commitment (Valentine et al., 2002). Another study conducted in Indonesia found that P-O Fit has a positive effect on organizational commitment (Astuti, 2010; Ramli, 2019; Rumangkit & Maryati, 2017). Thus, the second hypothesis is as follows:

H2: P-O Fit has a positive effect on organizational commitment

Influence of Person Organization Fit (P-O Fit) on Employee Performance

Performance is defined as the achievement of a given task and is measured against predetermined standards of accuracy, completeness, cost, and speed. Employee performance is usually seen in terms of results. Performance in terms of behavior shows the suitability between individual preferences in a particular culture and organizational culture related to commitment, satisfaction, and turnover. (Amstron, 2009; Shalev et.al, 2014).

Previous research in various work environments has shown that P-O fit is associated with positive outcomes for individuals at work, including task performance and job satisfaction (Peng & Mao, 2015). According to Scialpi's (2015) reports employees who report higher levels of value congruence tend to achieve higher positions within their companies and higher levels of compensation as well. Workers who were shown to have higher levels of commitment performed better, and were more effective than other workers who did not report the same level of value congruence (Kristof-Brown & Guay, 2011). Other studies

have also reported that P-O fit can achieve positive work results or performance so that employees have higher grades (Lauver & Kristof-Brown, 2001).

Perceived P-O Fit, especially in terms of value congruence, tends to be positively related to individual work performance. Some researchers who have tested the P-O fit dimension in the nursing sector tend to focus on fatigue, transfer intention, or accident propensity. Previous research found that P-O Fit has a positive effect on performance. (Astuti, 2010; Demir & Demir, 2015; Farooqui & Nagendra, 2014; Rajper et al., 2020). Based on the findings above, the third hypothesis is structured as follows:

H3: P-O Fit has a positive effect on employee performance

The Influence of Job Satisfaction on Employee Performance

According to Robbins (2008) job satisfaction is one of the most important factors in achieving optimal results when a person feels satisfied at work. Employees who feel satisfied at work will try their best with all their abilities to produce tasks and work according to targets. Job satisfaction received and felt by an employee will affect the results obtained from his work. This definition implies that job satisfaction is a general or global affective reaction that individuals have about their work. For several reasons, job satisfaction is one of the most frequently measured organizational variables in both research settings and applications. First, organizations often want to know the state of employee morale over time. Second, much work has been done to understand the antecedents of job satisfaction in organizational behavior; from dispositional, situational, and interactional perspectives. These conditions will have an impact on employee performance.

When people experience a positive mood state, they tend to associate it with prosocial behavior or behaving well towards the company (Astuti, 2010). This suggests that when employees perceive that they are being treated well, a norm of reciprocity will be created in return for exerting extra effort to improve their performance. Other research found that job satisfaction has a positive effect on performance. (Astuti, 2010; Sari, 2015; Susanti & Palupiningdyah, 2016). Thus, the fourth hypothesis is:

H4: Job satisfaction has a positive effect on employee performance

The Relationship between Organizational Commitment and Employee Performance

Organizational commitment is a state where individuals feel confident about their goals, values, and the goals of the organization where they work. Someone who is committed to the organization will show his willingness to maintain his membership in the organization, be actively involved in the organization, and feel like part of the organization. Therefore, for an organization to grow and develop, a strong commitment is needed that is formed through good relations between the organization and its members. Meyer et al. (2002) found that a good predictor of affective commitment is previous work experience, and the company can facilitate optimal working conditions.

Employees with a high level of commitment to an organization will have a positive attitude have a strong desire to work and make a maximum contribution to the achievement of organizational goals (Steers, 2001). Employees who are highly committed will also put more effort into their work. Previous research found that organizational commitment has a positive effect on performance. (Astuti, 2010; Sari, 2015; Susanti & Palupiningdyah, 2016). Thus, the fifth hypothesis is:

H5: Organizational commitment affects employee performance

METHOD

The population in this study were employees at Suzuki Indonesia Central Java branch totaling 130 people, but only 123 people were involved as respondents. Primary data were obtained using a questionnaire. The measurement of the person-organization fit variable uses the Jansen and Kristof-Brown (2006) instrument for as many as 4 items, the job satisfaction variable uses the Luthans (2006) instrument for as many as 5 items, the organizational commitment variable uses the Meyer et.al (2002) instrument as many as 6 items, and the employee performance variable uses 5 items.

Test the validity of the research instrument using confirmatory factor analysis and reliability using construct reliability. The results of the validity test on the person-organization fit variable produced a loading value of 0.715-0.865, job satisfaction had a loading value of 0.784-906, organizational commitment variable had a loading value of

0.816-0.936, and employee performance variables had a loading value of 0.765-0.822. The analytical tool used is structural equation modeling using AMOS version 21.0.

FINDINGS

Data Description Analysis

Respondents in this study were 126 respondents, namely 91 men (72.22%) and 35 women (27.78%). The majority of respondents aged 25-34 years were 65 people (51.59%) and those aged 35-44 years were 61 (48.41%). While the educational background of the respondents was Diploma in as many as 51 people (40.48%), and undergraduate in as many as 75 people (59.52%). While the working period of the respondents was grouped into two, namely 1-5 years of service as many as 103 respondents (81.75%) and 23 respondents had a working period of 5-10 years (18.25%). Thus, overall employees have sufficient work experience.

The results of the descriptive analysis in terms of means, standard deviation, and correlation between research variables are shown in Table 1 below:

Table 1

Means, Standard Deviasi, Reliability, and Correlations

No	Variable	Means	SD	Person Organizational Fit	Job Satisfaction	Organizational Commitment	Employee Performanc e
1	Person Organizational Fit	3.29	0.44	0.86			
2	Job Satisfaction	3.42	0.53	0.43	0.94		
3	Organizational Commitment	3.69	0.47	0.31	0.35	0.95	
4	Employee Performance	3.45	0.57	0.42	0.49	0.47	0.90

Note: the main diagonal was construct reliability

The results of the validity test using confirmatory factor analysis for each variable in this study provide a good fit model as shown in Figure 1-4 below :

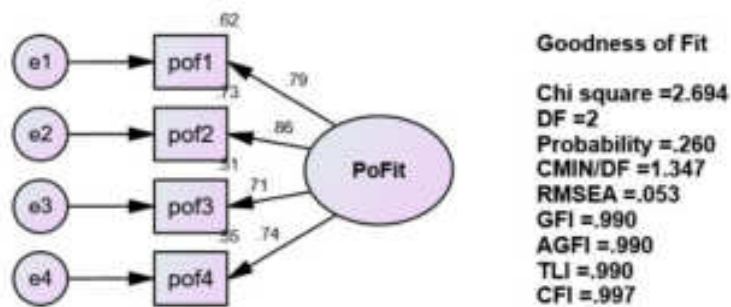


Figure 1. CFA P-O Fit

Figure 1 shows that the AGFI value is 0.990. This shows that the research model is a fit because the AGFI value is above 0.90

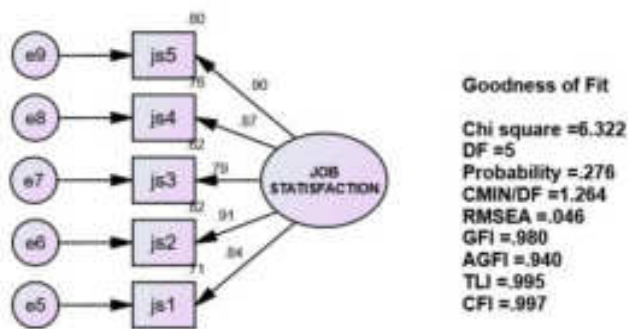


Figure 2. CFA Job Satisfaction

Figure 2 shows that the AGFI value is 0.940. This shows that the research model is a fit because the AGFI value is above 0.90

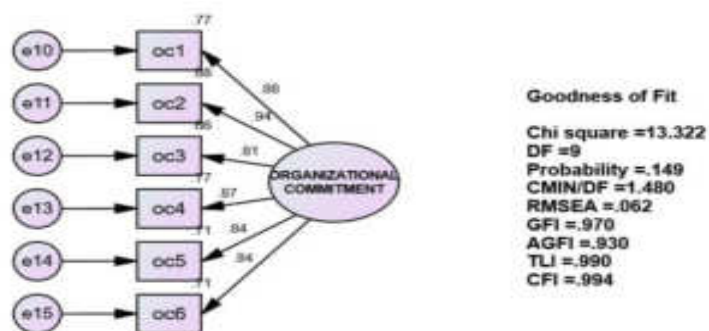


Figure 3. CFA Organizational Commitment

Figure 3 shows that the AGFI value is 0.930. This shows that the research model is a fit because the AGFI value is above 0.90

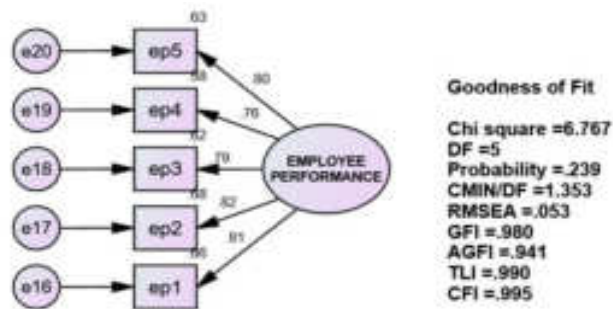


Figure 4. CFA Employee Performance

Figure 4 shows that the AGFI value is 0.941. This shows that the research model is a fit because the AGFI value is above 0.90

Structural Model

The analysis was conducted using structural equation modeling with AMOS, which has met the outlier's assumption test, for both univariate and multivariate, multicollinearity and singularity. Testing on the SEM model was carried out in stages, with the results obtaining the right model (fit). The results of the structural model analysis are the following:

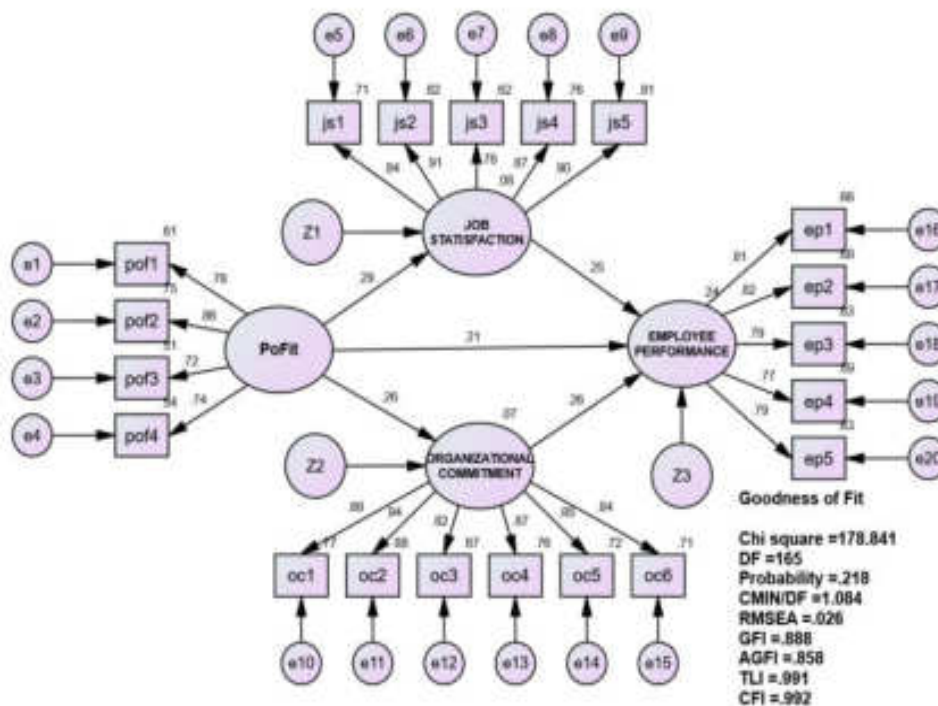


Figure 5. Structural Model

Sobel Test

The mediation effect was tested using the Sobel test, where for the research model in this study there were two mediating variables. The two mediating effects indicate that the variables of job satisfaction and organizational commitment act as a partial mediators (see Figures 6 and 7).

The Influence of Person Organization Fit on Employee Performance through Job Satisfaction

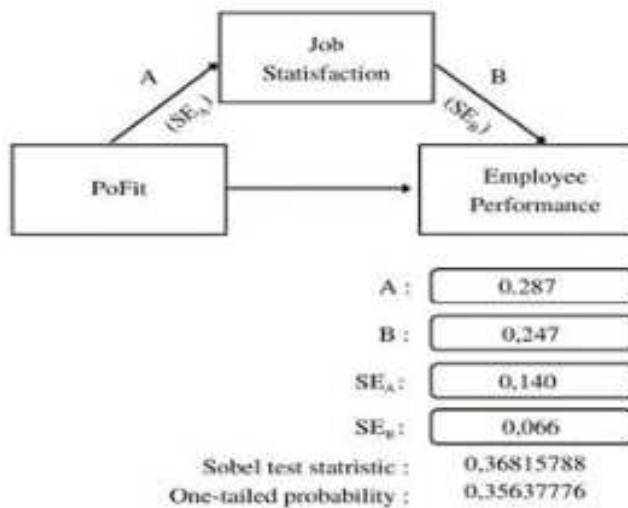


Figure 6. Sobel Test Result 1

The results of the first Sobel Test show that job satisfaction can mediate the relationship between P-O fit and employee performance, but it is not significant. This can be seen from the significance value of 0.35637776 (>0.05).

Influence of Person Organization Fit on Employee Performance through Organizational Commitment

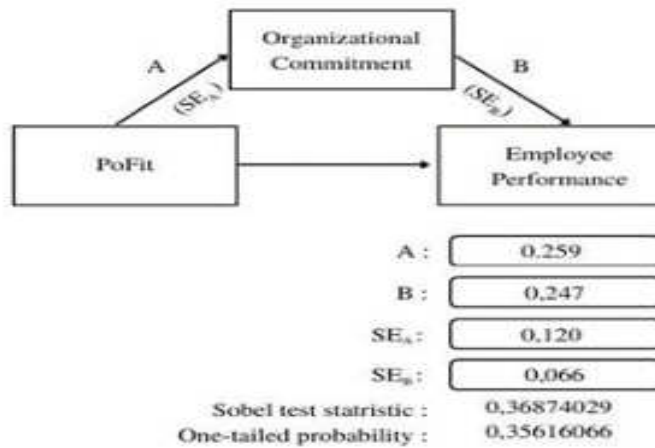


Figure 7. Sobel Test Result 2

The results of the second Sobel Test show that organizational commitment can mediate the relationship between P-O fit and employee performance, but it is not significant. This can be seen from the significance value of 0.35616066 (>0.05).

RESULTS

Influence of Person Organization Fit on Job Satisfaction

Hypothesis 1 aims to examine the effect of perceived personal and organizational suitability on job satisfaction among employees. The test results show that hypothesis 1 is accepted where the P-O Fit obtained has a positive and significant effect on job satisfaction.

The results of this study concluded that Suzuki brand car salespeople tend to have higher job satisfaction if their soul is by the company's soul. So that it can increase the understanding of Person-Organization Fit in the sales force (salespeople) so that the suitability of the soul of employees with the company can increase satisfaction at work so that employee performance will increase.

The empirical results of this assessment found that the respondents' responses regarding P-O Fit showed an average score that was in the high category. This shows that employees have a conformity of belonging to the organization. Conformity is indicated by the

company's ability to meet the needs of its employees. The biggest assessment is indicated by the assessment that the culture and personality developed by this company are by the personality characteristics of the employees.

This study found that marketing employees have a high level of perception of their work and the organization in which they work. The study also found that the research sample in general was also satisfied with their work, including satisfaction with the work held in this company as the lowest score but was still in the high category.

In the last two decades, organizational behavior researchers and practitioners have recognized the importance of P-O fit in the traditional conception of fit between people and jobs. The findings of this study are consistent with the findings of previous studies that explored the relationship between the perceived fit and job satisfaction. (Astuti, 2010; Maryati, 2017; Oktaviani & Hartijasti, 2016).

Person-job fit and Person-Organization fit resulted in a significant and positive relationship with all five aspects of job satisfaction, and with overall job satisfaction. According to needs theory, the organizational or institutional environment has characteristics that can facilitate or inhibit individual needs, thereby emphasizing the importance of matching individual needs with the actual ability of the environment to meet those needs. Satisfaction aspects such as supervisor and peer satisfaction will be affected by P-O Fit. The findings of this study provide support for the recognition of the independent and unique impact relationship of various types of fit on organizational outcomes such as job satisfaction (Liu et al., 2010). In addition, the results of this study also support the idea that employees can distinguish the fit between their work and their organization (Kristof-Brown et.al, 2005).

Influence of Person Organization Fit on Organizational Commitment

Hypothesis 2 aims to examine the effect of perceived personal and organizational suitability on the organizational commitment of employee members. The test results show that hypothesis 2 is accepted where the P-O Fit obtained has a positive and significant effect on organizational commitment. The results of this study found that the research sample of marketing employees had a high level of organizational commitment to the

organization. In the marketing process, organizations with more committed and loyal employees will be the winners. Since retaining employees is a solid foundation for any company that wants to be successful, providing employees with a work environment that can facilitate their conditions is important and the person-organizational fit is one of them. The relationship between P-O Fit and organizational commitment can be felt when employee goals are aligned with organizational goals. This alignment will make employees happy to spend their time working for the company. Likewise, in terms of the ability to meet the needs of good employees with the appropriate form of culture and personality developed by the company and employee personality characteristics, it will make employees have an emotional attachment to the organization.

Previous research has investigated how personal and situational factors can influence behavior. Conformity between the individual and the environment is a good predictor of outcome in determining organizational commitment. The results of the current study indicate that to have committed employees, managers must consider the fit between employees and the organization so that the organization can achieve a level of competitive advantage through its employees. Because employees have multiple social identities, this study proposes a relationship between the extent to which employees identify with their team and their work commitment.

A future study could also examine the interrelationship between social contract identity and psychology. Both psychological contract and social identity are organizational identification such as employee commitment, motivation, organizational citizenship behavior, job satisfaction, and turnover intention. Retaining highly effective employees are essential for an organization to create competitive advantage and long-term success regardless of the sector in which it operates (Groves & Larocca, 2011).

Influence of Person Organization Fit on Employee Performance

Hypothesis 3 aims to examine the effect of perceptions of personal and organizational suitability on employee performance. The test results show that hypothesis 3 is accepted where the P-O Fit obtained has a positive and significant effect on employee performance. The results of this study found that the research sample of marketing employees had a

performance level where the lowest value obtained from the statement regarding the level of truancy was still in the high category. These findings indicate that employees and organizations have no different perceptions of employee performance.

The relationship between P-O fit and the level of performance shows that employees with a higher level of conformity have a higher level of performance. Employee performance is a form of organizational behavior and the will of the employees themselves which can foster the value of equality to help each other between employees and the company. Based on the argument that behaviors such as volunteering, helping, and persisting are better predicted by volitional variables related to individual differences in employee motivational characteristics and tendencies. This study supports a positive relationship between P-O fit and employee performance which is consistent with the study of Astuti, (2010), Demir and Demir (2015), and Rajper et al (2020).

The Influence of Job Satisfaction on Employee Performance

Hypothesis 4 aims to examine the effect of job satisfaction on employee performance. The test results show that hypothesis 4 is accepted where job satisfaction has a positive and significant effect on employee performance. The results of this study found that the research sample of marketing employees had the lowest level of performance obtained from statements regarding the level of truancy from work which was still in the high category. This finding shows that employees also have high job satisfaction.

The relationship between job performance and job satisfaction has been the subject of much research in the field of industrial/organizational psychology. Although many relationship models have been suggested, research has not yet determined the appropriate causal model to explain this relationship (Judge et al., 2007). Higher performance arising from job satisfaction can be theoretically supported by social exchange theory. When employees get job satisfaction, it means that they experience positive feelings. Employees tend to associate with prosocial behavior, namely positive behavior towards the company, for example, self-will to maximize work. Employee job satisfaction shows that employees feel that they are treated well as a resource or as part of an organization. Based on the norms of social exchange, they will feel obliged to exert extra effort or perform behaviors

that can improve their performance. These results support the previous research conducted by Astuti (2010), Sari (2015), and Susanti and Palupiningdyah (2016).

The Effect of Organizational Commitment on Employee Performance

Hypothesis 5 aims to examine the effect of organizational commitment on employee performance. The test results show that hypothesis 5 is accepted, which means that organizational commitment has a positive and significant effect on employee performance. The results of this study found that the research sample of marketing employees had the lowest level of performance obtained from statements regarding the level of truancy from work which was still in the high category. This finding shows that employees also have high work-organizational commitment.

Organizational commitment is a state where individuals feel confident in the goals, values, and goals of the organization where they work. Organizational commitment prepared by superiors has 3 aspects, namely normative commitment, affective commitment, and continuance commitment. Previous research provides evidence of the relationship between the dimensions of organizational commitment and employee performance in various areas of the organization's business. This finding supports the study conducted by Astuti (2010), Sari (2015), and Susanti & Palupiningdyah (2016).

Normative commitment is related to the existence of an attachment to norms that regulate the working relationship between employees and the organization where the organization requires employees to want to work for the organization. So normative commitment has a positive impact on individual performance. Under certain conditions, the employee will feel at a loss if he has to leave the organization because there is a potential that he will lose income. Thus, this ongoing commitment can be the basis for the employee to continue working for the company, and as a consequence, he is prosecuted and must be able to produce something for the company.

CONCLUSION

The results of this study indicate that there is an influence between the fit of people with the organization (P-O fit) on employee performance through job satisfaction and organizational commitment at PT. Suzuki area of Semarang, Indonesia. This research uses salespeople as respondents, which is rarely done in previous studies.

The findings obtained in this study are that P-O fit has the strongest direct positive effect on improving employee performance in the marketing department. This study shows that the compatibility of salespeople with company values tends to be satisfying and positive, thereby increasing employee performance. P-O fit also has an indirect effect on employee performance through job satisfaction. This is manifested in the expression of employees who, by the values of the organization will tend to feel happy to work, motivate themselves and their colleagues and subordinates, and have a positive impact on their performance in terms of the ability to complete any task that is charged with quality according to company regulations. P-O fit also has an indirect influence on employee performance through employee organizational commitment. This is manifested in the expression of employees who match the values of the organization and will tend to have an emotional attachment to the organization, spend time working in the company, and feel that the company's activities are their obligations. These conditions will have an impact on their high performance in terms of their ability to complete any assigned task with quality that is to company regulations.

As a recommendation for managerial improvement, the results of this study show the performance of employees in the marketing department will increase by increasing employee discipline so that tasks can be completed on time and become more efficient.

Furthermore, organizational compatibility will be improved in terms of meeting employee needs and developing a culture and personality that are always updated according to the characteristics of the employees. Moreover, job satisfaction can be increased by improving a fairer job promotion system. Finally, organizational commitment will be more easily achieved by creating employee loyalty through payroll.

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What determines the bank health level of commercial banking in Indonesia?

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Abstract

This study aims to determine the effect of a Non-Performing Loan (NPL), Capital Adequacy Ratio (CAR), and Operating Costs on Operating Income (OCO) on Return on Assets (ROA). This study uses 45 banking companies listed on the Stock Exchange, Indonesia, in the observation year 2017-2021 as the population. Sample selection using purposive sampling technique, 38 data were selected as research samples. Data analysis and hypothesis testing in this study used Eviews version 9.0 software. The results showed that NPL and OCO partially had a negative effect and significance on ROA, while CAR has a positive and insignificant effect on ROA. The results show that NPL, CAR, and OCO together have a significant effect on ROA. The predictive ability of the three independent variables on ROA is 95.24%, the remaining 4.76% is explained by other variables outside the research model.

Keywords: Non-Performing loan, Capital adequacy ratio, Operating costs on operating income, Return on assets.

INTRODUCTION

The banking industry is an important financial sector of a country's economy that functions to collect idle funds from the public and channel them back to parties who need funds or are called financial intermediaries. By the Law of the Republic of Indonesia Number 10 of 1998 concerning Banking, it is stated that a bank is a business entity that collects funds from the public in the form of savings and distributes them to the public in the form of credit and or other forms to improve the standard of living of the people at large. The better the bank's performance, the more prospective customers will be interested in investing and conducting transactions at the bank. To decide whether a business entity or company has good performance, an assessment can be made from the side of financial performance (financial performance) and non-financial performance (non-financial performance). Banks can be defined by their function in the economy, the services offered to customers, and their legal presence. The bank is an

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intermediary institution that collects funds from the public in the form of savings and distributes them back to the public in the form of credit or other forms to accelerate the overall economic growth of a country.

A good level of bank soundness can be seen from the bank's ability to earn profits and improve overall efficiency. One of the ratios used to measure the bank's ability to earn these profits is the Return On Assets (ROA). According to Yudiartini and Dharmadiaksa (Setyowati and Budiwinarto, 2017) stated that ROA is used to determine the amount of net profit that can be obtained from the company's operations by using all of its wealth. The greater the ROA of a banking company, the better the level of health of the company. Several factors that affect banking ROA include NPL, CAR, and OCOI.

Credit risk is a risk that promises cash flows from loan income and other securities owned by financial institutions that may not be fully repaid. Credit risk dominates in the composition of the capital adequacy ratio, where 70% of capital is allocated for credit risk and 30% for market risk and operational risk. Thus credit risk is the main cause of bank failure and the most visible risk to bank managers (Rehman et al., 2016). Empirical research that examines the factors that influence credit risk is still limited. Bank risk is closely related to economic conditions and business turnover. When economic conditions experience a decline/sluggishness, the number of non-performing loans also increases, when the economy is booming (booming economics) it will make the volume of cash held by business people or households increase, this makes people's purchasing power greater so that the ability to repay the loan is increasing. This reduces the bank's credit risk. Due to the COVID-19 pandemic that has hit the world for almost 3 years, credit which is the backbone of bank survival has slowed down. This is considering the condition of most economic sectors, including banking in Indonesia, which tends to deteriorate, the number of unemployed, and disrupted business activities causing an increase in non-performing loans/NPLs (source: Tempo.com). The research gap in this study is that there is a gap between the influence of credit risk on bank performance, where research conducted by (Adebisi et al., 2017; Ozili, 2019; Serwadda, 2018) states that credit risk is proxied by non-performing loans (NPL) on bank

performance, namely return on assets (ROA) has a negative effect, then other research states that credit risk has a positive influence on the bank performance (Atahau & Cronje, 2019; Gizaw et al., 2015; Isanzu, 2017).

According to Kasmir (2012, 119) Determination of the Bank's Soundness Level of Profitability is determined by the capital Adequacy Ratio (CAR). Capital Adequacy Ratio (CAR) is used to measure the adequacy of capital owned by banks to support assets that contain or generate risks, such as loans. The higher the CAR, the better the bank's ability to bear the risk of any risky credit/productive assets. If the CAR value is high (according to Bank Indonesia regulations of 8%) it means that the bank can finance the bank's operations, and the favorable conditions can provide a large enough contribution to the profitability (ROA) concerned (Defri, 2012, 39). CAR shows the extent to which the decline in bank assets can still be covered by available bank equity (Tangngisalu et al., 2020).

OCOI or Operating Cost Operating Income is the level of ratio in considering the performance of bank activities when operating and the level of efficiency at the bank. To find out that the bank's main operating activities are to management's expectations that they are running correctly and appropriately using production factors, operational efficiency is needed (Moorcy et al., 2020). If the OCOI value increases, the ROA of the bank decreases. Other studies state that there is a significant and positive effect on ROA. However, Simatupang's theory states that OCOI is significant and harms ROA. So this is needed for further research on OCOI on ROA (Simatupang & Franzlay, 2016). Several banks rolled out their operations more efficiently during the pandemic compared to previous years (<https://newssetup.kontan.co.id>). This happened because on the operating expense side there was a substantial reduction in interest expense. Other expenses that fell were rental, procurement expenses, and outsourcing expenses along with closing several outlets for efficiency and switching to digital transactions. Based on the existing phenomena and research gaps, this study aims to analyze empirically whether NPL, CAR, and OCOI influence ROA.

LITERATURE REVIEW AND HYPOTHESES

Financial Ratios

According to (Muttaqin, 2017), financial ratios are used to evaluate the financial condition and performance of the company. The results of the financial ratios can be seen in the health condition of the company concerned. (Fahmi in Agustina, 2018) states that the ratio is referred to as a comparison of the amount of one amount with another number which will then be found answers and used as study material to be analyzed and decided.

Signaling Theory

Spence (1973) says that by giving a signal, management tries to provide relevant information that can be utilized by investors. Then, the investor will adjust his decision according to his understanding of the signal. (Godfrey, Hodgson. Tarca, Hamilton, and Holmes, 2010) state that managers of all companies must maintain their credibility with the market by reporting on the company's performance. Signal theory predicts what information the company will provide, how it will be provided, and when. will be given. Return on Assets. According to (Dendawijaya, 2009), return on assets is a ratio used to measure the ability of bank management to obtain overall profit. Profit calculated based on Bank Indonesia regulations is profit before tax. According to (Stephani, Adenan, and Hanim, 2017), return on assets focuses on the ability of banks to earn profits by utilizing their assets effectively.

Non-Performing Loan.

Non-Performance Loan (NPL) for banking shows the ability of bank management to manage non-performing loans (Fricilia and Lukman, 2015). Based on (Buchory, 2015), a non-performing loan is a ratio that can be used to measure a bank's ability to cover the risk of loan repayment by debtors. (Muttaqin, 2017; Stephani, Adenan, and Hanim, 2017; Pinasti and Mustikawati, 2018) which states that non-performing loans do not have a significant positive effect on return on assets. The risk can be in the form of credit risk if the customer does not fulfill his obligations to the Bank. However, there are still many other risks, such as exchange rate, interest rate, and operational risks

which can often cause the Bank to experience substantial losses. There are still some risks that can also cause losses for banks such as reputational risk, legal strategic risk, political risk, and country risk, but the quantification and management of these risks are still difficult to do. Bank risk management is the process by which managers meet the need to identify key risks, obtain consistent, understandable operational risk measures, choose which risks to reduce and which to increase and by what means, and establish procedures to monitor the risk position that is being plonia generated (Rehman et al., 2016).

Capital Adequacy Ratio

Based on (Dendawijaya, 2009), the capital adequacy ratio is a ratio that shows how far all bank assets that contain risks (credit, investments, securities, claims on other banks) are also financed from own capital funds, in addition to obtaining funds from sources in outside the bank. (Wardana and Widyarti, 2015; Chandra, 2013) which states that the capital adequacy ratio has a significant negative effect on return on assets. CAR is a capital ratio that shows the bank's ability to provide funds for business development purposes and accommodates the risk of loss of funds caused by bank operations. CAR shows the extent to which the decline in bank assets can still be covered by available bank equity, the higher the CAR the better the condition of a bank (Jasevi & Jurk, 2014). Research that is in line with this is (Piri et al., 2017; Shingjergji & Hyseni, 2015).

Operating Costs to Operating Income

According to (Dendawijaya, 2009) the ratio is used to measure the level of efficiency and ability of banks to generate profits through their operations. (Chandra, 2013; Tan Sau Eng, 2013; Buchory, 2015; Muttaqin, 2017; Soares and Yunanto, 2018; Vernanda and Widyarti, 2016; Kusmayadi, 2018) which states that operating costs have a significant negative effect on return on assets.

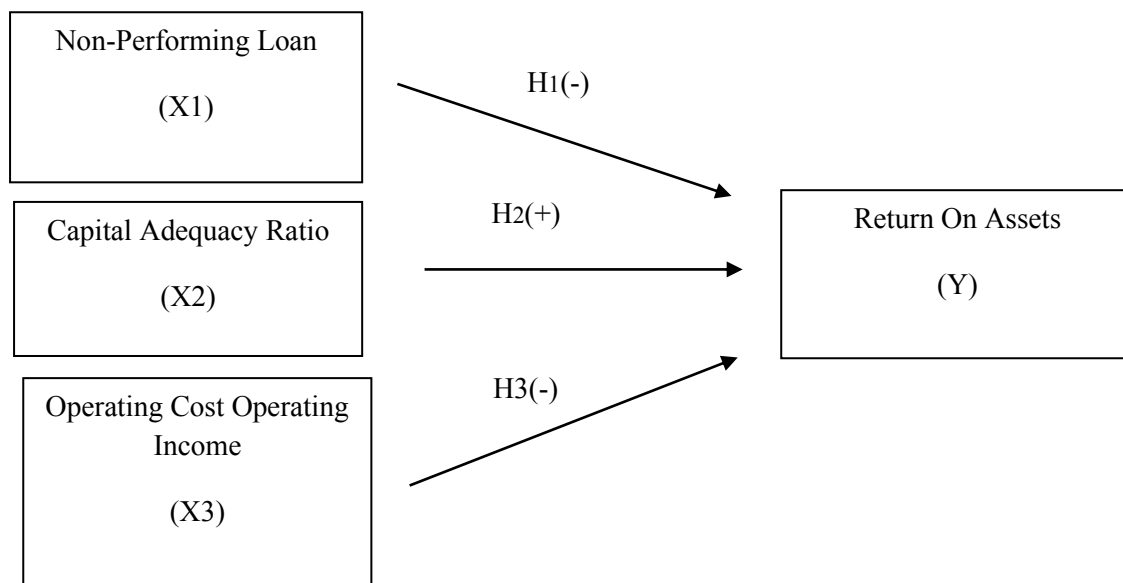


Figure 1. The framework of thought in this research is described as shown below

The hypotheses of the model described above are as follows:

H1: Non-Performing Loans have a significant negative effect on Return On Assets.

H2: Capital Adequacy Ratio has a significant positive effect on Return On Assets.

H3: Operating Costs on Operating Income has a significant negative effect on Return On Assets.

METHOD

According to Sugiyono (2019, 2), the research method is a scientific way to obtain data with certain goals and uses based on scientific characteristics, namely rational, empirical, and systematic. This research approach uses an empirical scientific method in which research is carried out with certain and valid criteria. The research method used is a quantitative approach with a descriptive method. Through this method, data collection is carried out using an archive strategy, namely data collected from existing records or databases. The source of data used in this study is secondary data in the form of conventional commercial bank financial statements obtained from the official website of the Indonesia Stock Exchange (IDX), namely www.idx.co.id.

Sample Procedure

The sampling technique in this study uses purposive sampling, namely sampling based on objectives or based on certain criteria. A total of 45 conventional commercial banks listed on the Indonesia Stock Exchange for the period 2017-2021 are the population used in this study. While the sampling in this study used a purposive sampling technique with the criteria of conventional commercial banks that provide annual financial reports during the study period, namely as many as 38 banks. Variables in this study consist of Non-Performing Loans, Capital Adequacy Ratio, and Operating Costs to Operating Income which are independent, and Return on Assets as the dependent variable.

Analysis Techniques

This type of research is a quantitative study with panel data regression analysis techniques or analysis carried out by combining time series and cross-section data or often called pooled data (pooling time series and cross-section). The application used for data processing is Eview 9. The period is taken from 2015 to 2020 with the object of this research being Conventional Commercial Banks listed on the IDX. The data used is secondary data in the form of financial statements. The analysis technique is written with the following model

$$Y_{it} = 1 + 2X_{2it} + 2X_{2it} + \mu_{it}$$

Information :

i = number of cross-section observations

t = number of years of the period

FINDINGS

Descriptive Analysis

The results of the descriptive analysis are in Table 1, showing the number of observations of research data used for 5 years of observation from 2017-2021. The results of the analysis in the table describe an overview of the data used as a whole.

Table 1

Descriptive Statistics Test

	ROA	NPL	CAR	OCOI
Mean	0.733947	0.462833	1.359747	93.17716
Median	0.805000	0.474939	1.335257	90.09000
Maximum	4.740000	1.347720	1.991536	287.8600
Minimum	-14.75000	-1.096910	0.954725	48.11000
Std. Dev.	2.245195	0.314426	0.166504	27.60368
Observations	190	190	190	190

Statistic Analysis

Before testing the hypothesis, the data that has been obtained in this study will be tested first to meet the basic assumptions with the classical assumption test.

Table 2

Multicollinearity Test

Variable	Centered VIF
C	NA
NPL	1.089219
CAR	1.022618
OCOI	1.088762

The Contoured Variance Inflation Factor (VIF) value shows the same thing, namely that none of the independent variables has a VIF value of more than 10, so there is no multicollinearity between independent variables in the regression model.

Table 3*Autocorrelation Test*

F-statistics	0.809538	Prob. F(2,184)	0.4466
Obs*R-squared	1.657289	Prob. Chi-Square(2)	0.4366

Table 3 shows the p-value of the Obs*R-squared value is not statistically significant (more than 0.05), so the data in this study does not show signs of autocorrelation.

Table 4*Heteroscedasticity Test*

Heteroskedasticity Test: ARCH

F-statistics	0.609225	Prob. F(1,187)	0.4361
Obs*R-squared	0.613741	Prob. Chi-Square(1)	0.4334

Table 4 shows the p-value of the Obs*R-squared value using the ARCH Test has a significance level of >0.05 so that there is no heteroscedasticity in this study.

Table 5*Linearity Test*

	Value	df	Probability
t-statistics	1.826756	185	0.0693
F-statistics	3.337038	(1, 185)	0.0693
Likelihood Ratio	3.396685	1	0.0653

The linearity test with Eviews in table 4.5 above is using the Ramsey Reset Test, where the result is the p-value shown in the probability column of the F-statistics row. The results in this tutorial are 0.0693 where > 0.05 so it can be concluded that the independent variable is linear with the dependent variable

Table 6*Multiple Linear Regression Test*

Variable	Coefficient	Std. Error	t-Statistic	Prob.
C	7.869638	0.335375	23.46516	0.0000
NPL	-0.298473	0.118241	-2.524277	0.0124
CAR	0.215749	0.216352	0.997215	0.3200
OCOI	-0.078248	0.001347	-58.10910	0.0000
R-squared	0.953177	F-statistics		1262.126
Adjusted R-squared	0.952421	Prob(F-statistic)		0.000000

From the table above, the following equation can be drawn up: $ROA = 7.869638 - 0.298473NPL + 0.215749CAR - 0.078248OCOI$

From this equation it can be interpreted that ROA has a value of 7.869638 if the independent variable is constant if NPL decreases by 1 unit then ROA will increase by 0.298473, CAR increases by 1 unit then ROA increases by 0.215749 and when the OCOI decreases by 1 unit, the ROA will increase by 0.078248. Based on the results of statistical tests, the CAR variable has no significant effect on Return On Assets (ROA) at Commercial Conventional Banks with a p-value obtained of 0.3200 greater than or a confidence level of 0.05. While the Adjusted R-squared value was obtained at 0.952421, which means that the ROA is influenced by the independent variables (NPL, CAR, and OCOI) of 95.24% while the rest is influenced by other factors outside the study, and the prob value is obtained according to the significance level < 0.05 , which is equal to $0.0000 < 0.05$. So it can be concluded that simultaneously independent variables affect ROA.

The Effect of NPL on ROA

Based on the results of the study, it was proven that the NPL variable had a negative and significant effect on ROA so H1 was accepted. The results of this research are in line with the results of research by Astohar (2018), Indarti & Minanari (2019), and Chandra & Anggraini (2020) which state that NPL has a negative and significant effect on profitability (ROA). The higher the NPL of a bank, the worse the credit quality, which means the total non-performing loans are also getting bigger, so it can cause the

bank to potentially experience losses that can affect the level of profitability owned by a bank.

The Effect of CAR on ROA

In the research that has been done, the results of the partial test using the t-test indicate that CAR has a positive and insignificant effect on ROA, where the significance value obtained is 0.320 which is more than 0.05. This is supported by the results of research by Chandra & Anggraini (2020) and Yuliana & Pratiwi (2020) which state that CAR has no significant effect on profitability (ROA). The results of this study indicate that the size of the bank's capital adequacy (CAR) does not necessarily cause the size of the bank's profit. The capital condition of conventional commercial banks in the period used in this study was very good, where the average CAR was 25.66%. With the efforts of conventional commercial banks to maintain capital adequacy, then banks are not easy to spend their funds for funding because it can provide a big risk. This condition can explain why banks are unable to optimize their capital to increase their profitability so this causes CAR to be a factor that does not significantly affect bank profitability (ROA). So H2 which states that CAR has a positive and significant effect on profitability (ROA) is rejected

The Effect of OCOI on ROA

In the research that has been done, the results of the partial test using the t-test show that NPL has a negative and significant effect on ROA, where the t-value is -58.10910 and the significance value obtained is 0.000 which is less than 0.05. These results are supported by the results of research by Sutriani & Fermayani (2018), Sari and Endri (2019), and Agus Murdiyanto (2020) which state that OCOI has a negative and significant effect on profitability (ROA). The greater the bank's financing burden, the smaller the profit earned by the bank. The amount of bank operational costs that are borne by the bank will generally be charged to the income obtained from the financing allocation. The greater the burden or cost of credit will reduce the bank's capital and profits. If the condition of operating costs is getting bigger but is not matched by

operating income, it can result in a decrease in ROA. So H3 which states that OCOI has a negative and significant effect on ROA is accepted.

CONCLUSION

Based on the results of the study, the following conclusions can be drawn:

1. The variables of NPL, CAR, and OCOI affect ROA only by 95.24% and the remaining 4.76% is influenced by other variables.
2. Partially NPL and OCOI have a significant effect on ROA. Meanwhile, simultaneously independent variables have a significant effect on ROA.

Proposals for additional analysts are relied upon to look for an alternate and more extensive populace to give a more explicit depiction of the impact of NPL, CAR, and Operational Cost to Operating Income on Commercial Banking in Indonesia. Likewise, it is important to lead more in-depth research on other variables that are predicted to affect the Health of Commercial Banking in Indonesia by using macroeconomic indicators.

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Improving nurse performance from the influence of discipline, motivation, supervision, communication, and competence

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Abstract

Nurse performance is the result of work activity. Nurses with a high level of performance are called productive nurses, and conversely, nurses whose levels do not reach the standard are said to be unproductive or have low performance. Based on 2018-2019 data, there was a decrease in the Bed Occupancy Ratio of -3.49%. It is shown that the performance of nurses at the Islamic hospital Muhammadiyah Kendal has decreased factors that can affect the performance of nurses such as discipline, motivation, supervision, communication, and competence. The purpose of this study was to analyze the effect of discipline, motivation, supervision, communication, and competence on the performance of nurses. The population of this study is the nurses of the Islamic hospital Muhammadiyah Kendal. Samples were taken from as many as 65 nurses with a random sampling method based on the Slovin formula. The type of data used is primary data. Methods of data collection using a questionnaire. The analysis technique used is multiple regression. The results of the analysis show that: work discipline, motivation, supervision, communication, and competence have a positive and significant effect on performance.

Keywords: Work discipline, Motivation, Supervision, Communication, Competence, Nurse performance

INTRODUCTION

In general, hospitals in Indonesia are divided into two, namely government and private. A government hospital is a government-owned hospital. Government-owned hospitals are divided into two, namely the central general hospital which is managed by the provincial government, and the regional general hospital is managed by the regional government. General hospitals treat almost all common ailments and usually have an emergency care institution on standby 24 hours a day by doctors to deal with hazards promptly and provide first aid to patients. Public hospitals are usually facilities that are easily found in a country, with very large inpatient capacity for intensive or long-term care. This type of hospital is also equipped with surgical facilities, plastic surgery,

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delivery rooms, laboratories, and others. However, the completeness of these facilities may vary according to the capabilities of the organizers. Most hospitals in Indonesia also provide health services without overnight stays (outpatients) for the general public (clinics). Usually, there are several clinics/polyclinics in a hospital.

In addition to these two types of hospitals, there are also private hospitals which are hospitals owned by companies with the aim of profit or non-profit and private companies financed through payments for medical services by the patients themselves, insurance, or by foreign embassies. Private hospital facilities are no less complete than government hospitals, such as operating rooms, delivery rooms, emergency rooms, general and specialist polyclinics, pharmacies, inpatient rooms with different classes, and others. The medical staff is also complete, ranging from nurses, pharmacists, directors, and service divisions to general practitioners and specialists who are also in private hospitals.

The object of this study is the Islamic Hospital Muhammadiyah Kendal. Islamic hospital Muhammadiyah Kendal is a charity owned by the Muhammadiyah organization, which has the task of providing excellent, professional, and Islamic health services by the principles of modern medical science and technology without leaving social functions, economic functions, and preaching *amar ma'ruf nahi munkar*. Islamic hospital Muhammadiyah Kendal has succeeded in obtaining the Accreditation Standard and ISO 9001:2008 from the British Standard Institute (BSI) in Indonesia.

In providing health services to the community, Islamic hospital Muhammadiyah Kendal is required to always improve quality, namely the quality of service, so that Islamic hospital Muhammadiyah Kendal can continue to exist in regional, national and global competition in the world. To provide the best service to patients and their families.

To determine the performance of nurses or services from the hospital concerned, it can be seen the Bed Occupancy Ratio (BOR). BOR is measured from the percentage of bed usage at a certain time. According to the Indonesian Ministry of Health in 2005, the ideal BOR parameter value is between 60-85%. The BOR of the Islamic hospital Muhammadiyah Kendal in 2017 met the standard, which is 83.83%. However, the 2018 BOR of Islamic hospital Muhammadiyah Kendal has decreased compared to 2017 which is -3.49 to 80.34%, so it can be assumed that the performance of nurses or services from

Islamic hospital Muhammadiyah Kendal tends to decline even though they still meet the BOR standards that have been set. Therefore, nurses at the Muhammadiyah Kendal Islamic Hospital are required to be able to work properly and maximally so that their achievements or performance can be assessed by competent agencies or superiors.

It is shown that many factors can affect the performance of nurses. Based on the results of pre-survey interviews with several respondents, there are several factors including work discipline, work motivation, supervision, communication, and work competence. Previous studies also still show different study findings. Study on employee performance is influenced by work discipline has been proven by Hidayati et al. (2019), Esthi and Savhira (2019), Tentama et al. (2020), and Ingsih et al. (2021a), and Ingsih et al. (2021b). However, Kelibulin et al. (2020) state differently, employee performance is not affected by work discipline.

Likewise with motivation factors, if work motivation is high, high performance can be realized. In other words, nurse performance is influenced by nurse motivation. This argument is the same as the study findings of Pranita et al. (2017), Efendi et al. (2020), and Ingsih et al. (2021c). However, contrary to the study of Shahzadi et al. (2014) for giving a different statement based on the findings of the study.

Supervision can also affect nurse performance, in addition to discipline and motivation. Supervision is a process to ensure that all activities are carried out according to what has been planned. The supervisor who carries out the supervision is very much needed by the nurse because the supervisor can provide input and improvements to the nurse in doing the work so that the nurses' work results increase. So, the higher the supervision carried out by the leadership to its nurses, the more the work results of its nurses will increase. This statement is the same as the study findings from Saani (2013) which found that employee performance is influenced by supervision. But not the same as the findings of Lutfi et al. (2022) who provide different evidence.

Communication can also affect nurse performance. Communication is a process used to gain meaning or understanding through the transfer of symbolic messages. Only with good communication, all work, all relationships, responsibilities both at work, relationships between nurses, relationships between subordinates to superiors,

relationships between clients and consumers can run in a balanced, dynamic, and good manner, and even nurse performance increases as well. Therefore, good communication will improve nurse performance. This argument is in line with study findings from Neves and Eisenberger (2012), Kalogiannidis (2020), and Lutfi et al. (2022) which state that employee performance is influenced by communication. Unfortunately, this is not supported by Maria's (2019) study which provides evidence of different findings, employee performance is not affected by communication.

In addition to work discipline, motivation for supervision, and communication, another factor that affects nurse performance is work competence. The higher the nurse's work competence, the higher the performance. This means that nurse performance is also influenced by work competence. This statement is in line with the findings of Esthi and Savhira (2019) and Ingsih et al. (2021d) who argue that the work competence possessed by employees affects employee performance.

The phenomenon of decreasing nurses' performance at the Islamic hospital Muhammadiyah Kendal and the varying results of previous study findings are the reasons why this study needs to be re-examined. So the question of this study is what factors affect nurses' performance? So the purpose of this study is to find empirical evidence of the factors that influence the performance of the nurses of the Islamic hospital Muhammadiyah Kendal.

Based on the previous explanation, the hypothesis in this study is:

H₁: Work discipline has a positive and significant effect on performance

H₂: Motivation has a positive and significant effect on performance

H₃: Supervision has a positive and significant effect on performance

H₄: Communication has a positive and significant effect on performance

H₅: Competence has a positive and significant effect on performance

METHOD

The population of this study was nurses, more specifically, nurses at the Islamic hospital Muhammadiyah Kendal, Indonesia, which amounted to 187 nurses. The study sample was obtained by using accidental sampling based on the Slovin formula. The type of data in this study is primary data, distributing questionnaires that must be answered by the respondents. The study questions were prepared by the researcher using a Likert scale score that had been set, which was between one to five. The analytical tool used is multiple linear regression with the help of the Statistical Package for the Social Sciences software. The study questions presented in the previous questionnaire were tested using validity and reliability tests to ensure that the questionnaire was indeed valid and reliable. Before performing a multiple linear regression test, the step that must be done is to test the classical assumptions first to ensure that all data are normal. After that, a multiple linear regression test was carried out using the F-test and t-test to show whether the study findings had an effect or not.

Table 1.*Validity test findings*

Variable	Indicator	r-score	r-table	Annotation
Dc	Items 1	0.458	0.244	Valid
	Items 2	0.787	0.244	Valid
	Items 3	0.724	0.244	Valid
	Items 4	0.687	0.244	Valid
Mt	Items 1	0.636	0.244	Valid
	Items 2	0.753	0.244	Valid
	Items 3	0.626	0.244	Valid
	Items 4	0.675	0.244	Valid
	Items 5	0.716	0.244	Valid
Sp	Items 1	0.758	0.244	Valid
	Items 2	0.766	0.244	Valid
	Items 3	0.799	0.244	Valid
	Items 4	0.531	0.244	Valid
Com	Items 1	0.616	0.244	Valid
	Items 2	0.770	0.244	Valid
	Items 3	0.798	0.244	Valid
	Items 4	0.678	0.244	Valid
	Items 5	0.765	0.244	Valid
Comp	Items 1	0.473	0.244	Valid
	Items 2	0.773	0.244	Valid
	Items 3	0.783	0.244	Valid
	Items 4	0.781	0.244	Valid
Nurse performance	Items 1	0.765	0.244	Valid
	Items 2	0.703	0.244	Valid
	Items 3	0.751	0.244	Valid
	Items 4	0.781	0.244	Valid
	Items 5	0.820	0.244	Valid
	Items 6	0.756	0.244	Valid
	Items 7	0.787	0.244	Valid
	Items 8	0.763	0.244	Valid
	Items 9	0.727	0.244	Valid
	Items 10	0.576	0.244	Valid
	Items 11	0.802	0.244	Valid
	Items 12	0.637	0.244	Valid
	Items 13	0.579	0.244	Valid

Table 2.*Reliability Test Findings*

Variable	<i>Cronbach'sAlpha</i>	Annotation
Dc	0.830 > 0.70	Reliable
Mt	0.853 > 0.70	Reliable
Sp	0.861 > 0.70	Reliable
Com	0.886 > 0.70	Reliable
Comp	0.855 > 0.70	Reliable
Nurse performance	0.943 > 0.70	Reliable

Table 3.*Normality test findings*

		Unstandardized Residual
N		65
	Mean	0E-7
Normal Parameters ^{a,b}	Std. Deviation	3.37223197
	Absolute	.052
Most Extreme Differences	Positive	.044
	Negative	-.052
Kolmogorov-Smirnov Z		.419
Asymp. Sig. (2-tailed)		.995

a. Test distribution is Normal.

b. Calculated from data.

FINDINGS, RESULTS, AND DISCUSSION

Based on the data obtained, the number of questionnaires distributed in the study was 65 questionnaires given to nurses at the Islamic hospital Muhammadiyah Kendal. The results of distributing the questionnaires showed that all of the questionnaires could be returned to the total sample of this study was 65 nurses at the Islamic hospital Muhammadiyah Kendal.

The following is a description of the study respondents. Based on gender, it shows that most of the nurses of Islamic hospital Muhammadiyah Kendal are female, which can be seen from the number of respondents as much as 75.4%. While for male respondents as much as 24.6%. This shows that the task of carrying out nursing is dominated by female nurses. Based on the age of the respondents, it shows that most of the nurses at Islamic hospital Muhammadiyah Kendal are 21-30 years old with the number of respondents being 63.1%. The average respondent is a nurse aged 21-30 years, so they are still young they support the duties of a nurse who must have the ability to think well and be physically healthy. Based on education, it shows that most of the nurses of Islamic hospital Muhammadiyah Kendal have an associate degree education, with a total of 64.6%. This is because to become a hospital nurse in Indonesia, you must take a minimum of an associate degree in nursing education. Based on the length of work, it shows that most of the nurses at the Islamic hospital Muhammadiyah Kendal have worked for 4 to 5 years at the hospital, which can be seen from the number of respondents as many as 30.8%.

The results of the validity test show that the calculated r-value (corrected item-total correlation) is greater than the r-table. This means that the questionnaires or questions used by the variables of discipline (Dc), motivation (Mt), supervision (Sp), communication (Com), competence (Comp), and performance of nurses are declared valid to be used as variable measuring instruments. The value of Cronbach's alpha on the variables of discipline, motivation, supervision, communication, competence, and nurse performance is greater than 0.70. These results show that the questionnaires or questions used by each variable are proven to be reliable or reliable.

This study will examine the effect of discipline, motivation, supervision, communication, and competence on the performance of nurses at the Islamic hospital Muhammadiyah

Kendal. The multiple regression analysis processes use the SPSS program and the results are as follows:

Table 4.

Multiple regression findings

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	.101	2.156		.047	.963
Dc	.706	.338	.228	2.089	.041
Mt	.442	.208	.164	2.119	.038
Sp	.623	.302	.210	2.065	.043
Com	.474	.221	.186	2.147	.036
Comp	.712	.222	.248	3.201	.002

Dependent variable: nurse performance

Based on the regression results, a linear equation will be made between discipline, motivation, supervision, communication, and competence on nurse performance as follows:

$$Y = 0.101 + 0.706Dc + 0.442Mt + 0.623Sp + 0.474Com + 0.712Comp$$

Table 5.

Coefficient of determination findings

Model	R	R Square	Adjusted R Square	Std. The error in the Estimate
1	.940 ^a	.884	.874	3.512

c. Predictors: (Constant), Comp, Com, Mt, Sp, Dc

d. Dependent variable: nurse performance

The coefficient of determination can be seen in the adjusted R square of 0.874. These results can be interpreted that the variables of discipline, motivation, supervision, communication, and competence can explain the performance of nurses by 87.4% (0.874 x 100%). Meanwhile, 12.6% of nurses' performance is explained by variables other than discipline, motivation, supervision, communication, and competence.

The results of the F-test of 90.178 with a significance of 0.000 smaller than 0.05, indicate that discipline, motivation, supervision, communication, and competence simultaneously affect the performance of nurses so that the regression model used is fit. While the results of the t-test are as follows:

Table 6.

t-Test findings

Model	t	Sig.
(Constant)	.047	.963
Dc	2.089	.041
Mt	2.119	.038
Sp	2.065	.043
Com	2.147	.036
Comp	3.201	.002

e. a. Dependent variable: nurse performance

Based on the results of the study, it was shown that from the discipline indicators the nurses gave the highest assessment of being able to comply with all the regulations set by the hospital (\bar{x} of 3.49). This is because following the regulations means carrying out work by the authority in the hospital, namely carrying out care which includes assessment and determination of nursing diagnoses and being ready to carry out all orders from doctors so that they can show good performance as a nurse. The nurse gave a second assessment regarding compliance with the work standards set by the hospital (\bar{x} of 3.45). This is based on the fact that by working according to standards, nurses carry out tasks according to the quality and quantity of work specified, such as being able to complete nursing tasks to patients according to the number set by the company in one day and carry out appropriate treatment according to the doctor's request. Moreover, if this is fulfilled, the nurse will show good performance. The nurse gave a third assessment of having a high percentage of attendance (\bar{x} of 3.23). This is because a high percentage of attendance means that you will be present more often in carrying out tasks according to the specified working days and hours, so the results of the work shown will be higher so that you can show good performance. The nurse gave the smallest assessment of always being on time (\bar{x} of 3.20). This shows that nurses see the importance of arriving on time because they

can start working hours according to the specified time so that they can do work faster and complete work. However, the lowest rating indicates that there are still nurses who arrive late which can interfere with the health service process. This is something that still needs to be a concern, namely to improve discipline by being more assertive in enforcing sanctions so that nurses have more awareness to come on time. By arriving on time, they will carry out and complete tasks on time which has an impact on good performance. The findings of this study are the findings of Hidayati et al. (2019), Esthi and Savhira (2019), Tentama et al. (2020), Ingsih et al. (2021a), and Ingsih et al. (2021b), which states that the performance of nurses is influenced by work discipline. However, this finding is not the same as Kelibulin et al. (2020) which states otherwise.

The results of the study showed that from the motivation indicators the nurses gave the highest assessment of obtaining health benefits from the hospital (\bar{x} of 3.69). This is because health benefits are obtained by all nurses, including nurses and this shows that there is a guarantee of nurses' health protection at work. With protected health, nurses can focus more on work which has an impact on achieving good performance. The nurse gave a second assessment of being accepted by anyone in the work environment (\bar{x} of 3.48). This shows that the elements in the hospital can accept each other, that is, they can be familiar with each other in communication and need each other to cooperate in work so that this motivates nurses to be more enthusiastic and active in carrying out their duties so that they can produce a good performance. The nurse gave a third assessment of getting an award from the hospital related to achievement (\bar{x} of 3.28). This is because the award can be in the form of a reward or certificate, which means there is an acknowledgment of the work of nurses that motivates nurses to keep trying to achieve good performance so that they can always get awards from the hospital. The nurse gave a fourth assessment of obtaining recognition from co-workers (\bar{x} of 3.22). Recognition from co-workers is important because this means that the work of nurses is appreciated and used by the hospital and nurses feel they have an important role in helping hospitals in providing health services to patients. This factor makes nurses motivated to give their best in their work so that they can produce a good performance. The nurse gave the smallest assessment of getting a sufficient salary (\bar{x} of 3.15). This shows that according to the nurses the salary received is still considered insufficient so this still needs to be further

improved, such as the addition of incentives or bonuses so that an increased salary will further increase motivation in work so that it has an impact on achieving better performance. This is to the study results of Pranita et al. (2017), Efendi et al. (2020), and Ingsih et al. (2021c), which state that the performance of nurses is influenced by work motivation. But the findings of Shahzadi et al. (2014) stated otherwise.

Based on the results of the study, it was shown that from the supervision indicators the nurses gave the highest assessment of the hospital carrying out overall supervision (\bar{x} of 3.58). This is based on the fact that the hospital carries out thorough supervision of every condition that exists in the hospital, such as the leaders will supervise each subordinate to ensure that they are working according to regulations such as being in the workspace and not leaving the workplace without permission. This supervision is carried out to ensure nurses carry out their duties properly so that they can produce a good performance. The nurse gave a second assessment of the hospital conducting surveillance objectively (\bar{x} of 3.46). Supervision that is carried out objectively is important to give a sense of justice to subordinates because it is seen as equal in enforcing regulations, namely that all can get sanctions if they violate the rules regardless of position or proximity to the leadership. This will also more objectively assess the work of nurses, namely nurses who work well will be judged as good and those who are considered less or low will be rated low so that they are objective in assessing performance. The nurse gave a third assessment of the hospital implementing timely supervision (\bar{x} of 3.38). Timely supervision will be more precise in assessing the nurses from start to finish, such as starting from the arrival of nurses at work until coming home from work so that the work process of the nurses will always be monitored as well as the performance shown in carrying out their duties every day. The nurse gave the smallest assessment of the hospital applying work supervision accurately (\bar{x} of 3.32). This shows that according to the nurses, the supervision carried out is still less accurate because sometimes it is not by the actual conditions so this is not satisfactory for the nurses. The hospital needs to re-check each nurse's data report to ensure that all data is correct so that no one is harmed. This is very important to conduct coaching that is more targeted, namely the nurses who will be evaluated or who need to improve their work abilities, indeed, nurses who are still lacking in showing performance such as still often arriving late and not completing assignments

on time. This is to the results of the study by Saani (2013) which states that the performance of nurses is influenced by supervision. On the other hand, Lutfi et al. (2022) provide different study findings.

The results of the study showed that from the communication indicators the nurses gave the highest assessment of this hospital, there were no obstacles in communication between subordinates and leaders (\bar{x} of 3.51). This shows that good communication can be seen from the smooth communication between leaders and subordinates because they often communicate either directly or using communication tools so that every command from the leader can be directly communicated and carried out directly by subordinates so that the work process runs smoothly and supports the nurses. achievement of good performance. The nurse gave a second assessment of the leader conveying orders clearly (\bar{x} of 3.48). Giving clear orders such as being done directly by being given work examples and allowing subordinates to ask questions, will make the nurse understand the tasks given so that they can carry out their duties correctly according to orders. The nurse gave the third assessment in this hospital, and communication between subordinates went well (\bar{x} of 3.31). This shows that communication between nurses is going quite well because they often meet so they can communicate with each other and discuss and also use communication equipment if they cannot meet in person. With good communication, they can help each other in carrying out their duties and create an understanding in working so that they can produce a good performance. The nurse gave a fourth assessment of the leadership being the ability to coordinate with subordinates (\bar{x} of 3.17). This is based on the fact that to carry out their duties, leaders and subordinates will meet each other to share tasks and the leaders will provide direction on the implementation of the tasks to be carried out and the results to be achieved. With good coordination, it will create a well-planned and systematic way of working so that it can produce good health service performance for patients. The nurse gave the smallest assessment of the leader's willingness to listen to input from subordinates (\bar{x} of 3.15). This shows that according to leaders, they tend to make decisions from their thoughts without often involving their subordinates so that this can make nurses feel less given a role by the leadership which can have an impact on poor relations between leaders and nurses and can affect the collaboration in carrying out their duties. This shows that leaders should listen more to

input from subordinates in decision-making, namely by asking for ideas or suggestions before deciding because it shows that leaders value the role of subordinates in implementing the policy tasks that will be made. This can further strengthen the good relationship between nurses and leaders as well as in establishing cooperation in work so that it can have an impact on achieving better performance. This is to the results of the study by Neves and Eisenberger (2012), Kalogiannidis (2020), and Lutfi et al. (2022) which states that the performance of nurses is influenced by communication. But this is different from Maria (2019) who gives a different statement.

Based on the study results obtained, it shows that from the competency indicators the nurses give the highest assessment regarding having expertise in certain fields such as health counseling and counseling (\bar{x} of 3.58). This is based on the ability to provide health counseling and counseling is one of the competencies that must be possessed by nurses, namely not only doing medical care but also providing education or guidance for patients and the community to be more aware of maintaining a healthy lifestyle. If this is shown well by nurses and the community can follow the healthy lifestyle conveyed by the nurses then this shows the good performance of the nurses in carrying out their duties in the field of health services. The nurse gave a second assessment of having a fair amount of knowledge in my field (\bar{x} of 3.52). This shows that the competence of nurses is also supported by adequate knowledge as in addition to knowledge about nursing that is obtained during formal education in higher education, it is also obtained from various pieces of training for nurses. With a lot of knowledge, nurses can handle various health problems faced by patients so that they show good performance in carrying out their duties. The nurse gave a third assessment of being able to adapt to all work environments (\bar{x} of 3.51). This shows that nurses can quickly adapt when job rotation is done from one poly to another or other installations so that by adapting quickly, nurses do not have many obstacles in carrying out their duties and can show better work results in every field of work undertaken. . The nurse gave the smallest assessment of having adequate skills to support smooth work (\bar{x} of 3.29). This is based on the fact that even though nurses have the skills obtained from nurse education, with the increasing complexity of public health problems and the development of knowledge for medical service tasks, the skills of nurses must be further improved following these developments. In this case, it is necessary to

provide regular job training, especially whenever there are new developments in nursing. This will support the better performance of nurses in serving the patients of the Islamic hospital Muhammadiyah Kendal who are increasingly experiencing various disease conditions. The results of the study are by Esthi and Savhira (2019) and Ingsih et al. (2021d) which state that the performance of nurses is influenced by competence.

CONCLUSION

This study concludes that work discipline, motivation, supervision, communication, and competence have a positive and significant effect on performance. The implication of this study is the importance of work discipline, motivation, supervision, communication, and competence in performance. The limitation of this study is the narrow sample, so this study cannot be generalized to other hospital nurses. Suggestions for further study are to use different objects so that the results are more varied and can be generalized. In addition to using variations of other study models, utilizing moderating or mediating variables so that the results are better.

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The moderating role of stock price to enhance firm value in healthcare companies

Ana KADARNINGSIH¹, Dian PRAWITASARI² & Atika Farhana HERDAJANTI³

Abstract

This study aims to analyze the effect of Earning Per Share (EPS), Debt To Equity Ratio (DER), and Return On Assets (ROA) on firm value with stock price as a moderating variable in Healthcare companies listed on the Indonesia Stock Exchange from 2016 to 2020. The data used are secondary data for the period of 2016-2020. This study used 20 companies using the purposive sampling method. This research's technique used descriptive statistical tests, classical assumption tests, multiple linear regression analysis, and moderated regression analysis (MRA). The results of this study indicate that Earning Per Share (EPS) has a negative and significant effect on firm value. Debt To Equity Ratio (DER) has a positive and not significant effect on firm value. Return On Assets (ROA) has a positive and significant effect on firm value. Stock Price has a positive and significant effect on firm value. The stock price can't moderate the effect of Earning Per Share (EPS) on firm value. The stock price can't moderate the effect of Debt To Equity Ratio (DER) on firm value. The stock price can't moderate the effect of Return On Assets (ROA) on firm value.

Keywords: Earning per share (EPS), Debt to equity ratio (DER), Return on assets (ROA), Stock price, Firm value specific.

INTRODUCTION

All companies have the goal of maximizing profit or profit. Maximum profit will create high company value. The high value of the company can attract investors to inject funds into the company so that there is additional capital to achieve maximum profit. The value of the company reflects the growth of the company's performance (Nafisah et.al, 2018). The value of the company can affect the perception of investors or potential investors because a high company value will increase the welfare of investors. (Lusiana & Agustina, 2018).

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The Covid 19 pandemic that is currently sweeping the world has an impact on the economy in all sectors. Likewise with the capital market investment sector. However, in any bad situation, there is still an opportunity. Several sectors during the pandemic recorded negative performance, but there were still sectors that recorded a positive performance, such as the Healthcare sector or the health sector. The value of the Healthcare sector company from 2016 to 2020 tends to fluctuate. The following is an illustration of the value of healthcare sector companies in Figure 1:

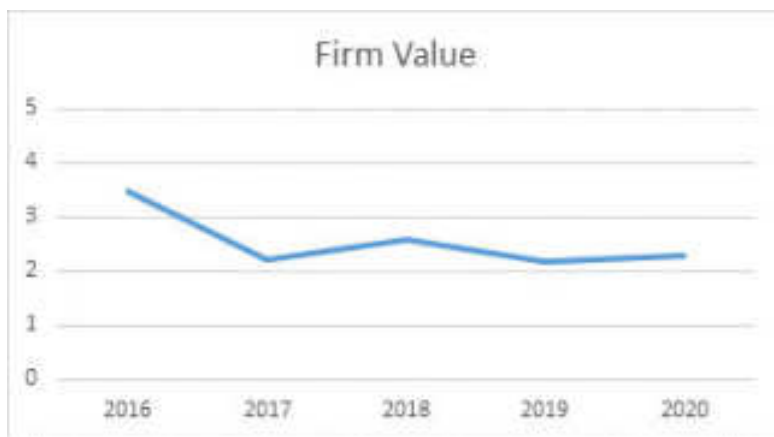


Figure 1. Healthcare Sector Firm Value 2016-2020

The rise and fall of company value are influenced by several factors, one of which is the stock price which is defined as the price determined by investors based on the supply and demand of shares (Alipudin & Oktaviani, 2016). The stock price is an indicator for investors because it can reflect the value of the company and will have an impact on investors' decisions in making decisions to buy or sell their shares. Various stock prices occur due to differences in the number of requests and offers for the shares of a company (Alipudin & Oktaviani, 2016). Of course, several factors influence stock prices. Earning Per Share (EPS), Leverage (DER), and Profitability (ROA) are several factors that have an impact on the rise and fall of stock prices. EPS is a ratio that gives an opinion regarding the amount of rupiah that investors will get for each share they own. DER is a ratio to assess debt to equity. While ROA is a ratio that measures the company's ability to generate net profits based on certain asset levels.

The results of previous studies show varying or inconsistent results between the factors that affect firm value and stock prices. Many previous research results show that earnings

per share have a positive and significant effect on firm value and stock prices (Hartadi, 2016; Sari et. al, 2020). But many studies show that earnings per share do not affect company value or stock prices (Satria & Putri, 2021; Sriwahyuni & Saputra, 2017; Wahyu & Mahfud, 2018). Other results also find that leverage and profitability have a significant effect on firm value and stock prices (Hartadi, 2016; Nafisah et.al, 2018). On the other hand, several studies have shown that leverage and profitability do not affect the firm value or stock prices (Firda et.al, 2021; Oktrima, 2017; Sriwahyuni & Saputra, 2017; Satria & Putri, 2021). While the results of the study of stock prices on firm value illustrate two different results, namely a significant effect (Mulyati et.al, 2021) and an insignificant effect (Hamidah & Umdiana, 2017).

This study has two objectives, namely to determine the effect of Earning per Share (EPS), Leverage (DER), Profitability (ROA), and stock price on firm value. Furthermore, the second objective is to find out to what extent stock prices can moderate the relationship between EPS, DER, and ROA with the value of companies in the healthcare sector.

LITERATURE REVIEW AND HYPOTHESES

Signaling Theory

Signaling theory is the development of a model in which the use of debt is used as a signal that managers give to the market. If the manager believes that the company's prospects are good and wants its share price to rise, then the manager needs to communicate it to investors. However, managers want to convey this by using more debt to serve as a more credible signal. Companies that dare to increase their debt can be recognized as companies that believe in their company's prospects. Managers hope that investors can catch signals that indicate the company has good prospects, so that debt becomes a positive signal (Hanafi, 2016).

Trade Off Theory

Some things cause the company to not be able to use debt as much as possible. The most important thing is that the higher the debt, the higher the possibility of the company going bankrupt. Where the high debt will have an impact on the higher interest that must be paid so that the possibility of not paying the interest is also greater. In the trade-off theory,

the value of companies with debt will be higher by increasing debt. However, the value starts to fall at a certain point, or in other words, the company will be in debt to a certain point of debt, at that point the debt is at an optimal level (Hanafi, 2016).

Firm Value

Company value is considered good if the company's performance is maximized. The value of the company is seen in the value of the company's shares, where the high value of the company shows the better the company because the company's own goal is to increase company value by increasing the welfare of shareholders or company owners. The value of the company is measured by the value of Tobin's Q which has been listed in the financial statements of companies in the healthcare sector (Nafisah et.al, 2018).

Earnings Per Share (EPS)

EPS can be defined as a ratio that provides a view regarding the amount of rupiah that investors will get for each of their shares, obtained from the results of dividing the company's net profit by the number of outstanding shares (Syamsuddin, 2011). Earnings Per Share is an indicator that shows the ability of a company to earn profits and distribute to investors. Earnings Per Share is a comparison between net income and the number of shares outstanding. High EPS value can increase firm value (Pioh et.al, 2018). EPS can be an indicator of measuring the company's success in obtaining profits for investors so an increase in EPS can increase stock prices and firm value (Alipudin & Oktaviani, 2016).

Leverage (DER)

DER is defined as a ratio to value debt to equity. The way to calculate DER is to compare all debt with all equity. DER can see the number of funds provided by creditors (borrowers) and company owners, meaning that DER can see each rupiah of its capital used as a loan (Kasmir, 2014). Leverage describes the ability of a company to fulfill all its activities with loan funds provided by shareholders. Leverage is measured by the Debt-to-Equity Ratio (DER), which is the ratio between total debt and total equity (Pioh et.al, 2018). Companies whose funding sources use debt have good prospects in the future until finally they can increase the firm value (Wahyu & Mahfud, 2018). The ability of a company to obtain capital will increase if the company has a good reputation which is

reflected in the company's financial statements. If a company has a good reputation. If the company has a good reputation, it will increase the share price and firm value. (Firda et.al, 2021).

Profitability (ROA)

Profitability can be defined as a ratio as a measure of a company's ability to achieve net profit based on a certain level of assets. The high ratio shows the more efficient and effective management of a company's assets (Hanafi, 2016). Profitability is measured by Return on Assets (ROA) as an indicator of how the management of a company utilizes its assets to gain profits. Return On Assets is the ratio between net and total assets. The higher the ROA, the higher the firm value (Brigham & Houston, 2018).

Stock Price

Stock prices can have an impact on the company's financial performance. The high stock price indicates the company can run the company optimally so that it can increase company profits. The high profit of the company can attract investors to invest their funds in the company (Tobing, 2017). The stock price is defined as the price determined by investors based on the supply and demand for shares. If the company's stock price is high, the company's value is also high. (Tobing, 2017). The stock price is measured by the Natural Logarithm (Ln) of the closing stock price. The closing price is the market price at the end of the relevant year that occurs in the Indonesia Stock Exchange.

Conceptual Framework

Based on the literature described above, the conceptual framework of this research can be seen in Figure 2 below:

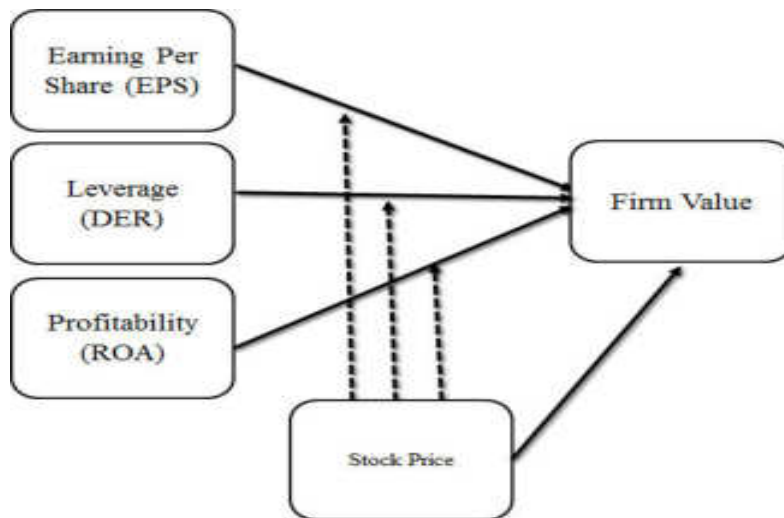


Figure 2. *Conceptual Framework*

Based on the conceptual framework, there are seven hypotheses in this study, including

H1. Earnings Per Share (EPS) has a positive and significant effect on firm value

H2. Leverage (DER) has a positive and significant effect on firm value

H3. Profitability (ROA) has a positive and significant effect on firm value

H4. Stock Price has a positive and significant effect on firm value

H5. Stock Price can moderate the effect of EPS on firm value

H6. Stock Price can moderate the effect of DER on firm value

H7. Stock Price can moderate the effect of ROA on firm value

METHOD

The population of this study is 20 Healthcare companies that have been listed on the IDX for the 2016-2020 period. With the purposive sampling method, a sample of 16 companies in the healthcare sector was obtained that had complete financial reports for five years from 2016-2020. The study uses secondary data, namely the financial statements of companies in the Healthcare sector that have been registered on the IDX for the 2016-2020 period which were obtained from the IDX official website.

Data collection using the documentation method, namely through the collection, recording, and review of the company's financial statements in the Healthcare sector

which have been published by the official website of IDX. The research uses analytical methods, namely Multiple Regression Analysis and Moderated Regression Analysis using the SPSS program for data processing. First, perform a descriptive statistical test, then test the classical assumption to find out whether there are problems with multicollinearity, autocorrelation, heteroscedasticity, and normality in the model. Then test the model and hypothesis using the determination test (R²), F test, and T-test. The analytical tool used in this study is SPSS version 23.

The dependent variable of this study is firm value, with three independent variables and one moderating variable. The moderating variable of this study is the stock price, while the independent variables of this study are Earning per share (EPS), Leverage, (DER), and Profitability (ROA).

FINDINGS

Table 1

Descriptive statistics test

	Firm Value	EPS	DER	ROA	Ln Stock Price
Mean	2.1512	87.0443	56.7709	6.8499	7.2461
Maximum	8.42	323.00	181.86	24.26	9.30
Minimum	0.50	-208.38	4.71	-5.12	5.21
Std. Dev.	1.63398	81.34713	46.26642	6.31409	1.06983
Observations	80	80	80	80	

Based on table 1, it can be seen that there is no data deviation because the mean value of EPS, DER, ROA, stock price, and firm value is greater than the standard deviation.

Table 2*Data normality test results***One-Sample Kolmogorov-Smirnov Test**

		Unstandardized Residual
N		80
Normal Parameters ^{a,b}	Mean	.0000000
	Std. Deviation	1.01767278
Most Extreme Differences	Absolute	.103
	Positive	.103
	Negative	-.096
Test Statistic		.103
Asymp. Sig. (2-tailed)		.066 ^c

a. Test distribution is Normal

b. Calculated from data

c. Lilliefors Significance Correction

Based on table 2, it is found that the Asymp Sig (2-tailed) value is $0.066 > 0.05$. In conclusion, the data is normally distributed.

Table 3*Multiple linear regression test results*

Variable	Coefficient	Std. Error	t-Statistic	Sig.
C	-1.692	.945	-1.791	.078
EPS	-.012	.002	-6.347	.000
DER	.000	.003	-.107	.915
ROA	.208	.025	8.312	.000
Ln_Stock Price	.455	.135	3.377	.001

a. Dependent Variable: Firm Value

From the results of the Multiple Linear Regression test in table 3, it can be seen that EPS has a negative and significant effect on firm value because the significance value is below

0.05, which is 0.000. ROA and stock prices have a positive and significant effect on firm value with a significance value below 0.05, namely 0.000 and 0.001. Meanwhile, DER does not affect firm value because its significance value is above 0.05, so H2 is rejected. The results of the regression test also show that EPS, ROA and Stock Price have a significant effect on firm value with a significance value below 0.05. H1, H3, and H4 are accepted.

Table 4

Moderation1 test results

Variable	Coefficient	Std. Error	t-Statistic	Sig.
C	-.944	1.397	-.676	.502
EPS	-.049	.026	-1.899	.062
Ln_Stock Price	.497	.199	2.492	.015
MODERATION1	.005	.003	1.704	.093

a. Dependent Variable: Firm Value

From table 4, it can be seen that the first moderating significance value is above 0.05, which is 0.093, so the stock price cannot moderate the relationship between EPS and firm value. So H5 is rejected.

Table 5

Moderation2 test results

Variable	Coefficient	Std. Error	t-Statistic	Sig.
C	-.144	2.177	-.066	.948
DER	-.005	.033	-.146	.884
Ln_Stock Price	.392	.299	1.313	.194
MODERATION2	-.001	.004	-.149	.882

a. Dependent Variable: Firm Value

Table 5 shows that the second moderation significance value is above 0.05, which is 0.882, so the stock price cannot moderate the relationship between DER (Leverage) and firm value. It means that H6 is not acceptable.

Table 6*Moderation3 test results*

Variable	Coefficient	Std. Error	t-Statistic	Sig.
C	1.174	1.229	.956	.343
ROA	-.156	.195	-.800	.427
Ln_Stock Price	-.023	.177	-.129	.898
MODERATION3	.043	.027	1.583	.118

a. Dependent Variable: Firm Value

From table 6, it can be seen that the third moderation significance value is above 0.05, which is 0.118, so the stock price cannot moderate the ROA (profitability) relationship with firm value. It can be reflected that H7 is not accepted.

Table 7*Determination test results*

R	.782 ^a
R Square	.612
Adjusted R Square	.588
Std. Error of Estimate	1.0489

The determination shown in Adjusted R Square is 0.588. So, it can be interpreted that EPS, DER, ROA, and Share Price can explain the firm value of 58.8%.

CONCLUSION

The results of the study prove that ROA and stock prices have a significant positive impact on firm value. Share Price cannot moderate EPS to Company Value. Share Price cannot moderate ROA to Company Value. The DER variable has a positive and insignificant impact on firm value. Share Price cannot moderate DER to Company Value. Meanwhile, EPS has a significant negative impact on Firm Value. Companies should pay more attention to EPS, profitability, and stock prices, because the higher the EPS, Profitability, and stock prices, the firm value also increases. The high value of the company will indicate the high level of investor welfare so that many investors will be interested in investing.

Based on the results of the study, the researcher provides suggestions for companies and investors to pay more attention to the value of ROA and stock prices, because the higher the ROA and the stock price, the higher the firm value. Meanwhile, future researchers should use other variables as moderating variables in moderating EPS, DER, and ROA on firm value. In addition, researchers who are interested in taking similar themes should increase the number of samples, extend the observation period, add other independent variables such as ROE, TATO, and PER and examine other research objects such as the Manufacturing sector, Food, and Beverages, and others. Future research can use other independent variables such as liquidity, activity ratio, total sales, and firm size to influence firm value with stock price as moderating.

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An exploration of history's rhizomatic maze in Jeanette Winterson's *Oranges Are Not the Only Fruit*

Arzu Büşra KUMBAROĞLU¹

Abstract

This study explores Jeanette Winterson's *Oranges Are Not the Only Fruit* as a postmodern novel that invites its reader to a paranoid reading. The novel primarily concerns the autodiegetic narrator Jeanette telling of her history. As her narrative expands, it offers a rhizomatic maze with the narrator's complex narrative structure and engagement with varying views on the fruit of the orange. The paper analyzes the novel's narrative in line with the French philosophers Gilles Deleuze's and Pierre-Félix Guattari's ideas on the notion of rhizome in *A Thousand Plateaus: Capitalism and Schizophrenia*. Deleuze and Guattari's book expands upon the notion of rhizome with particular principles which gain their inspiration from the dispersed outlook of a rhizome plant, particularly concerning the fact that this plant begins its convoluted movements in the middle with no certain direction towards any particular ending. Within the framework of the mentioned principles, this paper advertently reads the work in a paranoid manner by designating the changing ideas on the fruit of orange as its narrative milestones. This way, it construes how Winterson's postmodern novel inquires about the notion of history. Ultimately, the study demonstrates that the rhizomatic maze of Jeanette's narrative challenges the possibility of a single meaning of history by subverting the possibility of univocity and irrevocability in its nature.

Keywords: Postmodern, Narrative structure, History, Rhizome, Gilles Deleuze, Pierre-Félix Guattari, Jeanette Winterson.

INTRODUCTION

Some postmodern novels offer a "rhizomatic maze" to their reader to show the unlikelihood of an ultimate interpretation (Nicol, 2009, 47). Jeanette Winterson's *Oranges Are Not the Only Fruit* seems to fall in line with this intention. The novel fundamentally features the autodiegetic narrator Jeanette's telling of her history, in which she gives accounts of her former life with her family introducing certain people and memories to the reader in a rather convoluted narrative structure. This structure embodies an opposition to "paranoid reading" which entails that the text must have a certain meaning or a definite interpretation (Nicol, 2009, 47). Accordingly, the novel's

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skepticism against the univocity and irrevocability of history invites its reader to a type of reading that adopts a rhizomatic manner.

Before analyzing the narrative, it is essential to discuss the dynamics of paranoid reading that engages with the notion of rhizome and rhizomatic maze. The idea of a maze can be traced back to Umberto Eco's three types of labyrinths in his novel *The Name of the Rose*. As Eco argues, the first maze is a classical "straightforward" labyrinth whereas the second "mannerist" type resembles the roots of a tree with many dead ends (Nicol, 2009, 47). While both these labyrinths display the possibility of a certain interpretation, his third type, the "'rhizomatic' maze" subverts the expectation for a single meaning (Nicol, 2009, 47). The structure of this maze derives from the concept of rhizome by Gilles Deleuze and Pierre-Félix Guattari. In the post-scripts of *The Name of the Rose*, Eco explains the infinite structure of a rhizomatic maze as follows:

And finally, there is the net, or, rather, what Deleuze and Guattari call 'rhizome.' The rhizome is so constructed that every path can be connected with every other one. It has no center, no periphery, and no exit because it is potentially infinite. The space of conjecture is a rhizome space... it can be structured but is never structured definitively (Eco, 2014, 491).

This third labyrinth presents the reader with endless interpretations since "it has no center, no periphery, [and] no exit" (Eco, 2014, 491). Such elimination of a finite meaning can be also found in *Oranges Are Not the Only Fruit* for it not only employs a convoluted narrative structure but also presents variable views on the fruit of orange. Through her narrative, the auto-diegetic narrator Jeanette shares some portion of her life where she explains to be brought up by a strict mother in an Evangelistic neighborhood where patriarchal gender politics govern the societal conventions and norms. Jeanette is raised to become a missionary who would devote herself to God's rules. Yet, her inclinations and orientations in life contradict her mother's and the community's expectations. Following her affairs, she is forced to leave home. In time, leaving her home becomes a passion to completely escape from her life and past. Nevertheless, the narrator finds herself in a spiral-like dilemma of emotions, memories, and desires, which drags the narrative's ending into ambiguity. Throughout the novel, the fruit of

orange indicates the time's transforming power; yet, neither Jeanette's nor the fruit's transformations exhibit linearity or "single-mindedness" (Winterson, 1985, 63). Rather, the narrator questions the irrevocability and univocity of her history through a rhizomatic maze, which "is anti-hierarchical and a-centered [and] no single organizing principle predetermines the consistencies and compatibilities between the network of its elements" (O'Sullivan, 2002, 84). This rhizomatic structure reminds the novel's introduction, in which Jeanette Winterson suggests not to read her novels "in straight lines" but to observe the possibility of variable interpretation (Winterson, 1985, 12):

Our mental processes are closer to a maze than a motorway, every turning yields another turning, not symmetrical, not obvious. Not chaos either. A sophisticated mathematical equation is made harder to unravel because X and Y have different values on different days (Winterson, 1985, 12).

Similarly, the narrator Jeanette's narrative can be construed as a counter-normative rhizomatic maze as it challenges the reader's expectation for a well-constructed and uninterrupted personal history. In this paper, the novel's rhizomatic maze is analyzed in the light of Deleuze and Guattari's concept of rhizome and its principles which will help to exhibit the novel's attempt to subvert the expectation for a single meaning of itself. When analyzed with this concept, the novel as a postmodern work challenges the univocity and irrevocability of history. In other words, the narrator Jeanette's microcosmic subversion of her personal history grows into the postmodern fiction's macrocosmic subversion of the concept of history.

In *A Poetics of Postmodernism*, Canadian academic Linda Hutcheon argues that before Leopold von Ranke's scientific understanding of history, which observed history as an endeavor for recording observable and objective facts, "literature and history were considered branches of the same tree of learning" (Hutcheon, 2003, 105). American historian Hayden White further supports the inseparability of fiction and history as follows:

What should interest us in the discussion of "the literature of fact" or, as I have chosen to call it, "the fictions of factual representation" is the extent to which the discourse of the historian and that of the imaginative writer overlap, resemble, or correspond with each other, Although historians and writers of fiction may be interested in different kinds of events, both the forms of their respective discourses

and their aims in writing are often the same. In addition, in my view, the techniques or strategies that they use in the composition of their discourses can be shown to be substantially the same, however different they may appear on a purely surface, or dictional, level of their texts. (White, 2019, 121)

Postmodern theory, in a similar vein, objects to the separation between history and literature by pointing out “what the two modes of writing share” (Hutcheon, 2003: 105). For postmodern thought, history and fiction are both linguistic and intertextual constructs that “derive their force more from verisimilitude than from any objective truth” (Hutcheon, 2003, 105). Besides, they highly interact with and influence each other (Hutcheon, 2003, 105). Particularly, postmodern literature “uses and abuses” history to question history’s univocity and irrevocability (Hutcheon, 2003, 106). Jeanette Winterson, similarly, “denies the objective existence of history, [and] she blurs the boundaries between fact and fiction” (Usman, 2011, 1). In other words, Winterson’s “novels problematize the validity of history, as well as the validity of the traditional view that the historical and fictional are separate” (Özyurt Kılıç, 2005, 127). This inseparability challenges the univocity and irrevocability of history. Accordingly, *Oranges Are Not the Only Fruit* (1985) presents the narrator’s history to create the illusion of a single meaning while constantly undermining its finality by offering varying interpretations.

This study makes use of the concept of rhizome by Deleuze and Guattari to analyze the novel’s subversion of the concept of history. Deleuze and Guattari distinguish a rhizome from a tree or its roots since it is

a [different] kind of a plant that pops out of the ground on an expanding area, giving the impression that many separate plants are emerging. These individual plants are parts of one big plant and they are interconnected under the ground. (Yeşilçavdar, 2018, 36)

Deleuze and Guattari adapt this botanical structure into a literary term “that provides an alternative to a straightforward linear ‘surface–depth’ model of interpretation which is central to paranoid reading” (Nicol, 2009, 47). Deleuze and Guattari’s rhizome “is set against the continental philosophy which is resembled arborescent tree model,” consisting of six principles, which are connection, heterogeneity, multiplicity, a-signifying rupture, cartography, and decalomania that will help define the novel’s

rhizomatic maze (Doğan, 2018, 23). In *A Thousand Plateaus: Capitalism and Schizophrenia*, connection and heterogeneity are explained as “any point of a rhizome can be connected to anything other, and must be” (Deleuze and Guattari, 1987, 7). So, to speak, “the rhizome connects any point to any other point, and its traits are not necessarily linked to traits of the same nature” (Deleuze and Guattari, 1987, 21). The third principle, multiplicity, opposes history univocally as “there are no pre-determined positions or points within a rhizomatic multiplicity, only lines along with random nodes arising at the haphazard intersections of them” (Holland, 2013: 39). The fourth principle a-signifying rupture is according to Deleuze and Guattari “against the over-signifying breaks separating structures or cutting across a single structure. A rhizome may be broken, shattered at a given spot, but it will start up again on one of its old lines, or on new lines” (9). As complementary to the rhizome’s anti-linear structure, the principle of cartography overrules the principle of decalomania since a rhizome is a “map and not a tracing” (Deleuze and Guattari, 1987: 12). The rhizome presents a map with no origin; it begins in the middle and ends in nowhere. Therefore, “tracing the rhizome assumes it static and fails to take account of the constantly changing nature of the structure” (as in Harris, n.d.). This paper likens the narrator Jeanette’s narrative to a rhizome’s map, which, unlike a decalomania, does not possess any specific origin. Furthermore, the concept allows demonstrating how the narrative plays with the notion of genesis and an ending while presenting a convoluted and fragmented structure to its reader.

To read Winterson’s novel in a rhizomatic manner, the paper sections the novel by the changing views on the fruit of the orange. It can be suggested that Winterson’s novel offers four categorizations *oranges are the only fruit; what about grapes or bananas; Spanish Navels, Juicy Jaffas, Ripe Sevilles, and oranges are not the only fruit*. Nevertheless, each general idea is divided in itself into multifaceted segments of notions. Accordingly, the categorization of the changing views will enable this paper to demonstrate how the rhizomatic structure of Jeanette’s narrative generates a never-ending spread that prevents the reader from reaching a single interpretation.

The first section *oranges are the only fruit* begins with the narrator Jeanette’s immediate mention of her past life with her family, as she says, “Like most people I lived for a

long time with my mother and father” (Winterson, 1985: 15). This opening contrasts with the chapter’s title “Genesis”, as, in the Bible, Genesis is stated, to begin with, God’s creation of everything. However, the rhizome “has no such center, but exists as a network that produces its own space. It may well have points or nodes in the system, but these are simply stopping-off points rather than a set of points that can provide coordinates” (Davidson, 2007, 40). Therefore, the narrator does not immediately begin by illustrating how she came to the world; thus, undermines the possibility of a decalcomania as she initiates her history from the middle as a map. Beginning in the middle, cartography undermines not only the existence of genesis but also an expected ending.

In the chapter “Genesis”, Jeanette seems to identify her history with her mother’s story. Her mother is illustrated to have a binarism mode of thinking by simply distinguishing between her “enemies” and her “friends” (Winterson, 1985, 15). Deleuze and Guattari call this binarist thinking “the root book” that is related to the structure of a tree that constantly doubles itself but can never reach “an understanding of multiplicity” (1987: 5). On the other hand, the rhizome is “mobile, deterritorialized, and undermines the logic of binaries” (Kennedy-Andrews, 2014, 14). The novel’s transition from the idea that *oranges are the only fruit* to the idea that *oranges are not the only fruit* is foreshadowed by the narrator’s introduction of her mother’s binarist thinking at the departure of her rhizomatic maze. As the narrator associates her history with the mother, her perception of events displays a binarism nature until Jeanette realizes that the history that she knows of herself is her mother’s construction. As an example of rhizomatic connection, the narrator conveys two discoveries related to her realization of the constructed-ness of her history: Firstly, her mother’s modification to the ending of *Jane Eyre* and secondly, finding her adoption papers while playing with cards. A critic speculates the impact of these findings on Jeanette’s further questioning of the history’s veracity as in the following:

On discovering her mother’s insincerity regarding readings of ... *Jane Eyre* and, as it turns out, her adoption, Jeanette starts questioning her own life and identity, and she comes to realize that she has been living in a world that is founded on lies and delusions, all handed to her through storytelling... Thus, rather than resorting to living after her mother’s ideological perspective of the world ... Jeanette must now

learn to challenge herself to explore areas of ambiguity and contradiction that do not always conform with the notions of right or wrong. (Mattsson, 2017, 16)

In a way, the rhizomatic maze of Jeanette's text can be interpreted as her step to "explore areas of ambiguity and contradiction" (16). The narrator creates a cartographic narrative for her personal history to question the constructed-ness of history-telling. Upon the realization that her past and even her birth have been a construct of her mother, she seems to inquire about any decalcomania so much so that she reveals, "I have never since played cards, and I have never since read *Jane Eyre*" (Winterson, 1985, 73). The novel *Jane Eyre* can be also associated with the 19th-century realist literature's claim for life-likeness in its history-telling as explained by Linda Hutcheon that "they [19th-century literature and history] have both been seen to derive their force more from verisimilitude than from any objective truth" (2003, 109). Nevertheless, the realist novel's assumed veracity is shattered by the mother's intervention in the plot. In this regard, *Jane Eyre* reflects not only the narrator's acknowledgment of the constructed-ness of her history but also the postmodern literature's skepticism against the veracity and irrevocability of history.

The narrator's questioning of the irrevocability of history is further accentuated in the chapter "Deuteronomy", by which the narrator Jeanette subverts the biblical meaning of *Deuteronomy* as it refers to the prophet Moses' reminding Israelites of God's laws. This "second law" necessitates full obedience to God's law and mercifulness (Smith, n.d.). However, the chapter defined as "the last book of the law" (Winterson, 1985, 87) illustrates how the narrator "discovers her hidden self which begins to see the world and people in a different way" (Çeker, 2016, 57) which paves the way to her obvious investigation of the nature of history and story-telling. Firstly, it flashbacks to the chapter "Genesis", where the narrator mentions her mother's construction of a future for Jeanette as a missionary. The mother imagines "get a child, train it, build it, dedicate it to the Lord: a missionary child, a servant of God, a blessing" (Winterson, 1985: 21). This flashback exemplifies the rhizomatic connection as it creates anachronic ties that would subvert the "straightforward linear" mode of paranoid reading (Nicol, 2009: 47). Besides, the chapter enables the narrator to question the univocity and irrevocability of history now that she acknowledges the existence of multiplicity which "undergoes

metamorphosis, changes in nature” and produces multiple perspectives (Deleuze and Guattari, 1987, 21):

Time is a great deadener. People forget, get bored, grow old, go away... Of course, that is not the whole story, but that is the way with stories; we make them what we will. It's a way of explaining the universe while leaving the universe unexplained... Everyone who tells a story tells it differently, just to remind us that everybody sees it differently. Some people say there are true things to be found, some people say all kinds of things can be proven. I don't believe them. The only thing for certain is how complicated it all is, like a string full of knots. It's all there but hard to find the beginning and impossible to fathom the end... It's an all-purpose rainy day pursuit, this reducing of stories called history. (Winterson, 1985, 88)

The novel emphasizes the difference between story and history in that it defines history as a process of “reducing stories” (88). History, a constructed phenomenon, attempts to create univocally by designating a genesis and an ending to the narrative. On the other hand, stories bring along different perspectives since “everybody sees it [a story] differently” (Winterson, 1985, 88). The novel's rhizomatic maze signifies the “complicated” nature of history and how it is “hard to find the beginning and impossible to fathom the end” (Winterson, 1985, 88). On the other hand, history allows us to reject the past's “integrity” by obliging “to fit it, force it, to suck out the spirit until it looks the way you think it should” (Winterson, 1985, 88). The narrator's idea of changing the past and building new histories reinforces postmodern literature's rejection of the separation between history and literature for both are linguistic constructs that derive from the constructor's perception of life-likeness, rather than objective truth. In other words, “history is not linear and certain, but a mess of people's independent perceptions and truths. On some level, all people rewrite history to establish and justify their sense of identity” (Allan, 2004, 25). Accordingly, the narrator's irony on the objectivity and irrevocability of history appears in a flash-forward as she remarks,

We are all historians in our small way. And in some ghastly way, Pol Pot was more honest than the rest of us have been. Pol Pot decided to dispense with the past altogether. To dispense with the sham of treating the past with objective respect. (Winterson, 1985, 88-89)

Reference to Pol Pot, a Cambodian leader who” started a new order in Cambodia and hence all the old documents lost their validity,” undermines the Rankean historicism,

which attributes a scientific and objective nature to history as “all that had been accepted as true and valid lost their fixed status” (Önal, 2007, 34). The scientific quality of history is further argued by the narrator when she states “it is necessary to distinguish physics from metaphysics. Yet many of the principles are the same” (Winterson, 1985, 104). As an example of rhizomatic connection, this later argument can be associated with the postmodern theory’s aforementioned refusal of differentiating between history and literature as they are both outcomes of similar characteristics. The subjective constructed-ness of history is complemented by the metaphor of a sandwich, through which the narrator underscores the significance of having one’s own stories, rather than an “unassailable truth” to believe (Winterson, 1985, 90). The metaphor of sandwich, similar to the metaphor of oranges, signs a rhizomatic multiplicity in which changing and varying truths can exist. Therefore, the narrator emphasizes the multi-perspective nature of history and the unlikeness of its univocally, stating, “If you always eat out you can never be sure what’s going in, and received information is nobody’s exercise. Rotten and rotting... If you want to keep your teeth, make your sandwiches... (Winterson, 1985, 90). The constant change of truth and its perpetual reconstruction by subjective perspectives demolish the irrevocability of history. The emphasis on change underlines the cartographic nature of Jeanette’s rhizomatic maze, which makes it untraceable for a single interpretation. The heterogeneity of rhizome rejects “organized structures and principles; rather connect themselves to a wide range of disciplines” (Doğan: 2018, 98). Thus, in addition to the image of a sandwich, heterogeneity in the notion of orange both as a fruit and as a color of a demon reinforces the possibility of multiple meanings by exhibiting the narrator Jeanette’s variable views both on her identity and on the binarism patriarchal norms. Rhizome “gives way to structures that are non-hierarchical and open-ended which, in turn, challenge traditional power structures in spaces” (Doğan, 2018, 96). Though it takes time for younger Jeannette to question the existence of other fruits than oranges, the rhizomatic narrative of older Jeanette gradually unfolds itself to represent the postmodern questioning of the irrevocability and univocity of the history through the narrator’s personal history.

The section *what about grapes or bananas* concretizes the previous advance notices on the narrator's investigation for multiplicity indicating an expansion in her perception of the notion of truth. The fruit of the orange which encounters Jeanette's differing perspectives signifies the narrator's broadening and changing perspective on the "received information" in her life (Winterson, 1985, 90). The connection between their mother's accepted orange, as opposed to Melanie's rejected orange, represents the beginning of Jeanette's questioning of the veracity of her mother's truths. It can be said that the narrator's departure from the existence of grapes and bananas in deconstructing the univocity of truth contributes to the novel's rhizomatic maze that opposes the search for a single interpretation.

Similar to the connections that indicate multiplicity, a-signifying ruptures in Jeanette's narrative created by intertextual stories, such as fairy tales and Arthurian legend, allow questioning the nature of history while promoting the postmodern refusal to the separation of history from literature. Susana Onega maintains that in *Oranges Are Not the Only Fruit*,

Jeanette Winterson rejects the traditional univocal and totalitarian concept of history and defends the right of the individual to contribute her subjective version of it, insisting at the same time on the truth-revealing power of imaginative storytelling and the impossibility of separating fact from fiction, the real from the unreal, the desired from the lived. (1995, 147)

A similar rejection of history's univocity and aspiration for a "subjective version of it" (Onega, 1995, 147) is apparent at the end of the chapter "Numbers", where the narrator recreates the atmosphere of "the Harvest Festival Banquet" through the fairy tale element "Winter Palace", where "the elect" discuss "the best recipe for the goose" while "the rebel's storm" the palace (Winterson, 1985, 86). This piece of tale enables the narrator to shift from her mother's strict spirituality and single-minded perception of truth towards a larger perception that allows questioning the veracity and irrevocability of her history. Furthermore, the tales of the sensitive princess, the prince who looks for the perfect woman, and "Beauty and the Beast" separately add to the narrator's inquiry on the norms imposed by society as unbreakable truths. For a rhizome to have rupture is inevitable, "indeed it is the nature of the rhizome to be broken" to produce novelties

(O'Sullivan, 2002, 89). Accordingly, the tale of the sensitive princess subverts the essentialist gender politics; the prince who looks for the perfect woman points out the constructed-ness of the societal ideals; the tale of "Beauty and the Beast" illustrates the leitmotif of marriage as a heterogeneous concept that relates to different notions, such as spiritual norms and societal norms. On the other hand, Sir Perceval's departure in the Arthurian legend hints at the journey the narrator Jeanette will set on for finding novelty. When combined, all these intertextual constituents of the novel point to the postmodern literature's investigation of the univocal and irrevocability of history.

The section *Spanish Navels, Juicy Jaffas, Ripe Sevilles* widens the notion of multiplicity with different kinds of truth as it offers a multiplicity in truth itself by introducing different types of the fruit of orange. Defined as one of the "tripe works" by the narrator, the engagement with variable versions of oranges indicates the investigation of the univocity of history from within (Winterson, 1985, 123). In this section, the narrator tells the tale of Winnet Stonejar, whose history has been rewritten by her father who cunningly convinces her to become his daughter. However, Winnet falls in love with a boy her father disapproves of; thus, she is to leave her father's castle. She begins to live in a village with people "simple and kind" (Winterson, 1985, 135). However, her desire to express her ideas freely urges her to escape into the "beautiful city, a long way off" (Winterson, 1985, 135). The tale covers a long part in the narrative which suggests that the narrator allows the fiction to surpass the "received information" on her past (Winterson, 1985, 90). Besides, the subversive parallelism between the narrator's past and Winnet's tale suggests the possible existence of similar stories both in fiction and history. In this way, the tale as an example of a-signifying rupture intervenes with the factual nature of history and reinforces the narrative's rhizome that prevents the reader from reaching to a single interpretation of the text. Creating a rhizomatic connection with the mother's *Jane Eyre*, Winnet Stonejar's tale also indicates that any history is a linguistic construct and ultimately deconstructs the traditional narrative structure of fairy tales as it mimics the postmodern novel's open-endedness.

In the fourth section, *oranges are not the only fruit* once again represent the novel's rhizomatic multiplicity and its cartographic structure. Indeed, the expression "oranges

are not the only fruit”, which constitutes the novel’s title, is only repeated in the narrator Jeanette’s narrative at this point, as she conveys, “‘After all,’ said my mother philosophically, ‘oranges are not the only fruit’” (Winterson, 1985, 151). Strikingly, the idea that *oranges are not the only fruit* is uttered by the narrator’s mother, who has persistently offered the orange as the only fruit. Nevertheless, the mother’s acceptance of other fruit remains limited to pineapples as opposed to the narrator’s multi-dimensional multiplicity. In a way, the mother “still resists admitting the multiplicity of truth, merely replacing oranges with pineapples” (Shojaei, 2017, 103). This constitutes an example of rhizomatic heterogeneity since the acceptance of other fruit derives from Jeanette’s desire for expressing her identity while the mother’s acceptance stems from her devotion to spiritual endeavors. Therefore, the narrative’s rhizomatic multiplicity and heterogeneity support the novel’s claim for the possibility of endless interpretations of what is accepted as facts.

The section further offers another rhizomatic feature, connection, with the leitmotif of escape. The narrator Jeanette, similar to Winnet Stonejar, leaves her family; yet, she continues to live in the same community up until she decides to leave her neighbor behind to escape into the city. The same motif of escape is available in Sir Perceval’s legend, where the hero leaves everything behind just to miss them all more. This legend hints at Jeanette’s “unresolved conflicts, her fluctuations between identification with and separation from her mother, and her mourning of her lost past” (Gamallo, 1998, 130). Similar to the narrator Jeanette, who later on reveals that she went to the “city to escape,” (Winterson, 1985, 142), Winnet Stonejar aspiringly plans to escape into the city with people who only “thought about the world,” (Winterson, 1985, 135), and Sir Perceval who “had gone for his own sake, nothing more” (Winterson, 1985, 152) eventually finds out that he cannot go back. However, the motif of escape, which connects those three protagonists, does not lead to any certain conclusion in any of their stories. Rhizome “is not a closed entity with clear-cut borders and references, but rather it gives way to incessant connections, relations and interactions” (Doğan, 2018, 99). Similarly, the two intertextual a-signifying ruptures accentuate the novel’s cartographic

open-endedness, which allows undermining the idea univocally and irrevocability in perceiving the notion of history.

The narrator Jeanette begins her narrative from the middle as if she set out on the rhizomatic map. Deleuze and Guattari suggest the “rhizome pertains to a map that must be produced, constructed, a map that is always detachable, connectable, reversible, modifiable, and has multiple entryways and exits and its lines of flight” (1987, 21). Accordingly, the novel does not offer a well-constructed plot to its reader as one would observe in a realist novel, such as *Jane Eyre*. Indeed, the mother’s alteration to the ending of *Jane Eyre* foreshadows the endless ending of Jeanette’s narrative. Even though the leitmotif of escape signifies the impossibility of turning back to her community for Jeanette, she finds herself on her way to home. She narrates that people ask “what would have happened if you had stayed?” (Winterson, 1985, 141). She contemplates she “could have been a priest instead of a prophet” (Winterson, 1985, 141). The comparison between a priest and a prophet echoes the postmodern theory’s argument that history is a linguistic construct that focuses on meaning-creation:

The priest has a book with the words set out... They do what they’re supposed to do; comfort and discipline. The prophet has no book. The prophet is a voice that cries in the wilderness, full of sounds that do not always set into meaning. (Winterson, 1985, 142)

Here, Jeanette subverts the irrevocable spiritual teachings she was exposed to during her childhood so that “just as words (labels, names) indicate where a person falls in Louie’s [the mother’s] binary framework, words provide Jeanette with the power of self-definition” (Allan, 2004, 47). Consequently, she defines herself as a prophet who questions and investigates constructed and consuming endings. Correspondingly, her convoluted narrative structure that contains anachronic arrangements, which create rhizomatic connections, embodies the “voice that cries in the wilderness, full of sounds that do not always set into meaning” (Winterson, 1985, 142). As a significant example, the narrator begins her narrative by stating that for a long time she lived with her parents. The narrative unfolds to show her escape into the city and her turning back home again for Christmas. Nevertheless, before she narrates her memories with her family at Christmas, she says, “I stayed with them until just after Christmas”

(Winterson, 1985, 152). This hints she might have left her family once again; yet, it does not make it obvious whether she has ever turned back or not. The metaphor of a spider in Perceval whose “thread” has been cut “so that he dropped to the ground and scuttled away” reinforces the narrator’s leaving the house for good. On the other hand, the narrative implies several vicious cycles in the narrator’s life. For instance, her mother loses a great deal of trust in the spiritual community’s devotedness; however, she is depicted to continue to listen to the spiritual radio program in an unbreakable cycle. Furthermore, the tug tied around Winnet’s button by the magician’s father disguised as a mouse is repeated towards the end of the narrative when the narrator expresses her inevitable ties with her mother. Consequently, “this recurrent scene demonstrates Jeanette’s ambivalent feelings towards her mother, and to the notion of the family” (Shojaei, 2017, 105). From a broader perspective, the narrative’s rhizomatic maze disrupts the reader’s expectation for a certain ending by giving contradictory possibilities about the narrator’s future life. Jeanette contemplates the existence of an alternative woman whom she mentions “I knew a woman in another place. Perhaps she would save me. But what if she were asleep? What if she sleepwalked beside me and I never knew?” (Winterson, 1985, 154). This woman also suggests possible alternative endings to her story. Similar to the question that what would happen if she had stayed with her family, the woman who “would save her” and who might have “sleepwalked beside” her shows the cartographic nature of Jeanette’s history (Winterson, 1985, 154). So, to speak, “Jeanette’s reference to a woman in another place that can save her heightens the ambivalence of the ending, rendering foreclosure impossible” (Shojaei, 2017, 105). Thus, it indicates that history is not a univocal and irrevocable phenomenon that can suggest a certain genesis or ending. The rhizome is “the process of construction, and never settled, and contains within itself the possibilities of its liberation” (Davidson, 2007, 41). History is, in this sense, a rhizome consisting of multitudinous perspectives that would lead to endless possibilities of meanings.

In conclusion, reading *Oranges Are Not the Only Fruit* by Jeanette Winterson as a rhizomatic maze has enabled this study to discover the endless possibilities of interpretation both of the narrator’s personal history and the concept of history. Using

the principles of rhizome by Deleuze and Guattari has allowed displaying the convoluted, multi-perspectives and open-ended structure of the narrative. Consequently, this study has demonstrated that the rhizomatic features of the text, such as the ambiguity in the narrative's beginning and ending, the inclusion of intertextual elements and biblical references, the multifaceted connections among notions, and the anti-linear temporal-causal structure have altogether contributed to the narrator's questioning of the irrevocability and univocity of her personal history. In this way, the postmodern novel with its rhizomatic structure has been able to inquire into the univocal, irrevocable, and objective veracity of scientific historicism by challenging the inclination to make a single meaning of any narrative.

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Immanuel Kant'ın eğitim anlayışında ahlakileşme boyutu

Sevgican FİŞENK¹

Öz

Aydınlanma çağı filozofu olarak Immanuel Kant yalnızca bilgi, varlık ve ahlak anlayışıyla değil, aynı zamanda insan anlayışını temel alarak oluşturduğu eğitim üzerine fikirleriyle de felsefe tarihinde önemli isimlerden biri olmuştur. Felsefesine “Neyi bilebilirim?”, “Ne yapmalıyım?”, “Ne umabilirim?” ve “İnsan nedir?” sorularıyla yön çizen Kant, *Eğitim Üzerine*'de insanın eğitime sürecinde belirli aşamalardan geçtiğini vurgular. Fiziksel, ahlaki ve dini aşama olarak üçe ayırdığı eğitim anlayışında Kant, bu aşamalarda talim, terbiye ve disiplin gibi kavramlara önem vermiştir. O, bu kavramlarla ilişkili olarak insanın eğitime süreciyle birlikte üç farklı boyut kazandığını savunur: Kültürleşme, sivilleşme ve ahlakileşme. Bu üç boyut Kant'ın ahlak anlayışının temelini oluşturan ergin olma ve insanın varoluşunu gerçekleştirebilme durumuyla sıkı sıkıya bağlıdır. Gerçekleştirilen eylemin ilkesinin herkes için geçerli bir yasa olabilmesinin o eylemin ahlakiliğini gösterdiğini savunan Kant, insanın eğitim sürecinin bir parçası olarak ahlakileşme boyutuna ayrı bir önem atfeder. Dolayısıyla bu metinde genel olarak Kant'ta insanın eğitime süreci ve özelde ahlakileşme boyutu ele alınmaya çalışılacaktır.

Anahtar kelimeler: Kant, Eğitim, Disiplin, Ahlakileşme

The moralization dimension in Immanuel Kant's understanding of education

Abstract

As the Enlightenment philosopher, Immanuel Kant became one of the important names in the history of philosophy not only with his philosophy of knowledge, existence, and morality but also with his ideas on education based on human philosophy. His philosophy is “What can I know?”, “What should I do?”, “What can I hope for?” and “What is a human?” Leading the way with his questions, Kant emphasizes that people go through certain stages in the process of education in *On Education*. In his philosophy of education, which he divided into three physical, moral, and religious stages, Kant gave importance to concepts such as training, discipline, and discipline at these stages. About these concepts, he argues that people gain three different dimensions with the education process: acculturation, civilization, and moralization. These three dimensions are closely connected with the state of being mature and realizing human existence, which forms the basis of Kant's moral philosophy. Kant, who argues that the principle of the action being taken as a valid law for everyone shows the morality of that action, attaches special importance to the moralization dimension as a part of the education process of the human being. Therefore, in this text, the process of education of people in Kant in general, and the dimension of moralization, in particular, will be tried to be discussed.

Keywords: Kant, Education, Discipline, Moralization

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GİRİŞ

Eğitim anlayışını kurarken aydınlanma ve ergin olma haline geçiş durumlarını amaç olarak belirleyen Immanuel Kant, insanın dünyaya ilkel bir biçimde geldiğini ve bu nedenle eğitilmesi gerektiğini düşünür. Ona göre “İnsanoğlu yalnızca eğitim vasıtasıyla insanlaşabilir. Eğitim onu hangi şekle sokarsa, insan odur” (Kant, 2020, 11). Kant için pedagoji iki şekilde icra edilmektedir: Eylemsel ya da fiziksel. Fiziksel eğitimde ihtiyaç-bakım-gözetim esastır. Eylemsel eğitimde ise kastedilen ahlaki eğitimidir ve burada özgürlükle ilişkili olarak insanın yaşamını idame ettirirken kazandığı ahlaki nitelikler işaret edilmektedir. Eylemsel yani ahlaki eğitimi eğitsel-mekanik bilgi birikimi, edimsel ya da pragmatik bilgi birikimi ve ahlaki bilgi birikimi şeklinde üç içerikle açıklayan Kant insanın toplumda kabul edilebilme yollarını ve sağgörünün önemini açıklamaktadır (Kant, 2020, 26). Bu anlamda insanın olanaklı bir varlık olması konusu önem taşımaktadır. İnsan ergin olma durumuna geçerken birtakım seçimler yapar ve toplum içerisinde kıymet görebilmesi bu seçimlerin doğru bir biçimde yapılmasıyla ilgilidir. Özgürlük Kant için eğitimin olmazsa olmaz bir ögesi olmakla birlikte çocuğun ergenlik ve daha ileri dönemlerde alacağı eğitime ket vuran bir unsur olarak da görülmektedir. Bebeğin doğal durumuna zarar vermeden bakım gösterilmesi gerektiğini vurgulayan Kant’ın bu yönüyle Rousseau’ya benzer bir düşüncede olduğu görülmekle birlikte, kültür kavramı hususunda ondan ayrılır. Çünkü Kant, Rousseau gibi salt doğalcı bir anlayışa sahip değildir. Zira o özellikle ahlaki aşamada yaptığı kültür vurgusuyla eğitimde tarihselliğe ve toplumsallığa büyük önem vermektedir (Badamchi, 2016, 177). Bu anlamda yalnızca eğitilen değil, eğiticiler de hayati önem taşırlar. Onların -aile, bakıcılar, okul vb- çocuğun yaşını gözeterek bir eğitim planı belirlemesi gerekmektedir. Bu doğrultuda eğitimi evrelere ayıran Kant, ilk evre olan fiziksel eğitimde bebeğin pasif durumda olduğunu, annenin ya da bakıcının bu durumu gözden kaçırmaması gerektiğini vurgular (Kant, 1900, 77). Bu dönemde önemli olan ihtiyaç doğrultusunda bakım vermek ve bebeğin fiziksel gelişiminin sağlıklı olmasını sağlamaktır. Bu anlamda Kant fiziksel dönemin ayrımını şu şekilde yapar:

İnsanoğlunun hayatının ilk dönemi, teslimiyetçi ve olumlu manada itaatkâr olması gereken bir dönemdir. İkinci dönemi ise, özgürlüğünü ve düşünce gücünü, tabii ki kurallar çerçevesinde kullanabilmesine müsaade edildiği dönemdir. İlk dönemde mekanik/robotik sınırlama, ikincisinde ise ahlaki sınırlama başrolde (Kant, 2020, 24).

Kant fiziksel eğitim süreciyle ilgili oldukça detayı açıklamalar yapar. Anne sütünün verilmesinden, çocuğun kundaklanmasına kadar önemle vurguladığı noktalar bulunmaktadır. Dolayısıyla görülür ki Kant eğitim anlayışında yalnızca ahlaki eğitime değil, fiziksel eğitime de önem vermektedir.

Fiziksel evreden sonraki aşama olarak ahlaki eğitim evresinde Kant'ın ilk vurgusu terbiye ve adap ayırımı üzerinden şekillenmektedir. Ona göre insanın ahlaki bir kültür oluşturabilmesi için disiplin yetersizdir. Çünkü yalnızca disiplinle ancak alışkanlık kazanılabilir ve içselleştirilmemiş hiçbir alışkanlık düşünce değişikliği sağlamaz. Dolayısıyla “ahlaki kültür terbiyeye değil, adaba bağlı olmalıdır” (Kant, 2020, 55). Örneğin Kant için cezalandırma bu bağlamda herhangi bir fayda sağlamaz. Onun yerine çocuğun istenmeyen davranışı sonrasında onun bu davranışı nedeniyle ileride çevresindekiler tarafından dışlanabileceğini söylemek daha doğrudur. Eğer çocuk her yanlış davranışında ceza ya da her doğru davranışında ödül alırsa, bunu yalnızca çıkarları doğrultusunda yapmış olacaktır. Dolayısıyla toplum yararını gözeten bireyler oluşturmak için, çocuğun doğru davranışları içselleştirmesi gerekmektedir. Bu anlamda Kant şöyle söyler: “Adap kuralları bizzat insanın içine kök salmalıdır” (Kant, 2020, 55). İnsanın içine kök salmasıyla kastedilen, eğitilen kişinin bu kuralları akıl ve mantık yoluyla onaylaması anlamına gelmektedir. Çünkü ancak bu şekilde doğru davranışlar insanın düşünce dünyasına yerleşip ona şekil verebilirler.

Üçüncü eğitim evresi olan dini evreyi ise aslında ahlaki eğitimin bir alt başlığı olarak görmek mümkündür. Kant bir çocuğa din eğitimi verirken bazı noktaların öncelikle vurgulanması gerektiği düşünür. Ona göre çocuğa öncelikle insanlığın amaçlarını, doğanın mükemmel düzenini, evrenin nasıl bir şey olduğunu anlatmak gerekir. Oysaki eğitimciler işe direkt olarak yüce kavramından yola çıkarak başlamaktadırlar. Ona göre bu kural koyan bir yaratıcı fikriyle çocukları ilk aşamada korkutmaya neden olmaktadır. Ayrıca çocuğa geç dönemde bu eğitim verilirse, dini fikirlerin ona aşılmasında güçlüklerle karşılaşılır.

karşılaşılabacaktır. Çünkü ancak çocukluk dönemindeyken çocuğun hayal dünyası temiz ve içselleştirmeye hazırdır. Geç kalındığı takdirde insanın zihnine sapkın düşünceler yerleşebilir. Elbette bu süreçte eğitim ezberletmek yoluyla değil, doğayla ve toplumla uyum içinde gerçekleşmelidir (Kant, 2020, 71).

Eğitimin Temel Uygulama Biçimleri: Kültürleşme, Sivilleşme ve Ahlakileşme

İnsan akıl sahibi bir varlık olması sebebiyle eğitilebilir olmasının yanı sıra eğitim verebilen bir canlıdır. Onun diğer canlılar içindeki bu özel konumu beraberinde kültür ve tarih varlığı olmasına da imkan sağlamıştır. Eğitim anlayışını da bu doğrultu da tarih ve kültür anlayışıyla ilişkilendirerek oluşturan Kant, insanın bizatihi kendisi olma sürecinde onun toplumsal yönünün ihmal edilmemesi gerektiğini vurgulamaktadır. Toplum içerisinde eğitilen, eğiten ve kendini gerçekleştirebilen insan bu anlamda çeşitli uygulamalardan geçmektedir. Kant için bu uygulamalar eğitim sürecinin boyutları olarak üç biçimde değerlendirilir: Kültürleşme, sivilleşme ve ahlakileşme.

Eğitimin ilk evresi olan fiziksel eğitim aşamasında disiplin kavramı vurgulanırken ahlaki eğitimle birlikte artık kültürleşme, sivilleşme ve ahlakileşme kavramları öne çıkmaktadır. Çünkü insan disiplinle ancak hayvani tabiattan insani tabiata yükselir. Kant bu konuda şöyle der: “Bir hayvan doğuştan itibaren içgüdülerle donatılmıştır. Harici bir saik, hayvanlar için her şeyi hazır etmiştir. Ama insan kendi saikini kendi bulmaya muhtaçtır” (Kant, 2020, 8).

Ahlaki bir varlık olarak insan yalnızca disiplinle eğitilemeyecek kadar karmaşık bir yapıya sahip olması bakımından kendisini gerçekleştirebilmesi, ergin duruma ulaşabilmesi için aklın ilkeleriyle eyleyerek yaşamak durumundadır. Ona göre eğer insan çocukluğunu ve gençliğini topluma uyum sağlamayı öğrenmeden, başına buyruk ve sınırlandırılmadan ya da daimî olarak cezalandırılarak geçirirse yaşamı boyunca zorlanmaya mahkûm olacaktır. Kant, *Yargı Gücünün Eleştirisi*'nde şöyle der: “İçgörümüzün sınırlarını aşmaksızın, ancak ahlaksal yasalar altındaki insana ilişkin olarak onun varoluşunun dünyanın son ereğini oluşturduğunu söyleyebiliriz” (Kant, 2020, 228).

Ahlaki eğitim evresiyle birlikte ortaya çıkan eğitimin kültürleşme boyutunda insan kendisinde ham halde bulunan ruhsal ve bedensel nitelikleri geliştirerek bir uyum sağlama durumuna geçer. Kültürleşme durumu insanın doğal eğilimlerinde sınırlanarak sorumluluk ve özgürlük bilinciyle eylemlerini belirleyebilmesine ve bunların aklın evrensel ilkelerine uygun biçimde düzenleyebilmesine imkan sağlar. Dolayısıyla kültürleşme boyutunda özgürlük meselesi ana unsurdur. Kant özgürlük ve itaat hususunda oldukça dikkatli davranılması gerektiğini düşünür. Çünkü ona göre eğitimin önündeki en önemli problemlerden birisi, bir çocuğa hem özgürlük hem de kurallara uyma bilincini doğru biçimde verebilmektir. Yaşamda belirli sınırlar, kurallar ve titizlikle uyulması gereken bir planlama vardır. Bu gibi durumlar içerisinde özgürlük bilinci oluşturma için eğiticinin hassas biçimde rehberlik etmesi gereklidir. İnsanın özgürlüğünün sınırlarını belirleyen Kant bu bağlamda şöyle der:

Çocuk, en küçük yaşlardan itibaren, kendi özgürlüğü başkalarınınkine engel teşkil etmediği sürece her alanda tam anlamıyla özgür bırakılmalıdır. (Bir bıçağı eline almaya çalışması gibi kendine zarar verebileceği eylemler hariç.) Örneğin çılgınlık atar ya da eğlenirken çok gürültü yaparsa çevresindekilere rahatsızlık verir (Kant, 2020, 25).

Dolayısıyla çocuğa eğitim verirken uygulanan sınırlamaların, onun özgür yapısından en mükemmel derecede yararlanabilmesi için uygulandığını belirtmek gereklidir. Çünkü bu çocuğun eğitim sürecindeki en önemli ve en son kazanımıdır. Artık çocuk yaşam içerisinde yalnız olmadığını ve buna bağlı olarak diğer insanlarla iletişim içerisinde ve topluma uyumlu biçimde yaşaması gerektiğini öğrenir. Bu şekilde bir eğitim verilmediği takdirde çocuk dünyanın karmaşasında sürüklenip gider. Kant bu noktada özellikle zengin ve yöneticilerin çocuklarını yetiştirirken bu hususlarda dikkat etmeleri gerektiğini vurgular (Kant, 2020, 25).

Sivilleşme boyutunda ise akla gelmesi gereken şey insanın içinde yaşadığı toplumun kurallarını, örf ve adetlerini doğru biçimde öğrenmesi ve eylemlerinde bunu gözetmesidir. Kültürün bireyselliği içerdiği yerde, sivilleşmenin toplumsallık üzerinden gerçekleştiği görülmektedir. İnsan bir birey olarak doğal yapısını kültürle geliştirir fakat yalnız başına bunu ileriye götürerek ergin olabilmesi mümkün değildir. Diğer insanlarla ilişki içerisinde, toplumsallaşarak ancak aydınlanma denilen duruma erişebilecektir.

Kültürleşme boyutunda olduğu gibi sivilleşme boyutunda da özgürlük ve kurallara karşı sınırlanma meselesi oldukça önemlidir. Bunların yanı sıra bu boyutta güvenliğin sağlanması ve yönetilme gibi durumlar öne çıkar. İnsan doğal bir biçimde yaşam içerisinde akıl sahibi bir varlık olarak özgür ve güvenilir bir ortamda yaşamak ister (Çilingir, L., & Küçükali, R., 2004, 92-93) İnsan ancak böyle bir ortamda doğru eylemlerde bulunabilecektir. Dolayısıyla sivilleşme beraberinde ideal yurttaşı meydana getirecektir. Yalnızca bireyler için değil, toplumlararası ilişkilerin doğru bir biçimde ilerleyebilmesi de buna bağlıdır. Doğal düzendeki sınırsızlık ve ölçsüzlükten ancak sivilleşme ile kurtulmak mümkün olacaktır.

Üçüncü temel uygulama biçimi ya da boyutu olarak ahlakileşme kavramı ise temelde erdemlilik meselesi üzerinden ilerlemektedir. Kant'a göre insan kötü değil, kötülüğe eğilimli bir varlıktır. Aynı zamanda iyilik tohumlarını da kendisinde barındırır. Dolayısıyla bunlar arasında seçim yaparken içsel bir savaş yaşamak kaçınılmazdır. Bu çatışmanın sona ermesi için ise iyinin galip gelmesi gerekmektedir. Bu anlamda ahlakileşmeyi genel anlamda insanı erdemler açısından bakarak dünyadaki en iyi olanı eyleme bilincine ulaşmak olarak açıklamak mümkündür.

Ahlakileşmenin gerçekleştiğinin görülmesinin koşulu ise evrensel olarak geçerli ahlaki ilkeler doğrultusunda eylemde bulunmaktır. Kant için gerçek anlamda iyi olan ahlaki düzeni sağlamak ancak böyle mümkündür. Ancak böylece kötülüklerin nedeni olan doğal eğilimin üstesinden gelinebilecektir (Çilingir, L., & Küçükali, R., 2004, 95). Ahlakileşme aşamasına erişebilen insan artık kötülüğe olan eğilimini yönlendirebilecek güçtedir. Dolayısıyla artık ona erdemli bir insan demek mümkündür. Hem kültürleşme hem de sivilleşme boyutlarında yer alan özgürlük ve sorumluluk kavramları burada nihai noktasına ulaşır ve insanı güçlü bir hale getirir. İnsanın erdemli hale gelebilmesi için yalnızca akıl ve mantıksallık değil, aynı zamanda duygusallık da gerekecektir. İnsanın eylemlerini şekillendirirken onu yalnızca ödev uygun olması bakımından eylediğinin bilincine varması ve bunu içselleştirmesi durumu kolay bir süreç değildir. Dolayısıyla en üst aşama olan ahlaki aşamaya ulaşmak Kant'ın eğitim anlayışında büyük bir önem taşımaktadır.

SONUÇ

Kant'ın insan anlayışı üzerinden temellendirdiği eğitim düşünceleri yaşadığı çağ bakımından düşünüldüğünde oldukça önemli görülmektedir. Onun eğitimi evrelere ayırarak incelemesi yalnızca fizyolojik ve psikolojik olarak değil, kültürel ve tarihsel anlamda önemlidir. Ahlaki bir varlık olması bakımından insanı ele alırken onun doğal yapısında yer alan kötülüğe eğilimi vurgulayan Kant, ergin olma durumuna erişebilmek için de insanın bu eğilime galip gelmesini en üst amaç olarak belirler. Bu anlamda nihai amaç erdemli bir hale gelmek ve aydınlanma haline erişmek olacaktır. İnsanın kendini gerçekleştirebilmesi buna bağlıdır.

Eğitim üzerine düşüncelerinde özellikle özgürlük kavramına yaptığı vurguyla dikkat çeken Kant, çocuğa erken yaşlarda sorumluluk bilincinin aşılması, kendini gerçekleştirme yolunda özgür bir insan olarak eylemlerinin sonuçlarını gözetebilmesi gerektiğinin öğretilmesini ister. Bunun gerçekleştirilmesi için ise verilen eğitimin yalnızca disiplin yoluyla değil, akıl ve mantık ilkeleriyle içselleştirme yoluyla kazanılması gerekmektedir. Çünkü ancak bu yöntemle insanın düşünce yapısında değişiklik yapılabilir. Aksi halde kazanılan iyi davranış olsa olsa bir alışkanlık şeklinde kalacak ve insanın içerisine kök salmayacaktır. Bu türden eylemlerin ise ahlaki eylem olmadığını vurgulayan Kant için insanın kendini gerçekleştirme ve nihai hedef olan erginlik durumuna erişmesi mümkün olmayacaktır.

Eğitim sürecini aşamalarla açıklayan Kant'a göre eğitimin birtakım temel uygulama biçimleri vardır. Bu uygulama biçimleri insanın eğitimsel anlamda gelişimini açıklarken boyutlar halinde ifade edilir. Nihai hedef olan kendini gerçekleştirme yolunda insan, bu boyutları sırasıyla geçerek ideal insan, ideal yurttaş biçimine dönüşebilecektir. Elbette bu uzun ve zahmetli bir yoldur. Fakat ahlaki ve toplumsal bir varlık olarak bu noktaya ulaşmak eğitimcilerin temel amacı olmalıdır.

Sonuç olarak, insan bireysel anlamda yetilerini en iyi seviyede kullanarak kendini geliştirecek ve böylece kültürleşme boyutuna, toplumsal bir varlık olarak güvenlik ve özgürlük temelinde ideal bir yurttaş olarak sivilleşme boyutuna ve son olarak

eylemlerinin ilkesini akıl ve mantık doğrultusunda, ödeve uygun olarak belirleyerek ahlakileşme boyutuna erişecektir.

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The impact of multiple role conflict and non-physical work environment on performance with work stress as a mediation variable of female workers in Indonesia's Garment Industry

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Abstract

This study aims to examine the performance degradation of female employees at a garment factory in Semarang, Indonesia. There are three variables in this study that may affect the performance of female employees including multiple role conflict, non-physical work environment, and work stress. This study also emerged from the research gap on the influence of multiple role conflict, non-physical work environment, and, work stress on performance. The data were collected from 89 respondents that were obtained from the purposive sampling technique then they were tested by using the Structural Equation Model (SEM). The results of this study indicate that multiple role conflicts, non-physical work environments, and work stress have a significant effect on employee performance. In addition, work stress failed to be a mediating variable in the relationship between role conflicts, and non-physical work environment on performance.

Keywords: Role conflict, Work stress, Non-physical work environment, Performance.

INTRODUCTION

Women's empowerment in the employment field has several classic challenges, including the low role and participation of women in the workplace. Data from the Central Statistics Agency (BPS) in 2022 shows that the participation of female employees (54.2%) in overall sectors is lower than men (83.6%). This condition shows that there is a gender gap of around 29%. Therefore, studies on the topic of women in the workplace need to be explored to create a policy to strengthen the role of women and their participation in the work environment. Female workers who are married need special attention because in general, they tend to have multiple role conflicts between employees and housewives. Multiple role conflicts are a scourge for working mothers since being a worker and a

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housewife or a wife brings problems for a woman. Multiple role conflicts occur because there is pressure from work and family (Muis et al., 2021). This condition may affect a female's performance at work. Multiple role conflicts will arise if there are differences in interests between taking care of the household and work, differences in values at home and office, and psychological, and emotional differences between workers and housewives. According to Muis et al (2021) women who work and have families have different performances than women who are still single. Multiple role conflict is more experienced by women than men because women spend more time taking care of the household (Jang et al., 2016; Lukiastuti & Lissa'dijah, 2021). If this role conflict cannot be managed properly, it will cause a person to experience work stress and can affect performance (Safrizal et al., 2020).

Work stress is more likely to be experienced by women because women face role conflicts as career women and as housewives (Muis et al., 2021). According to Gelsema et al (2005), one source of job stress is the conflict between work and household. Job stress is defined as an emotional disorder, such as psychic damage that occurs when work is not suitable or there is an imbalance in the resources, skills, and needs of workers (Park & Park, 2017). As with multiple role conflicts and work stress, a good non-physical work environment tends to make a person work optimally. The non-physical work environment is defined as all matters relating to work relationships, relationships with supervisors, co-workers, or subordinates (Srie Hartati et al., 2020). Previous research has stated that a non-physical work environment can improve an employee's work performance (Ballian, 2020; Chaniago, 2018; Srie Hartati et al., 2020). The non-physical work environment can be in the form of a work atmosphere and relationships with colleagues (Logitapraja et al., 2019). The non-physical work environment is in the form of a psychological state that is felt by workers, as something that does not make them tired so that they focus more on work.

The garment industry is the second largest foreign exchange earner in Indonesia after oil and gas (Yulianto & Mauluddin, 2019). In its production activities, the garment industry in Indonesia has a higher percentage of female workers than men (Zuhdi, 2018). Women become the majority that works in this industry (>58%) (Horne & Andrade, 2017). PT Ungaran Sari Garment one of the largest garment factories in Semarang, Indonesia has an

89% female workforce. This is a separate phenomenon for the presence of women in work life, especially for three consecutive years the average performance of employees at PT Ungaran Sari Garment has decreased.

Researchers are interested in examining the effect of multiple role conflicts, and non-physical work environments on work stress and performance due to the low participation of women in the manufacturing industry, especially the garment industry. In addition, there are also different research results on the effect of multiple role conflict, non-physical work environment, and work stress on performance (Altindag, 2020; Erawati et al., 2019; Logitapraja et al., 2019; Lukiaastuti & Lissa'dijah, 2021; Mittal & Bhakar, 2018; Muis et al., 2021; Saranani, 2015; Srie Hartati et al., 2020; Yunus et al., 2018).

Method

Measurement

Based on a previous study, multiple role conflict was measured by 9 indicators Riyanto & Juanah (2020), and a non-physical work environment was also developed by Khadijah (2019) five indicators. The measurement of work stress is taken from Pertiwi et al (2020) five indicators. The measurement of performance consists of 5 indicators (Ismiati & Zusmawati, 2017). Measurement of indicators using a Likert scale of 1-5, a scale of 1 indicates strongly disagree, 2 (disagree), 3 (neutral), 4 (agree), and 5 (strongly agree). The relationship between variables in this study forms five hypotheses which are shown in the following figure:

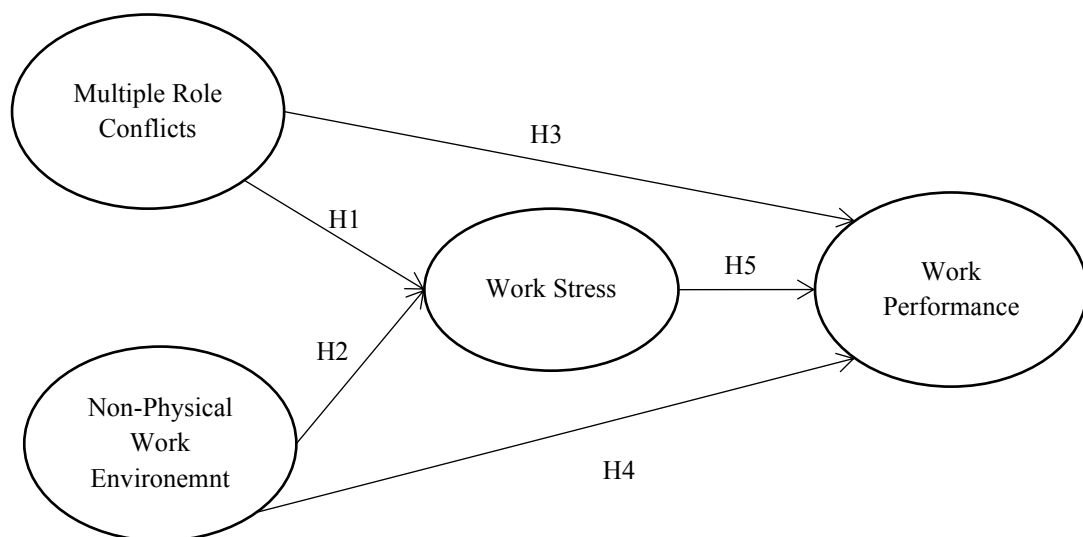


Figure 1. Conceptual Framework

Hypothesis:

H1: Multiple Role Conflicts affects Work Stress

H2: Non-Physical Work Environment affects Work Stress

H3: Multiple Role Conflicts affects Work Performance

H4: Non-Physical Work Environment affects Work Performance

H5: Work Stress affects Work Performance

Sample and Collecting Data

The population of this study is 800 female employees at PT. Ungaran Sari Garment. Then 89 samples were calculated using the Slovin formula. Samples were obtained through the purposive sampling technique. The data was collected through the distribution of questionnaires to each sample face-to-face for two months. One hundred questionnaires were distributed and 89 were returned with filled answers.

Data Analysis

The data analysis method used is Structural Equation Modeling (SEM) using the WrapPLS program. Through SEM, testing is carried out on the measurement model (the relationship between the indicator and the construct and the structural model test (the relationship between the independent and dependent constructs).

FINDINGS

Demographics of Respondent

Table 1

Marital status of the population

Marital Status	Amount	Percentage
Married	624	78%
Single	176	22%
Total	800	100%

Table 1 shows that the majority of female employees are married. Married women, tend to have multiple roles, as housewives and as workers. If there are differences in interests between these roles, it can lead to role conflicts.

Table 2*Distribution of respondents by age*

No.	Age (Years Old)	Amount	Percentage
1	21 – 24	34	38.2%
2	25 – 28	25	28.1%
3	29 – 32	13	14.6%
4	33 – 36	7	7.8%
5	37 – 40	4	4.5%
6	41 – 44	4	4.5%
7	45 – 48	2	2.3%
Total		89	100%

The majority of respondents ages ranged from 21-24 years. It also shows that the respondents had married at a young age. Respondents are at a productive age and are ideal for marriage; they are entering a change in their role from single women to housewives as well as workers.

Table 3*Distribution of respondents by education*

No.	Education Level	Amount	Percentage
1	Junior High School	1	1.1%
2	Senior High School	56	62.9%
3	Diploma Degree	19	21.4%
4	Bachelor Degree	13	14.6%
Total		89	100%

Most of the education level of the respondents is high school. This level of education fulfills the qualifications to become a garment factory worker at PT. Ungaran Sari Garment.

Table 4*Distribution of respondents by years of service*

No.	Years of Service	Amount	Percentage
1	2 – 5	50	56.2%
2	6 – 9	18	20.2%
3	10 – 13	9	10.1%
4	14 – 17	5	5.6%
5	18 – 21	4	4.5%
6	22 – 25	2	2.3%
7	26 – 29	1	1.1%
Total		89	100%

The majority of respondents' tenure at PT Ungaran Sari Garment is 2-5 years. During this working period, employees have enough experience and are familiar with the workplace situation.

Model Fit Test

There are ten measures of goodness of fit (GoF) in WrapPLS to measure the overall fit of the model. From the general results, it is known that the model has a good fit. These results are shown by 10 (ten) fit models compared with the rule of thumb, as shown in the table below:

Table 5

Comparison of Model Fit Values with the rule of thumb

Criteria	Value	Rule of Thumb	Annotation
APC	0.285, P = 0.001	P-Value \leq 0,05	Accepted
ARS	0.365, P < 0.001	P-Value \leq 0,05	Accepted
AARS	0,349, P < 0.001	P-Value \leq 0,05	Accepted
AVIF	1,062	\leq 5	Accepted
AFVIF	1,950	\leq 5	Accepted
Goodness Tenenhaus	0,434	\geq 0,36	Medium Prediction Power
SPR	1,000	\geq 0,7 ideally 1	Ideal
RSCR	1,000	\geq 0,7 ideally 1	Ideal
SSR	1,000	Must be \geq 0,7	Accepted
NLBCDR	0.800	Must be \geq 0,7	Accepted

Measurement Model Analysis

Evaluation of the measurement model or outer model is carried out to assess the reliability and validity of the latent construct-forming indicators (Ghozali & Latan, 2014). The parameters used to see reliability are loading factor and composite reliability. While the parameter used to measure validity is Average Variance Extracted (AVE).

Table 6*Loading factor*

	MRC	NPWE	WS	WP	Type (as defined)	SE	P value
X1	(0.737)	-0.141	-0.105	0.157	Reflective	0.086	<0.001
X2	(0.735)	0.022	0.232	0.029	Reflective	0.086	<0.001
X3	(0.798)	-0.159	0.044	0.170	Reflective	0.084	<0.001
X4	(0.790)	-0.483	0.046	0.365	Reflective	0.084	<0.001
X5	(0.835)	0.153	-0.021	-0.081	Reflective	0.083	<0.001
X6	(0.521)	0.454	-0.019	-0.406	Reflective	0.091	<0.001
X7	(0.542)	-0.040	-0.038	-0.203	Reflective	0.091	<0.001
X8	(0.587)	0.433	-0.199	-0.293	Reflective	0.090	<0.001
X10	0.069	(0.759)	-0.020	-0.133	Reflective	0.085	<0.001
X11	0.010	(0.647)	-0.275	-0.436	Reflective	0.088	<0.001
X12	0.110	(0.766)	0.100	0.274	Reflective	0.085	<0.001
X13	-0.066	(0.856)	0.081	0.065	Reflective	0.083	<0.001
X14	-0.104	(0.834)	0.056	0.141	Reflective	0.083	<0.001
Y1	-0.143	-0.008	(0.607)	-0.106	Reflective	0.089	<0.001
Y2	0.047	0.483	(0.700)	-0.233	Reflective	0.087	<0.001
Y3	-0.042	-0.177	(0.798)	0.014	Reflective	0.084	<0.001
Y4	0.089	-0.035	(0.780)	0.207	Reflective	0.085	<0.001
Y5	0.023	-0.215	(0.764)	0.071	Reflective	0.085	<0.001
Y6	-0.236	-0.186	0.152	(0.549)	Reflective	0.090	<0.001
Y7	0.096	0.068	0.042	(0.808)	Reflective	0.084	<0.001
Y8	0.105	-0.027	0.055	(0.811)	Reflective	0.084	<0.001
Y9	-0.082	-0.133	-0.163	(0.682)	Reflective	0.087	<0.001
Y10	0.045	0.307	-0.097	(0.522)	Reflective	0.091	<0.001

The table above shows the loading factor value of each indicator. The loading value has met the reliability indicator criteria. According to Ghazali & Latan (2014), a loading factor value of 0.4 – 0.5 is considered sufficient and above 0.7 is good. The first run of the model shows that the X9 (indicator in multiple role conflict) has a loading factor value of less than 0.4, so it must be removed from the model. The result of the second run shows that all indicators have met the reliability indicators.

Table 7*Latent variable coefficient*

	MRC	NPWE	WS	WP
R-squared			0.141	0.642
Adj. R-squared			0.121	0.629
Composite reliab.	0.884	0.882	0.852	0.811
Cronbach's alpha	0.848	0.832	0.782	0.706
Avg. var. extrac.	0.494	0.602	0.538	0.470
Full collin. VIF	1.193	2.589	1.117	2.788
Q-squared			0.127	0.643

From the table of latent variable coefficients, it can be seen that the composite reliability values for all variables are above 0.7 as well as the Cronbach alpha values are all also above 0.7 so it can be concluded that they meet the reliability of internal consistency. It can also be seen that the AVE value is very good, where the value is above 0.5 for the Non-Physical Work Environment and Work Stress variables so that it meets convergent validity. The value of full collinearity VIF for each variable is also very good, namely < 3.3 so there are no vertical or lateral collinearity problems in the model. The resulting Q-squared value for each dependent/endogenous variable > 0 means that the model has predictive relevance.

Structural Model Analysis

Evaluation of the structural model or inner model aims to predict the relationship between latent variables by seeing how much variance can be explained and to determine the significance of the P-Value (Ghozali & Latan, 2014). The results of the evaluation of the structural model in this study can be seen in the image below:

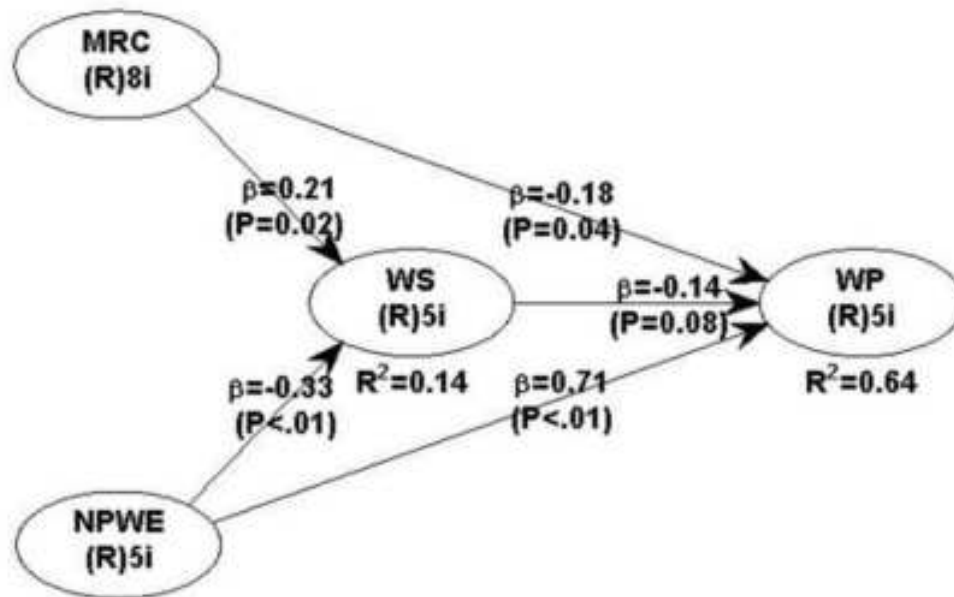


Figure 2. Structural Model Analysis

Based on figure 2, the following results are obtained:

1. The first hypothesis states that multiple role conflicts have a positive effect on job stress. Based on testing, the hypothesis is accepted. Multiple Role Conflicts have a significant positive effect on work stress with a value of sig $0.02 < 0.05$.
2. The second hypothesis states that non-physical work environments harm job stress. Based on testing, the hypothesis is accepted. The non-physical work environment has a significant negative effect on work stress with a value of sig < 0.01
3. The third hypothesis states that Multiple Role Conflict hurts work performance. Based on testing, the hypothesis is accepted. Multiple Role Conflicts have a significant negative effect on performance with a value of sig $0.04 < 0.05$.
4. The fourth hypothesis states that non-physical work environments have a positive effect on work performance. Based on testing, the hypothesis is accepted. The non-physical work environment has a significant positive effect on performance with a sig value < 0.01
5. The fifth hypothesis states that work stress hurts work performance. Based on testing, the hypothesis is accepted. Work stress has a significant negative effect on performance with a significance value below < 0.1

The R-Square coefficient for WS is 14%, which means that the variation of WS can be explained by MRC and NPWE is 14%. While the R-Square coefficient for performance is 64%, which means that NPWE, MRC, and work stress can explain variations from Business Performance by 64%.

Indirect Effect

The indirect effect model in this study is the indirect effect of multiple role conflict on performance through the multiple role conflicts → work stress → performance pathway. The indirect effect model in this study is the indirect effect of non-physical work environment on performance through the non-physical work environment → work stress → performance pathway. While the test results for the indirect effect model are as follows:

Table 8

P-Value of the indirect effect

P values of indirect effects for paths with 2 segments				
	MRC	NPWE	WS	WP
MRC				
NPWE				
WS				
WP	0.348	0.265		

From the results of the structural model analysis, it is known that the effect of multiple role conflict on performance is significant, the effect of non-physical environment on performance is significant and the effect of work stress on performance is not significant. The results of indirect effect output for multiple role conflict is not significant at 0.348, and non-physical work environment is not significant at 0.265 which means that work stress cannot be a mediator variable for the effect of work environment, multiple role conflict on performance.

RESULTS/CONCLUSION

Multiple Role Conflicts Affect Work Stress

Multiple role conflicts will affect the psychological condition of employees and do not rule out the possibility of causing work stress. Job demands relate to workload and time to complete work, meanwhile, family demands relate to the time needed to handle household tasks, and take care of children, husbands, and other family members (Paillé et al., 2014). Family and work demand that cannot be managed properly will cause conflict and lead to work stress (Safrizal et al., 2020). Individuals who experience work stress; in general, in addition to having high job demands, will also have problems in their families (Safrizal et al., 2020). Multiple role conflicts experienced by female workers will increase work stress (Dewe & Cooper, 2020; Muis et al., 2021; Safrizal et al., 2020). They are burdened by many demands that cause work stress. The excess of this role can increase work stress and result in decreased performance (Mittal & Bhakar, 2018). If a person achieves a balance and finds

ways to manage the demands of work and family, work stress will be reduced (Rabenu et al., 2017).

Women who work and housewives experience behavioral changes (Lukiastuti & Lissa'dijah, 2021). Career women are required to complete office work, and at home, they must be able to manage the needs of their families. For working women, their role in managing their responsibility in the family is disrupted which mostly does not match their expectations. Although targets have been set, sometimes not all of them are achieved. This is due to a lack of time and a lot of work pressure to be completed. This condition could trigger work stress. Stress is often related to individual interpersonal relationships such as conflicts at work, marital problems, and family problems or with coworkers (Habibie et al., 2020). Women who have multiple roles have the potential to experience job stress. The stronger the dual role conflict, the stronger the perceived work stress. Multiple role conflict raises expectations that may be difficult to meet or resolve. The inability to meet the demands of the role will make work stress even greater (Lukiastuti & Lissa'dijah, 2021). This study proves that dual role conflict is a predictor of work stress which includes time conflict, tension, and behavior change.

Non-Physical Work Environment affects Work Stress

The non-physical work environment or psychological work environment is closely related to the working relationship between employees and supervisors, and co-workers. A good non-physical work environment will make employees feel more comfortable, safe, and not bored. These feelings can reduce employee stress levels at work (Nanda et al., 2020). Every member of the company must support the creation of a harmonious, family atmosphere, cooperation, and good communication between members of the organization. The results of this study are supported by research conducted by (Nanda et al., 2020) which states that the non-physical work environment hurts work stress. A better non-physical work environment can reduce work stress levels. As explained by (Razak et al., 2016), a comfortable, flexible work environment, and social support from management and coworkers will increase employees to work in harmony, and reduce stress and conflict. The results of this study are supported by studies conducted by (Razak et al., 2016; Rivai et al., 2019) which state that non-physical work environments affect work stress.

Multiple Role Conflicts Affect Work Performance

If married women cannot carry out the role between family and work, this will have an impact on their work productivity (Muis et al., 2021). The multiple role conflicts experienced by working women will bring obstacles in their work (Safrizal et al., 2020), making it difficult for them to succeed in work, family, and interpersonal relationships at the same time. They will not function normally and in balance. Married women will face conflict in the household; it will interfere with work and cause stress. The results of the study (Muis et al., 2021; Wijayati et al., 2020), also explained that someone who experienced multiple role conflicts also experienced a decrease in their performance. Similar results were also shown in studies (Nur et al., 2019; Rahmayati & Khairunnida, 2020). The perceived multiple role conflicts can cause discomfort and fatigue for female workers in the garment industry, as a result, they will find it difficult to achieve the expected performance. Multiple role conflicts can be sourced from tension, time, or from behavior itself (Greenberger et al., 1994). Carrying out multiple roles will increase the burden that must be taken by women which can reduce performance (Lukiastuti & Lissa'dijah, 2021). A woman who performs more than one responsibility at once will give heavy pressure; this pressure is what ultimately causes conflict in married women. Career women must be responsible for their work, and at home must be able to manage the needs of their families. This dual role conflict will interact with employee performance. The conflict will affect their ability to complete the work (Sutanto & Wiyono, 2017). Someone who experiences role conflict will feel that their expertise does not support the completion of their roles, so they cannot work optimally.

Non-Physical Work Environment affects Work Performance

This result is supported by previous research which states that a good non-physical work environment can improve employee performance (Logitapraja et al., 2019; Srie Hartati et al., 2020). With a good non-physical work environment, an employee can establish family relationships with other members of the organization and increase one's emotional bond with his work. (Logitapraja et al., 2019) stated that harmonious and kinship relationships between workers can improve employee performance. In addition, a pleasant, safe and

comfortable work atmosphere will have a positive impact on employees' performance. Furthermore, (Nanda et al., 2020) also stated that a healthy, comfortable, safe, and pleasant work environment can help employees in completing work. A good non-physical work environment will facilitate the work process (Kurniawaty et al., 2019). The work environment is something that surrounds workers and influences them in carrying out assigned tasks. The conditions of the work environment greatly affect a person's attitude at work and are said to be good or appropriate if they can carry out activities in an optimal, healthy, safe, and comfortable way (Kurniawaty et al., 2019; Nanda et al., 2020).

Employees will work optimally if the work environment is comfortable and supportive (Cheyne & Cox, 2000). The non-physical work environment can reflect conditions that support the creation of good relationships between fellow employees, and a more comfortable and harmonious working atmosphere so that employees will be more enthusiastic at work and will have a positive impact on their performance. Vice versa, a dissonant environment will affect employee morale at work, because conditions like this will have a negative impact that can reduce performance. A comfortable work environment will have a good impact on the continuity of work, while a less conducive work environment will hurt the continuity of work. (Khamkanya et al., 2012) stated that the key to higher productivity is building a comfortable environment. (Rivai et al., 2019) show that employees who feel comfortable with their work environment tend to work more effectively and enjoy the work process compared to those who feel uncomfortable.

Work Stress affects Work Performance

According to (Hans et al., 2014) work stress is a problem in organizations and can affect organizational performance and growth. Work stress can occur because the demands of the job are not to the ability of the worker (Safrizal et al., 2020). Unrealistic work targets, lack of resources, and constraints faced by employees at work cause the workplace to be stressful and this will harm performance (Sinha & Subramanian, 2012). In a study conducted by Ahmed, 2013; Muis et al., 2021; Safrizal et al., 2020, it is also proven that employees who experience job stress also experience a decrease in their performance (Yahaya et al., 2011). Higher work stress will lead to lower performance. One of the factors that have a close relationship with performance is work stress. At a certain stage, work stress can improve

performance, but higher work stress will begin to cause performance decline. Continuous work stress can reduce performance (Bhui et al., 2016). Conditions, events, or situations that bring negative and stressful feelings can be disturbing, threatening, and dangerous which can reduce performance (Lukiastuti & Lissa'dijah, 2021). Studies by (Belias et al., 2015; Bhui et al., 2016) explained that the higher the stress experienced by female workers, the lower their performance would be. Employees in stressful conditions experience physical and psychological exhaustion which in turn will make them cannot do their job optimally. They cannot concentrate fully on their work and as a result, they reduce the amount of work that must be completed (Sutanto & Wiyono, 2017). Employees who are under stressful conditions cannot innovate and complete work slowly, so they will produce lower-quality in their work.

Conclusion

The results of this study support all the proposed hypotheses including multiple role conflict having a significant positive effect on work stress and a significant negative effect on performance. The non-physical work environment has a significant negative effect on work stress and a significant positive effect on performance, while work stress has a significant positive effect on performance. Married female employees generally experience work stress because they are unable to allocate time for family and work, and feel burdened with work tasks. Work-family conflict will cause stress on women workers, and this stress can be handled by them according to their respective abilities. To avoid negative effects in the workplace, a female worker must have the skills, abilities, and knowledge to take a positive attitude in dealing with multiple role conflicts. Age, maturity, number of children, and other dependents are factors that can affect their ability to cope (Safrizal et al., 2020). Everyone has a different way of dealing with multiple role conflicts. A decrease in performance can occur due to high conflict in the family which causes a worker to experience stress and lose their focus. Suggestions from this study are everyone in the organization needs to build a conducive, harmonious, safe, and comfortable workplace to reduce work stress and improve performance. Some of the things managers can do are hold regular vacations together (Company Gatherings), provide counseling at work, and build a familial work environment. Some research limitations, namely the use of variables and the number of samples. Further

research can add moderating variables such as grit, and control variables such as work experience, age, number of families, and so on. Besides, that future research can also increase the number of samples by examining more than one company.

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Mechanisms of implementation of Russian Soft Power in Georgia and existing challenges

Nana BAKHSOLIANI¹ & Rona PERTIA²

Abstract

In the international arena, Russia applies a peculiar mixture of soft power with hard power. This mixture is usually a different form of economic and ideological penetration. For this, Russia finds relatively "fertile" soil in the space of the former Soviet Union, where the "unions" of the Soviet era are still alive in a large part of society. In Georgia, characteristics of Russia's soft power appear in the cultural (values) and historical connection with Russia and with western political values against Russia's so-called "Realpolitik" (power politics).

Along with economics, religious beliefs and cultural memory are among the most effective tools in Russia's soft power arsenal.

Russian Federation takes a complex approach to the issue of maintaining and expanding its influence in the region of its interest and pays attention to the study of the most vital issues: conflicts, oil and natural gas resources, geopolitical complexities, pipeline politics and interestingly analyzes geopolitical risks of the coming decades, the geopolitics of the Caspian basin of the Caucasus, the issues of religion, demographic and migration perspectives, and the political course of the superpowers.

Foreign political relations changed periodically and were more reactionary. Initially, more attention was paid to instilling skepticism toward Western institutions. NATO membership was presented as impossible, and the relations between Georgia and the European Union – were unpromising.

Keywords: Soft power, Russia, Economic levers, Orthodoxy, European Union.

INTRODUCTION

Soft power is mainly based on three main resources: culture, political values, and foreign policy. This is the power and speed with which states realize their foreign policy goals. This force is used based on the mutual will of the parties.

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The research focuses on Russia and its foreign policy, which is especially active in those states that are considered Russia's spheres of influence and declare a pro-Western foreign policy course. The main mechanisms of Russian soft power in Georgia are trade, visits, connections, and values. The attractiveness of Russian soft power is confirmed by a historically proven choice - Orthodox unity.

The work is based on J. Nye's theory of soft power, which comes from the ability to persuade, the desire to cooperate, and aims at achieving mutual relations. Soft power is the ability to shape the choices of others without rigid methods, it is the power of charm and its weapon is the willingness to cooperate based on legitimacy. Legitimacy is the necessary prerequisite for applying soft power (Nye, 2004).

Method

The work deals with the mechanisms of applying Russian soft power, based on the selection of materials and analysis of documents, with the consideration of the research method, such as the study using the content-analysis method, via which a large volume of qualitative data is converted into quantitative indicators and then the hypothesis is tested (Johnson&Reynolds, 2013).

FINDINGS

The course of events shows that along with Georgia's Euro-Atlantic integration, Russian "soft power" is growing stronger. Russia is working intensively to create the desired public mood. For this purpose, she focuses on different organizations.

The Russian Federation takes a complex approach to the issue of maintaining and expanding its influence in the region it is interested in and pays attention to the study of the most vital issues: conflicts, oil, and natural gas resources, geopolitical challenges, and pipeline politics. It interestingly analyzes the geopolitical risks of the following decades, the geopolitics of the Caspian Basin of the Caucasus, the issues of religion, demographic and migration perspectives, and the political course of the superpowers.

Hence the research question is in which direction Russian soft power is activated in Georgia, which we will try to explain below.

Economy As A Tool of Soft Power and The Influence of Russian Companies on The Georgian Market

Russia's growing not only political but also economic interest in Georgia as a neighboring state did not slow down even after the collapse of the USSR(Papava, 2021). Soon after the Abkhazian and so-called "South Ossetian" conflicts, the economy turned out to be a desirable and useful platform - by using soft power Russia could achieve the desired goal. However, in the circumstances of the irreversible process of globalization and the liberalization of the world economy, the use of Russian soft power in Georgia may have seemed unimaginable at first.

Back in 1998, the American company AES acquired 75% of the shares of the "Telas" joint stock company. In 2003, the Finnish company RAO Nordic Oy, whose shareholder is Russian Interra, became the owner of 100% of the shares. It owns not only Telasi but also "Mtkvari Energy", Khrameshi 1, and Khrameshi 2 based on the agreement signed in 2000 (NP. "24 Hours", 2011), from December 2006, based on a memorandum, Engurhesi was transferred to the joint Russian-Georgian administration (Engurhesi Russian-Georgian governance, 2015), Electricity transmission networks, whose supervisory board members are Russian citizens sometimes are Georgians by nationality. Tbilisi is supplied with water by Georgian Water and Power, whose owner is a company registered in the offshore zone and the directors are one Georgian and two Russian citizens(Transparency International Georgia, 2014), the company Lukoil, which is Russian, and the members of the supervisory board and the director are Russian citizens; RMG Gold and RMG Copper ore miners in the offshore zone are registered companies in the Netherlands whose owners are Russian citizens(Dzvelishvili&Kupreishvili, 2015).

Georgia's economic dependence on Russia is dangerous as during the years of independence, Russia used economic levers against Georgia more than once. For example,

in 2006, Russia first stopped supplying natural gas and electricity, then actually banned the export of products from Georgia to Russia. Eventually, at the end of the year, Georgian citizens were deported from Russia (Dzvelishvili&Kupreishvili, 2015). Furthermore, after the events of June 20, 2019, flights from Russia to Georgia were stopped, which is still valid. The economic crisis, which is a component of political conflicts, is certainly not only an economic issue. The cascade of events made it clear that "South Caucasus countries were harmed in many ways by the mentioned political and economic relations. Furthermore, there were facts of the violation of the human rights of various groups" (Doygulu& Karapetyan, 2016). Because economic and political relations are complex and principal issues, it is necessary and crucial to know the level and trend of dependence of the Georgian economy on Russia. The main areas where Georgia's economy is significantly dependent on Russia are foreign trade, tourism, and transfers made by emigrants.

According to the data for 2019, wine was in first place in the export of goods from Georgia to Russia. Furthermore, the major export products were: ferroalloys, minerals, and alcoholic beverages, which decreased in the first quarter of 2020 due to the pandemic.

Georgia has a negative trade balance with Russia - more products are imported than exported. A clear idea of it is shown by the fact that in 2019 imports from Russia amounted to 976 million US dollars(Georgia's economic dependence on Russia: trends and threats, May 4, 2020, <https://transparency.ge/ge/blog/sakartvelos-ekonomikuri-damokidebulebarusetze-tendenciebi-da-saprtxeebi>).

The largest share of imports from Russia is gasoline, followed by wheat. If we observe the dynamics of these relations, we can see that the economic relations between Georgia and Russia have changed after the signing of the Association Agreement between Georgia and the European Union. Despite the claims of the Georgian and European sides that the association agreement and free trade with the European Union do not conflict with Russia's trade and economic interests, high-ranking Russian officials are cautious about deepening the trade and economic ties of the post-Soviet countries with the European Union and focus on the expected negative consequences for Russia. Before the signing of the Association

Agreement with the European Union, there was an expectation among Georgian, and not only Georgian, experts that Russia would try to hinder the process of Georgia's rapprochement with the European Union. The mentioned assumption was not justified and Georgia signed the association agreement without obstacles and objections from Russia, which the Georgian authorities consider one of the crucial successes. However, Russia's reaction was not long after the ratification of the Association Agreement by the Georgian Parliament. Shortly after the meetings between the parties in Prague, on July 30, the Russian authorities published a government bill to suspend the free trade agreement between Russia and Georgia. Both representatives of the Georgian government and economic experts explain that the cancellation of the free trade agreement with Russia if it is not followed by additional political decisions and artificially created barriers, will not significantly affect the trade between the two countries.

Today, the processes taking place in Ukraine and parallel to these processes the global economic sanctions have gained special importance. Against the background of universal sanctions, the instrument of Russian soft power and the influence of Russian companies on the Georgian market have come under unprecedented attention from both political parties and economic leaders. Today, it is already visible to the world that Russia's soft power policy turned out to be only a phantom. Russia's mix of soft and hard power policies has already gone beyond hard power policies - events in Ukraine, despite attempts of Russia to explain those as a special operation, have proven that the latter are acts of war.

Concerning the research problem, it is worth noting the fields where cooperation is desirable and possible for both sides - energy and infrastructure projects. In the energy projects, the rapidly growing demands for electricity in the southern regions of Russia are considered as such. Therefore in the conditions of the existing technical infrastructure, the Russian Federation is considered as a completely logical market for the electricity produced in Georgia. Infrastructural projects are considered Russia's interest in the development of the North-South transport corridor. The researchers regard the implementation of the corridor as not necessary through the territory of Abkhazia. It is possible to be used the

Russia-Azerbaijan-Georgia-Turkey traffic route for this purpose. The prospect of this transport corridor is somewhat hindered by the underdeveloped railway infrastructure from Turkey to the south. Russia-Turkey's rather intense trade relations allow us to assume that the launch of this route has some potential (Tughushi, 2016). In our opinion, the result of the implementation of the above-mentioned soft power may turn out to be positive-sum.

Orthodoxy As An Important Factor In Relation

Due to its religious-geographical location, Georgia is connected to the Christian world by land only with Russia (to the south is Monophysite Armenia), and the Black Sea connects it with Ukraine, Romania, Bulgaria, and Greek Orthodoxy (Chitadze, 2011).

During the Soviet period, Orthodoxy, despite the loss of importance as a social institution, still played a chief role in the population of Georgia, not as a symbol of deep piety but as a means of preserving national identity in the Soviet system. Despite this kind of past, after gaining independence (1991), Georgian Orthodox Church regained increasing social and political relevance, especially in recent years. From this point of view, the latter turned out to be a tool for the Russian soft power policy to increase its influence on society (Jawad & Reisner, 2021).

It is worth taking into account French political philosopher Michel Foucault's concept of an instrument of power that has religious roots and involves individual and collective guardianship, spiritual guidance, and bodily discipline (Foucault, 1982). Establishing cultural and religious ties with Georgia by the Russian Church is a political tool that emphasizes the incompatibility of traditional Orthodox values with the liberal values of the European Union. Russia is manipulating religious feelings and orthodoxy to distance Georgia from the West. In this case, the pastoral power of the Russian Church falls within the framework of conservative rhetoric - accusing the West of spreading liberal rules to Georgia. Protection of the Orthodox identity by Russia is presented as an alternative to the West: The systematic spread of anti-Western narratives from Georgian right-wing groups was followed by the sharing of xenophobia and homophobia sentiments (Svanidze, 2018).

In the Orthodox Church of Georgia, they consider (and not without reason) that some Western values undermine the patriarchal and conservative traditions of Georgia.

In theory, soft power falls within the Russian Church's position regarding the August War, when it refuses to "view the Five-Day War as a game-changer that required a radical political turn. In addition, another factor that emphasizes the difference between Georgia and Ukraine is that it is impossible to project the Russian world based on the ethnocentric concept, and the Russian Church, as its flock, does not have its branch on the territory of Georgia (Makarichev, 2021).

The Orthodox Church of Georgia is contradictory - it simultaneously supports European and transatlantic integration of Georgia and expresses sympathies toward Stalin, also criticizing Russia's policy on the occupied territories. At the same time, the members of the church meet the Kremlin bikers "Night Wolves" who are widely known for their nationalist ideology (Makarichev, 2021). Naturally, the question arises - is all this achieved as a result of the work of Russian diplomacy, or is it a product of the common ideology of the same-faith churches? Ambiguity on the part of the Russian Church regarding the churches of Abkhazia and Tskhinvali, to recognize them in the religious jurisdiction of the Church of Georgia, although the service in Tskhinvali held in Russian (Civil.ge, 2021), creates a prolonged uncertainty. However, it is worth mentioning that, this way Russian Church is trying to create a powerful lever in the occupied territory and force the Georgian Church to support it in another important issue. In our opinion, the latter is the declaration of autocephaly of the Ukrainian Orthodox Church in 2019. In this case, the Georgian Church is trying to distance itself. Also, the Georgian Orthodox Church did not send a delegation to the Orthodox meeting held in Amman in February 2021, which was considered an alternative to the Constantinople global vision of Orthodoxy. Thus, the Georgian Orthodox Church refrained from taking any side in the conflict between the Russian Church and the Constantinople Patriarchate of the Orthodox Church.

In addition, Russian propaganda creates narratives in other directions, which actively works on the worldview of the congregation of the Georgian Orthodox Church (Abdaladze, 2020).

These are as follows: Orthodox unity with Russia as a historical choice, secularism as a destroyer of national identity, Orthodoxy as the predominant current of Christianity as a counterweight to Catholicism, Protestantism, and others, the need to protect Orthodox worldwide, and the imminent belief in the second coming, blind faith in miracles. All of this serves to instill fear, increase the political rights of the church, look for signs of the devil in the state and other normative documents, and to recognize the supremacy of religious morality over secular law.

CONCLUSION

Based on all of the above, we can conclude that Russia is trying to influence the political environment in Georgia with complex methods and change the western vector of the country's development. Russia actively uses direct and indirect methods of influencing both political actors and clergy. These methods include supporting one's supporters with financial and other means, as well as discrediting the Western political course and cultivating myths. For this purpose, Russia has used economic and religious mechanisms, which sometimes contradict and go beyond the scope of soft power, and sometimes coincide with the values that push for unification under the religious hood. And accordingly, the priorities that are most important for a sovereign state to take its place in international relations are pushed back - Implementation of democratic principles in state building and world politics.

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The effect of cognitive stimuli on learning in a foreign language: Two experimental studies

Hamit COŞKUN¹ & İbrahim And UYANIK²

Abstract

Concept learning or word learning is the basis of language learning, and children first learn concepts or words that replace objects. These two studies examined the effect of picture and exercise-based cognitive stimulation on students with no foreign language background. First, the effect of the German concepts presented as pictures, written and both written and pictures on German and Turkish word recall performance was examined in the research. In this research, each stimulus consisting of 8 concrete objects in total was presented at three-second intervals in a picture, written or both picture and written form. The results of Experiment 1 show that written and both written and visual presentations lead to higher performance in German word recall than visual presentation alone. Besides, both picture and written presentations with pictures lead to higher performance than written presentations in terms of word recall in Turkish or the mother tongue. In Experiment 2, written or both written and pictorial stimuli in German were presented at three-second intervals. After this presentation, half of the participants wrote down the presented stimuli as much as they could remember. The results of Experiment 2 show that in foreign language recall, both written and visual presentations lead to more recall than only written presentations. In addition, those who practiced writing had about 40% higher recall performance than those who did not. These findings are discussed in light of the literature.

Keywords: Recall, Memory, Coding, Picture presentation, Text presentation, Picture and text presentation, Exercise

FIRST STUDY

Although students spend a lot of time learning foreign languages, they do not learn enough to speak and understand. One of the possible reasons for this situation is the widespread use of grammar-based education programs in our country. Concept or word learning is the most basic language learning, and children first learn concepts or words that replace objects. Concept learning occurs through auditory, written, and visual means. This research focuses on written and visual ways of concept learning. Studies on the effect of stimuli presented in pictures, texts, or both are available in the literature (Baddeley,

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Thomson, and Buchanan, 1975; Paivio & Csapo, 1973). In this research, the effect of the presentation of the picture and the word together on the recall according to the other conditions (picture only and word only) is examined. These effects have been studied in learning German as a foreign language. In addition, the effect of these stimuli on remembering in the mother tongue was also examined. It is expected to support the prediction of this theory in mother tongue recall.

Besides painting and visual presentation, the effect of repetition was examined in the second study. The possible outcomes of these studies seem to be directly related to two theoretical approaches. First, according to dual coding theory, visual and concrete objects leave more permanent traces in memory than abstract verbal information and are better remembered (Paivio, 1986, 1991). At this point, pictures are expected to be remembered better than written stimuli. Cognitive load theory suggests that it is limited because it can store an average of seven pieces of information in a short-term attitude time of about 30 seconds. At a high level, for example, when encountering more than nine stimuli, working memory becomes overloaded (Paas & Van Merriënboer, 1994). In addition, cognitive load increases when stimuli are processed unusually, as in concepts in a foreign language. This situation creates disruptive effects on the memory system. Therefore, the cognitive load of an individual who is given a picture but does not know the equivalent of this picture in a written foreign language will increase. Therefore, the German recall performance was expected to be higher in the written and both written and picture conditions than in the picture-only condition (Cognitive load theory). In two studies planned to test these possible outcomes, eight different stimulants or animals (der Vogel (bird), die Ente (duck), die Katze (cat), die Maus (mouse), das Pferd (horse), die Kuh (cow), der Hund (dog) and das Schaf (sheep) were given in German to the participants as stimuli. The simultaneous presentation of the picture, especially the picture and the word, is expected to improve the recall performance. In the first and second studies, the dependent variable was the number of words remembered in German or Turkish.

METHOD

Participants

The participants were students of English departments at Bolu Abant İzzet Baysal University.

Instruments

Animal names and pictures were used as stimulants. In the picture condition, 8 pictures were presented as a bird, duck, cat, mouse, horse, cow, dog, and sheep (Figure 1). Only the German names of these animals (der Vogel, die Ente, die Katze, die Maus, das Pferd, die Kuh, der Hund, and das Schaf) were given in the written condition. In both the picture and the written condition, German words were given under each animal picture. (See Figure 2).



Figure 1. German horse picture presented in picture condition



Das Schaf

Figure 2. Picture and text of sheep in German presented in the condition of the picture and written presentation

Recall Performance: The participants wrote down what they remembered from the given presentations, first in German and then in Turkish as much as they could remember.

Procedure

There are three conditions in the research: in the first condition (picture condition), there are only pictures, in the second condition (text condition), these pictures have only German equivalents as words, and in the third condition (picture and text condition) there are German equivalents with pictures. The sizes and colors (black and gray tone) of the pictures presented to the participants are standard. After this application, the participants were asked to write what they remembered after the stimuli shown in the condition, first in German and then in Turkish, on a blank A4 paper. Participants were told they could use it for as long as they wanted.

FINDINGS

Only meaningful results are reported here. In terms of German word recall, the recall performance of those in the picture condition ($M = .83$) was lower than those in the writing condition ($M = 4.53$) and both in the picture and writing condition ($M = 5.00$), $F(2, 49) = 35.53$, $p = .000$, $\eta^2 = .59$. In Turkish word recall, the recall performance of those in the writing condition ($M = 2.00$) were lower than the recall performance of those in the picture condition ($M = 7.00$) and both the picture and writing condition ($M = 7.06$), $F(2, 49) = 51.77$, $p = .000$, $\eta^2 = .68$. (Table1).

Table 1.

Mean number of words remembered by participants (standard deviations were given in parenthesis)

	Writing	Picture	Writing and Picture
German	4.53 (1.59)	0.83 (1.04)	5.00 (2.06)
Turkish	2.00 (1.93)	7.00 (1.94)	7.06 (0.90)

DISCUSSION AND CONCLUSION

In the first study, it has been found that presenting German words in writing and both in writing pictures have a positive effect on recall compared to the presentation through pictures. This result is inconsistent with the prediction of dual coding theory (Paivio,

1986, 1991). On the other hand, this result is consistent with the prediction of cognitive load theory. The task required from the participants is to rewrite what they saw. It is easy to recall written or both written and visual stimuli in short-term and long-term memory. However, there is no equivalent in the memory system for the German concepts, which are presented only as pictures. Working and long-term memory (semantic, memory, procedural memory) are interrelated. When there is no recallable concept in the semantic memory where the concepts are included, the individual applies it to the working memory again. The process is terminated when there is no association related to the concept in both memories. Consistent with this explanation is that participants in the picture condition only remembered four of the pictures shown, and as a result, they experienced 50% impairment in memory.

In terms of recalling in Turkish, the performance of those who were in both the picture and written presentation condition was found to be higher than the written ones. This result supports the dual coding theory developed by Paivio (1986; 1991). In this study, no difference was found between visual presentation and both visual and written presentation. This indicates the advantage of visual presentation being coded in memory.

SECOND STUDY

Considering the results of the first research, it can be stated that the dual coding theory is valid only in the mother tongue; however, it shows that it is insufficient to explain learning in a foreign language. Cognitive loading theory is a more valid theory in foreign language learning. The study also shows how vital the role of semantic memory in learning new concepts is. One of the ways to increase the role of semantic memory is to allow participants to encode or repeat a concept after seeing it. If the concept learned in a foreign language is actively repeated, it will be ensured that semantic memory is included in the learning process as well as working memory.

Repetition of the concept increases the permanence of short and long-term memory (Craik & Watkins, 1973). This application will also lighten the load of working memory. In this study, as in the first study, exposure to only written stimuli with pictures and text on recall was also tested. In this study, only the picture-writing and written conditions were

compared. The recall performance is expected to be the highest in the picture-text condition.

METHOD

Participants

The participants (N = 49) in the research consisted of students from Abant İzzet Baysal University, Department of Psychology.

Instruments

They were the same as in the first study.

Procedure

They were the same as in the first study. The participants in the experimental group were asked to write what they remembered about what was presented to them on a blank page in German. The participants were allowed to look at the stimuli again during this process. The exercise application lasted approximately two minutes and the application was terminated after all participants wrote down all 8 stimuli. No such exercise was given to the participants in the control group. Then, the participants were asked to write what they remembered first in German and then in Turkish.

FINDINGS

The participants in the experimental group (M = 5.31) had higher recall performance than those in the control group (M = 3.42), $F(1, 42) = 15.072$, $p = .000$, $\eta^2 = .26$. However, there was no difference between the participants in the picture and text condition (M = 4.14) and the participants in the writing condition (M = 3.79), $F(1, 42) = 3.019$, $p = .09$. In addition, the interaction effect between the two variables was not significant, $F(1, 42) = 2.434$, $p = .13$.

The participants in the experimental group (M = 3.31) showed better Turkish recall performance than those in the control group (M = 2.64), $F(1, 42) = 17.586$, $p = .000$, $\eta^2 = .30$. In addition, the participants in the picture and writing condition (M = 5.41) remembered more Turkish words than the participants in the writing condition (M = .46), $F(1, 42) = 241.157$, $p = .000$, $\eta^2 = .85$. The combined effect of presentation type and

exercise was also significant, $F(1, 42) = 8.857, p = .005, \eta^2 = .17$. Accordingly, the participants in both the picture and writing condition ($M = 7.40$) showed the best Turkish recall performance compared to the other conditions (See Table 1).

Table 1

Recall performance (standard deviations were shown in parentheses)

		Writing	Writing-Picture	Total
German	Exercise	4.63 (1.85)	6.40 (1.82)	5.31 (1.97)
	Control	3.38 (1.63)	3.47 (1.42)	3.42 (1.50)
	Total	3.79 (1.77)	4.14 (1.94)	3.96 (1.84)
Turkish	Exercise	.75 (1.04)	7.40 (.89)	3.31 (3.50)
	Control	.31 (.60)	4.82 (1.42)	2.64 (2.54)
	Total	.46 (.78)	5.41 (1.71)	2.83 (2.82)

DISCUSSION AND CONCLUSION

This study examined the effect of repeating or not repeating the concepts given in a foreign language (German) as well as the effects of written and both written and visual presentations on recall. Finding techniques that will activate memory and leave permanent traces in foreign language learning is essential. For this purpose, in the second study, half of the participants were instructed to write the words as much as they remembered. Compared with the control group, the foreign language recall performance increased by 40% in the experimental group. It is easier for the concepts stored in the short-term memory to be transferred to the long-term memory by repeating the concepts by exercising (Demirel, 1987). The issue of how long this repetition should be done and how many words should be done should be examined in future studies.

In this study, there was no significant difference between the participants in the picture and writing condition and the participants in the writing condition in terms of recall. This is due to the small number of participants in the study. The most important difference between this research from the previous research is that the participants have never taken

a foreign language education before. In addition, the recall performance of the participants in the written and visual presentation and practice condition was the highest. From this point of view, it can be assumed that visual-written presentations and repetition can ease the working memory burden.

Consistent with the first study's results, it has been found that the Turkish recall performance of those in both the picture and written presentation condition is higher than the written ones. This situation indicates that remembering occurs better with two channels (visual and written), which is consistent with the prediction of the dual coding theory (Paivio, 1986, 1991).

Based on these research findings, to increase foreign language learning in the future, giving words or concepts in pictures and writing and giving exercises on these concepts at the end of the topic will increase recall performance. Adding exercises or chapters in books for these words will reinforce learning. In addition, at the end of each lesson, consolidation will increase the retention of memory. The amount and variety of these presentations should be increased in textbooks.

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Psycho-social characteristics of an "ideal" commander

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Abstract

In the wake of the current global processes in the modern world, small countries in terms of the population need more efforts to maintain their state independence. The issue of national security is becoming more urgent for every citizen, including the servicemen of the Defence Forces. The activities of military personnel are distinguished by their particular uniqueness. It is military commanders who play a critical role in both maintaining peace and performing combat missions. They help the younger generations to receive appropriate military education that encompasses theoretical knowledge, performing endless activities of physical training and exercises, stringent requirements of maintaining order coming from the chain of command, etc. All of these things help the young soldiers and future officers, on the one hand, to develop professional obedience, and on the other hand, it requires the commander to demonstrate certain skills and great professionalism.

The present paper is dedicated to determining the social and psychological factors involved in the education and training of the Junkers as future commanders in the Defence Forces of Georgia. It discusses the issue of leadership of serving officers, in particular, the social and psychological characteristics of an "ideal" commander; the paper describes the similarities and differences of the existing evaluative perceptions as viewed by the two social groups (commanders and the Junkers); the paper also substantiates, on the one hand, the personal characteristics affecting the process of formation of a successful commander and on the other hand, the relationships between the Junker and the commander involved in education and training.

To attain the research objective, a series of quantitative and qualitative studies and relevant research instruments have been used. Research findings, conclusions, and recommendations can be used by the Defence Forces of Georgia as well as the education institutions of any field (military and civilian).

Keywords: Commander, Officer, Defence, Junker, Psychology, Feature

INTRODUCTION

Personality is a complex psychic system constructed as a result of the interaction of the individual and the environment within which two sides are identified: the intra-psychic functioning of the individual and his/her interaction with the environment. This point is

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specifically highlighted in the Defence Forces when studying the behavior of military personnel – their profession encompasses endless activities of physical training and exercises, stringent requirements of maintaining order coming from the chain of command, the physical readiness to comply with these requirements by those beginning their military activity and if it can be said, the development of professional obedience (Kropadze T., Gelashvili G., 2019). In addition, it is important to be physically and spiritually prepared for combat situations as well as to develop and personally manage emotional, motivational, perceptual, and behavioral characteristics related to the potential results of combat actions. Therefore, creating a psychological portrait of successful military commanders can have a kind of psychographic significance (Khechuashvili, 2008).

The relevance of the topic is determined by another issue - the responsibility of the officer corps for educating the next generation of leaders. Education of the Junkers in military education institutions, formation of relevant values, strengthening the social and personal characteristics, and implementing positive changes in this regard is the direct obligation of the commander/leader and one of the determinants of his activities.

The influence of personal qualities and social and psychological characteristics on the military profession has long been a subject of research, and the results unambiguously affirm the importance of the personal profile on work performance (Ramachandran, Wadhawan, Kumar, Chandramohan, & Rao, 1983).

Method

The survey was conducted in 2020-2021 in which 285 military servicemen participated. There were 233 Junkers and 52 officers / non-commissioned officers (NCOs), with 217 male Junkers (93%) and 16 female Junkers (6, 86%) among them. The research participants were divided into two groups by their composition: the Junker Battalion and the chain of command – NCOs and officers.

The main purpose of the present study was: a) to determine the psychological and social characteristics of a successful military commander working with the students, Junkers, and

trainees of the National Defense Academy of Georgia, b) to make a psychological portrait of a successful military commander.

For the research, the following was necessary to identify:

- From the perspective of the interviewees (respondents), who is the role model of a commander at the Academy?
- What are the characteristics of successful commanders?
- Among the given features, what qualitative characteristics do they consider more important for the activity of a leader/commander?
- To what extent is the self-evaluation of successful officers in compliance with the so-called "ideal"? Does this factor determine their assessment by the Junkers?
- Does the perception of the psychological portrait of a successful commander change in dynamics across the grade levels?

Considering the goals and objectives of the research, the research design was divided into several stages and each of them covered specific activities. In the first stage, focus groups were organized both in the Junker Battalion and the chain of command for the topic: "Who is a successful military commander, and what qualities does he possess?" The results of the focus groups were analyzed and a questionnaire was developed that enabled to process of the obtained results in the second stage. In addition, the names of the commanders who were often nominated were distinguished based on the data received and by the grade levels and standpoints of the officers.

FINDINGS

The most important characteristics identified by the grade levels

It is interesting to note that the first-grade Junkers named empathy as the number one quality and this can be explained by the fact that these Junkers have come here from the civilian field. The Junkers ask for more support and take their situation into account the commander. The first academic year is distinguished by its transformation phase where the

Junkers are developed into military personnel. Among other qualities, special emphasis was made on the features such as the ability of delegation and control (number two quality) and orderliness (number three quality).

Three qualities were identified by the Junkers across all (four) grade levels, namely: empathy, fairness, and the ability to consider the opinions of the subordinates. The figures given below show the place assigned to each of these qualities across the grade levels.

Interestingly, when the Junker moves on to the higher grades, he/she considers empathy to be less important, and being treated fairly by the commander is considered more significant. At this time, it should be said that **the research is completely based on subjective, the so-called self-report questionnaire, which implies not how fair the commander is intrinsically, but to what extent the Junker has a sense of justice** (see Figures 1, 2, 3).

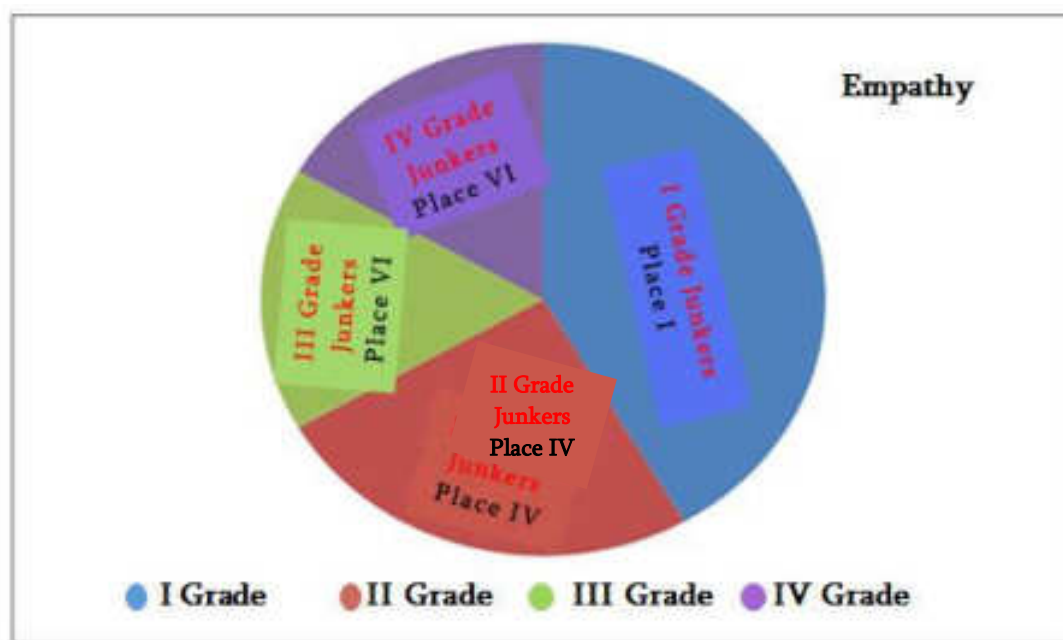


Figure 1.

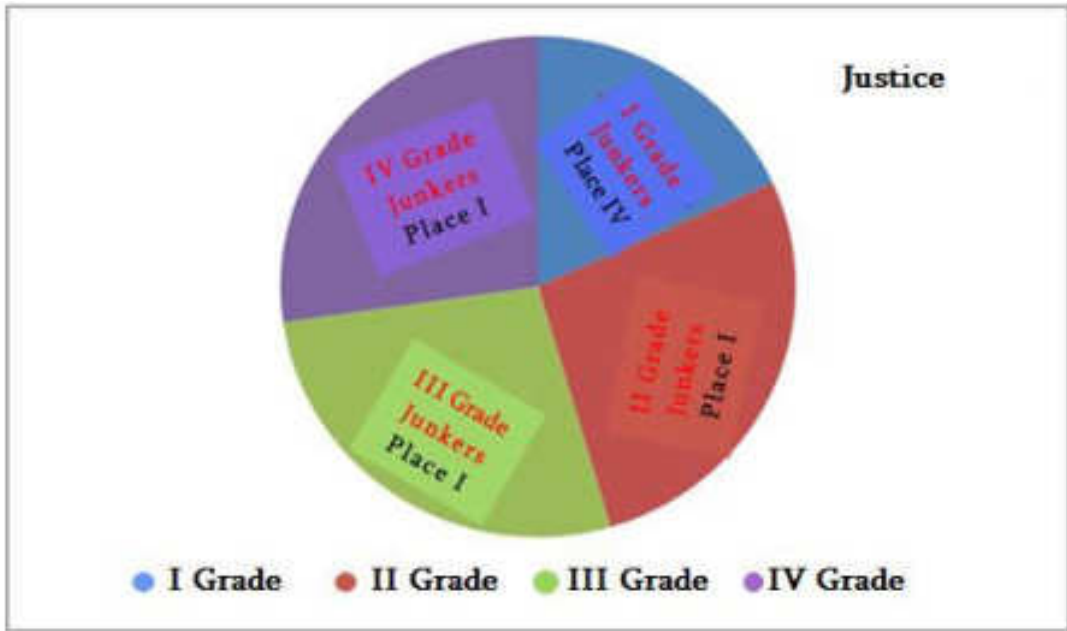


Figure 2.

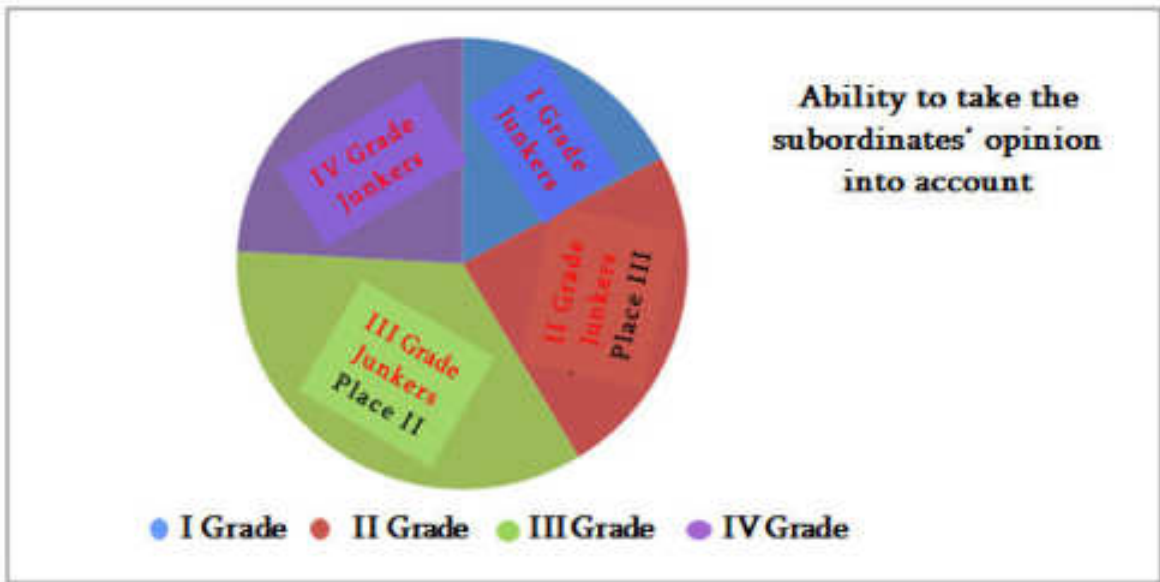


Figure 3.

At the end of the questionnaire, the respondents had the opportunity to name the best commander from their point of view. The question was open-ended and no possible options or restrictions were offered (for example, only for their grade level or active duty commander, etc.). Once again, it should be emphasized the fact that here we are talking about a subjective assessment by the Junker and not about objective circumstances.

The third factor to consider is that the Junkers are better able to evaluate the commanders with whom they have direct and frequent contact than those they have less contact. This can explain the higher percentage of their grade level NCOs named in the survey.

An interesting group for the research was the chain of command (officers and NCOs). Traits such as fairness and the ability to control and delegate were found to be just as important to the chain of command as they were to the Junkers. As for the third- and fourth-grade Junkers, competence and professionalism were found to be a common features as well. It can be said that **upper-grade Junkers is closer to the idea of an ideal commander that the commanders have themselves** (see Figure 4).

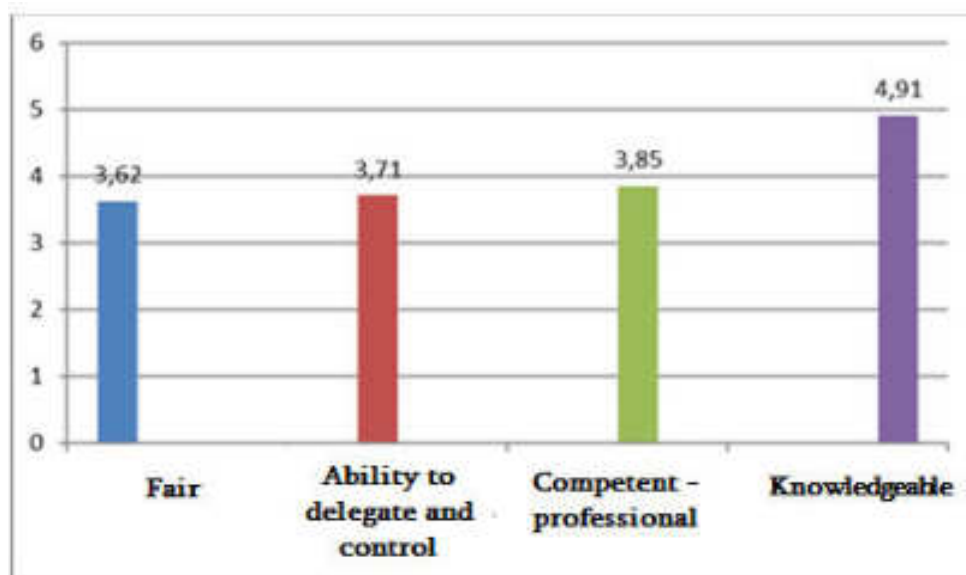


Figure 4. Top features identified by the officers and NCO-s

As for the best commanders named by the commanders themselves, there is a tendency for them to name the higher and immediate commander for this position. 13 of the respondents interviewed did not name the best commander at all which is 25% of the total number.

In addition, using a separate t-test, we grouped officers and NCOs, identified their top traits, and ranked them to see if there was a difference in these two trait categories. Fairness, ability to delegate and control, competence and professionalism, and knowledge were found to be common traits. These are the qualities that match the traits named by the Junkers (except for the knowledge).

Accordingly, the key psychological and social characteristics of a successful officer were identified by the Junkers, officers, and NCOs. Moreover, considering these qualities, the best commanders were named.

RESULTS/CONCLUSION

Thus, the findings of the study identified the following:

1. The Junker, on the way of his/her career move, undergoes a certain transformation - in particular, at the first stage, it is very important for the Junker to find empathic skills in the commander that is followed by the ability of delegation and control and orderliness. At this time, a civilian is "transformed" into a military serviceman. In addition, most of them are likely to be motivated to enter the Academy and become the Junkers - this is the very period when they are full of enthusiasm and this enthusiasm is expressed in patriotic motives (love of their homeland and their profession).

The second year of training is somewhat of a transition period for the Junkers accompanied by some kind of protests too, and empathy takes a back seat (fourth place), reaching its summit for the third year. When the Junker moves on to the higher grades, he/she considers empathy to be less important and he/she is more inclined towards fairness. Thus, the study confirmed that justice was selected as an unconditionally necessary quality for upper-grade Junkers. As can be seen from the results, the sense of justice is essential for the chain of

command as well. However, it should be noted here that the results obtained from the questionnaire indicate the subjective attitude of the Junkers about the justice of the commanders because the questionnaire cannot objectively measure fairness.

2. In addition to the three qualities identified by the third-year Junkers, the ability to admit mistakes, straightforwardness, and competence-professionalism are among the top qualities. These Junkers have to be in the chain of command to some extent, and perhaps from that point of view, they understand well how important it is to be straightforward or have the ability to admit a mistake. They believe that the subordinate will perform the task better with his/her immediate commander, and the recognition of the mistake will have a positive effect on the personnel.

As for the fourth-year Junkers, there is no radical difference between the results received from the third-year Junkers.

3. The results obtained allowed us to compare data between the Junkers of different grades as well as between the officers and NCOs. The qualities named by them fall into the top ten (with slight differences in places assigned).

Limitations of the study

Because the focus group was formed by both the Junkers and officers and NCOs, there was a certain restriction on the entry of military personnel of different hierarchical levels (different ranks) into the same group. Although the groups were divided into officers and NCOs, subordinates and their superiors still had to talk in the presence of each other. In the Defence forces, this fact imposes certain restrictions on the honesty of both sides. They avoid talking about both their active duty commander and ideal commander in the presence of others.

It is also important to note that, for example, a first-year Junker had relatively less experience working with the commander than a fourth-year Junker, which in itself has a significant impact on the results of the study.

As a result of the research, the following was identified:

1. The active-duty officers, NCO-s, and the Junkers of the chain of command characterize the leader/commander by the same personal indicators; in this regard, their views are in agreement with each other (especially in the case of upper-grade Junkers);
2. Based on the results of the research, the priority -in terms of the importance of the key psycho-social characteristics - is given to justice within the system of rewards and punishments operating in the Defence Forces.

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King Erekle the Second Square

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Abstract

King Erekle's square is located in one of the oldest suburbs of Tbilisi city Kala where King Vakhtang Gorgasali laid the foundation and gave a start to the urban development of the town at the tail end of the 5th century AD. His son, Prince Dachi, had completed the erection of the town's fortification wall at the door of the 6th century AD and a bit later, according to his father's deed, heralded Tbilisi as the Capital City of the country. The square itself and the adjacent territories have captured the scholars' interest from the points of view of their artistic, historical and urban qualities and therefore an archaeological investigation of the spot is one of the most important topics for further recreation of an objective part of the Capital City and the country in whole. There had been fixed three main locations of royal structures in Tbilisi: 1-Narikala (the citadel), 2-Isani (at Metekhi church), and 3 - an axis of Sion-Anchis Khati churches where King Rostom's royal palace was in presence during 150 years (1635-1795). There were carried out three archaeological campaigns at the square: 1 - In 1956-7; 2- in 1988-9; and 3 - in 2009-10. The results of these excavations have confirmed the trustworthiness of all the existing written records. There have come to light the artifacts characteristic to all the stages of the long period beginning from the century just mentioned and onwards demonstrating separate moments of Tbilisi's history and more exactly of one of its ancient suburbs.

Keywords: City, Archaeological campaigns, History, Square.

INTRODUCTION

The capital of Georgia, Tbilisi (Tiflis until 1936), due to its most important geographical location, was in the sphere of special attention of many states that wanted to “rule the world” for centuries. Among the big cities of the modern world, Tbilisi is one of the prominent places. The capital conceived in ancient times has gone through a difficult development path and the honorable name of the main city of Georgia has strengthened even more nowadays. The past of Tbilisi is an integral part of the history of the Georgian people, and its present appearance is a direct reflection of the transformations carried out in

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all spheres of the public life of our country (Bagrationi, 1989). According to researchers, a few cities in the world are also old and bear the name of the nation's capital from the beginning to the present day. Tbilisi belongs to several small exceptions, and in its fifteen centuries of life, it was and still is connected with the whole of Georgia, with the feelings and thoughts of its people (Meshkhia, Gvritishvili, et al, 1958). Vakhtang Gorgasal was able to solve a difficult task and declared Tbilisi the throne city of his kingdom, which led to its rapid rise. From this point of view, Tbilisi was a city that arose in the heart of feudal relations, and for the study of the urban processes of the early Middle Ages, its proper investigation is of great importance (Ramishvili, 1998). Located in the old city of Tbilisi, Erekle II Square and its surrounding area are a place of special artistic-historical and urban value. Thus, its archaeological research is one of the important issues for restoring the objective past of both the capital and Georgia.

Method

The value of the research is determined by the methodology of archaeological research and the results obtained on its basis. The research of the presented work is mainly the systematization and analysis of numerous archaeological monuments found in Tbilisi King Erekle II Square, for which statistical-quantitative, comparative, logical, formal-typological, and other accompanying methods are used.

FINDINGS

For the study of the early medieval material culture of Tbilisi, the materials found in Erekle Square are especially valuable, where the excavators separated several layers, among which the two lowest layers belong to the III-IV and VI centuries. Among the materials found in this area, the print is particularly noteworthy, on which the face of a man (probably Vakhtang Gorgasli) is carved, surrounded by branches and leaves. All this allowed the researchers, including G. Lomtadze, to assume that there was an aristocratic district on Erekle Square already in the 5th-6th centuries (Grdzlishvili & Tkeshelashvili, 1961).

Tbilisi Erekle Second Square

“King's Square” on Vakhushti Batonishvili's 1735 plan of Tbilisi - today's Erekle II Square is located on the right side of the Mtkvari River, in the territory of Kala-Kalaki, and is marked with number 4, while the king's palace standing next to it is marked with one.

Erekle II Square connects Ioane Shavtel and Sion streets. Around this place was located the square of the king-master, developed with various buildings and wings of the royal residence, bordering the residence of the Catholicos patriarch.

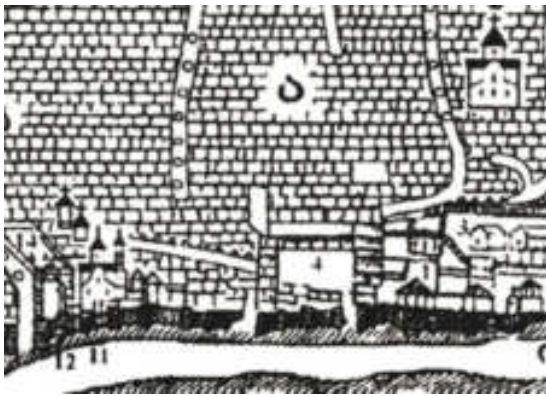


Figure 1.

In Tbilisi, the location of the royal palaces is fixed in three points: 1. Narikala (Dablatsikhe and Maglatsikhe-Citadel), 2. Isani and 3. Sion-Anchiskhati line (Beridze, 2010). The third one - the royal palace of Rostomys has existed for one hundred and fifty years (1635-1795).

King Rostom (1565-1658), aka Rostom Khan, Khosro Mirza, Kaikhosro Batonishvili - King of Kartli 1633-1658, King of Kartli-Kakheti 1648-1658. He is the last representative of the Bagrations of Old Kartli of David XI (Daut Khan). After the victory in the internal battles, as a result of the correct policy towards Georgians, he set the country on the path of long-awaited peace. There is a document that tells us that the Muslim Rostom king officially asked Svetitskhoveli to join in the battle with Teimuraz. In that battle, Rostom won, for which he thanked the first holiness of Georgians (Mamistvalishvili, 2020). In Tbilisi, he avoided the Persian army camped at Narikala and in 1638 chose the Sion-Anchiskhati line

along the river as the new royal residence. He built a palace complex and made the place a royal district. The district was surrounded by an internal fence and was closed at night.



Figure2. *Rostom the king (Castell's Sketch)*

According to Batonishvili Vakhushti, the king built a palace between Sion and Anchiskhat for his own sake, with Mtkvari hanging, rivals' row, and also "he attacked the castle of Isani and the upper Mtkvari edge between Anchiskhat and Sioni churches and gave the castle completely to the enemy" (Bagrationi, 1975).

Monk Egnatashvili describes the same palace, according to his words the palace of the kings of Kartli was inside the castle, where the throne of St. Nicholas was located, and Rostom Duteva and Mun Dasua Mimba came out and settled between the throne of Mtkvari Anchi and Sion. And distributed the property of the house to Qizilbash. Moreover, Aman built a house built of clay and turf (Egnatashvili, 1959). Beri Egnatashvili, was a Georgian historian and nobleman. He was one of the participants of the commission (commission of learned men) set up by Vakhtang VI to write the continuation of the "Life of Kartli", possibly he was even the leader. Two inscriptions written on the cover of "New Kartli Life" (1779) prove that Egnatashvili was one of the authors of these works.

All subsequent rulers contributed to the Rostom king's palace. In the second half of the 17th

century, the palace was rebuilt by King Vakhtang (The same Shahnavazi, king of Kartli 1658-1676, son of Teimuraz Mukhranbaton, son of Rostom king, founder of the Mukhran dynasty on the royal throne of Kartli). The ruler's throne stands in the heart of the city of Shuagulo.

A handwritten signature in black ink, consisting of a circular shape with a loop at the top and a long, sweeping stroke extending to the right.

Figure 3. Signature of Vakhtang

Signature French traveler Jean Chardin (Jean Baptiste Chardin, Sir John Chardin, 1643-1713), was invited to one of Rostom's successor's meetings. His ten-volume collection "The Travels of Sir John Chardin" is considered an outstanding example of early Western research on Persia and the Middle East.



Figure 4.

According to his description, the palace of the prince is undoubtedly one of the beauties of Tbilisi. It has great halls that overlook the river and the vast palace gardens. Moreover, in front of this palace, there is a square that could be a place for a thousand horses (Charden, 1975).



Figure 5. *Great Hall of Rostom King's Palace*

It is surrounded by shops and ends with a long bazaar, which is directly at the gate of the palace (Sharden, 1975). Nadim's main hall was a hundred and ten feet long and forty feet wide. It is built on the banks of the river and is completely open from this side. The mosaic ceiling rests on gilded and painted columns thirty-five to forty feet in height; The whole hall is covered with magnificent carpets (Georgian National Academy of Science, 1935).



Figure 6. *View of Tbilisi 1672-1673. According to Jean Chardin (Artist Grello)*



Figure 7. *Royal Palace*



Figure 8. King Erekle I built a new palace next to the palace of Rostom

Erekle I, Nazar Ali Khan, Nikolozi (1642 in Tbilisi - 1709 in Isfahan Iran) - the king of Kartli and Kakheti, the son of Teimuraz I's son David. Erekle I grew up in the royal court of Russia from his youth and was known by the name of Nicholas. 1662 he came to Georgia and tried to become king in Kakheti, but to could not succeed. Children: Teimuraz II, Constantine II, Mariam-Macrina; One of the grandchildren – Erekle II (Egnatashvili, 1959).



*Figure 9. The French traveler Tournefort was impressed by the palace of the King of Kartli
Tournefort*

Tournefort - French botanist and doctor (1656-1708), a Member of the Paris Academy of Sciences (1691). He traveled to Western Europe, Turkey, Georgia, and Armenia from 1700-1702. Tournefort is the first national European scientist who started to study the botany of the Caucasus and Georgia in particular, in 1701 he was in Tiflis. Among the other buildings of the city of Tiflis, he visited the King's Palace. According to his words, they were led into a small hall, which left the best impression on them, even though it was made of wood it had windows on each side, in which large panes of blue, yellow, reddish-gray,

and other colors were inserted. There were several Venetian mirrors, the ceiling was densely decorated. Tournefort owned the following paintings: General view of Tiflis, and Women of Tiflis. He was accompanied by the artist Claude Aubrier, who owned the graphic image of Tiflis.



Figure 10. View of Tbilisi, 1701 according to Tournefort



Figure 11. Royal Palace (according to Tournefort)

The chronicler Sekhnia Chkheidze tells us that Vakhtang VI built a house in the city made of honest micturition and gold sheets (Chkheidze, 1913; 25). King Vakhtang the Sixth (1675-1737 was the Governor of Kartli (Janishin) from 1703-1714 and king from 1716-1724. Statesman and public figure, poet, translator, historian, codifier, and scientist, son of George XI's brother, Levani. His mother was Tuta, daughter of Kaikhosro Guriel, brought up by Sul Khan-Saba Orbeliani).

In 1709, on the square, in front of the bath, he founded the first printing house in Georgia

and the entire Transcaucasia (1708-1709). It existed until 1723. The printing house was run by the master M. Ungrovlakhel invited from Romania. The first printed book was "Sakhareba" followed by: "Night in the Panther Skin", "Book of Knowledge Creation", etc. The printing house had several types of fonts: Khutsuri (Asomathuruli and Nuskhur), Mkhedruli, Greek, and Latin. Famous figures worked in the printing house (Abashidze, 2002).



Figure 12. 1735 Plan of Tiflis

According to Vakhusti Batonishvili, King Vakhtang built a beautiful house, fully mirrored and gilded, with great paintings. with lapis lazuli and a marble wall, surrounded by the Ottomans (Beridze, 2010).



Figure 13. Vakhusti Batonishvili

Vakhushti/Bagrationi (born in 1696 in Tbilisi - died in Russia, buried in 1757 in the Don Monastery). Prominent Georgian geographer, historian, and cartographer. Author of the scientific work "Description of the Kingdom of Georgia". The illegitimate son of Vakhtang VI, King of Kartli. Sul Khan-Saba-Orbeliani, brothers Giorgi and Iese Garsevanishvili, as well as Catholic French missionaries in Tbilisi took part in Vakhushti's upbringing. Still, deacon Iese Garsevanishvili is considered to be the direct educator of Vakhushti.

From 1717 to 1724, Vakhushti took an active part in the political life of the country, he twice participated in the campaign organized in front of the Ksani nobility in 1721, together with Secretary Givi Tumanishvili, he conducted a statistical census of the population of Kvemo Kartli. At his time, Vakhushti Batonishvili was considered one of the most uneducated people in Sakartvelo. In addition to Georgian, he knew Greek, Latin, French, Turkish, Russian, and Armenian languages. Due to their exile with his family, Vakhushti finished his work in Russia in 1745.

In 1723, Vakhtang, who was betrayed by Russia, was deposed from the throne by the Shah of Iran, and the city was also fired with bells. As a result, Tbilisi was owned by the Ottomans in 1723-1735, and the royal palace must have been in an undesirable condition (Tzagareli, 1989).

The construction (restoration) of the royal palace was completed by Teimuraz II in 1753.



Figure 14. The signature and portrait of Teimuraz the Second

Teimuraz II was born in Tbilisi in 1700 and died in 1762 in St. Petersburg, he was the king of Kakheti in 1709-1715, governor in 1733-1744, and king of Kartli in 1744-1762. With

flexible foreign policy, he was able to strengthen Kartli and Kakheti. In 1745, Teimuraz II was consecrated as the king of Kartli according to the old Georgian rule, although Kartli-Kakheti was still in a vassal relationship with Iran. In 1745, his union of father and son - Teimuraz II and Erekle II and his blessing as a king in the Christian manner was a great achievement on the way to Georgia's independence. Teimuraz II, together with King Erekle, began to fight against the constant attacks of Dagestan feudal lords. At the same time, he successfully fought against those who wanted to dominate Transcaucasia.



Figure 15.

Until 1795, King Erekle II ruled the country from Rostom's royal palace. King of Kakheti in 1744-1762, Kartli-Kakheti in 1762-1798, son of Teymurz II Erekle II connected the two branches of the Bagrations of Kartli and Kakheti. His mother, Tamar, was the daughter of Vakhtang VI, and his father, Teimuraz II, was the son of King Erekle I of Kartli). During his reign, King Erekle II probably remodeled his father Teimuraz the second's palace or built a new one in its place. As a result of comparing the stories of Davit Inanishvili and Platon Ioseliani, it can be said for sure that King Erekle second's palace in Tbilisi had to be rebuilt, if not completely, at least partially (Beridze, 2010).

The king's palace was destroyed during the raid of Tbilisi by Aga-Mohammed-Khan. The bath was also destroyed.



Figure 16.

Agha-Mohammad Khan (Azer... Ağa Məhəmməd-khan Qatsar, Persian. اقا محمد خان قاجار, *Âîâ Mohammad Khân Qâjâr*; born in 1742 – died in 1797 Shusha. He was the governor of Iran since 1794, and Shah since 1796. The founder of the Qajar dynasty. Agha-Mohammed-Khan was young when he was captured and enslaved by his father, Adil-Shah Avshar, the son of Medir-Shah of the Qajar tribe. After the defeat of his father, Agha-Mohammed-Khan was taken to the royal court of the Zends in Shiraz. After the death of Kerim-Khan Zendi in 1779, he fled from Shiraz to Astarabad and led the struggle of the Qajar tribes for state power. Soon he occupied the northern and central parts of Iran, and in 1794 it put an end to the last representative of the Zende dynasty and became the actual command of Iran. He was said to be strict and ruthless. Agha-Mohammed-Khan moved the throne to the city of Iran, Tehran. In 1795, he overran Azerbaijan and Georgia, raided Tbilisi (Battle of Krtsanis, 1795), and after returning from Georgia he received the title of Shahin-Shah of Iran (1796), Khorasan. In 1797, during the second campaign in Transcaucasia, Agha-Mohammed-Khan was killed in Shusha by his servants (Georgian National Academy of Science, 1977).



Figure 17.

The last king of Kartli-Kakheti, Giorgi XII, son of Erekle II (1746-1800), could not restore the palace due to political and special difficulties, he only built a small two-story building with a balcony to the north of the palace square.



Figure 18. Announcement of the Russian Manifesto of 1801. Russian army near Zion

In 1801, the Russian Emperor Alexander I issued a manifesto on the joining of Kartli-Kakheti to Russia, which was announced to the Georgians gathered in Zion on April 12, 1802. To avoid resistance from the Georgians, the Russian army was gathered around the Temple of Zion. By annexing Kartli-Kakheti, Russia violated the terms of the protection treaty signed in Georgievsk in 1783. The Russian Empire gradually abolished the rest of the principalities of Georgia and arbitrarily annexed its territories. In 1811, Russia abolished the autocephaly of the Georgian Church and placed it under the Russian Synod.

After the conquest of the Kingdom of Kart-Kakheti by Russia (1801), in 1809, a governor's house was built on the square, and King's Square was called "Governor's Square". In the first quarter of the 19th century, there was a synodal office and the residence of the Exarch of Georgia, and it got its new name - "Exarch's Square". In 1804, a money-making building (mint) and a test chamber were opened in the half-destroyed king's bath.

On Erekle II square, there were shops on all four sides, because of the crowd it was also called "Salakhbo". In the first half of the 19th century, before the press appeared in Tbilisi, the so-called "Raambavists" existed as the main carrier and transmitters of information.

"Raambavists" gathered at King's Square and quenched the city's thirst for information. Erekle Square was surrounded by the gate church, divankhana, gunnery, mint, printing house, and other institutions.

After the establishment of the Soviet government in Georgia (1921), the square was named after August Bebel, and in 1948 after Erekle II (Khutsishvili, 1980). There is a fountain in the square (one of the fountains gifted to Paris by the British), which was bought by Karlo Inasaridze and given to Tbilisi (Carlo Inasaridze was an emigrant, publisher of "Fighting Georgia". He had received Georgian citizenship). Tengiz Kvirkvelia, a researcher of Tbilisi's past, clarifies the location of the lord - the king (the same as the "upper" square) and notes that "the original square was located south of the current Erekle Square (Kvirkvelia, 1982). The development around it was destroyed during the invasion of Agha Muhammad Khan. These areas were rebuilt in the 19th century in such a way that nothing remained from the medieval construction (Kvirkvelia, 1985).

CONCLUSION

The work is scientific and popular in nature. It presents almost all the historical excerpts related to the Square of Erekle the second. Erekle II square is one of the oldest squares of Tbilisi, which is connected with many historical facts. The paper also discusses the data obtained as a result of the archaeological "rescue excavations" during the ongoing construction works in King Erekle II Square.

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Paradigms determining the formation of the entrepreneurial potential of Georgia's youth

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Abstract

In the first decades of the XXI century, the system of social and labor relations is facing unprecedented challenges from the external environment. This is globalization, constrained by the challenges of the Covid-19 pandemic, economic growth based on the increasing role of knowledge, as well as the revolutionary development of information and communication technologies. The solution to the acute problem of employment in the population is increasingly linked with the concepts of *self-employment*, *entrepreneurship*, *entrepreneurial potential*, and *employment corresponding to the demand of the world labor market*. Therefore, in the short term, a real way to solve the problem of unemployment is to promote the development of small and medium-sized enterprises, and business entities, which today is the most important direction of economic reforms in Georgia. The effective functioning of these reforms is directly related to the identification, formation, and development of an entrepreneurial mentality and thinking, and subsequently the entrepreneurial potential of unemployed youth, with the creation of an appropriate educational base and support for entrepreneurship at the state level. Therefore, the study of the entrepreneurial potential of the population is of great importance for planning the activities of the country's entrepreneurial policy as a whole. The relevance of this topic is due to the need that arises in the transition to a mixed economy to take into account entrepreneurship as a factor in the development of productive forces with all the ensuing consequences, namely: opportunities and directions for development and satisfaction of the need for self-realization of the individual, both in useful creativity and in recognition by society.

Keywords: Self-employment, youth entrepreneurial thinking, youth entrepreneurial potential

INTRODUCTION

In economically developed countries, entrepreneurship is recognized as the driving force of the economy, and the degree of its development depends on the formation and implementation of entrepreneurial potential. Being a kind of labor potential, entrepreneurial potential nevertheless has specific features, determined both by the

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nature of a particular type of entrepreneurial activity and by the characteristics of a particular economic system.

Entrepreneurial potential is a fundamentally new and relevant research topic, especially for countries with developing economies since until recently the labor behavior of an entrepreneur has not been the subject of its study.

The entrepreneurial potential of an individual has been studied by economists over the past decades in the context of entrepreneurship, understood as an activity to create economic innovations, a form of implementation of the role function, as the end product of economic creativity.

The economic needs of modern society have made adjustments to the structure of entrepreneurial potential - such elements as professional knowledge, innate and acquired abilities, innovative potential, as well as functional skills and qualifications have appeared in it. Its purpose is to disclose the content of the economic category *entrepreneurial potential*, the specifics of its formation, and the most effective use in practice, which basically implies:

- Identification of the essence of entrepreneurial potential as an economic category;
- Consideration of the factors for the formation of entrepreneurial potential;
- Identification of the peculiarities of the formation of entrepreneurial potential in the economic reality of Georgia.
- Determining the conditions for the effective use of entrepreneurial potential;

The subject of our research is the problems and conditions for the formation and effective use of entrepreneurial potential in Georgia.

The object of research is the study of the entrepreneurial potential of young people.

Method

The methodological basis of our general conclusions and judgments are:

Methodology of the globally recognized research organization Global Entrepreneurship Monitor (GEM) which includes a questionnaire survey of target groups from 100 observed countries and studies the attitude of the population towards entrepreneurship (Lezhava, Brekashvili, & Melua, 2015).

The processing of primary and secondary studies and systematic reviews conducted by foreign scientists on the implementation of successful entrepreneurial activity, including the study of the predisposition of the entire Georgian population to entrepreneurship, conducted by the Global Entrepreneurship Monitor (GEM) - the world-recognized research organization Global Growth 2014 (Kurtanidze, 2022; Lezhava, Brekashvili, & Melua, 2015).

A large-scale study in the format of the project Support to Youth Entrepreneurship in Georgia, in cooperation between Georgia and the HEDC Economic Development Center, was conducted in 2015. The goal of the project was to develop youth entrepreneurship in Georgia and expand its access to financial resources. Within the framework of the project, seminars, discussions, training, and a competition for grants were held in seven regional cities (Association of Young Economists Georgia, September 15, 2015).

A study of the predisposition of youth entrepreneurship conducted by the Tbilisi State University. Javakhishvili in 2017, the target group of which was student youth aged 18-24. The study was developed based on the methodology presented in the research report Global Youth Entrepreneurship Monitoring GEM (Natsvlishvili, 2015).

Research conducted by M. Kurtanidze in 2021-2022 in the framework of the doctoral program of the Georgian Technical University, is dedicated to the formation of a modern business mentality among young people. As part of the study, 236 young people aged 15 to 31 were interviewed by random sampling to determine the relationship between the entrepreneurial attitudes of the participants, the type of thinking, the level of business intelligence and potential, and their personal qualities (Kurtanidze, 2022).

Data from the National Statistical Service of Georgia on the state and trends of employment and self-employment of the population of Georgia in 2016-2021 (Tchanturia & Shubitidze, May 25-26, 2018).

FINDINGS

An analysis of these studies showed that being a successful entrepreneur in Georgia is enviable 75.9% of the young working-age population believe that entrepreneurship is a good career choice, but in fact, only 7.2% of them are going to start or already have their own business (company). The motivation for entrepreneurial activity caused by necessity-need (48.6%) is almost equal to entrepreneurial activity caused by opportunity (opportunity driven) (50.6%) (Kurtanidze, 2022).

Compared to EU and non-EU countries, the percentage of Georgia's population is high, which believes that : 1) Starting a business is a good career choice, 2) Successful entrepreneurs have a high status in society, 3) Attention to entrepreneurship and, therefore, recognition in society is high (Kurtanidze, 2022; Lezhava, Brekashvili, & Melua, 2015).

Despite this, involving young people in the private sector, and increasing their motivation and activation is a difficult task. It is well known that youth is an important force for developing countries, and the state itself should be interested in realizing its potential by participating in economic activity. However, these studies have shown that due to ignorance of the efforts of the Georgian government to promote entrepreneurship, young people living in the regions have a low level of motivation and a nihilistic attitude toward starting their entrepreneurial activity, which is explained by several factors - for example, many of them have a business idea but cannot attract financial resources and ways to find a market subsequently for the implementation of the product. Labor migration is also a significant factor - most active young people move to big cities, preferring to reveal their abilities there or go abroad, and in most of them stay there. This leads to a shortage of educated and highly qualified personnel in the region (Tchanturia, & Shubitidze, May 25-26, 2018).

The second serious obstacle to successful and long-term self-employment of the population of Georgia is the high level of clandestine unemployment - this category includes, in our opinion, most of the categories of the unemployed population and the population outside the labor force (see Tables 1 and 2).

According to the National Statistical Office of Georgia, in 2021, for every 1000 people of the economically active population aged 15 years and older, there were 204.9 unemployed - 22.2%, although according to surveys, about 40% of the population perceived themselves as unemployed (Kurtanidze, 2022; Natsvlshvili, 2015; Tchanturia & Shubitidze, May 25-26, 2018). Interestingly, self-perceptions of unemployment among people often do not correspond to the level of employment determined by the official statistical methodology in Georgia. For example, a certain part of the population that does not have the desired “decent” job, but earns additionally at a temporary job, considers itself unemployed. In the Georgian labor market, these are certified taxi drivers, small traders engaged in retail trade, the population of regions employed in agriculture, private teachers - tutors, etc. According to official statistics, they are not unemployed but create an impressive army of hidden unemployment. It should be noted that the positive trend of increasing employment and self-employment of the Georgian population in recent years (2019-2020-2021) was somewhat negatively affected by the Global Pandemic.

Table 1

Distribution of the population of Georgia aged 15 and over by the type of economic activity, 20016-2021 in urban areas

	2016	2017	2018	2019	2020	2021
City, thousands of people						
Total active population 15+	1725.4	1714.0	1728.9	1729.8	1706.2	1704.7
Labor force	1006.1	977.9	957.6	937.6	920.4	922.3
Busy	756.2	732.3	762.7	766.6	733.7	717.3
Employees	625.7	609.7	631.4	634.8	599.7	585.8
Self-employed-self-employed	127.6	122.1	130.8	131.4	133.4	131.0
Unknown	2.9	0.5	0.4	0.4	0.5	0.6
Unemployed	249.9	245.7	194.9	171.0	186.7	204.9
The population outside the labor force	719.3	736.1	771.4	792.2	785.9	782.4
The unemployment rate, percentage	24.8	25.1	20.4	18.2	20.3	22.2

Source: <https://www.geostat.ge/en/modules/categories/683/Employment-Unemployment>

Table 2

Distribution of the population of Georgia aged 15 and over by the type of economic activity, 20016-2021 in rural areas

	2016	2017	2018	2019	2020	2021
The village, thousands of people						
Total active population 15+	1284.0	1298.3	1305.4	1307.3	1312.3	1305.6
Workforce	647.6	663.5	647.7	635.2	603.3	611.4
Busy	538.3	554.6	533.6	529.3	508.2	500.1
Employees	228.2	259.6	272.1	262.7	245.5	243.6
Self-employed-self-employed	306.8	294.6	261.3	266.4	262.5	256.2
Unknown	3.4	0.3	0.2	0.1	0.2	0.3
Unemployed	109.3	108.8	114.1	105.9	95.2	111.3
The population outside the labor force	636.4	634.9	657.7	672.2	708.9	694.2
The unemployment rate, percentage	16.9	16.4	17.6	16.7	15.8	18.2

Source: <https://www.geostat.ge/en/modules/categories/683/Employment-Unemployment>

The government cannot solve the problem of unemployment only by increasing employment in the public sector, this will lead to an increase in bureaucratic costs burdening the economy. Therefore, the solution lies in strengthening the private sector.

As can be seen from Table 1, the ratio of employed in the public and private sectors over the past decade has changed slightly in favor of the latter - according to Geostat data for 2016-2021, more workers employed in Georgia were self-employed or employed in small and medium-sized enterprises, in agriculture and retail, etc.). Of the 1.7 million people (2021, see Table 1) of the total employed population, only 0.131 million (7.7 %) are officially self-employed. As it turns out, the majority of the population that is nominated for the category of the unemployed population and the population outside the labor force - they make up 56.5 percent and 51.6 percent of the urban and rural working-age population, respectively, (not satisfied with the place of work, (or employed informally) believing that they do not correspond to their education and social status, which leads to a steady increase in the level of informal employment, which in turn negatively affects the state budget.

One of the most important tasks of these studies was to study and analyze the integration of the unemployed into the labor market and identify what should be effective assistance from the banking, financial, educational, and public sectors.

Entrepreneurship is a very complex system that reveals the relationship between social values, individual characteristics, and various forms of entrepreneurship. Entrepreneurship is a kind of mediator between socioeconomic conditions, social values, and new jobs.

The study of entrepreneurial disposition-attitude among the unemployed young population is based on the following main indicators: Social values and attitude of the target society towards entrepreneurial activity, Assessment of individual characteristics of potential entrepreneurs, Perception and evaluation of the entrepreneurial ecosystem (Kurtanidze, 2022).

The results of the survey show optimistic expectations and positive attitudes of young people towards entrepreneurship and entrepreneurial activity. An interesting material for analysis is the fact that the majority of respondents have a desire to start their own business ("86.8%), although such a number of those who want to be engaged in entrepreneurship, in our opinion, is explained by the phenomenon of "motivation of entrepreneurial activity caused by necessity-need" (Tchanturia & Shubitidze, May 25-26, 2018).

According to respondents, the first three main obstacles to starting a business are: 44.5 percent of respondents believe that the main obstacle to starting a business is limited opportunities/information/funding; 26.4 percent consider the lack of knowledge, experience, training, and education to be the main obstacles to starting a business, and 14.2 percent of respondents consider the unfavorable production and competitive environment in the country to be the decisive obstacle.

The results of the survey provide information on potential sources of acquisition of individual skills needed for entrepreneurship. Most of the respondents believe that they lack the knowledge and experience to start a business. 58.7 percent of respondents believe that such skills are generated in the process of working in an

enterprise/organization, 21.3 percent believe that these skills can be obtained during training, and only 4.9 percent of respondents believe that socialization in a business environment develops the skills necessary for entrepreneurship. 70.2 percent of the surveyed able-bodied youth personally know people who have started entrepreneurial activities in the last two years. Acquaintance with entrepreneurs and successful examples of their activities have a positive effect on the entrepreneurial intentions of the respondents and their attitudes toward the entrepreneurial process. Through personal contact with entrepreneurs, young people can gain knowledge and experience in entrepreneurial activities. Research also proves that it is advisable to conduct entrepreneurial education in such a way that the educational process includes extended contact with young successful entrepreneurs. In addition, it is recommended that higher and professional educational institutions in entrepreneurial education increase the component of practice and internships in enterprises.

Public opinion surveys and Geostat data show that the general public has a positive attitude towards the private sector of the economy (<https://www.geostat.ge/en/modules/categories/683/Employment-Unemployment>).

From the foregoing, it follows that the formation of entrepreneurial potential in Georgian society, and especially among unemployed youth, should be carried out primarily by raising the level of motivation and changing consciousness, including entrepreneurial personal and psychological skills - a low level of psychological readiness for the entrepreneurial activity of the population was defined as one of the main constraining factors in the development of the private sector in Georgia is what, other things being equal, occurs in the process of development of society and the economy, so that all sectors, including public, educational, non-governmental and private, actively work on developing and stimulating the unemployed population towards self-employment and self-sufficiency. This task is complex and requires the development of a coherent and long-term strategy. Young people should get acquainted with examples of success and believe in their strengths. The correct formation of entrepreneurial potential is significantly influenced by close contact with successful entrepreneurs, with their way of work and life. Thanks to these contacts, young people

will be able to acquire knowledge and experience, the proper incentive and motivation for starting an entrepreneurial activity, which will form their personal and psychological readiness for entrepreneurial activity.

Projects and programs to support and stimulate small and medium-sized businesses, which are implemented and are being implemented by international donor organizations and the government of Georgia, are important and diverse and contribute to solving specific problems in certain periods.

CONCLUSION

Based on the foregoing, we can conclude that the formation and implementation of the entrepreneurial potential of the population is a complex problem and involves complex solutions, of which we propose the following -

- Increasing the level of entrepreneurial education and knowledge
- Working with the private sector and creating opportunities for mentoring.
- Identification of priority areas for starting a business at the regional level by the requirements of the local and export markets.
- Expanding access to finance for start-up small businesses

conducting permanent research on the formation and development of entrepreneurial potential in society, which will be based on the personal transformation of the psychosocial readiness of the population, which will positively affect employment statistics in modern Georgia.

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Felsefi bir eylem olarak konuşma

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Öz

Felsefe etkinliği dil eylemlerinden geçer. Dil eylemlerini kabaca dört başlıkta toplamak mümkündür; düşünme, okuma, yazma ve konuşma. Sözü geçen dil eylemleri pek çok disiplinle ilişki olmasına rağmen felsefede özel anlam ve yerleri vardır. Kimi kavramlar hem pek çok kavramın anlaşılmasını sağlayan üst bir kavram olarak kullanılırken, hem de şemsiyesinin altında barındırdığı pek çok türden biridir. Konuşma da bu türden bir kavramdır. Konuşma bir tür sözlü bildirimdir. Pek çok konuşma türünden söz edilebilir. Bunlardan bazıları diyalog, münazara, münakaşa söylem vb. Konuşmanın tek yönlü ya da çift yönlü olması, işbirlikçi veya rekabetçi olması, odağındaki problemin ele alınışı, ortamı ve daha pek çok parametre onun niteliğini etkiler. Konuşmanın felsefileşmesi ise sözü edilen bu parametrelerin onun felsefi düşünmenin özellikleri bakımından özelleştirilmesi anlamına gelir. Bu çalışmada konuşmanın felsefe bakımından irdelenerek felsefi konuşmanın niteliklerinin belirlenmesi amaçlanmaktadır. Böylelikle çalışmanın gerek yüksek öğretimde gerekse ilk ve ortaöğretimde gerçekleşen felsefe eğitimi ve öğretimine rehberlik edeceği düşünülmektedir.

Anahtar Kelimeler: Felsefi konuşma, Diyalog, Felsefe eğitimi, Dil eylemleri

Speaking as a philosophical act

Abstract

Philosophical activity goes through linguistic actions. It is likely to categorize linguistic action in roughly four headings: thinking, reading, writing, and speaking. Even though the linguistic actions in question are related to a great many disciplines, it has a special meaning and place in philosophy. While some concepts are both used as the upper concepts allowing many concepts to be comprehended, they are one of a great many kinds held under the umbrella. Speaking is one of these types. Speaking is a kind of verbal statement. It is likely to mention a lot of speaking types. Some of them are discourse, dialogue, diatribe, debate, etc. The fact that speaking is one way or two/or more ways, it is collaborative or competitive, how to deal with the problem in its focal point, it's setting, and many other parameters affect its quality. Making a speech philosophical means that it is privatized in terms of the features of philosophical thinking. The current study is aimed to investigate speaking in philosophical senses and to determine the qualities of philosophical speaking. In this way, it is believed that it will guide philosophical education and teaching given both in higher education and secondary education.

Keywords: Philosophical speaking, Dialogue, Philosophy education, Linguistic actions

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GİRİŞ

Konuşmayı felsefi bir eylem olarak tartışmak öncelikle “konuşma” teriminin kavramsallaştırılması anlamına gelir. Kimi kavramlar pek çok kavramın anlaşılmasını sağlayan üst bir kavram olarak ele alınırken, işlem kaplam ilişkisinde genişlik darlık bakımından daha kapsayıcıdır. Konuşma da bu anlamda kaplamı geniş bir kavramdır. Konuşma bir tür sözlü bildirim olup pek çok konuşma türünden söz edilebilir. Bunlardan bazıları diyalog, münazara, münakaşa, söylem vb. dir. Konuşmanın işbirlikçi ve rekabetçi olması, odağındaki problemin ele alınışı, ortamı ya da benzer pek çok parametre onun niteliğini etkiler. Bu çalışmada konuşmanın felsefi bir eylem olarak kavramsallaştırılması sözü edilen parametrelerin onun felsefi düşüncenin özellikleri bakımından özelleştirilmesi anlamına gelmektedir. Bu anlam doğrultusunda felsefe eğitimi için konuşmanın nasıl felsefileştirileceği üzerine bir tartışma denemesine girilmiştir.

İnsana, düşünmeye ve dile dair olanı felsefi olarak ele almak diğer kavramlardan daha farklıdır. Çünkü insan olarak insanı, düşünerek düşünmeyi ve dil kullanarak dili anlamaya çalışmak hem büyük bir kolaylık hem de büyük bir zorluktur. Esasen tüm felsefe neredeyse bu üç kavrama dayanırken, etkinliği ise genel olarak dil eylemlerine dayanır. Dil eylemlerini kabaca dört başlıkta toplamak mümkündür; düşünmek, konuşmak, yazmak ve okumak. Dinlemek belki bunlara eklenebilir. Mengüşoğlu (1988), kendine özgü felsefi antropolojisi ile insanın varlık yapısını ve niteliklerini açıklamaya çalışırken birtakım fenomenlere yaslanır; bilme, eyleme, değer verme, tavır takınma, isteme, özgür olma, tarihsel yanı olma, kendini bir şeye verme, çalışma, eğitime, eğitilme, devlet kurma, inanma, sanatsal yaratıcılığa sahip olma, biyolojik bir yapıda olma ve konuşmadır. Görüleceği üzere konuşma bir varlık fenomeni iken diğerleri doğrudan bu fenomenler arasında yer almamıştır. Bunun bir nedeni konuşmanın düşünme ve dinlemeyi örtük ve olarak kapsaması, okumak ve yazmanın da yazının icadı ile ortaya çıkmasıdır (Ong, 2013, 21). Sözü geçen dil eylemleri pek çok disiplinle ilişkili olmasına rağmen felsefede özel anlam ve yeri vardır.

İnsan önce konuşmayı sonra yazmayı öğrenmektedir. Çünkü konuşmak bir bakıma düşünmenin iç monolog şeklinde gerçekleşmesidir. İç monolog olarak görülebilecek düşünme, konuşmayla iç içe bir eylemdir. Bu iç monoloğun, karşılıklı konuşmaya yani

diyaloga dönüşmesi ise daha sonralarıdır. Konuşma eyleminin insan hayatındaki önemi Latince “infans” terimi üzerinden anlaşılabilir. İnfans konuş(a)mayan ve henüz dili olmayan küçük çocuklar için kullanılmıştır. Buradan hareketle konuşmanın insan-oluşun bir süreci olduğunu, çocuğun konuştuğu insanlaştığını, başkaları ve nesnelere ile o zaman ilişkiye girerek kendisini var edecektir (Uygur, 2001). Çotuksöken’in (1994) ifadesi ile felsefeyi karakterize eden yapılardan biri, bu arada olma sürecidir. Arada olmak insan ve dünya arasında süreklilik, birleşiklik ve bütünlük ilişkisine dayanır. Yazma, düşünme ve konuşmaya eklenerek bu süreklilik ilişkisini derinleştirir. Düşünmek felsefenin en temel işlevi iken, yazmak felsefenin nihai eylemi, konuşmak ise düşünme ve yazma arasındaki geçişi olarak görülebilir. Bu nedenle hem düşünme hem konuşma ve hem de yazma, felsefi eylemin dolayısıyla felsefi eylemi gerçekleştiren öznenin varlık koşuludur. Deluze ve Guattari (2001) de Çotuksöken’i tamamlayacak şekilde yazma, düşünme ya da konuşmayı haline-geliş problemi olarak görmüşler, dünyayı haline-getirmek ve olabilir olana o haliyle bir gerçeklik kazandırmak için konuşmanın gerçekleşmesi gerektiğini belirtmişlerdir.

Ancak yine de felsefe tarihinde filozoflar düşünme, konuşma ve yazma arasındaki ilişkiyi farklı düzeylerde kavramışlardır. Bu anlamda Sokrates hiç yazmamış, Platon yazmış ancak yazma eylemini konuşma eylemini korurcasına diyalog üzerinden gerçekleştirmiş, Aristoteles ise tamamen yazma eylemini önemsemiştir. Platon’un neden yazdığı üzerine bir inceleme yapan Allen (2011, s.169) onun felsefi yaşam ile politik yaşam arasında bir ayırım yaptığını belirterek, yazmasının sebebini felsefi yaşamın yanında politik angajmanı seçmesi olarak açıklamıştır. Esasen diyalogları ortaya koyma nedeni de politik tasarımıdır. Bu nedenle site devletin yeniden düzene kavuşması ile onun yazma eylemi arasında doğrudan bir bağ kurulabilir. Bu politik angajmana rağmen diyalog şeklinde yazması konuşmayı yazmaya önceliğinin işareti olarak değerlendirilebilir. Platon’un neden yazdığı sorusu ile Sokrates’in neden yazmadığı sorusu birbiri ile ilişkili düşünebilir. Çünkü Platon’un yazı yazmanın aleyhine olan düşünceleri Sokrates’ten kaynaklanır. Çünkü Sokrates’e göre gerçek bilgi, yazma yolu ile elde edilemez. Yazı soru-cevap ilişkisine dönüşmez, kendini tekrar edemez, olası soru ve yorumlara karşı da kendisini savunamaz (Borutti & Luise, 2013). Sokrates’e göre bilgi ancak bir rehberin eşliğinde gerçekleşen diyalog ile ortaya çıkar. Yazmada bir rehber bulunmadığından,

diyalogda olduđu gibi düzeltilemez, işlenemez ve etkili hale getirilemez. Yazı donuk, konuşma akışkandır. Üstelik bu donukluk sadece kendi niteliđi deđil yöneldiđini de donduran onun niteliđini de deđiştiren bir eylemdir. Yazmak, dil, nesne ya da konuşmak gibi dođal deđil yapaydır. Çünkü icat edilmiştir. İcat edilen her şeyde insanın sınırlılıđının izleri vardır. Ancak daha önce de ifade edildiđi gibi konuşma ve yazma birlikteliđinde, arasında ya da karşıtlılıđında Sokrates'in etkisiyle Platon'dan başlayarak J. J. Rousseau, C. Levi-Strauss, F. Saussure ve E. Benvensite, J. Lacan, J. Derrida, M. Heidegger, H. G. Gadamer'e kadar pek çok fikir tartışılmıştır.

Konuşma ve Diyalog

Konuşma, okuma ve yazmanın bir başka formu olarak diđerlerinden ayrılır. Daha önce ifade edildiđi gibi düşünme bir iç monolog olduđunda söze dökülmese de bir konuşma olarak ifade edilebilir. Ancak söze döküldüđünde iç olmaktan çıkıp söz ile (ses) monolođa dönüşebilir. Monolog ise ancak ve ancak refleksiyon ile insanın kendi karřısında yaptıđı bir konuşmaya dönüşürse diyalektik öđe ortaya çıkaracađı için felsefi bir konuşma niteliđi kazanabilir. Konuşma, başkasına yönelen refleksiyon içinde iken ise diyalođa dönüşmüştür. Felsefi konuşmadan kasıt esasen diyalogtur. Bunun sebebi "konuşma" kelimesinin Türkçe etimolojisinde yatmaktadır. Konuşma birden fazla kiřinin aynı konumda olmasını gerektirmektedir. Diyalog kelimesinin etimolojisi ise dia (arasından) ve logostan (akıl) oluşmakta olup iki akıl arasından anlamına gelmektedir. Hem diyalog hem diyalektik iki akıl arasından çıkan karřılıklıdır. Ancak bu karřılıklılık bir zıtlık deđil, bir bütünlüktür (Dombaycı, 2021). Bu nedenle birden fazla zihnin birbirini takibini gerektirir.

Konuşmanın felsefi olarak incelenmesi hususunda incelenecek düşünceler arasında Martin Buber'in diyalog temelli eğitim felsefesi gelmektedir. Diyalođun konuşma ile farkını açmak için Tüzer'in (2019), Martin Buber'in Ben ve Sen (I and Thou) adlı eserinden çıkarsadıđı ilişki düzeylerini diyalog ve konuşma şeklinde yeniden organize etmek mümkündür. Diyalog ilişkisi Ben ve Sen ilişkisi, konuşma ilişkisi ile Ben ve O ilişkisi olarak adlandırılabilir. Bu anlamda diyalog ilişkisi tecrübe dünyasını kurarken, konuşma dünyası salt ilişki dünyasını kurmaktadır. Diyalog ile kurulan tecrübe dünyasında kiři karřısındakini ölçüp biçiceđi, kullanacađı ve kontrol altına alacađı nesne

ya da bir şey gibi bakmaz. Ancak konuşma dünyasında karşısındakini nesneleştirir, onu araştırır, sınıflar ölçer ve biçer. Diyalog dünyasında her iki taraf bütün varlıklarıyla kendiliğindenlikleriyle kişilerdir, ancak konuşma dünyasında taraflar birbirlerini karşılaştırır, diğerine sahip olur ve onu kullanır. Karşısındakinin varlığına nesnel bir tavır alıştı vardır ve onu, şeyler arasında bir şey olarak görür. Diyalog dünyasında kişi varlığa, dünyaya ve gerçekliğe katılır. Karşılıklılık ve katılım esastır. İki taraf birbirine ve birbirlerinin içinden akar, birbirlerine bütün varlıklarıyla bakarlar. Konuşma dünyasında taraflar ne varlığa ne dünyaya ne de birbirlerine katılırlar. Tecrübe karşısındakinin içindedir, dünyayla onun arasında değil. Dünya da tecrübeye katılmadığı gibi sadece tecrübe edilmesine de ses etmez. Diyalog dünyasında taraflar birbirlerinin biricikliğine, özgürlüğüne ve kendiliğindenliğine zarar vermeden kendilerini bütün varlıklarıyla sunarlar ve birbirlerini etkilerler. Kendilerini birbirlerine verdikleri gibi evreni birbirlerinin ışığında görür ve anlarlar. Oysa konuşma dünyasında tarafların karşısındaki pek çok karşısındakinden biridir, biricik değildir. Birbirlerini kullandıkları, evreni sadece kavramsal bir inşa etkinliğinde gördükleri ve onu neredeyse tek başlarına yarattıkları bir süreçtedirler. Diyalog, gerçek bir ilişkidir. Karşılıklılık esastır ve taraflar bütün varlıklarıyla gerçekliğe ve dünyaya katılırlar. Konuşmada ise gerçek bir ilişki olmadığı gibi karşılıklılık da yoktur. Taraflar kendisini ayrı tutar, kendi yarattığı gerçeklikte yaşar. Üstelik yarattığı gerçekliği kendisine mal eder. Diyalogda doğal birliktelik vardır ve kendisini dünyaya ifade etmek, açmak esastır. Konuşmada, doğal ayrılık ve yalnızlık vardır. Dünyanın ve doğanın hakimi olma ve onu kontrol etme tutkusu esas olup, araçsal akıl iş başındadır. Diyalogda, hedef birlik ve bütünlükken konuşmada hedef ve yönelim yoktur, parçalanma ve yabancılaşmayla birlikte içi boş bir özgürlük vardır. Diyalog zorunlu ve katı determinizmden uzaktır ve özgürlük barındırır, konuşmada determinizm hakimdir, seçme, karar verme özgürlüğü yoktur. Diyalogda taraflar birbirlerine kendi olmak için muhtaçtır, kendinden bir şey kaybetmeden başkasıyla kendini var eder. Konuşmada ise taraflar birbirlerine kendi olmak için muhtaç olmadığı gibi ego merkezli bir ilişki vardır. Diyalogda ilişkinin herhangi bir aracı yoktur, hiçbir kavram, gaye, düşünce araya girmez. Herhangi bir ölçü ya da düzen, bağlantılılık yoktur. Gelişim açıktır, sürekli yeni bir görünüm vardır. Konuşmada ise ilişki araçsaldır. Belli bir amaç veya çıkara göre kavramsallaştırma vardır. Diyaloga dayalı ilişki anda yaşar ve somuttur.

Somutluk önceden görülemezliđi, geri alınamazlıđı ile andır. Konuşma ise geçmişte yaşar. Kendisini ayakta tutacak ve koruyacak kaleler inşa ederek sürekli geçmişe öykünür. Diyalogda kişisel sorumluluk vardır, konuşmada kolektif yapılar hakimdir ve sorumluluk dağıtılmıştır. Bu nedenle diyalog otantiktir, konuşmada yabancılaşma görülür. Diyalog anlamlılık ve güven tesis eder. Bu nedenle sevgi dolu ve alçak gönüllüdür, konuşma anlamsızlık bir yana ortak anlamı oluşturmakta yetersizdir ve genelde güvensiz ilişki biçimiyle ilerlediđi için kaprislidir, hırslıdır, sahip olma tutkusunu hareket eder. Bu nedenle diyalog değer inşa ederken, konuşma değerleri hem görelileştirir hem de tüketir.

Matthew Lipman, Çocuklar İçin Felsefe adlı disiplini oluştururken çocukların sorgulama becerilerindeki eksiklerden hareket etmektedir ve bu eksikliđi gidermenin yolu olarak felsefi sorgulamayı temele almaktadır. Sorgulamanın dışı vurumu ise felsefi konuşma ve felsefi yazmadan geçmektedir. Ancak yazma birlikte yapılan bir eylem değil, öznenin tekil bir eylemidir. Konuşma ise yukarıda ifade edildiđi ilkeler doğrultusunda diyaloga dönüştüğünde ise felsefi konuşmaya yaklaşır. Bu nedenle öğrencilerin birlikte sorgulaması demek birlikte felsefi konuşması anlamına gelir ki daha başka ifadeyle bu da felsefi diyalogdur. Lipman bunu sorgulama topluluđu adını verdiđi bir ortamın içinde yürütmeye çalışır (Lipman, 2003). Her insan etkinliđine ve söyleşisine zemin veren konuşmadır (Oakeshoot, 1962). Diğer taraftan yukarıda bahsedildiđi gibi Martin Buber de konuşmadan ziyade diyalogu övmektedir. O konuşmayı, tartışma, hoş sohbet, aşık muhabbeti yanında diyalogun sade bir görüntüsü olarak sınıflandırmaktadır. Hakiki diyalog ise katılımcıların her birinin “*gerçekten onların şimdiki ve özel durumlarıyla diğer veya diğerlerini akıllarında tuttıkları ve kendisi ile onlar arasında canlı, karşılıklı ilişki kurma niyetiyle onlara yöneldiđi*” durumda meydana gelir (Buber, 2003). Tam da bu noktadan hareketle Lipman felsefi konuşmanın gerçekleştirilmesini sorgulama topluluđu içindeki konuşma çıraklıđı ile inşa etmeyi hedeflemektedir. Bu nedenle onun ortaya koyduđu sorgulama topluluđunun yapısını anlamak konuşmanın nasıl felsefileştirilebileceđini anlamının yolu olarak değerlendirilebilir.

Sorgulama Topluluğu ve Diyalog (Felsefi Konuşma)

Lipman'a göre sorgulama topluluğu bir ürün, sonuç, netice vermeyi ya da üretmeyi amaçlayan bir süreçtir. Bu nedenle bir yön duygusu vardır ve tartışmanın onu götürdüğü yere gider. Bu süreç yalnızca bir konuşma ya da tartışma değil, bir diyalog biçimidir. Bu da onun birtakım özel prosedüre dayalı yapısal özelliklerinin olduğunu gösterir. Son olarak da eleştirel, yaratıcı ve özenli düşünmenin tanımlarının işlevselleştirildiği ve uygulandığı yapıdır. Konuşma ve diyalog karşılaştırmasındaki önemli farklardan biri de şudur ki, konuşmada dikkat güçlü ancak sürece dair mantık bağı zayıftır. Oysa felsefi olanın sürece dair bu bağı güçlü kılması gerekir. Konuşma ile diyalogun farklarından birisi de konuşmanın sabit, diyalogun ise hareketlilik gerektirdiği bir yöntem oluşudur. Konuşmada ilk kişinin üstünlüğü vardır, daha sonra da diğerinin. Bir karşılıklılık bulunmaz. Bir benzetme ile konuşma, konuşanlar arasında tahterevallı gibi gidip gelir, bir hareket içerir belki ancak hareket eden konuşmanın kendisi değildir. Diğer taraftan diyalogda eşitsizlik ileri yönlü bir hareketi zorlamayı gerektirir. Bu da belki yürümeye benzetilebilir. Kişinin sürekli olarak kendini dengelemesi için ileri itmesi gerekir. Yürürken iki ayağımız da yere basmadığından, yürüme sürekli bir ilerlemeyi içerir. Oysa konuşma bir değiş tokuş işi gibidir. Duygular, düşünceler, bilgiler ya da anlayışlar karşılıklı değiştirilir. Bu nedenle üretilmez. Diyalog karşılıklı bir keşif, bir araştırma ya da sorgulamadır (Lipman, 2003, 84-87).

SONUÇ

Bu belirlemeler ışığında Lipman (2003, 95-100, 167-171) sorgulama topluluğunun genel amaç ve hedeflerini şu şekilde sıralamaktadır; kapsamlılık, katılım, paylaşılan biliş, yüz-yüze ilişki, anlam sorgusu, sosyal dayanışma duyguları, etraflıca düşünme, tarafsızlık, modelleme, kendisi için düşünme, prosedürel meydan okuma, makul olma, okuma, sorgulama, tartışma.

Bunların yanında sorgulama topluluğunun geliştirdiği beceriler ise şunlardır: soruları formüle eder, kapsamlı genellemelerden kaçınır, (aynı zamanda basmakalıp olarak da bilinir), iddialarının kanıtlarla desteklenmesini ister, açıklayıcı varsayımlar geliştirir, durumsal farklılıkları tanır, başkalarının fikirleri üzerine fikirlerini inşa eder, makul eleştirileri kabul eder, "olayın diğer tarafı" sözünü duymayı hoş karşılar, kişi olarak başkalarına saygı duyar, uygun analogiler yapar, kötü tanımlanmış kavramları netleştirmeye çalışır, uygun ayrımlar ve bağlantılar yapar, görüşleri ikna edici nedenlerle

destekler, örnekler ve karşı örnekler sağlar, altta yatan anlamı açmaya çalışır, uygun çıkarımlarda bulunur, dengeli değerlendirmeye dayalı yargılarda bulunur.

Yukarıda sıralanan genel amaç ve hedefler ile gelişmesi beklenen beceriler her ne kadar sorgulama topluluğuna dair gözükse de bunların tamamını diyalogun bir başka deyişle felsefi bir eylem olarak konuşmanın genel amaç ve hedefleri ile gelişmesi beklenen becerileri olarak sıralamak da mümkündür. Sınıf içi etkinliklerde bunlara göre düzenlenmiş prosedürler felsefi konuşmayı daha etkili hale getirecektir.

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Dört katlı düşünme modelinde eleştirel düşünme

Hasan BACANLI¹ & Mehmet Ali DOMBAYCI²

Öz

Düşünme eğitimi konusunda ilk akla gelen isim Mathew Lipman'dır. Çocuklar İçin Felsefe (P4C) anlayışını geliştiren Lipman bu anlayışın sağlam bir felsefi dayanağının olmasına özen göstermiştir. Lipman'ın doğru düşünme biçimlerinin (eleştirel, yaratıcı ve özenli) umutlu düşünme ile tamamlanması şeklinde öne sürülen Dört Katlı Düşünme Modeli (DKDM) aynı zamanda bu düşünme biçimlerinin işlevsel bir şekilde yeniden tanımlanmasını da öngörmektedir. Düşünme biçimlerini bilişsel – duyuşsal ve yakınsak – iraksak boyutlarında değerlendiren DKDM'ye göre eleştirel düşünmenin ortaya konması bu çalışmanın temel amacını oluşturmaktadır. DKDM'ye göre bilişsel ve yakınsak bir düşünme biçimi olan eleştirel düşünme, adından da anlaşıldığı gibi düşünmeyi elekten geçirme süreci olarak kavramsallaştırılmıştır. Bu süreç kararsızlık türlerinin ve eldeki bilgilerin belirlenmesi ile başlamakta, eleştirinin dayanacağı (kullanacağı) ölçütün belirlenmesi, değerlendirme ve yargılama aşamaları ile tamamlanmaktadır. Bu çalışmada her aşama ayrıntılandırılarak ele alınmaktadır. Kararsızlık aşamasında kararsızlık türleri belirlenmekte, ölçüt belirleme aşamasında ölçütün sahip olması gereken özellikler sıralanmakta, değerlendirme aşamasında değerlendirme türleri verilmekte, yargılama aşamasında ise yargılama sürecinin şartları ve yargının taşınması gereken özellikler ele alınmaktadır. Böylelikle DKDM'ye göre eleştirel düşünme, düşünme eğitimi alanında kullanılabilir bir hale getirilmektedir. Bu çalışma diğer düşünme türlerinin (yaratıcı, özenli, umutlu) ayrıntılandırılması ile devam edecek olan bir dizinin ilk çalışması niteliğindedir.

Anahtar Kelimeler: Dört Katlı Düşünme Modeli, Düşünme eğitimi, Eleştirel düşünme

Critical thinking in quadrable thinking model

Abstract

The first person to mention in thinking education is Mathew Lipman. Developing the sense of Philosophy for Children (P4C), Lipman paid attention to the fact that this sense has a strong philosophical base. Quadruple Thinking Model (QTM) put forward as the complementation of true thinking styles (critical, creative, and caring) with hopeful thinking, also envisages the definition of these thinking ways as a functional way. According to QTM evaluating thinking styles in cognitive–affective and convergent-divergent, revealing the critical thinking comprises the basis of the current study. According to QTM, critical thinking, which is a type of cognitive and convergent thinking, has conceptualized thinking as the process of straining thinking, as is given in its name. This process starts with the definition of indecisiveness types and what is in hand and is completed with the definition of the criteria upon which criticizing is based, and with the stages of evaluation and judgment. In the current study, each stage is detailed. Indecisiveness

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types are determined at the stage of indecisiveness, the features that a criterion should have are ordered at the stage of criterion determination, evaluation types are given at the stage of evaluation, and the conditions of the judicial process and the features that judgment should bear are given at the stage of judgment. In this way, critical thinking according to QTM is made to be used in the field of thinking education. The current study is the first study of a series that will be carried on by detailing other thinking types (creative, caring, hopeful).

Keywords: Quadruple Thinking Model, Thinking education, Critical thinking

DÜŞÜNME EĞİTİMİ VE DÖRT KATLI DÜŞÜNME MODELİ

İnsanlar ilk çağlardan beri düşünme ve düşünme eğitimi ile ilgilenmişlerdir. Eğitim bilimi çerçevesinde düşünme eğitimi çalışmaları son 50 yılda yoğunlaşmıştır denebilir. Amerikalı felsefeci Matthew Lipman 1970’li yılların başlarında düşünme eğitimi çalışmalarını yoğunlaştırmış ve Çocuklar için Felsefe (Philosophy for Children) modelini geliştirmiştir. Lipman düşünme eğitimini eleştirel, yaratıcı ve özenli olmak üzere üç düşünme biçimi şeklinde düzenlemiş ve eğitim çalışmalarının sorgulama şeklinde yapılmasını öngörmüştür. Aradan geçen zaman içerisinde model 50’yi aşkın ülkede uygulanır hale gelmiş ve materyaller 20’den fazla dile çevrilmiştir. Lipman’ın çalışmaları yaygın bir şekilde uygulandığı gibi, eleştirilere de maruz kalmıştır. Modelin felsefi ağırlığı ilk yapılan eleştirilerdendir. Bu nedenle normal eğitim içerisinde modelin uygulanmasının güç olduğu ifade edilmiştir.

Lipman’ın modelinin eleştirilerinden yola çıkan Dört Katlı Düşünme Modeli (DKDM) Hasan Bacanlı ve arkadaşları tarafından 2011 yılında ortaya konmuştur. Lipman’ın modelinin felsefi ağırlıklı olmasına karşılık DKDM eğitim ağırlıklıdır. Ayrıca DKDM’de düşünme biçimleri daha yalın ve belirgin şekillerde tanımlanmıştır. Lipman’ın modelinden önemli bir farklılık da düşünme biçimi olarak Umutlu Düşünmenin modele eklenmiş olmasıdır. DKDM çeşitli bildirilere (Demir ve diğerleri, 2011), (Bacanlı ve diğerleri, 2011), (Dombaycı ve diğerleri, 2011), (Tarhan ve diğerleri 2011), makalelere (Bacanlı, 2012), (Bacanlı, 2012), (Kızıltan & Dombaycı, 2020), (Dombaycı, 2012), (Dombaycı, 2014), tezlere (Kızıltan, 2021) konu edilmiştir. DKDM’nin dört düşünme biçiminden eleştirel düşünme bu çalışmanın konusunu oluşturmaktadır.

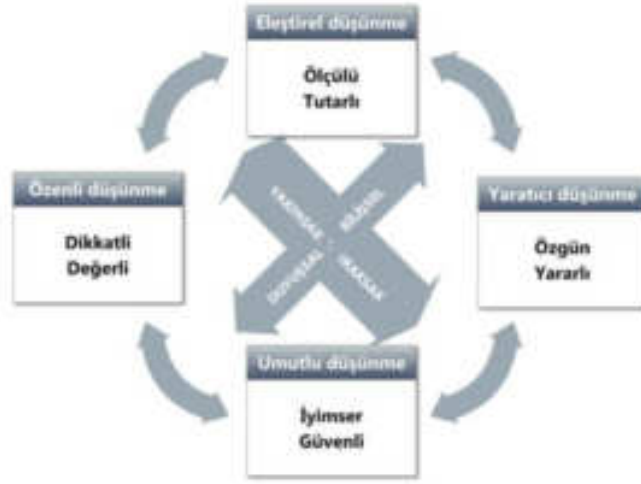
DKDM’nin amacı öğrencilere daha doğru düşünmenin yollarını öğretmek için temel oluşturmaktır. Bunun için öncelikle doğru düşünmenin ne olduğunu ortaya koyar. Buna

göre doğru düşünme 4 türlü düşünmeyi kapsar: Eleştirel, yaratıcı, özenli ve umutlu. İlk 3 düşünme şekli Lipman'ın (2003) sınıflamasına benzerdir. Umutlu düşünme ise DKDM'ye göre düşünmenin motivasyonel ögesidir, diğer düşünceleri harekete geçirir. Basit bir anlatımla Lipman'ın düşünme biçimleri “öyle olmaz ki!” dendiğinde harekete geçemez. Umutlu düşünme “öyle de olur” demeyi sağlayan düşünme biçimidir.

DKDM 4 düşünme biçimini iki boyutta ele alır. Birinci boyut düşünmenin bilişsel – duyuşsal ağırlıklı olmasıdır. Başka bir ifadeyle, düşünmenin bilişsel ve duyuşsal boyutları vardır. Düşünme biçimleri bu boyutlara yoğunlaşmalarına göre bilişsel düşünme biçimleri ve duyuşsal düşünme biçimleri olarak ayrılır. Bilişsel düşünme biçimleri daha çok bilişsel ve nesnel işlemlere yoğunlaşırlar ve yapılan işin ne olduğunu ön planda tutarlar. Duyuşsal düşünme biçimleri ise düşünme eylemi sırasında öznenin tavır ve duyguları üzerine yoğunlaşır ve düşünmenin ne olduğu ile değil, nasıl olduğu ile ilgilenirler. DKDM'de eleştirel ve yaratıcı düşünme bilişsel, özenli ve umutlu düşünme duyuşsal düşünme biçimleridir.

İkinci boyut ise yakınsaklık – ıraksaklık boyutudur. Bu boyut Guilford (1967) tarafından yapılan ayrıma işaret eder. Yakınsak düşünme biçimleri belli bir sonuca ulaşmaya çalışırken, ıraksak düşünme biçimleri çeşitli sonuçlara ulaşmaya çalışan düşünme biçimlerini gösterir. DKDM'de eleştirel ve özenli düşünme yakınsak, yaratıcı ve umutlu düşünme ıraksak düşünme biçimleridir. Böylelikle,

- Eleştirel düşünme bilişsel ve yakınsak,
- Yaratıcı düşünme bilişsel ve ıraksak,
- Özenli düşünme duyuşsal ve yakınsak,
- Umutlu düşünme duyuşsal ve ıraksaktır.



Şekil 1. Dört Katlı Düşünme Modeli

DKDM'nin diğer düşünme biçimlerinden önemli bir farkı eğitimsel olmasıdır. Diğer modeller çoğunlukla eğitim dışındaki alanlarda kurgulanmıştır: Felsefe, işletme, psikoloji vb. Bu düşünme modelleri eğitimle ilgili öneriler geliştirmeye çalışırlar. Ancak eğitim süreci ve eğitim sistemleri bunları uygulamaya sokmakta genellikle zorlanırlar. DKDM ise öncelikli olarak öğretme üzerine kurgulanmıştır. Bu, DKDM'nin felsefi, psikolojik temelleri olmadığı anlamına gelmez, sadece (eğitimde) uygulanabilir olmayı ön planda tuttuğunu gösterir.

DKDM eğitime öncelik ve ağırlık vermesinin bir uzantısı olarak, düşünme ve düşünme biçimlerini işlevsel olarak tanımlamaya önem verir. Her düşünme biçiminin somutlaştırılması ve açık, net ve tutarlı bir şekilde ortaya konması DKDM'nin amaçlarından biridir. Bir anlamda DKDM'nin pratik, pragmatik ve işlevsel olduğu söylenebilir. Bu çalışma doğru düşünmenin türlerinden biri (bir açıdan birincisi) olan eleştirel düşünmeyi DKDM'ye göre ortaya koymaktır.

ELEŞTİREL DÜŞÜNME

Eleştirel düşünme doğru düşünme dendiğinde ilk akla gelen düşünme biçimidir. Kaynaklar eleştirel düşünmenin cazibesine kapılarak onu birçok düşünme biçimi ile ilişkilendirme eğilimindedir. Analitik, mantıksal, bilimsel, demokratik, hatta yaratıcı

düşünme ile ilişkilendirilir. Hatta bu ilişkilendirme gayretiyle eleştirel düşünme düşünme türleri arasında neredeyse en önemlisi olarak aktarılmaktadır.

Sadece eleştirel düşünmeye yönelik modeller ve anlayışlar ise eleştirel düşünmeyi tanımlama konusunda belirsizlik, tutarsızlık, karmaşıklık gibi özellikler sergilerler. Bu tanım ve anlayışlar Dombaycı ve Bacanlı (2022) tarafından ele alınmıştır. Oradaki analize göre, eleştirel düşünme anlayışları şu özellikler göstermektedir:

1. Eleştirel düşünme tanımlarının çoğu mantıksal bir yapı içinde tanımlanmamıştır. Bazı tanımlar ise eleştirel düşünmenin kendisini tanımlamaktan çok yararları, sonuçları, vb belirtir.
2. Eleştirel düşünme tanımları ya felsefi temelleri sorgulamak ya kişisel gelişim sağlamak ya da duygusal olarak beğenilen ve istenilen düşünme biçimlerini eleştirel düşünme olarak ortaya koyma amacı taşır.
3. Bazı tanımlar ne kadar karmaşık ve anlaşılmasız olursa, o kadar iyidir diye düşünüyor gibidir; anlaşılması zordur.

Eleştirel düşünmeyi anlayabilmek için öncelikle kelimedden (“eleştirmek”) başlamak gerekir; çünkü kelimeye temel anlamı o verir.

Eleştirel Ne Demek?

Türkçe “eleştirel” kelimesi “eleştirmek” fiilinden gelir -el eki ile sıfat haline getirilmiştir; “eleştirmekle ilgili” şeklinde anlamlandırılabilir.

“Eleştirmek” kelimesinin sonundaki -tir- eki eleştirme işinin eleştirilenin dışındaki bir özne tarafından yapıldığını gösterir; “karışmak” ve “karıştırmak” arasındaki ilişki gibi. Türkçede “eleşmek” diye kullanılan bir kelime yoktur. Ama -ş- ekinin bir sürece işaret ettiği açıktır. Türkçede -ş- eki işdeşlik veya gelişim ifade eder; “görüşmek” kelimesinde işdeşlik ve karşılıklılık ifade ederken, “gelişmek”, “çalışmak” kelimelerinde işin sürekli yapılmasını ve bir gelişim süreci içerdiğini gösterir. Her ne kadar “eleşmek” fiili kullanılmamakta ise de “elemek” fiili kullanılmaktadır. Fiil seçme, ayırma anlamlarına gelir. Elemek eylemi ise şöyle betimlenebilir: Önce amaç, sonra elenecek nesne seçilir, ardından elek (eleme aracı) belirlenir ve eleme işlemi yapılır. Örneğin un elemek eylemi önce unu içinde bulunabilecek diğer (undan büyük) şeylerden arındırmayı amaçlar. İkinci

olarak arındırmak istediği (karışık) unu tespit eder. Üçüncü olarak kullanacağı eleği seçer. En sonra da eleme işlemini yaparak unu diğer şeylerden arıtır ve elde ettiği un ile ilgili karar verir. Bu karar “unun içindeki undan büyük nesnelere arındırıldığı, katışıksız bir un elde edildiği” şeklinde olabilir. Elekler farklı amaçlarla farklı şekillerde olabilir. Bazı elekler istenen nesnenin eleğin altına geçmesi ve orada birikmesini sağlarken, bazı elek türleri nesnenin içindeki küçük parçalardan nesneyi arındırmayı amaçlar ve eleğin üstündeki nesneyi saflaştırmaya amaçlar. Bu yüzden “eleğin altı, kalburun üstü” amaçlanabilir olur. Başka bir deyişle elek standart bir elek değildir, amaca göre seçilmesi gerekir. (“Elemek” fiilinin “el” ve “etmek” kelimeleriyle de ilişkisi vardır, ama eleştirmeyi anlamak için o düzeyde analiz yapmaya gerek yoktur.)

Eleştirel düşünme bu eleme işlemini yapan düşünmedir. Elerken nesnelere üzerinde yapılan işlem, eleştirel düşünmede düşünsel nesne veya ürünler üzerinde gerçekleştirilir.

“Eleştirel” kelimesinin Türkçedeki anlamı aslında diğer diller için de geçerlidir. İngilizce karşılığı olan “critical” kelimesi de sıfattır ve “critic” kelimesiyle ilişkilidir. Onun da kökeninde criterion (ölçüt, kriter) kelimesi vardır. İngilizce kelime de eleme işlemine ve eleğe işaret eder.

Bu analizin sonucu olarak eleştirel düşünme şöyle tanımlanabilir: Bir problemin belirlenen ölçüte göre değerlendirilerek bir yargıya ulaşılması. Bu tanıma göre eleştirel düşünmenin aşamaları belirlenebilir.

ELEŞTİREL DÜŞÜNMENİN BASAMAKLARI

DKDM’ye göre eleştirel düşünmenin dört basamağı vardır: Problemin seçilmesi ve anlaşılması, ölçüt belirleme, değerlendirme ve yargıya ulaşma. Eleştirel düşünme problemin anlaşılması ve seçilmesi ile başlar.



Şekil 2. Eleştirel Düşünmenin Basamakları

Problemin Belirlenmesi

Eleştirel düşünme, diğer düşünme türleri gibi bir probleme uygulanır. Problem hissedilen bir güçlüktür. Hissedilen problem türlerine göre değerlendirme ve çözüm türü de değişecektir. Problem “eleştirel düşünmeye ne tabi tutulacak?” sorusunun cevabıdır.

Problemin hissedilmesinin yanında çözülebilir ve seçilebilir olması gerekir. Eğer bir çözüm yolu bulunabileceği ile ilgili bir beklenti yoksa problem çözmeye girişilmeyecek demektir. İnsanın hissettiği ve çözmek istediği birçok problem vardır. Eleştirel düşünme bu problemler arasından bir seçim yapmayı gerektirir. Problemin hissedilmesinin ardından problemle ilgili bilgilerin toplanması gerekir. Seçilen problemle ilgili nelerin bilindiği ve istenilen çözüm için nelerin bilinmesi gerektiğinin belirlenmesi eleştirel düşünmenin ilk basamağını oluşturur.

Problemler çok çeşitli şekillerde olabilir. Tüm insani problemleri belirlemek ve sınıflandırmak zordur. Eleştirel düşünme açısından, düşünme eğitimi dört türlü problem ile ilgilenebilir:

1. **Bilinmezlik:** Var olan, ancak kişi tarafından (henüz) bilinmeyen bir bilginin araştırılması. (Örnek “eleştirel okuma”)
2. **Tutarsızlık:** Edinilen bilgiler arasında tutarsızlık hissedilmesi. (Örnek “eleştirel yazma”)
3. **Aykırılık:** Edinilen bilginin daha önceden bilinen bilgilere aykırılığın hissedilmesi. (Örnek “eleştirel analiz”)
4. **Belirsizlik:** Bilinen bilgilerden, henüz bilgi haline dönüştürülmemiş çıkarımlar yapılması. (Örnek “eleştirel üretim”, “eleştirel yaratma”)



Şekil 3. Problem Türleri

Ölçüt Belirleme

Problem belirlendikten ve anlaşıldıktan sonra değerlendirmenin yapılacağı ölçütün belirlenmesi ve seçilmesi gerekir. Bir probleme çeşitli açılardan yaklaşılabilir ve problem çeşitli açılardan değerlendirilebilir. Aslında, problemin hangi ölçütlerle değerlendirileceği problemin yapısıyla yakından bağlantılıdır.

Bilinmezlik türündeki problemler içsel ölçütler kullanmayı gerektirir. Var olan ama henüz eleştiren tarafından bilinmeyen bilgiler için yeni bilme olanaklarının araştırılması gerekir. Bu bilme olanakları bilgiye ulaşılmasına yöneliktir. Bu işlem eleştirme konusunun daha iyi araştırılması, öncelenmesi niteliğindedir.

Tutarlılık türündeki problemler mantıksal tutarlılık arayışını ifade eder. Mantıksal tutarlılık sağlayabilmek için o konu ile ilgili tercihlerin, kabullerin, önyargıların, inançların ve değerlerin belirlenmesi gerekir. Mantıksal olarak bir bilginin ait olduğu bilgi kümesi (yığılımı) ile tutarlı olması beklenir. Bir kişi ile ilgili olarak iki farklı ve tutarsız bilgiye sahip olduğumuz durum tutarsızlıktır. Hepimiz tutarlı olduğumuz, yaptığımız, söylediğimiz, bildiğimiz şeylerin kendi içinde tutarlı bir bütün oluşturmasını bekler ve bunun için uğraşırız.

Aykınlık türündeki problemler eldeki bilginin genel olarak bilinen veya kabul edilen bilgilere “aykırı” olduğu durumları ifade eder. Bu noktada dışsal ölçütler kullanılır. Bu dışsal ölçütler o konuda insanların (ve kişinin) sahip olduğu diğer bilgilerdir.

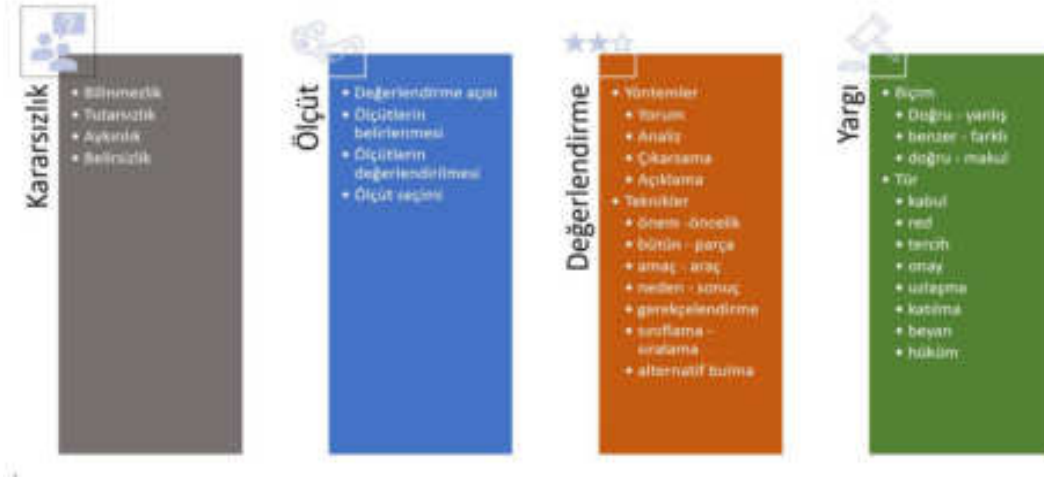
Belirsizlik türündeki problemler eldeki bilgilerin henüz bilinmeyen konu ve durumlarla ilgili belirsiz hissedildiği durumlardır. Bu problemlerin çözümü için de dışsal ölçütler

kullanılır, ama bu ölçütlerin daha üst düzey ve soyutlanmış olması beklenir. Bu soyutlanmış ölçütler belirsizdir, zaman zaman eleştiren kişinin kendisinin üretmesini gerektirir.

Yargıya Ulaşma

Problemi değerlendirmek için ölçüt belirlendiğinde değerlendirme işleminin yapılarak bir yargıya ulaşılması beklenir. Bu yargıların doğru – yanlış, benzer – farklı gibi ikili olabileceği gibi, bilinmezlik gibi problemlerde sadece ne olduğunun belirlenmesi şeklinde ucu açık da olabilir. Bu durumda “bu budur” şeklinde bir yargı beklenebilir. İkili yargılar genellikle tutarsızlık ve aykırılık durumlarında kullanılır. Belirsizlik yargıları da açık uçlu yargılardır. Dolayısıyla yargıların doğru – yanlış gibi kapalı uçlu ve ne olduğunun belirlenmesi gibi açık uçlu olarak iki biçimde olabileceği söylenebilir.

Yargılar çeşitli türlerde olabilir. İlk akla gelen yargılar kabul, ret, tercih, onay, uzlaş(tır)ma, katılma, beyan ve hüküm şeklindeki yargılardır. Eleştirel düşünme işleminin sonucunda eleştirenin problem oluşturan bilgiyi kabul etmesi, katılması veya hakkında bir hüküm beyan etmesi gibi işlemler yapması beklenir.



Şekil 4. Eleştirel Düşünme Basamaklarında Değerlendirme ve Yargı

ÖZET VE GELECEK ÇALIŞMALAR

DKDM öncelikle düşünme eğitimi için kullanılabilecek bir eleştirel düşünme tanımı önermektedir. Bu tanıma göre gündelik hayatta eleştirel düşünme olarak görülen bazı durumlar eleştirel düşünme olarak görülmeyebilir. Bu gibi kısıtlamaların nedeni eğitimde belirliliğin esas olmasıdır. Eleştirel düşünmenin kapsamının belirsizliğe yol açacak kadar genişletilmesi öğretilmesinin zorlaşması anlamına gelir. Öğrencilerin eleştirel okuma, eleştirel yazma, eleştirel analiz ve eleştirel üretim yapabilmelerini sağlamak düşünme eğitimi için oldukça yeterli ve verimli bir başlangıç olacaktır.

DKDM'nin eleştirel düşünme tanımı ve anlayışı eleştirel düşünme ile ilgili olarak yapılabilecek çalışmalara da ışık tutacaktır. İlk akla gelen çalışma eleştirel düşünmeyi yapan kişinin özellikleri olabilir. Literatürde eleştiricinin sahip olması gereken dikkat, merak, sabır gibi çeşitli özellikler ifade edilmiştir. Ayrıca eleştirmenin durumsal bir eylem olarak veya bir kişilik özelliği olarak ele alınıp alınamayacağının araştırılması gerekmektedir.

Eleştirel düşünme ile ilgili olarak açıklığa kavuşturulması gereken bir husus da eleştirel düşünmenin engelleridir. Eleştirel düşünme eğitimi bir açıdan bakıldığında eleştirel düşünmenin engellerinin ortadan kaldırılması demektir.

Sonuç olarak, eleştirel düşünme, üzerinde çalışmalar yapılan ve yapılması gereken bir konu olmakla birlikte, üzerinde uzlaşılabilir bir tanım ve anlayış geliştirilmesi bu çalışmanın amacıdır. Önerilen tanım ve anlayışın yeni çalışmalara temel ve dayanak oluşturması beklenebilir.

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Maslow'un ihtiyaclar hiyerarsisi ve eđitim

Hasan BACANLI¹

Öz

İnsanın ihtiyacları güdülerinin temeli olarak kabul edilir. Freud'dan bu yana güdülerle ilgili birçok görüş öne sürülmüştür. İhtiyaç ise genellikle yoksunluk ile ilişkilendirilir. İhtiyaç ve güdü kavramlarının ilişkisi ne deđilse de güdünün doyurulma ihtiyacı duyduđu ifadesinde uzlaşılabilir. Psikolojide ihtiyaç dendiđinde ilk akla gelen isimlerden biri Abraham Maslow'dur. Maslow insan ihtiyaclarının hiyerarşik bir yapıya sahip olduđunu öne sürmüş ve 5 (7, 8) temel ihtiyaç olduđunu söylemiştir. Maslow'un sınıflaması işlevsel ve anlaşılması kolaydır. Bu yüzden psikolojiden ekonomiye kadar birçok alan bu sınıflamayı kullanmaktadır. Ancak Maslow'dan söz eden kaynakların yazarlarının çođu Maslow'u okumamıştır. Onun getirdiđi sınırlamalar ve açıklamalar da kulaktan dolmadır. Maslow'un modeli eğitim alanında da yaygın olarak kullanılır. Ama eğitimciler ihtiyacları çocuđun "karnının tok, sırtının pek olması" olarak ele alma eğilimindedirler. Oysa model eğitimin ve öğretimin içeriđi, ortamı gibi bağlamlarda da kullanılabilir bir modeldir. Bu çalışmada Maslow'un modeli öne sürdüđu yazısı temelinde önce model ile ilgili açıklamalar özetlenmekte, ardından modelin birey açısından anlamı yorumlanmakta, son olarak da modelin açılımları üzerinde durulmaktadır.

Anahtar kelimeler: Güdülenme, Maslow'un ihtiyaclar hiyerarsisi, Eğitimde güdülenme

Maslow's hierarchy of needs and education

Abstract

The needs of man are considered the basis of his motives. Since Freud, many views on motives have been put forward. Need, on the other hand, is often associated with deprivation. Whatever the relationship between the concepts of need and motive is not, one can agree on the statement that the motive needs to be satisfied. One of the first names that come to mind when it comes to needing in psychology is Abraham Maslow. Maslow argued that human needs have a hierarchical structure and said that there are 5 (7, 8) basic needs. Maslow's classification is functional and easy to understand. That is why many fields, from psychology to economics, use this classification. However, most of the authors of the sources that mention Maslow have not read the original sources. The limitations and explanations it imposes are also "hearsay". Maslow's model is also widely used in the field of education. But educators tend to treat needs as a child's "full stomach and feel safe". However, the model is a model that can be used in contexts such as the content and environment of education and training. In this study, based on Maslow's article in which he puts forward the model, first, the explanations about the model are summarized, then the meaning of the model in terms of the individual is interpreted, and finally, the expansions of the model are emphasized.

Keywords: Motivation, Maslow's hierarchy of needs, Motivation in education, Educational motivation

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MASLOW'UN İHTİYAÇLAR HİYERARŞİSİ

Psikoloji disiplini konusunda gündelik konuşmalarda kullanılacak kadar yaygınlaşan birkaç bilim insanından biri Abraham Maslow'dur (1908 – 1970). Maslow bu yaygınlığına geliştirmiş olduğu ihtiyaçlar hiyerarşisi ile ulaşmıştır. Hiyerarşi temelde insan güdülenmesi ile ilgili bir kuram olarak psikolojide kabul görmesinin yanı sıra, ekonomi, işletme, antropoloji ve sosyoloji gibi sosyal bilimlerde de büyük bir kabul görmüştür. Hatta son yıllarda bu konudaki çalışmaların psikologlardan çok bu alanlarda yapıldığını söylemek de yanlış olmayacaktır.

Bu yaygınlığının yanı sıra hiyerarşi ile ilgili belirlenmesi gereken bir husus da daha çok kulaktan duyma, aktarma bilgilerle aktarılması ve söz gelimi Maslow'un hassasiyetlerinin, ihtiyatlarının ve sınırlılıklarının genelde göz ardı ediliyor olmasıdır. Maslow hiyerarşiyi ilk olarak 1943 yılında yazmış olduğu "*A theory of human motivation*" başlıklı makalesi ile duyurmuştur. Daha sonra yazdığı *Motivation and Personality* (1954) ve bu kitabın yeni baskısı (1970) ile düşüncelerini geliştirmiştir. Ancak hiyerarşiden söz eden çalışmaların çoğu Maslow'un çalışmalarından değil, onu aktardığı düşünülen çalışmalardan yararlanmış ve hiyerarşi için kaynak olarak onları kullanmıştır. Bu çalışma, 1943'teki makaleyi temel alarak Maslow'un ihtiyaçlar hiyerarşisinin tanıtılması, anlam ve sınırlılıklarının belirtilmesi, kuramla ilgili çalışmaların özetlenmesi ve özellikle eğitim alanında olası kullanımlarının belirlenmesi ve önerilmesi amacına yöneliktir.

Hiyerarşinin gelişimi

Maslow 1943'teki yazısında 5 temel ihtiyaçtan söz etmektedir. Yaygınlık kazanan düşünce budur. Bu yazıda Maslow bilme ihtiyacına işaret etmekte, ama onu ayrı bir ihtiyaç olarak belirtmemektedir. Aynı yazıda özgürlük ihtiyacına ve yaratıcılığa da işaret edilmiş, ama üzerinde fazla durulmamıştır. Maslow *Motivation and Personality* kitabında bilme ihtiyacını estetik ihtiyaç ile birlikte hiyerarşiye eklemiştir. Bu iki ihtiyaç kendini gerçekleştirme ile birlikte varoluş ihtiyaçları olarak belirtilmiştir. Varoluş ihtiyaçları yoksunluk ihtiyaçlarının aksine, doyuruldukları zaman davranışı yönlendirmemeye değil, daha çok yönlendirmeye başlarlar. Başka bir ifadeyle ilk dört ihtiyacı kapsayan yoksunluk

ihtiyaçları doyurulduklarında artık ihtiyaç olarak hissedilmez ve davranışı yönlendirmezler. Ama varoluş ihtiyaçları ise doyuruldukça daha çok doyurulmak isterler. Maslow aynı eserde 8. ihtiyacı da belirtmekte ve ona kendini aşma (self-transcendence) adını vermektedir. Kendini gerçekleştiren kişinin başkalarının kendini gerçekleştirmesine yardımcı olmaya yöneleceği belirtilmiştir. Böylelikle hiyerarşinin 5’li, 7’li ve 8’li versiyonlarının bulunduğu söylenebilir. Hatta bu ihtiyaçları 11’e çıkaran yazılar da vardır. Ama yaygın ve temel görüş 5 ihtiyaç üzerine kuruludur.

İhtiyaçlar hiyerarşisi denildiğinde insanların aklına piramit gelmektedir. Piramitten söz edenler “ihtiyaç piramidi” olduğunu söylerler, hatta ona “Maslow’un piramidi” diyenler de vardır (Ekin, 2021). Ancak, bilinen odur ki, Maslow kuramı piramit şekliyle sembolleştirmemiş, piramit çizmemiştir. Piramit şekli McDermid (1960, s. 94) tarafından çizilmiş ve yaygınlaşmıştır (Bridgman, Cummings, & Ballard, 2019).

İhtiyaçlar hiyerarşisindeki ihtiyaçlar

Maslow ilk makalesinde (1943) hem kuramı hem de kendi düşüncelerini diğer kuram ve anlayışlara göre konumlandırmıştır. Her ne kadar kendisi davranışçı bir gelenekten gelmiş olsa da (Harry Harlow ve Edward Thorndike ile çalışmıştır) kuramın hayvanlarla değil, insanlarla ilgili olduğunu vurgulayarak davranışçılık ile arasına sınır koymuştur. Freud’un insan ilişkilerini ihmal ettiğini belirtmiş, Adler’in bu ilişkilere eğildiğini belirterek ona yakın durduğunu ifade etmiştir.

Hiyerarşinin ilk basamağını fizyolojik ihtiyaçlar oluşturmaktadır. Bu ihtiyaçlar için *homeostasis* kavramını vurgulamıştır. Dolayısıyla fizyolojik ihtiyaçlar temelde bedenin homeostatik dengesini sürdürmeye yönelik ihtiyaçlardan oluşmaktadır. Ancak fizyolojik ihtiyaçların tümü homeostatik olarak görülemez. Örneğin cinsellik homeostatik değil, iştahla ilgili bir ihtiyaçtır.

Güvenlik ihtiyacı organizmanın güvenlik-arayan bir mekanizma olduğunun göstergesidir. Maslow bu ihtiyaç için çocuklardan örnekler vermekte, onların tehlikeden kaçınma davranışları (gürültü, ışık, kaba davranış gibi durumlardan kaçınma) ile açıklamaktadır. Kusma gibi davranışların da güvenlik ihtiyacı ile ilişkili olduğu düşünülebilir. Hatta çocukların ritimlerinin bozulması, adaletsizlik, haksızlık ve

tutarsızlıktan rahatsız olmaları da güvenlik ihtiyacını göstermektedir. Güvenlik ihtiyacının patolojik bir görüntüsü de obsesif-kompulsif nevrozdur. Bu hastalıkta kişi kendini güvenlik içine almaya çalışmaktadır.

Sevgi ihtiyacı cinsellikle karışır, ama temelde farklıdır. Sevgi ihtiyacı sadece sevmeyi (sevgi almayı) değil, sevilmeyi (sevgi vermeyi) de içerir.

Saygınlık ihtiyacı hiyerarşide iki kısım olarak belirtilmiştir. Birinci kısım kişinin kendine duyduğu saygıyı, özsaygıyı, yani kendini güçlü, başarılı ve uyumlu hissetmesini kapsarken, ikinci kısım tanınma, dikkat edilme ve önem verilme gibi başkaları tarafından duyulan saygıyı kapsamaktadır. Maslow'a göre bu kısım Adler ve artçılarının vurguladığı, Freud ve psikanalistlerin ise ihmal ettikleri bir husustur. Kendini gerçekleştirme ihtiyacı hiyerarşinin en meşhur ihtiyacıdır. Maslow bu ihtiyaç için "eğer mutlu olacaksanız, müzisyen müzik yapmalı, ressam resim yapmalı, şair şiir yazmalı. İnsan ne olabileceyse olmalı" demektedir. Terimi Kurt Goldstein'ın kazandırdığını ama kendisinin daha sınırlı anlamda kullandığını belirtmektedir. İhtiyacı "insanın olduğu şeyi daha fazla, olabileceği her şeyi olma arzusu" olarak tanımlamaktadır (1943, s. 382).

Hiyerarşinin sınırlılıkları

Maslow öncelikle hiyerarşinin davranışla değil, ardındaki güdü ile ilgili olduğunu vurgulamaktadır. Davranışın birçok belirleyicisi olabilir, güdü onlardan sadece biridir. Ayrıca davranış kültüre göre farklılaşabilir. Temel güdüler ise evrenseldir.

Maslow hiyerarşi evrensel olmakla birlikte, örneğin bazı insanlar için sevginin öz-saygıdan daha önemli olabileceğini belirtmektedir. Ayrıca yaratıcılık dürtüsü de ihtiyaçların sıralamasını değiştirebilir. İdeal ve değerler de istisna oluştururlar. İnsanlar vatanları için canlarını verebilirler, şehit olabilirler. Uzun süre yoksunluk çeken kişilerde de bazı değişiklikler görülebilir. Söz gelimi uzun süre aç kalan kişi artık onu kanıksayabilir, diğer ihtiyaçlarına yönelebilir. Tersine de doğrudur; uzun süre doyurulan bir ihtiyaç artık kişi için önemli görülmez.

Maslow güdülerin gücüne de atıfta bulunmuştur. Bazı kişilerde bazı güdülerin daha önemli olabileceğini kabul etmiştir. Beklenti düzeyleri düşük olan bu kişiler güdülere karşı yaklaşımlarında da farklılık gösterebilirler.

Maslow ihtiyaçların bilinçli veya bilinçsiz olabileceklerini söylemiştir. Özellikle patolojik durumlarda asıl ihtiyacın farkına varmak zor olabilir.

Maslow özgürlük arzusunun evrensel olup olmadığını bilmediğimizi belirtmektedir. Bunun için de uzun süre köle olarak yaşamış kişilerin özgürlük isteklerinin bulunup bulunmayacağını bilmediğimizi söylemiştir.

Hiyerarşinin eleştirileri ve yorumları

Maslow'un hiyerarşiyi geliştirmeden önce Amerika'da Kuzey Karaayak kabilesinde antropolog olarak çalıştığı bilinmektedir. Maslow'un bu kabileden öğrendiği bilgileri, hiyerarşinin temeli olarak kullandığı düşünülmektedir (Raviločan, 2021). Kızılderililerin doğaya ve dünyaya bakışları ile ilgili olarak zaman zaman çeşitli "hikmetli" söz ve hikayeler çeşitli ortamlarda dile getirilmekte ve paylaşılmaktadır. Öyle görünüyor ki, Maslow da bunlardan etkilenmiştir. Etkilenmekte tabii ki bir sorun yoktur ve bu durum Maslow'un düşüncelerinin değerini düşürmez. Ama bu durum Maslow'un bu düşünceyi doğru ve layıkıyla anlayıp aktardığı ile ilgili eleştirilere neden olmuştur. Maslow'un temel düşünceyi gerektiği gibi anla(ya)madığını düşünen ve öne süren eleştiriler vardır (Choate & Lindstrom, 2022).

Desmet ve Fokkinga (2020) hiyerarşi için iki büyük katkı ve iki büyük sınırlılık belirtmektedir. Hiyerarşinin ilk katkısı insan ihtiyaçlarının evrenselliğini ortaya koymasıdır. İkinci katkısı ise temel ihtiyaçların doyurulmasının insanın iyi oluşuna katkıda bulunduğunu ortaya koymasıdır. Sınırlılık olarak ise, önce hiyerarşik düzenin doğrulanmadığı için bir sınırlılık oluşturduğunu yazmışlardır. İkinci sınırlılık ise kendini gerçekleştirme kavramı ile ilgilidir. Maslow bu kavramı büyük ölçüde beyaz ve eğitim görmüş Batılı erkeklere dayanarak ele almıştır. Daha sonra Elanor Roosevelt gibi birkaç kadını da örneğine dahil etmişse de bunlar örneğinin küçük bir kısmını oluşturmaktadır. Kendini gerçekleştirme geniş bir kategoridir ve sanki diğer ihtiyaçlar karşılandığında yaşanan bir durum gibi görünmektedir. Kendini gerçekleştirme kuramının en fazla eleştiri alanıdır (Compton, 2018).

Hiyerarşi ile ilgili revizyon ve değişiklikler de yapılmıştır. Bunların içinde Kenrick ve arkadaşlarının (Kenrick, Griskevicius, Neuberg, & Schaller, 2010) geliştirdiği model

üzerinde durulabilir. Modelde ilk dört ihtiyaç aynen korunmakla birlikte, kendini gerçekleştirme yerine aile ile ilgili ihtiyaçlar yerleştirilmiştir. Buna göre 5. İhtiyaç eş seçme, 6. İhtiyaç eşini koruma, son ihtiyaç ise anababalık'tır.

HİYERARŞİNİN UYGULANMA OLANAKLARI

Güdülenme örgütsel psikoloji ve eğitim psikolojisinde önemli yer işgal eder. Maslow'un hiyerarşisi de bu iki alanda büyük yankı bulmuştur. Endüstri alanında yapılan çalışmalar bireylerin ihtiyaçları ile örgütün sağladığı imkanların eşleşmesinin iş doyumunu ve çalışanın iyi oluşunu artıracığı düşüncesine yönelik olmuştur. Ayrıca her ihtiyaca yönelik olarak işletmelerin alabilecekleri tedbirler ve sağlayabilecekleri imkanlar geliştirilmiştir.

1. *Fizyolojik ihtiyaçlar*: Kafeterya (yiyecek, içecek, su)
2. *Güvenlik ihtiyacı*
 - a. *Ekonomik*: Ücret ve maaşlar, emeklilik, sağlık hizmetleri
 - b. *Psikolojik*: İş tanımları ve istikrar
 - c. *Fiziksel*: Çalışma şartları, ısıtma ve havalandırma, dinlenme süreleri
3. *Yakınlık ihtiyacı*: Sosyal etkileşim imkanları, takım ruhu oluşturma, dışarda sosyal etkinlikleri teşvik, övgüler, örgüte katılım imkanları
4. *Saygınlık ihtiyacı*: Yarışma, başarı ve rekabet fırsatları, ödüllendirme, sorumluluk dağıtımı, eğitimler, yönetime katılım imkanları
5. *Kendini gerçekleştirme ihtiyacı*: Eğitimler, yaratıcılık fırsatları

Maslow'un hiyerarşisinin kullanıldığı diğer alan reklamcılık olmuştur. Reklamcılar insanların hangi ihtiyaçlarına hitap etmek istediklerine göre olay ve simgeler seçmektedirler.

1. *Fizyolojik ihtiyaçlar*: Yardım hatları (sağlık hatları ve suistimale karşı hatlar), sosyal güvenlik (emeklilik) hakları
2. *Güvenlik ihtiyacı*: Ev güvenlik / alarm sistemleri, evi ve içindekileri sigortalama, hayat sigortası, eğitim / okul sigortası
3. *Yakınlık ihtiyacı*: Eşleşme ve çöpçatan servisleri, üyelik klüp ve dernekleri, aile temalı reklamlar
4. *Saygınlık ihtiyacı*: Kozmetik ürünler, hızlı arabalar, ev düzenlemeleri, mefruşat, mobilya, moda elbiseler, içecekler, yaşam stili ürün ve servisleri
5. *Kendini gerçekleştirme ihtiyacı*: Açık üniversite, heyecan verici yaşantılar (paraşütle atlama, doğa yürüyüşleri, vb.)

Örgüt psikolojisi ve reklam psikolojisi hiyerarşiyi kendine göre yorumlayıp uyarlarken eğitim psikologları bunu başaramamışlardır. Dolayısıyla eğitim sistemlerinde hiyerarşiden söz edildiğinde öğrencinin açlığından veya kendini güvende hissetmesinden söz edilir. Kısacası hiyerarşi eğitim ortamına uyarlanmamıştır. Oysa örgüt ve reklam çalışmaları gibi, eğitim çalışmalarının da hiyerarşiyi kendi şartlarına uyarlayabilmesi gerekir. Ama bu amaçla yapılan girişimler vardır.

Bu girişimlerde öğrencilerin ihtiyaçlarına karşılık kendilerine sorabilecekleri sorular ele alınmaktadır. Bunlardan birinde Barbara R. Blackburn (2016) ihtiyaçlara karşılık öğrencilerin şu soruları sorabileceklerini önermektedir:

Bilginin en temel düzeyi o bilgiye sahip olup olmadığını sorgulayıp başarısızlık durumunda ne olacağını sorgulamasıdır. Yani ilgili bilgi olmadığında ne olur? Yokluğu durumunda sorun olmayan bir bilgiyi öğrenmek için yeterli güdülenme sağlanamayacaktır. Bu düzey ihtiyaçlar hiyerarşisinde ilk iki düzeye karşılıktır.

İkinci düzeyde öğrenci başarılı olup olamayacağını, başarılı olduğunda başkalarının onun hakkında ne düşüneceklerini düşünecektir. Bu düzey hiyerarşide yakınlık ve saygınlık ihtiyacına karşılıktır.

Üçüncü düzeyde öğrenci Bilginin onu başarıya kavuşturup kavuşturmayacağını ve başarılı olmak için hangi / ne gibi desteklere sahip olacağını düşünecektir. Bu düzey hiyerarşide bilme – tanıma ihtiyacına karşılıktır.

En üst düzeyde ise öğrencinin kendine öğrenme üzerinde odaklanıp odaklanmadığı, yeterince sebatkar olup olmadığını sorgulaması söz konusudur. Bu düzey estetik ve kendini gerçekleştirme ihtiyaçlarına karşılıktır.

Tablo 1.

İhtiyaçlar hiyerarşisinin öğrenci sorularına uygulanması

Maslow'un belirlediği ihtiyaçlar	Öğrenciye uygulanması
<i>Estetik (Kendini gerçekleştirme)</i>	Öncelikle öğrenmem üzerine odaklanabiliyor muyum?
<i>Tanıma (anlama) ihtiyacı</i>	Başarıya ulaştıracak bilgim olacak mı?
<i>Bilme ihtiyacı</i>	Hangi düzeyde desteğe sahip olacağım?
<i>Saygınlık ihtiyacı</i>	Başarılı olacak mıyım?
<i>Yakınlık ihtiyacı</i>	Sıkı çalışırsam başkaları benim hakkımda ne düşünecek?
<i>Güvenlik ihtiyacı</i>	Başarısız olursam ne olur?
<i>Fizyolojik (hayatta kalma) ihtiyacı</i>	Başarı için bilgi ve beceriye sahip miyim?

Not: Blackburn (2016)'dan yararlanılmıştır.

Diğer bir uygulamaya göre bilgi temelde insanın bir durum veya sorunla başa çıkabilmesini sağlamaya yöneliktir. Bu düşünce biraz daha ayrıntılandırılarak şöyle yorumlanabilmektedir. İlk düzeyde bilginin öğrencinin bir durumla başa çıkmasını sağlayıp sağlamayacağı sorgulanır. Ardından bu bilgiyi nasıl daha güvenilir hale getirilebileceğini sorgular. Sonraki aşamada bilginin başka bilgilerle nasıl birleştirilebileceği ve / veya bilgiye sahip olmanın başkalarıyla nasıl paylaşılacağı sorgulanabilmektedir. Bu düzey yakınlık düzeyidir. Görüldüğü gibi bu aşama yakınlık aşamasıdır. Daha sonra bilgiye sahip olmanın kişiye nasıl bir statü sağlayabileceği, bilginin daha geniş bir perspektifte daha büyük ölçekteki bilgilerle bütünleştirilebileceği belirlenmeye çalışılmaktadır. Bu düzey saygınlık düzeyine karşılık gelmektedir. Sonraki düzeylerde bilginin kişiyi daha fazla bilmeye nasıl yönlendireceğinin farkına varılmaya çalışılır. Bilginin güzellikle ilişkilendirilmesi ve bir düzene sokulması ele alınmaktadır. Son aşama bilgi edinmekten zevk alınır hale gelmeyi, bir tür “bilgi için bilgi” noktasına gelmesini ifade etmektedir. Son aşamada bilgi kendi başına bir haz haline gelmektedir. Yorumlanarak geliştirilmiş haliyle uygulama aşağıdaki tabloda gösterilmektedir.

Tablo 2.*İhtiyaçlar hiyerarşisinin eğitimde sorulara uygulaması*

İhtiyaçlar	Bilgi açısından sorulabilecek sorular	Öğrenen açısından sorulabilecek sorular
Fizyolojik / temel ihtiyaçlar	Bilgi hangi durumla başa çıkmayı sağlamaktadır?	Bilgiye sahip olmak kişinin hangi sorunuyla başa çıkmasını kolaylaştıracaktır?
Güvenlik ihtiyacı	Bilgi nasıl daha güvenilir hale getirilebilir?	Bu bilgiye ne kadar güvenebilirim?
Yakınlık ihtiyacı	Bilgi diğer yakın bilgilerle nasıl birleştirilebilir, bağlantılandırılabilir?	Bilgiyi başkalarıyla paylaşabilir miyim? Nasıl paylaşabilirim?
Saygınlık ihtiyacı	Bilgi daha üst perspektifte hangi konu ve bilgilerle ilişkilendirilebilir?	Bilgiye sahip olmak bana ne kazandırır, nasıl bir statü sağlar? Başkaları benim bu bilgiye sahip olmamı nasıl karşılar?
Bilme – tanıma ihtiyacı	Bilgi daha çok bilgi edinme zevki kazandırabilir mi?	Benzer bilgilere sahip olmak istememe yol açıyor mu?
Estetik ihtiyacı	Bilgi düzen içinde ifade edilmiş mi? Güzellik ile ilişkilendirilmiş mi?	Bilgiyi öğrenmek benim çevremdeki güzellikleri fark etmemi sağlamakta mıdır?
Kendini gerçekleştirme ihtiyacı	Bilgi, edinilmesi kendi başına doyum sağlamakta mıdır?	Bu bilgiyi öğrenmekten mutlu oluyor muyum?

Görüldüğü gibi Maslow'un sınıflaması eğitim alanına uygulandığında hem öğrenci açısından hem de edinilen bilgi açısından değerlendirilebilmektedir. Bu yorumun ardında Maslow'un düşüncelerinin ne anlatmaya çalıştığı ile ilgili yorum bulunmaktadır. Maslow ilk aşamada temel ihtiyaç, bilginin var olma nedenini sorgulamayı getirmektedir. Fizyolojik ihtiyaçlar insanın var olduğunun ve var kalmaya çalışırken asgari düzeyde yapabileceklerini gösterir. Aynı durum bilgiye uygulandığında bilginin bir soruna veya soruya cevap olmasının vurgulanması demektir.

İkinci aşamada, birinci aşamada belirlenen var oluşun güvenli hale getirilmesi vurgulanmaktadır. İnsan için düşüncecek olursak insan önce hayatta kalmaya çalıştıktan sonra, bu varlığına güven kazandırmaya çalışacaktır. Aynı şey bilgi açısından düşünüldüğünde bilginin güvenliği ve kişinin bu bilgiye güveni üzerinde durulmalıdır.

Üçüncü aşama yakınlık aşamasıdır ve kişinin kendini güvende hissettikten sonra başkasıyla yakınlık kurmasını öngörmektedir. Bu noktada bilgi açısından bakıldığında

bilginin başka bilgilerle ilişkisi, kişi açısından bakıldığında kişinin yakınlık ihtiyacına katkıda bulunup bulunmadığı ele alınmalıdır.

Dördüncü aşama saygınlıktır, bu da kişinin daha geniş toplumda kendine bir yer bulmasını ifade eder. Aynı şekilde, bilgi açısından bakıldığında bilginin alandaki diğer bilgiler arasındaki yerini, kişi açısından bakıldığında ise kişinin saygınlığına nasıl katkı sağlayabileceği ele alınmıştır.

Beşinci aşama, hiyerarşinin revizyonundaki bilme / tanıma ihtiyacıdır. İnsanın bilmekten haz duyacağı ve öğrendikçe daha fazla öğrenmek ihtiyacı duyacağı öngörülmektedir. Benzer şekilde, bilgi başka bilgi edinmeye yöneltip yöneltmediği bilgi açısından, öğrencinin bunu öğrendikten sonra başka bilgi edinmek isteyip istemeyeceği öğrenci açısından sorgulanması gereken durum olmaktadır.

Altıncı aşama estetik ihtiyaç aşamasıdır ve güzellikle ilişkilendirilmektedir. Bu aşamanın önemli özelliklerinden biri düzendir. Bilginin düzen içinde ifade edilip edilmediği ve öğrencinin bilgi edinerek güzellik duygusuna yönelip yönelmediği ele alınmaktadır.

Yedinci aşama kendini gerçekleştirme aşamasıdır. Kişinin kendi geliştirmek için, kendi uğruna (başka bir amaçla değil) davranması söz konusudur. Bilgi açısından bakıldığında da bilginin kendi uğruna öğrenilip öğrenilmeyeceği, öğrenci açısından da bu bilgiyi sırf bilgi edinmek için kazanıp kazanmayacağı üzerinde durulmaktadır.

Belki bu noktada sekizinci aşama olan kendini aşma ihtiyacı eklenebilir. Bu aşama öğrenme açısından kişinin yaratıcı olacağı aşamadır. Bilgi artık bir sorunla başa çıkmanın ötesinde başka sorunlarla başa çıkmada kullanılıp kullanılmayacağı sorgulanabilir.

Görüldüğü gibi, Maslow'un ihtiyaçlar hiyerarşisi öğrenme ve eğitim açısından da oldukça kullanışlı bir kılavuz olarak kullanılabilir. Ancak eğitimciler şimdiye kadar onu ihmal etmiş görünmektedirler. Aslında reklamcılar ve işletmeciler için olduğu gibi eğitim ve öğrenme açısından da yararlı bir sınıflamadır.

Genel örüntü olarak ele alındığında şu ilkeler geliştirilebilir, ancak bunlar tabii ki tartışmaya ve geliştirmeye açıktır.

1. Öğretmen bilginin hangi aşamada neye karşılık geldiğinin cevabını bilmeli ve öğrencilere hissettirmelidir.

2. Alt düzey ihtiyaçları karşılayan bilgiler daha az, üst düzey ihtiyaçları karşılayabilen bilgiler öğrencide daha çok anlam ve güdü ortaya çıkaracaktır.
3. Üst düzeye doğru çıkıldıkça öğrencinin merak ve motivasyonu artar.
4. Bu sıralama hala hiyerarşiktir. Yani alt düzey cevabı bilinmeyen bir bilginin üst düzey ihtiyacı karşılama olasılığı düşük olacaktır.
5. Üst düzeye doğru çıkıldıkça bilginin hatırlanma olasılığı artar, unutulma olasılığı azalır. Yani üst düzeye doğru çıkıldıkça bilgi daha iyi öğrenilmiş olur.

Bu ilkelerin öz-belirleme kuramıyla ilişkisi de kurulabilir. Üst düzeye doğru çıkıldıkça bilginin içsel güdülenmeye yol açacağı söylenebilir. Ayrıca öğrenmenin etkileşim ögesine yapmış olduğu vurgu önemlidir. Genel olarak öğrenme kuramları etkileşimle öğrenmeyi ihmal ederken, bu yorum etkileşimle öğrenmenin önemini vurgular. Öğrenciler öğretmenden olduğu kadar birbirlerinden de çok şey öğrenirler ve bildiklerini paylaştıkça bilişsel olarak daha iyi yapılandırılmış bilgiye sahip olurlar ve bunu ilişkilerini geliştirmek için de kullanabilirler. Hiyerarşinin üst basamaklarına doğru duyuşsal hedeflerin de öğrenmede yer almaya başladığı görülebilir.

Özetle Maslow'un ihtiyaçlar hiyerarşisi doğal eğilimi göstermektedir ve bu genel eğilim bilgi ve öğrenme için de geçerlidir, geçerli hale getirilebilecek potansiyele sahiptir. İnsan davranışıyla ilgilenen tüm alanlarda başarılı bir şekilde kullanılabilir.

SONUÇ VE HİYERARŞİNİN GELECEĞİ

Eğitim bilimciler Maslow'un ihtiyaçlar hiyerarşisine çalışmalarında yer vermekle birlikte gerek kuramı irdelemede gerekse uygulamada pek başarılı görünmemektedir. Oysa kuramın yeni revizyonlarının eğitim alanında tartışılması ve gelinen noktanın değerlendirilmesi eğitim biliminin yararına olacaktır. Ayrıca kuramın eğitim ortamlarına nasıl uygulanabileceği ile ilgili çalışmalar yapılmalıdır. Kuram bu potansiyele sahiptir. Eğitim bilimciler öğrenciye, öğrenmeye, öğrenme ortamına, öğretim konusuna, vb kuramı uygulamanın yollarını araştırmalıdır. Eğitim bilimcilerin önünde duran görev budur.

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“Türkiye’nin toplumsal yapısı” etkinlikleri sosyoloji dersi öğretim programına nasıl entegre edilebilir?

Beyhan ZABUN¹

Öz

Eğitimin temel işlevlerinden birisi de bireyi yaşadığı toplumun uyumlu bir bireyi olarak inşa etmektir. Bu işlev genel olarak aile, akran grubu ve diğer sosyalleşme ortamlarında gerçekleşirken planlı, sistematik ve hedeflenen bir içerik ile örgün öğretimde gerçekleştirilir. Bu bağlamda eğitimin temel politik işlevi devletin istediği, öngördüğü yurttaşı yetiştirmektir. Bu süreçte öğretim programları, ders kitapları, diğer öğrenme-öğretme süreçleri, etkinlikler, törenler vb. önemli unsurlardır. Yurttaşlık bilgisi öğretimi öğretimin bütün düzeylerinde kapsam ve yoğunluğu farklı olmak kaydıyla yapılmaktadır. Bu noktada dil, kültür ve sosyal bilimler dersleri önem arz etmektedir.

Bu çalışmada 2009 yılında kabul edilen ve halen yürürlükte olan lise Sosyoloji Dersi Öğretim Programının mevcut amaç, kazanım ve etkinliklerinde hiçbir surette yeterli olmayan Türkiye’nin toplumsal yapısı içeriğinin programda yer alıp, ders kitaplarında nasıl somutlaştırılabileceğinin tartışması yapılmıştır. Öncelikle sosyoloji dersi öğretim programının büyük ölçüde kuramsal ve kavramsal olan yönleri kısaca ortaya konmuş ve çözümlenmiştir. Bu noktada Türkiye’nin toplumsal yapısı, güncel temel toplumsal olgular ve sorunlarla doğrudan hiçbir ilintisinin olmadığı çok sınırlı amaç ve kazanımlar kapsamı ve etkinlik örneği dışında program ve bu program doğrultusunda yazılmış ders kitaplarında yeterli içeriğin olmadığı görülmüştür. “Yeterli içeriğin olmadığı” subjektif hükmünün kanıt dayanakları uluslararası literatürdeki sosyoloji öğretimi uygulama ve araştırmalarındaki en yüzeysel kapsamda ve yazılan ders kitaplarında yalın olarak ortaya çıkmaktadır. Ülkemizde mevcut sosyoloji dersi öğretim programında ve bu doğrultuda yazılan ders kitapları ise genel, yüzeysel, soyut, kavramsal yaklaşımlar dışında örneğin en sorunlu alanlar olan toplumsal kurumlar ya da toplumsal değişme ve çözülme süreçlerine hiçbir surette değinilmemektedir. Çalışmada temel amaç program ve ders kitapları kapsamına Türkiye’nin toplumsal yapısının temel unsurları olarak ortaya çıkan olgu, sorun ve örnek olayların nasıl somutlaştırılabileceğinin eleştirel tartışmasının yapılması ve örneklerin sunulmasıdır.

Anahtar Kelimeler: Toplumsal yapı, Sosyoloji öğretimi, Öğretim programı

How can the activities of “social structure of Türkiye” be integrated with the sociology curriculum?

Abstract

One of the basic functions of education is to build individual as the one consistent with the community he lives in. This function is generally realized in the settings of family, peer groups and other socialization settings, while it is realized in the formal education with a planned, systematic, and targeted content. In this sense, basic political function of education is to train the citizen desired and predicted by the state. In this

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process, teaching programs, coursebooks, other learning-teaching processes, activities, ceremonies etc. are important factors. Teaching citizenship is carried out with different content and intensity in teaching. Therefore, the courses of language, culture and social sciences are of importance.

In the current purpose, outcome and activities of the program, putting the content of social structure of Türkiye which is not sufficient in any case in the program and how to embody it in the coursebooks were discussed. In the first place, teaching program of sociology was examined in terms of its theoretical and conceptual sides to a large extent. In this sense, it was found that social structure of Türkiye was nothing to do directly with the current basic social phenomena and problems and that there was not sufficient content in the course books depending on this program. Evident bases “Insufficient content” subjective statement are clearly seen in the most superficial content in the sociology teaching studies of applications in the international literature and in the coursebooks written. In the current course of sociology teaching program in Türkiye and in the coursebooks written with the basis of this program, nothing but superficial, abstract, conceptual approaches, such as social institutions or social change and disintegration process, was mentioned at all. In the current study, how to embody phenomenon, problem and sample events appearing as the basic components of social structure of Türkiye was critically discussed and some samples were given in the content of basic objectives of the program and coursebooks.

Keywords: Social structure, Sociology teaching, Teaching program

GİRİŞ

Bir varlık olarak insan, varoluşunu en genel ifadesi ile toplum içerisinde gerçekleştirir. Tarihin ve toplumun öznesi olarak insan, toplumsal ve tarihi gerçekliği anlamadığında kendi varoluşunu da tam olarak anlayamaz. Sosyoloji de en temelde insandan hareketle onun sosyal içeriğe sahip olan eylemlerini anlamasına, oradan da sosyal yapıyı, sosyal kurumları, sosyal ilişkileri içinde bulunduğu tarihsel bağlamla ilişkilendirerek ve niceliksel verilere de dökerek açıklamasına yardımcı olan bir bilim dalıdır. Sosyoloji “sosyal davranışa yönelen bilimsel bir yaklaşımdır.” (Fichter, 2006, 1).

Sosyoloji bir bilimsel çalışma alanıdır. Sosyolojinin konusu sosyal ilişkiler, gruplar, örgütler, sosyal yapı ve sosyal hayatın ana şekilleri olan cemaat ve cemiyettir. Başka bir deyişle sosyolojinin konusu toplumdur. Toplum bir sosyal gerçekliktir. Sosyal gerçeklik ise bizim dışımızda insanların toplu halde yaşamalarından doğan kurumlar, örgütler, kurallar ve değer yargılarıdır. Sosyoloji, insanlar arasındaki ilişkileri, bu ilişkilerden doğan sosyal kurumları, sosyal yapıyı, kültürü ve toplumdaki değişimleri inceleyen bir bilimdir (Arslanoğlu, 2000, 8).

Sosyoloji eğitimi; ortaöğretimde ders programı dâhilinde toplum içindeki bireyi, bireyin toplumsal davranışlarını ve bu davranışlarla ilgili olan toplumsal ilişki, grup, yapı, kurum, değişim, gelişme, kültür gibi kavramlar/gerçeklikler çerçevesinde öğretim faaliyetlerinin gerçekleştirilmesidir.

Sosyoloji, ilk olarak dünyada fikirler ve kültürler bağlamında farklı bakış açılarını görmemizi ve bu konuda bir farkındalık kazanmamızı sağlar. İkinci olarak sosyoloji eğitiminin pratik bir yararı, bireyin politik girişimlerin sonuçlarını değerlendirmesine olanak sağlamasıdır. Üçüncü olarak bireyin kendi kendini aydınlatmasına, kendinden başlayarak sosyal bağlamlarını tanımasına, oradan da toplumu tanımasına olanak verir. Birey davranışlarının nedenleri ile toplumsallığı arasında bağ kurar. Son olarak sosyologlar, doğrudan toplumsal pratik sorunlarla ilgilenmektedir. Sosyoloji eğitimi almış olanlar sanayi danışmanları, araştırma şirketleri, basın ve yayın kuruluşları, kent plancıları, insan kaynakları, aile danışmanlığı, sivil toplum kuruluşları, sosyal çalışmacılar ve personel yöneticilerinin yanı sıra daha birçok işte de çalışabilir. Sosyoloji anlayışına sahip olmak hukuk, gazetecilik, iş ve tıp konusunda kariyer yapmaya da yardımcı olabilir (Giddens, 2012, 61-62). Sosyoloji bilmek; sosyal problemleri kavrayarak inisiyatif elinde bulundurmaya, oradan da problemlere çözüm üretmeyi sağlar (Arslanoğlu, 2000, s. 20). Ayrıca sosyolojik araştırmalara dayanarak toplumsal planlamayı daha doğru yapabilir, sorunlara daha bilimsel yaklaşabiliriz (Zabun, 2002, 22).

SOSYOLOJİ DERSİ ÖĞRETİM PROGRAMI

Türkiye’de sosyoloji dersi 2009 yılında yürürlüğe giren program çerçevesinde Millî Eğitim Bakanlığı’na bağlı tüm özel ve devlet okullarında ortak kazanımlar çerçevesinde yürütülmektedir. Programın giriş bölümü; sosyolojinin diğer sosyal bilimlerden farklılığı üzerine iki önemli noktanın belirtilmesi ile başlar. Bunlardan birincisi sosyolojide olay ve olguların tek nedene indirgenerek açıklanamamasıdır. “Belirli nedenler belirli sonuçları doğurur.” ilkesinden yola çıkarak olay ve olguları ekonomi, siyaset, din, dil, kültür, hukuk, bilim gibi nedenlerden yalnızca birine dayanarak açıklamak, çağımızda sosyolojinin şiddetle kaçındığı bir açıklama tarzıdır.” İkincisi ise sosyolojinin birey-toplum ilişkisinde birey veya toplumdan birinin belirleyiciliğini tercih etmek yerine, her ikisi arasındaki etkileşime odaklanmış olmasıdır. Böylece toplumun veya bireyin birbirlerine olan üstünlüğü yerine, birbirlerinin tamamlayıcısı olduğu gerçeği anlam kazanmıştır (MEB, 2009, 5). Dolayısıyla sosyoloji dersinin öğretiminde

disiplinlerarasılık ve nedensellik ilkeleri üzerinden, indirgemeci bakış açısı yerine bütünsel öğretimin temel alınması gerekmektedir.

Sosyoloji dersi programında öğretmenler;

- ✓ Türk milli eğitiminin genel amaçlarını,
- ✓ Program yaklaşımını,
- ✓ Program misyon ve vizyonunu,
- ✓ Dersin genel amaçlarını,
- ✓ Ünitelerde yer alan kazanımları ve kazanımlara yönelik açıklamaları,
- ✓ Ünitelere ayrılan ders saati sayısını,
- ✓ Dersin kazanımlarına uygun ölçme ve değerlendirme tekniklerini,
- ✓ Kazanımların öğretim süreçlerine yönelik etkinlik örneklerini bulabilirler.

Sosyoloji ders programı; Sosyolojiye Giriş, Birey ve Toplum, Toplumsal Yapı, Toplumsal Değişme ve Gelişme, Toplum ve Kültür, Toplumsal Kurumlar olmak üzere altı üniteden oluşmaktadır.

“Sosyolojiye Giriş” ünitesinde sosyolojiye neden ihtiyaç duyulduğu üzerinde durulmakta, bir anlamda, toplumsal hayatı anlamada sosyolojinin önemi ve işlevleri gösterilmektedir. Bu ünite de toplum kavramı işlenirken, sosyolojideki gelişim süreci dikkate alınmaktadır. Sosyolojiyi anlamak için de Batı’da ve Türkiye’de sosyolojinin doğuşu ve gelişimi hakkındaki bilgiler birinci ünitenin sonunda yer almaktadır (MEB, 2009, 5).

“Birey ve Toplum” ünitesi öğrencinin günlük sosyal yaşamı daha iyi anlayabilmesini sağlayacak temel bilgilerden seçme konuların yer aldığı bir ünite dir. Birey-toplum arasındaki karşılıklı bağıntıyı dolaysız bir şekilde yansıtan kavramlar olarak sosyalleşme, sosyal statü ve rol kavramları bu ünite de ele alınmıştır. Bu konular ile bağlantılı olarak toplumsal sapma ve toplumsal kontrol kavramlarının yanı sıra demokratik bir toplumda bireyin sadece karşısındakiler için değil kendisi için de gözetmesi ve gerçekleştirilmesi gereken toplumsal hak ve görevler dengesi kavramlarına da yer verilmiştir (MEB, 2009, 5). Hak ve ödevler dengesinin öğretiminde bireyin sadece kendisi için bir hak ihlaline uğradığında gündeme gelen haklar konusunun yeterli olmadığı, aynı zamanda o bireyin karşısındaki bireylerin de haklarının olduğunu kavraması ve eylemlerini ona göre

ayarlaması, bir başka deyişle hak empatisinin bir beceri haline gelmesi demokrasinin bir yaşam biçimine dönüşmesinde dahası Türk eğitim sisteminin genel amaçlarının gerçekleşmesinde vazgeçilmez bir öneme sahiptir.

Üçüncü ünite olan “Toplumsal Yapı” ünitesinin ilk konusu ise toplumsal yapı kavramının temelinde yer alan toplumsal etkileşim kavramıdır. Daha sonra toplum nazarında birey ve ailelerin hiyerarşik sıralanmasını gösteren toplumsal tabakalaşma ve tabakalaşma hiyerarşisi içindeki yer değiştirmeler ele alınmaktadır.

Sosyolojide tarihsel bir gerçek olarak her zaman var olan değişme ve gelişme olgusu, dördüncü üniteye yer almaktadır. Bu kapsamda yaşanmakta olan modernleşme ve küreselleşme gibi iki değişme süreci de önem kazanmaktadır. “Toplumsal Değişme ve Gelişme” ünitesinde öğrenciye yaşadığı çağı anlamada ve anlamlandırmada yardımcı olacak bilgiler sunulmaktadır (MEB, 2009, 6).

Programda sosyolojinin konusu olan etkileşim ağlarının oluştuğu ortam olarak kültür olgusunun sosyolojiye giriş içinde önemli bir yeri olduğu belirtilmiştir. Bu kapsamda “Toplum ve Kültür” ünitesinde alışlagelmiş maddi-manevi kültür şeklindeki iki parçalı kültür kavramı yerine, kültürü anlamayı ve kültürel analiz yapmayı kolaylaştıran üç boyutlu kültür kavramı temel alınmıştır. Kültürün bu üç boyutu ise anlam kodları olarak ifade edilen değerler ve inançları kapsayan bilişsel kültür, davranış beklentileri olarak yazısız ve yazılı davranış kurallarını ifade eden davranışsal kültür ve anlamların somutlaşmasını sağlayan maddi kültürden oluşmaktadır. Kültürün iç içe geçmiş bu üç boyutu, sosyolojinin analitik değeri yüksek olan kazanımlarından biridir (MEB, 2009, 6).

Ayrıca “Toplum ve Kültür” ünitesinde seçkin-popüler, evrensel-yerel kültür gibi kültür ile ilgili temel kavramların ele alınması suretiyle, öğrencinin kültürün çeşitli görünümünü günlük hayat içinde de gözlemlemesine yardımcı olmak amaçlanmaktadır. Kültüre ilişkin tutumlar olarak kültür merkezilik, yabancı kültür merkezilik ve kültürel görelilik kavramları da öğrencinin, farklı kültürler karşısında bireysel tutumlardaki farklılıkları sistematize etmesini sağlayarak öğrencinin kendi konumunu görmesine yardımcı olmaktadır (MEB, 2009, 6). Farklı kültürleri anlayabilme, kendi şartlarında değerlendirebilme yetisi bireyin kendi çevresinde de farklı görüşlere sahip olan bireylere hoşgörü ile bakabilmesini sağlamaktadır.

Altıncı ünite olan “Toplumsal Kurumlar” ünitesinde, toplum hayatında belirli ihtiyaçları karşılamaya yönelik işlevleri gerçekleştirmek üzere kuşaktan kuşağa aktarılan anlam kodları ve normlar olarak toplumsal kurumlar yer almaktadır. Programda modern Türkiye’nin kurucusu Atatürk’ün göstermiş olduğu hedef doğrultusunda aile, eğitim, din, ekonomi ve siyaset kurumlarının anlamı ve işlevlerinin, toplumsal hayatın canlılığından koparılmadan, ele alınacağı belirtilmektedir (MEB, 2009, 6).

Üniteler bazında sosyoloji dersi öğretim programında yer alan kazanımların programda sistematik olarak verildiği tabloda sosyal yapı ile ilgili kazanım ve açıklamaların bazıları şu şekildedir:

Tablo 1.

Ortaöğretim sosyoloji dersi kazanımları

ORTAÖĞRETİM SOSYOLOJİ DERSİ KAZANIMLARI	AÇIKLAMALAR
Toplumunu oluşturan öğelerin etkileşim içinde olduğunu fark eder.	- Toplumun tanımı yapılır. - Kurum, kuruluş(organizasyon) ve sosyal grup kavramları vurgulanır. - Toplumsal grupların tanımı, amaçları, işlevleri ve çeşitlerine değinilir.
Sosyalleşmenin hayat boyu devam eden bir süreç olduğunu fark eder.	- Sosyalleşme sürecinde özellikle toplumun insani, ahlaki, millî, manevi ve demokratik değerlerine uygun davranışları bireyin içselleştirmesi durumunda daha sağlıklı olacağı vurgulanır.
Toplumsal hayatın düzenlenmesinde değerlerin ve normların önemini ifade eder.	- Toplumsal değer ve toplumsal norm kavramları ile, bu kavramlar arasındaki ilişki vurgulanır.
Statü ve rollerinden doğan hak ve görevlerin toplumsal yaşamdaki önemini bilir.	- Sosyal aktörlerin (birey, grup, kuruluş, toplum) hak-görev dengelerinin sağlıklı etkileşim için denkliliğine değinilir.
Türk toplumundaki tabakalaşmanın diğer toplumlardan farkını kavrar.	- Osmanlıdaki tabakalaşmanın diğer tabakalaşmalardan farkı vurgulanır.

Toplumsal deęişmeyi etkileyen faktörleri deęerlendirir.	- Toplumsal deęişmeyi etkileyen faktörlerden kültürün çok önemli olduęu kültürel farklılıklara hoşgörüle bakılması gerektięi, buna karşın kültür emperyalizminin millî bilinci zayıflattıęı ve kültürel yozlaşmaya yol açtıęı, sosyal deęişmenin maddi kültür öğelerinde daha hızlı gerçekleştięi vurgulanır.
Toplumsal bütünleşmenin önemini ifade eder.	- Toplumsal bütünleşmede din, ahlak, millî, dinî ve kültürel deęerlerimiz, hukuk vb. öğelerin önemi vurgulanır.
Toplumsal çözülmeye neden olan etmenleri analiz eder.	- Toplumsal çözülmeye etmenleri olarak; tabakaların farklılaşması, insan hak ve özgürlüklerinin kısıtlanması, örgütlenme yetersizlięi, demokratik kurumlaşma yetersizlięi, millî birlik bilincinin zayıflaması vb. verilir. - Toplumsal farklılıklara saygının da toplumsal çözülmeye önleyebileceęi vurgulanır.
Toplumsal çözülmeye önlemeye yönelik çözüm önerileri geliştirir.	- Toplumsal çözülmeye sonucunda ortaya çıkacak olan millî birliğin zayıflaması, kültürel deęerlerin zayıflaması, sosyal adaletin bozulması, demokrasinin zayıflaması vb. konulara vurgu yapılır.
Kültürün öğelerini analiz eder.	- Örf, adet, gelenek ve görenek gibi kökleşmiş kültür öğelerinin içerikleri vurgulanır. -Kültürün millî, medeniyetin ise evrensel içerikli olduęu vurgulanırken süreç içerisinde bu iki unsurun birbirlerini etkiledikleri vurgulanır.
Toplumların kültürel tutumlarını, farklı kültürlere bakış açılarını sorgular.	- Farklı kültürlere karşı saygı ve hoşgörünün gereęi vurgulanır.
Kadının aile ve toplum içindeki konumunu deęerlendirir.	- Kadının Türk toplumundaki önemine vurgu yapan tarihi ve edebi örnekler verilir.
Din ve laiklik kavramlarının ilişkisini yorumlar.	- Din ve vicdan özgürlüğüünün teminatı olarak laiklik kavramı ele alınır.

Kaynak: Ortaöğretim Sosyoloji Dersi Öğretim Programı, MEB, 2009.

Bu tabloda sosyoloji dersi kazanımlarının, Türk eğitim sisteminin genel amaç ve ilkeleri ile bağlantısı açıkça görülmektedir. Türkiye’de sosyoloji dersinin öğrencilerin birer vatandaş olarak toplumun devamını sağlamalarına, toplumun değerlerini içselleştirmelerine, kültürel değerleri tanımalarına yardımcı olduğu gibi, aynı zamanda eğitimin siyasal işlevlerine de hizmet ettiği görülmektedir.

Günümüzde ortaöğretim sosyoloji dersi programının 2020’li yıllar Türkiye’si, dünyası ve onun problemleri ile harmanlanmış bir içeriğe kavuşmaya ihtiyacı vardır. Bugünün dünyası artık ciddi ekonomik buhranlarla ve sağlık alanında ortaya çıkan önemli hastalıklarla mücadele etmektedir. Bu gibi güncel durumların tartışıldığı bir sosyoloji öğretimi öncelenmelidir. Ayrıca yeni toplumsal kimliklerin inşasında medyanın rolü, boş zamanlar sosyolojisi, aile ve çocukluk sosyolojisi, toplumsal cinsiyet araştırmaları gibi sosyolojide ortaya çıkan yakın dönem gelişmelerin de dersin programına dâhil edilmesi gerekmektedir. Temel olarak bu bağlamda programda ünite ve kazanımlar olarak yer alan toplumsal yapı konularının Türkiye’nin toplumsal yapısı açısından yeterince somut ve içerikli yer almayışıdır. Bu noktada sorun başlangıçtan bugüne sosyoloji öğretimi yaklaşımımızın kuramsal ve kavramsal olması ve gündelik yaşamla ilişkisinin kurulmamasıdır. Yürürlükteki programda kısmen yapılmaya çalışılmış olsa da somut hiçbir içeriğin olmadığı bu program için de dikkat çeken bir noktadır.

Türkiye’nin toplumsal yapısı olgu, konu ve etkinlikleri etkin bir sosyoloji öğretimi için ve özellikle eğitimin politik işlevine yönelik olarak bilimsel bir çerçevede yurttaşlık eğitimi için hayati seviyede önemlidir. Bu noktada mevcut programda yer alan toplumsal yapı ile ilgili bütün ünite, konu ve kavramlara ilişkin en uygun içerik ve etkinliğin programa entegre edilmesidir. Bu noktada ilk başta bütün toplumsal yapı unsurlarına ilişkin öncelikle istatistik verilerle desteklenen güncellenebilir içerik programda kazanım olarak belirtilmeli içerik ders kitaplarında somutlaşmalıdır. Bu noktada temel yaklaşım toplumsal gerçeklikle örtüşür bir içeriğin bilimsel, objektif bir şekilde milli eğitimin amaçlarına da uygun olarak ortaya konması olmalıdır.

Türkiye’nin toplumsal yapısına ilişkin en temel unsurlar nüfus, ekonomik olgular, diğer toplumsal kurumlarla ilgili yapısal unsurlar olarak kazanımlara yönelik olarak ele alınmalıdır. Bu noktada aşağıdaki kazanımın Türkiye’nin toplumsal yapısı ile nasıl

zorunlu ilişkili olarak gerçekçi bir yaklaşımla ilişkilendirilebileceğine örnek teşkil edebilir:

Kazanım: Türk toplumundaki tabakalaşmanın farkına varır.

Programda ve bu doğrultuda yazılan ders kitaplarında bu kazanıma yönelik içeriğin Türkiye'nin toplumsal yapısı ile doğrudan/dolaylı hiçbir surette ilgisi olmadığı rahatlıkla söylenebilir. Verilen soyut örneklerin kazanımı somutlaştırma özelliği yoktur. Bu noktada öncelikli olarak nüfus ve ekonomik verilerle Türkiye'de toplumsal tabakalaşma olgusu somutlaştırılmalıdır. Bu nokta da resmî veriler ve bu verilerin öğrencilerin seviyelerine uygun yorumları ve bu kazanıma yönelik etkinlikler öğretim süreci açısından daha verimli, etkili olacaktır. Örneğin tabakalaşma piramidi ile hiçbir surette somutlaşmayan Türkiye'de toplumsal tabakaların ortalama ekonomik durumlarına ilişkin somut veriler öğrenci açısından daha anlamlı olacaktır. Bu noktada aşağıdaki içeriğin ders kitaplarına etkinlik olarak yansımaları kazanımın gerçekleşmesi amacıyla daha somut katkı sağlayacaktır:

- Türkiye'de asgari ücret alan çalışan sayısı kaçtır?
- Türkiye'de toplumsal tabakaları belirginleştiren günlük yaşam görünüşleri nelerdir?
- Türkiye'de toplumsal tabakalar arası hareketliliğe somut örnekler nelerdir?

Kazanım: Kadının aile ve toplum içindeki yerini değerlendirir.

Bu kazanıma yönelik program içeriği ve ders kitapları içeriği genel olarak olumsuz bir yaklaşımla ancak yine genel, soyut unsurların ortaya konduğu bir içerikle hazırlanmaktadır. Bu bağlamda aşağıdaki soruların yanıtlarına ilişkin etkinlikler ve içerik kazanımın somutlaşmasına katkı sağlayacaktır:

- Kadınların değişen sosyal statülerine ilişkin somut tarihsel ve güncel veriler nelerdir?
- Kadının eğitim ve çalışma yaşamına katılmasının ardından ailede ortaya çıkan toplumsal değişim görünüşlerine ilişkin veriler nelerdir?

Kazanım: Toplumsal çözülmeye neden olan etmenleri analiz eder:

İdeolojik bir kavram olan çözümlenin hangi yaklaşımla ele alınmasının gerektiğine ilişkin sübjektif yönüne rağmen tüm toplumlar için en doğal süreçlerden birisi olan çözümlenin toplumda somut olarak nasıl ortaya çıktığı, çözümlenme olgularının yeni toplumsal sorunlara nasıl neden olduğu somut olarak ortaya konmalıdır. Bu bakımdan şu örnek sorulara cevap aranmalı ve bu soruların sayıları arttırılmalıdır.

- Temel toplumsal çözümlenme görünüşleri nelerdir?
- Toplumsal çözümlenme olguları örnek olaylarla nasıl ortaya konabilir?
- Toplumsal sapma – çözümlenme ilişkisi hangi örneklerle somutlaştırılabilir?

Yukarıdaki sorular sayıları arttırılarak etkinlik örnekleri önerileri olarak programa ve bu doğrultuda ders kitaplarına entegre edilebilir. Bu noktada örneğin en güncel toplumsal yapı ve çözümlenme olgusu ve sorunu olarak aile kurumunun etkilendiği sapma, bu doğrultuda çözümlenme ve ailenin dağılması olgusu mutlak surette programda etkinlik önerisi olarak yer almalı ve ders kitaplarında somutlaşmalıdır.

Kazanım: Din ve laiklik ilişkisini kavrar.

Din kurumunun toplumsal yapıdaki yeri, diğer kurumlarla ilişkisi, toplumsal değişme sürecinde değişimi, Türkiye'nin toplumsal yapısının güncel sosyolojik olarak öğretimi bakımından son derece önemlidir. Bu noktada programda ve bu doğrultuda yazılan ders kitaplarında din kurumunun çok genel sosyolojik, kuramsal-kavramsal bir yaklaşımla ele alındığı ve Türkiye'nin toplumsal yapısından din kurumuna ilişkin hiçbir içeriğin olmadığı söylenebilir. Din kurumunun sosyolojik öğretimine ilişkin hem dinsel hem sosyolojik ele alınması gereken olguların objektif-bilimsel bir yaklaşımla belirlenmesi ve programa entegrasyonu konunun doğası gereği tartışmaları beraberinde getirecektir. Ancak bu noktada örneğin 2010 yılında din kültürü ve ahlak bilgisi öğretim programlarına ve bu doğrultuda ders kitaplarına çok yüzeysel bir içerikle de olsa eklenen Alevilik, Bektaşilik, Şiilik konuları sosyoloji dersi öğretim programına kazanımın açıklaması olarak, ders kitaplarına da içerik olarak eklenebilir. Aynı şekilde güncel dinsel olgular araştırmalara dayalı olarak programda ve ders kitaplarında yer alabilir. Bu noktada takınılması gereken bilimsel, objektif tavır, Türkiye'nin toplumsal yapısında dinsel olarak ne varsa, bu olgular yaş ve sınıf düzeyine olarak öğrencilerin okul-dışı günlük

yaşamlarında varsa bütün bu içeriğin bilimsel bir yaklaşımla ele alınıp programa ve kitaplara entegre edilmesidir. Bu konulara sınırlı bazı örnekler şu şekilde verilebilir:

- Dünyevileşme
- Deizm ve ateizm olgusu
- Dinsel ana akımlar, ekoller, alt gruplar
- Güncel bir olgu olarak değişen din kültürü vb.

Sonuç olarak örnek kazanımlarla somutlaştırılmaya çalışılan Türkiye'nin toplumsal yapısı konu içerikleri toplumsal yapı ünitesi için de diğer üniteler içinde konu bağlamının olgu, problem ya da kavramların uygun olduğu bütün içeriğe entegre edilmelidir. Bu noktadaki bilimsellikten uzak apolitik/depolitik yaklaşım hiçbir surette gerçek sosyoloji öğretimine katkı sağlamayacaktır. Bu yaklaşımın temelinde olan toplumsal uzlaşma sorunu ve konuların sübjektifliği problemi ise geçerliğini yitirmiştir. Öğrencilerin gelişim düzeylerine uygun bir yaklaşımla, zaten günlük yaşamlarında yer alan toplumsal olgu ve sorunların bilimsel bir yaklaşımla sosyolojik olarak öğretilmesi eğitimin bütün amaçlarına daha nitelikli katkı sağlayacaktır.

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Türkiye’de ideolojik olmayan bir sosyoloji öğretimi mümkün müdür? Dönemler çözümlemesi

Aytekin DEMİRCİOĞLU¹ & Beyhan ZABUN²

Öz

Türkiye’de ortaöğretimde sosyoloji öğretimi literatürde tartışmalı olmakla birlikte, 1911 yılında Ziya Gökalp tarafından Selanik İttihat Terakki İdadisinde İçtimaiyat dersinin okutulması ile başlamıştır. Ortaöğretimde bir öğretim programına bağlı olarak sosyoloji öğretimi ise 1924 yılında başlamıştır. 1924’ten 2009’a kadar dokuz öğretim programı geliştirilmiş ve uygulanmıştır. Bu programların program geliştirme tekniğine uygunlukları, hâkim olan felsefeler, ana temalar, problemler, üniteler, konular, konu alt başlıkları ve kavramlar bakımından birbirlerinden temel farklılıklar göstermektedir. Bu farklılıklar programların geliştirildiği dönemin siyasal gücünün, dönemsel, toplumsal, ekonomik, kültürel özelliklerinin, toplumsal yapıya egemen iç – dış unsurların, uluslararası gelişmelerin özelliklerinden kaynaklanmaktadır. Programların geliştirildiği dönemler, Cumhuriyetin ilanı, tek parti dönemi, Atatürk dönemi, İnönü dönemi, çok partili hayata geçiş, 27 Mayıs 1960 İhtilali, 1960-1980 arası toplumsal çatışmalar dönemi, 12 Eylül 1980 darbesi, toplumsal değişimin içerik ve yoğunluğu bakımından 1990’lı yıllar ve küreselleşmenin bir süreç olarak etkilerinin somut yaşandığı 2000’li yıllardır.

Bu çalışmada programların geliştirildikleri dönemlerin politik özelliklerine paralel olarak ortaya çıkan ideolojik içerikleri, eğitimin ideolojik işlevinin kapsamı ötesinde sosyolojinin bilimsel kapsamının dışında olan yönleriyle çözümlenmiştir. Sonuç olarak ise geliştirilen bütün programların, görece 1995 ve 2009 programları dışında, bilimsellikten, toplumsal gerçeklikten, pedagojik yaklaşımdan uzak programlar olduğu ortaya konmuştur. 1995 ve 2009 programlarının alt yapısı olan programların somut iz ve etkileri bu programlarda da kendini göstermektedir. Bu bağlamda ise sorun toplumsal gerçeklikle örtüşmeyen, belirsiz depolitik kapsam olarak karşımıza çıkmaktadır.

Anahtar Kelimeler: Sosyoloji Öğretimi, İdeoloji, Eğitimin ideolojik işlevi

Is a non-ideological sociology teaching possible in Türkiye? An analysis of periods

Abstract

While teaching sociology in Türkiye is controversial in the literature, it started to be taught with the courses of İçtimaiyat (Sociology) by Ziya Gökalp in Selanik İttihat Terakki İdadisi (High School) in 1911. As for sociology teaching at a teaching program in secondary education, it started in 1924. Nine teaching programs were developed and applied from 1924 to 2009. These programs differ in terms of their suitability for the

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program developing technique, dominant philosophies, main themes, problems, units, subjects, sub-headings and concepts. These differences result from the political power of the period they were developed, periodical, social, economic, cultural features, and from the features of internal and external components dominating on social structure and international developments. The periods when programs were developed are the declaration of the Republic, one-party period, Atatürk period, İnönü period, passage for multi-party period, 27th May, 1960 coup, social clashes period between 1960-1980, 12th September, 1980 coup, 1990s in terms of the content and intensity of the social change and 2000s when the effects of globalization were experienced as a process in a concrete way.

In the current study, the ideological contents appearing in line with the political features of the periods when the programs were developed were analysed with their features out of scientific content of sociology beyond the extent of the ideological function of education. As a result, it was found that all the programs, relatively except for 1995 and 2009 ones, are away from being scientific, social reality, pedagogical approaches. Concrete tracks and effects of the programs which are the infrastructure of 1995 and 2009 programs can be seen in these programs. In this sense, the problem comes to the forefront as an ambiguous depolitized content which is not consistent with social reality.

Keywords: Sociology teaching, Ideology, Ideological function of education

GİRİŞ

Ülkemizde sosyoloji öğretiminin tarihi hemen hemen Cumhuriyet tarihiyle yaşıttır. Değişik yazarlar bu öğretimin orta ya da yüksek eğitim düzeyinde mi başladığı konusunda farklı bilgiler vermekle birlikte Sosyoloji dersinin sistemli biçimde lise programlarına girişinin Cumhuriyet'in ilanından sonra olduğunda birleşmektedirler. Ziya Gökalp, 1910-11 yıllarında Selanik'teki İttihad ve Terakki İdadisi'nde içtimaiyat dersleri vermiştir. Niyazi Berkes'e göre ise, sosyoloji öğretimine 1912'de İstanbul Üniversitesi'nde Sosyoloji kürsüsünün kurulmasıyla başlanmıştır (Tan, 1987, 167). Şüphesiz bu tartışmalı tarihsel dönemlerden önce de sosyolojik düşünce, entelektüel düzeyde tartışmalar ve ortaya konan metinler, çeviriler vardır ancak bunlar yükseköğretim ya da ortaöğretim düzeyinde olmadığı için bu çalışma kapsamında değildir. Ülkemizde ortaöğretimde sosyoloji öğretiminin başlangıç tarihi olarak dersin lise ders çizelgesine girmesi ve taslak konu başlıkları şeklinde hazırlanan ilk programın tarihi olarak 1924 alınmaktadır.

Batıda ortaya çıkışının ardından ülkemize gelmesinden sonra sosyoloji farklı dönemlerde değişik gelişim özellikleri göstermiştir. Bu noktada “gelişim” salt olumlu anlam yüklenmesi gereken bir süreç değildir. Ülkemizde diğer sosyal bilimlerde ve sosyolojide

politik dönemlere baęlı olarak ortaya çıkan deęişme ve gelişmeler genel olarak bilimsellikten uzak politik hatta aşırı ideolojik özelliklerin de ortaya çıktığı dönemler olarak karşımıza çıkmaktadır. Farklı ideolojik grupların sosyoloji anlayışları, kuramsal yaklaşım farkları, saha araştırmaları bakımından yöntem anlayışı farklılıkları gibi birçok özellik ortaya çıkmaktadır. Öyle ki farklı üniversitelerin bulunduğu şehirlerin, bu üniversitelerdeki bilim insanlarının dünya görüşleri ve yakın oldukları sosyolojik ekollere göre şekillenen farklı sosyoloji ekolleri de ortaya çıkmıştır.

Kongar (1996, 15-21) Türk sosyolojisinin gelişimini büyük ölçüde siyasi dalgalanmalara bağlamış ve Türkiye’de sosyolojinin gelişimini altı dönemde ele almıştır.

1. 1923-1938 dönemi

Bu dönemin belirgin özellięi yeni bir toplum yaratma çabalarından büyük ölçüde etkilemiş olmasıdır. Başta Ziya Gökalp olmak üzere o dönem düşünürleri hem çevreye sosyolojiyi tanıtmak hem de yeni bir toplumun bilimsel temellerini atmak görevini üstlenmişlerdi. Dönemin önemli düşünürü ise Ziya Gökalp’tır.

Ziya Gökalp Diyarbakır’da Askeri Rüştiye ve İdadi ile İstanbul’da Baytar Mektebinde okudu. İttihat ve Terakki Fırkasında yöneticilik yaptı. 1911’de Selanik İdadisinde sosyoloji okuttu. 1913’ten sonra Darülfünun Edebiyat şubesinde İctimaîyat kürsüsünü kurarak bu dersleri verdi. Ziya Gökalp sosyolojiyi insani zümreler ve müesseseler bilimi olarak görmektedir (Arslanoęlu, 2000, 24).

Ziya Gökalp Osmanlı İmparatorluğu’nun yıkılışı döneminde, kurulacak yeni topluma ilişkin çıkış yollarını batı sosyolojisi tarafından geliştirilmiş olan kavramları kullanarak açıklamaya çalışmıştır (Kongar, 1996, 33)

Ziya Gökalp batılı anlamda sistemli ve bilimsel sosyolojik düşünceyi ülkemize getiren düşünürdür (Arslanoęlu, 2000, 24).

2. 1938-1950 dönemi

Bu dönemde, daha önceki dönemin özelliklerine karşı tepkiler oluşmuştur. Üniversitede akademik ve bilimsellik yolunda önemli gelişmeler olmuştur.

3. 1950-1960 dönemi

Kongar'a göre bu dönem Türk sosyoloji tarihi açısından bir kısırlık dönemidir. Bu dönemde araştırma ve incelemeler son derece sınırlıdır. Ancak kuramsal bazı çalışmalar yapılmış ve yayınlanmıştır. Örneğin H.Z. Ülken "Sosyoloji Problemlerini 1955'te yayımlamıştır.

4. 1960 sonrası dönem

Bu dönemde İstanbul Edebiyat Fakültesinde Cahit Tanyol, İktisat Fakültesinde Cavit Orhan Tütengil, Ankara'da Siyasal Bilgiler Fakültesinde İbrahim Yasa, Orta Doğu Teknik Üniversitesinde Mübeccel Kıray, veri toplayıcı ve kuram irdeleyici çalışmalara öncülük ettiler. 1960 sonrası dönem gerek üniversite içi gerekse üniversite dışı sosyoloji çalışmalarının geliştiği dönemdir. Dönemin önemli özelliği İbrahim Yasa, Nermin Abadan gibi sosyologların kuramsal çalışmalar dışında alan araştırmalarına yönelmeleridir.

5. 1970 sonrası dönem

Kongar'a göre 1970 sonrası Türk Sosyolojisi döneminin siyasi kargaşasının kurbanı olmuştur. Bu dönemde sosyolojinin gelişimi önemli ölçüde aksamıştır.

6. Bugünkü Durum

Kongar'a göre günümüzde sosyoloji artık gerek eğitimde gerekse bilimde yadsınamaz bir yer ve işlev sahibi olmuştur. Bu nedenle de siyasal dalgalanmalara karşı daha korumalı bir düzeye erişmiştir. Sosyolojinin eriştiği bu düzeyle kuramsal ve uygulamalı üretimi birbirini destekleyici niteliktedir. Kongar'a göre Sosyoloji bugün sadece üniversiteyle sınırlı değildir. Üniversite dışında da önemli araştırmalar yapılmakta ve yayınlanmaktadır.

Kongar'ın bu sınıflamasında şüphesiz netleşmesi gereken bir politik süreç bir de genel toplumsal değişme süreci vardır ki bunlar 12 Eylül 1980 ve 2000'lerden sonra gelişen küresel süreçtir. Sosyolojinin bilim olarak gelişim sürecine politik etkiler doğrudan hatta birebir örtüşen bir görünümle ortaöğretimde nasıl öğretilmesi gerektiğine yönelik program içeriklerinde açıkça ortaya çıkmaktadır.

Bu farklılıklar programların geliştirildiği dönemin siyasal gücünün, dönemsel, toplumsal, ekonomik, kültürel özelliklerinin, toplumsal yapıya egemen iç – dış unsurların, uluslararası gelişmelerin özelliklerinden kaynaklanmaktadır. Programların geliştirildiği dönemler, Cumhuriyetin ilanı, tek parti dönemi, Atatürk dönemi, İnönü dönemi, çok partili hayata geçiş, 27 Mayıs 1960 İhtilali, 1960-1980 arası toplumsal çatışmalar dönemi, 12 Eylül 1980 darbesi, toplumsal değişimin içerik ve yoğunluğu bakımından 1990’lı yıllar ve küreselleşmenin bir süreç olarak etkilerinin somut yaşandığı 2000’li yıllardır. Tartışmalı olmakla birlikte 2009 programının içeriğinin bilimsel, pedagojik yönüne rağmen bu kez de toplumsal gerçekten uzak, belirli toplumsal olgulara yüzeysel sınırlı yaklaşımla apolitik-depolitik bir görünüm ortaya koyması da 2000’li yılların özelliği olarak ele alınmalıdır.

Öğretim programlarının içeriklerinin eğitimin ideolojik işlevi bakımından haksız eleştirisi mesnetsizdir. Ancak bu içerik farklı politik dönemlerde bilimsel içerikten uzaklaşarak ve siyasal erkin özelliğine göre dönemsel olarak marjinal farklılıklar göstermesi eğitimin işlevi ile ilgili değil tamamen politik yaklaşımla ilgilidir.

1924’te Sosyolojinin “İçtimaiyat” adıyla ve felsefenin yanı sıra liselerle, muallim mektepleri programına alındığı görülmektedir. Sosyolojinin ortaöğretime girmesinde Ziya Gökalp’ın önemli rolü vardır (Tan, 1987, 168).

Sosyolojinin “İçtimaiyat” adıyla 1924 orta öğretim programlarına alınmasının gerekçesi, Lise programı Esbab-ı Mucibe Layıhasında şöyle ifade edilmiştir.

Felsefe derslerinde eski programla bu program arasındaki esaslı fark içtimaiyatın eklenmesi ve on birinci sınıfın edebiyat şubesinde felsefi konular çerçevesinde çeşitli meselelerin öğretilmesine gerek görülmesidir. Programı düzenleyen kurul, ikinci devre, öğrencisinin toplumsal sorunlar üzerinde düşünmesini, onların birey üzerindeki etkilerinin bilinmesini ve evrim hakkında fikir edinilmesini gerekli görmüştür. Daha önce dersler ayrı ayrı okutularak hukuksal ve ekonomik sorunların birbirleriyle ilişkisi gösterilmezken şimdi bunların birer toplumsal kurum olmaları nedeniyle birbirlerine olan etkileri özellikle gelişme evreleri öğrenciye öğretilecek ve toplumun gelişimiyle birlikte bunların da değişim hakkında yeterli fikir ve bilgi verecektir (Tan, 1987, 168).

Programın tarihi (1924) dikkate alındığında Cumhuriyet'in kurulduğu ilk yıllarda sosyal olaylar hakkında gençlerin bilgilendirilmesi doğrultusunda sosyoloji dersinin Lise müfredat programına alınması önemlidir. Ayrıca dersin amaçları arasında belirtilen “öğrencinin toplumsal sorunlar üzerinde düşünmesi” ibaresi yeni kurulan Türk devletinde sosyal olaylara bilimsel anlamda önem verildiğinin de göstergesidir.

1935'deki lise programından dersin adının da programın dilinin de amaçlarının da değiştiği görülmektedir. “İçtimaiyat” “Sosyoloji” olmuş ve amaçlar şu şekilde sıralanmıştır.

1) Gençleri Sosyal vakıalar üzerinde düşündürmeye ve bunlar arasındaki ilgileri araştırmaya alıştırmak.

2) Gençleri Türk devriminin amaç bildiği ideallerin fikri temellerini kavrayacak hale getirmek ve böylece Türk toplumunun gelişmesine yarayacak işler yapacak yurttaşlar yetiştirmek.

Bu programla gençler artık 1924'te olduğu gibi yalnız toplumsal olgular üzerinde düşünmek değil bunlar konusunda tavır takınmaya da yöneltilmektedir. Program devletin ilkelerini anlatmak ve benimsetmek açısından öğretmene etkin bir görev ve aynı zamanda siyasal tarihsel bilinçlendirme ve yurttaşlık bilgisi kazandırma işlevi yüklemiştir.

“Öğretmenler içtimaiyat kitabının her bahsinde hadiselerin tarihi akışı üzerinde durarak ve talebenin tarih derslerinde elde ettiği bilgiden yararlanarak bugünkü duruma geçeceği gibi orta kısımda yurt bilgisinden elde ettiği kanaatleri de bu ilmin verileriyle kuvvetlendirmiş olmalıdır.”

Programda yer alan bu ifadeyle sosyoloji dersine verilen önem ortaya koyulmuştur. Bu önem, devletin temel niteliklerinin, yurttaşlık bilincinin gençlere kazandırılmasında sosyoloji dersinin iyi bir araç olabileceğinden kaynaklanmıştır. Sosyoloji dersinin 1930'ların ortalarında kazandığı bu özellik değişen ölçü ve vurgulamalarla günümüze kadar gelmiştir (Tan, 1987, 170).

2.8.1976 tarih ve 319 sayılı Talim Terbiye Kurulu kararıyla kabul edilen sosyoloji programında dersin amaçları sosyal olayları, yapı unsurlarını, ilişkileri sosyal çevreyi, sosyoloji alanını tanıtmak “Türk Milletinin sosyal ve kültürel mirasını kavramalarında

imkân ve zemin hazırlamak” olarak belirtilmiştir. Bu amaçları gerçekleştirmek için sosyoloji öğretmenlerinin “Milli birlik ve beraberliğin dil, kültür ve ülkü birliğiyle sıkı ilişkisine zaman zaman temas fırsatları aramaları, sosyal olayları tarihi akışına da dikkat çekerek öğrencilerin diğer derslerden elde ettiği bilgilerden faydalanarak, sosyolojinin verileriyle öğrencilerin bilgilerinin genişletilmesine gerektiği ölçüde yer vermeleri” gerekmektedir.

16.1.1986 gün ve 1 sayılı Talim Terbiye Kurulu kararıyla kabul edilmiş olan ders programında amaçlar:

“Cemiyetin bütünlüğü hakkında çok sebepli yaklaşımla objektif bir görüş sağlamak sosyal hayatı istikrar ve değişen yönlerinden anlamalarında yardımcı olmak, sosyal ilişkilerde uyumun sağlanmasındaki önemi belirtmek, içinde yaşadıkları cemiyeti daha yakından tanımalarına yardımcı olmak, Türk milletinin sosyal ve kültürel mirasını kavramalarına imkân hazırlamak, diğer cemiyetlerin, sosyal ve kültürel yapılarını daha iyi tanımlayabilmeleri için gerekli zemini hazırlamak, kültür unsurları arasındaki ilişkiyi görmelerini sağlayarak şahsiyet bütünlüğü kazandırmak, sosyoloji alanını tanımalarında yardımcı olmak “şeklinde belirlendikten sonra öğrencilerin“ milli birlik etrafında kenetlenmelerinin sağlanması “Atatürk’ün Türk gençliğine moral veren çağdaş seviyenin üstüne çıkmanın imkânsız bir hedef olmadığını, fert ve cemiyet, madde ve manâ hukuk ve ahlak unsurları arasında dengeli bir ahenk kurarak gelişmeye imkân hazırlayan ve geçmişte güçlü medeniyetler kurmamıza zemin hazırlamış olan kültürel değer hükümlerimiz yardımı ile kısa zamanda ulaşılması mümkün bir hedef olduğunun öğrencilere telkin edilmesi” gerektiği belirtilmiştir.

Öğretim Programları

1924’teki lise programında “içtimaiyat” dersinin içeriği 1920’de Fransa Eğitim Bakanlığı’nın öğretmen okulları için hazırladığı program örnek alınarak hazırlanmıştır. Bu programda konular birey ve toplum ilişkisi hakkındaki giriş bilgilerinden sonra başlıca üç bölüme ayrılmaktaydı. Bunlar sırasıyla iktisat sosyolojisi konuları, aile sosyolojisi konuları, siyaset sosyolojisi konularıydı. Programın sonunda din sanat ve toplum ilişkisine de değinilmekteydi (Tan, 1987, 172)

1924 programının amaçları ile programın içeriği örtüşmektedir.

Bu ilk programda inkılâpların çoğunun yürürlüğe girmemiş olmasından dolayı Atatürk ilke ve inkılaplarından söz edilmemiştir. 1934'deki lise içtimaiyat programında da Atatürk ilke ve inkılaplarından söz edilmemektedir (Maarif Vekaleti, Lise Programı, 1924-1934).

1934-35 yıllarında uygulanan programın ilk programdan tek farkı yeni harflere çevrilirken çok az da olsa sadeleştirilmiş olan dilidir. Buna karşın 31.8.1935 tarih ve 153 sayılı kararla kabul edilen program tümüyle farklı bir anlayışa dayanmaktadır. Türkiye Cumhuriyeti'nin; sendikacılık, kooperatifçilik, sanayileşme, kabotaj ve demiryolu, tekellilik, bankacılık, özel mülkiyet, devletçilik, aile hukuku, kadın-erkek eşitliği, dil, kültür, ideal birliği, sosyal yardım, ulusal egemenlik, cumhuriyetçilik ilkeleri ayrıntılı bir biçimde programda özümsemiştir. Öğretmenden ise, bu ilkelerin doğruluğunu verimini faydalarını önemini göstermesi istenmiştir. 1935 programının politik en önemli özelliği Cumhuriyet Halk Partisi parti programı ilkelerinin ders kitaplarında tanıtılması gerektiğine ilişkin içeriğidir. Bu noktada bu içerik dönemin Cumhuriyet Halk Partisi Milletvekili Necmettin Sadak tarafından yazılma ders kitabında somut olarak ortaya çıkmaktadır. (Beydoğan, 1988, 45).

1942'de hem programın dili öz Türkçeleşmiş hem düzeni değiştirilmiştir. Programda ekonomi ile siyasetin yeri değiştirilmiş her konunun sonuna Atatürk inkılâbının ilgili bir ilkesi yerleştirilmiştir (Tan, 1987, 173).

1952 programı yeniden düzenlenmiş bir programdır. Programı oluşturan üç ana bölüm Cemiyet Olayları, Sitelere Kadar Cemiyetler ve İlerlemiş Cemiyetler başlıklarını taşımaktadır. Ayrıca programın sosyoloji anlayışı değişiktir.

Sosyolojinin diğer insan bilimlerinden ayrı başlı başına bir bilim olma özelliği, sosyolojinin bölümleri ve sosyoloji okumanın bize kazandıracakları bilgilere ayrı ayrı alt bölümler halinde yer verilmesiyle ilk kez açık seçik programa girmektedir. Bu program Atatürk ilkelerine ayrı ve özel bir yer vermeden sadece milliyetçilik, laiklik ve kadın haklarının inceleneceğinden söz etmektedir (Tan, 1987, 173).

1976 tarihli program, sosyolojinin alanı, sosyal yapı, sosyal deęişme ve tatbiki sosyolojiden örnekler olarak dört bölüme ayrılmıştır. Bu program 1935'ten beri uygulanan tüm programlardan farklı olarak Atatürk ilke ve inkılâplarına dolaylı ya da dolaysız hiçbir gönderme yapmamaktadır. 1978-1980 arasında iki yıl süreyle uygulamadan kalkan bu program, 1986 programına kadar yürürlükte kalmıştır.

1986 programının en belirgin özellięi Atatürk ilke ve inkılaplarına daha öncelerinden deęişik biçimde yaklaşımıdır. 1935 ve 1942 programları inkılâpları teker teker sayarak bunların açıklanmasını istedikleri halde bu program Atatürkçü düşüncenin özelliklerini saptayarak bunları ders konuları haline getirmiştir. Bunlar sosyal yapı bölümünde Atatürkçü düşüncede millet anlayışı, Atatürkçü düşüncede millet ve yurt sevgisi, Atatürkçü düşünce sisteminde milliyetçilik, Atatürkçü düşüncede sosyal ve kültürel milli güç, Atatürkçü düşüncede kadının Türk toplumundaki yeri ve hakları, Atatürkçü düşüncede laiklik kavramı, Türkiye'de ekonomik düzen ve Atatürk'ün görüşleri, Atatürkçü düşüncede insanın yeri, Atatürkçü düşünce sisteminin dięer düşünce sistemleriyle karşılaştırılması şeklinde ele alınmıştır. Gene ilk kez bu programda Türk kültürünün genel niteliklerinin tanıtıldığı bir bölüme yer verilmiştir (Tan, 1987, 174).

Sosyoloji öğretiminin amaçları Cumhuriyetin kuruluşundan sonra düzenlenen ortaöğretim programının içinde yer almıştır. 1. Heyet-i ilmiyede Ziya Gökalp'ın etkisiyle ilk kez "içtimaiyat adıyla liselerde ve muallim mekteplerinde sosyoloji dersine yer verilmiştir (Tan, 1988, 168).

1924 Programın Amaçları

Programı düzenleyen kurul programın amaçlarını şu şekilde belirlemiştir.

- 1- Öğrencilerin toplumsal sorunlar üzerinde düşünmesini ve evrim hakkında fikir edinmelerini sağlamak.
- 2- Hukuksal ve ekonomik sorunların birbirleriyle ilişkilerinin gösterilmesi, birbirlerine etkilerinin gösterilmesi ve toplumun gelişmesiyle birlikte bunlarında nasıl deęişeceği hakkında bilgi vermek.

Dersin konulmasındaki gerekçeye göre programın dięer unsurları da bu gerekçelere göre düzenlenir. Belirlenen ilkeler, deęişiklik göstermeksizin 1935'e kadar devam etmiştir.

1935 Programının Amaçları

1935 yılında hazırlanan yeni programda dersin özel amaçları, gençleri sosyal vakalar üzerinde düşündürmeye ve bunlar arasındaki ilişkileri araştırmaya alıştırmak ayrıca gençleri Türk inkılabının amaç bildiği ideallerin fikri temellerini kavrayacak hale getirmek böylece Türk toplumuna yarayacak işler yapacak yurttaşlar yetiştirmek şeklinde belirtilmiştir.

1957 programının Amaçları

Bu programda “Sosyoloji” dersinin muhtevası yeniden düzenlenmiş, amaçlar ise tekrar ele alınmıştır. Talim Terbiye Kurulu kararı şu şekildedir: “Sadece Muhtevaya yer verilmiş olup, programın amaç, yöntem teknik ve gerekçelerin neler olduğu hakkında herhangi bir açıklamaya yer verilmemiştir.

1957 yılından 1976’ya kadar uygulamada kalan sosyoloji programlarında bazı değişikliklere gidildiği görülmektedir. Daha önce yapılan çalışmalardan hareketle, muhtevaya verilen ağırlığın değişmesi, felsefe grubu (felsefe, sosyoloji, psikoloji mantık) dersleriyle ulaşılabacak genel amaçların yanında derslerin özel amaçlarına da ayrıntılı şekilde yer verilmiştir.

1976 Programının Amaçları

Felsefe Grubu içinde ele alınan sosyolojinin Felsefe Grubu derslerinin amaçlarına hizmet edecek şekilde özel amaçları belirlenmiştir. Felsefe Grubu derslerinin ve bu kapsamda sosyoloji dersinin amaçları şu şekilde belirtilmiştir.

Öğrencilere;

1. Doğru düşünme yollarını incelemeleri için imkân sağlamak
2. Felsefe sevgisi edinmeleri için imkân ve zemin hazırlamak
3. Felsefi olarak ortaya koyulmuş problemleri anlamaya ve bunları düşünmeye çalışmalarında yardımcı olmak.
4. Sosyal çevreyi istikrar ve değişme yönlerinden tanıtarak çevrenin rolünü anlamalarında bir sosyolojik bakış açısı kazandırmak.

5. Okumuş olduđu dersleri sistemleřtirmelerinde ve belli bir dünya grř edinmelerinde yardımcı olmak ve bylece onları yarınki meslek hayatlarının tesini grebilen ve memleketine en faydalı yolda dođru dřnebilen, Trk toplumunun geliřmesine yarayacak iřler yapabilen yurttařlar olarak yetiřtirmek řeklinde ifade edilmiřtir (Tebliđler Dergisi, 27.09.1976).

Belirlenen amaçlara ulařılmasında đretmenlerin takip etmek ve uymak zorunda oldukları bazı nemli noktalar řyle belirtilmiřtir.

1. đretmenlerin, olayları anlaşılır bir hale getirmek iin somut rnekler vermeleri.
2. İtimai ynden birleřtirici hususiyet arz eden kltr, lk dil gibi unsurların sıkı iliřkisini vurgulaması iin uygun fırsatları kullanmaları.
3. Konuların zaman ve mekn iindeki akıř seyrini anlatırken tm ders alanlarının birbiriyle bitiřik ve i ie durumlar arz ettiđi, o nedenle olayların aıklanmasında diđer derslerde kazanılan bilgi-beceri ve davranıřlardan faydalanarak kendilerini geliřtirmelerine fırsat vermeleri.
4. Olayların yorumlanmasında yakından uzađa somuttan soyuta dođru evrede ortaya ıkan somut rneklere ynelinerek olayların zelliklerinin aıklanması, olayların toplum iinde ortaya ıkmasında neden ve sonuların zerinde sosyolojik olarak durulması.
5. đretmenlerin yanlıř anlaşılmalara neden olacak tutum ve tavırlardan kaınarak, sosyal yařayıřta her trl grřn yansımalarına imkan hazırlanmalıdır.

Bu program iki yıl uygulandıktan sonra 1978 yılında uygulamadan kaldırılarak 1957 programına geri dnlmřtir.

1986 Programının Amaları

Ama muhteva, yntem ve teknikleri aısından yeniden 1986 yılında ele alınan sosyoloji programı 1976 programını amalarını kapsayan yeni bir program olarak geliřtirilmiřtir. lkenin sosyo-ekonomik ve kltrel geliřme ve deđiřmelerini bu yapı iinde yer alan

bireyin üzerine düşen roller ve beklentiler göz önüne alınarak devletin uzak hedefleri, milli eğitimin genel amaçları doğrultusunda geliştirilmiştir. Programa yeni amaçlar eklenmesiyle amaçların gerçekleştirilmesinde araç olan yeni muhtevaya yer verilmiştir. Program hazırlanırken 1980’den sonraki yıllarda ortaya çıkan hızlı toplumsal değişimin unsurları dikkate alınmaya çalışılmıştır.

Amaçlar şu şekilde belirtilmiştir

Öğrencilere,

1. Toplumun bütünlüğü hakkında çok sebepli yaklaşımla objektif bir görüş sağlamak
2. Sosyal hayatı istikrar ve değişen yönlerinden anlamalarında yardımcı olmak
3. Sosyal ilişkilerde (ortak değerler etrafına toplanarak) uyum sağlanmasının önemini belirtmek.
4. İçinde yaşadıkları toplumu daha yakından tanımalarına yardımcı olmak.
5. Türk Milletinin Sosyal ve kültürel mirasını kavramalarına imkan ve zemin hazırlamak.
6. Dünyadaki diğer toplumların sosyal ve kültürel yapılarını daha iyi tanıyabilmeleri için gerekli zemini hazırlamak.
7. Kültür unsurları arasındaki ilişkiyi görmelerini sağlamak.
8. Sosyoloji alanını tanımalarında yardımcı olmak.

Belirtilen amaçlara ulaşılabilmesi için uygulanacak yöntemler ise şu şekilde belirtilmiştir.

Öğretmen,

1. Öğrencilerin sosyal hayatın ve içinde yaşadıkları toplumun kendilerine kazandırdığı kültür mirası olmadan kişiliklerini geliştirmelerine imkân olmadığı noktasını derslerde vurgulayarak onların milli birlik etrafında kenetlenmelerini sağlamalıdır.
2. Dersler esnasında sosyal grupların oluşum tiplerini menfaat gruplarının ve ilişkilerin teorik olarak öğretilmesine ek olarak resim, film gibi araçlarla

- öğrencilerin kendilerini sosyal hayatın içinde hissetmelerine yardımcı olmalıdır.
3. Sosyoloji doktrinlerinin tek taraflı özelliğinden doğan aksaklığı hissetmeleri ve anlamaları için sınıfta münazara yaptırmak ve bütün doktrinlerin haklı yönlerini birleştiren modern sosyolojinin gerçekliğini idrâk etmelerini sağlamalıdır.
 4. Atatürk'ün Türk gençliğine moral veren çağdaş seviyenin üstüne çıkmak öğüdünün imkânsız bir hedef olmadığını, birey ve toplum madde ve mana, hukuk ve ahlak unsurları arasında dengeli bir ahenk kurarak gelişmeye imkân hazırlayan ve geçmişte güçlü medeniyetler kurmamıza zemin sağlamış olan kültürel değer hükümlerimiz yardımı ile kısa zamanda ulaşılması mümkün bir hedef olduğunu öğrencilere telkin etmelidir.
 5. Sosyoloji dersi muhtevasını diğer derslerin muhtevası ile ilişki kurarak bütüncü bir görüş açısından öğrencilere aktarmalıdır.
 6. Dil, kültür ve ülkü birliğinin sosyal gelişmenin temeli olduğunu telkin etmelidir.
 7. Genel konuların, Türkiye'nin sosyal gerçekleri açısından mukayeseli bir görüşle anlaşılmasını sağlamalıdır.
 8. Sosyolojinin modern bir bilim olması dolayısıyla katı, doktrinlere oturmamış kavramlara ve yanlı yorumlara elverişli olmadığını aksi tutumun bilimsel değil, menfi propaganda olacağını öğrenciler açıklamalıdır.
 9. Birinci bölüm “Niçin sosyoloji okuyoruz” konusu sosyolojinin amaçlarını ifade edecek şekilde açıklanacaktır.
 10. İkinci bölüm, II. ünitedeki “Özelliklerine göre sosyal gruplar” konusu, birinci ve ikinci dereceden geçici ve devamlı, resmi olan ve olmayan küçük ve büyük, teşkilatlı ve teşkilatsız gibi yaklaşımlar göz önünde bulundurularak işlenmelidir.
 11. Türkçe'nin yaşayan canlı tabii ve zengin olma özelliği, barışçılığın medeniyete etkisi, Türk inkılabının uygulama dönemi, Türk inkılabı ve

sonuçları konuları ev ödevi olarak verilerek işlenecektir (Tebliğler Dergisi, 2206, 10.03.1986).

1995 Programının Amaçları

Politik etkilerden daha uzak ve görece teknik olarak program geliştirme unsularına şekil ve içerik olarak daha uygun sayılabilecek program tarihi dikkate alındığında yine politik bir dönüşüm döneminde geliştirilmiş ve yürürlüğe girmiştir. Bu çerçevede programın bazı amaçları aşağıdaki gibi sıralanabilir.

1. Kültürün çeşitli boyutlarını (ne olduğu, sosyalleşme ile ilgili, maddi-manevi ayrımı, milli kültürün anlamı, kültürlerarası etkileşim, kültür değişmesi vb.) kavrayabilme.
2. Sosyal değişimin toplumu bütün boyutlarıyla etkilediğini, bireylere çeşitli uyum sorunları yaratabildiğini bunlara rağmen zorunlu ve gerekli olduğunu kavrayabilme.
3. Toplumunu, geçmişiyle ilişki içinde tanıyabilme, içinde yaşanılan durumu bilinçli bir şekilde yorumlayabilme
4. Türk toplum yapısını tanıyabilme, bugünü daha bilinçli bir şekilde yorumlayabilme
5. Cumhuriyet'i diğer yönetim biçimlerinden ayıran üç temel ilkenin (çağdaşlık, laiklik, millilik) önemini kavrayabilme
6. Milletler ailesi içinde, Türk toplumunun saygın ve onurlu bir yeri olduğu bilincini güçlendirme
7. Toplumun farklılıkları kuşatan bir birlik halinde ve demokrasi temelinde gelişip güçlenmesine katkıda bulunma.

2010 Programı

Felsefesi, yöntemi, sistematığı, şekil unsuları ve içeriği ile 1995 programından da çok farklı olan program 1995 programına göre görece bilimsel, pedagojik bir yaklaşımla geliştirilmiştir. Programda daha önceki programlarda yer almayan bazı kavramların (Örnek: Toplumsal dışlama, dışlanma vb.) bulunması bu bakımdan olumludur. Programın bazı amaçları şu şekilde sıralanabilir:

1. Türk toplumunun yapısını tanıyabilme, bugünü daha bilinçli bir şekilde yorumlar.

2. Toplumsal yaşamı deęiřtiren ve dnřtren kořulları analiz eder.
3. Kreselleřmenin farklı boyutlardaki (ekonomi, sanat, bilim ve kltrel) etkilerini yorumlar.
4. Toplumsal deęiřmenin, toplumu btn boyutlarıyla etkiledięini, bireylerde eřitli uyum sorunları yaratabildięini, bunlara raęmen zorunlu ve gerekli olduęunu kavrar.
5. Kltrn eřitli boyutlarının olduęunu fark eder.
6. Cumhuriyeti dięer ynetim biimlerinden ayıran  temel ilkenin (aędařlık, laiklik ve milllik) önemini kavrar.
7. Toplumun, "farklılıkları kuřatan bir birlik" halinde ve demokrasi temelinde geliřip glenmesi gerektięine inanır.
8. Toplumsal kurumların neler olduęunu bilir ve iřlevlerini deęerlendirir.

Programın uygulama esaslarına iliřkin temel ilkelerden birisi řu řekilde ifade edilmiřtir.

Atatrklk konuları ele alınırken 2488 sayılı Teblięler Dergisinde yayınlanan Ortaretim Kurumlarının retim Programları ile Ders Kitaplarında Yer Alması Gereken "Atatrklk ile İlgili Konular" ı esas alınmalıdır. retmen, demokratik, laik ve sosyal bir hukuk devleti olan Trkiye Cumhuriyeti'ne karřı grev ve sorumluluklarını yerine getirmede yol gsterici, rencileri mill, ahlaki, insan, manev, kltrel deęerler bakımından besleyici olmalıdır. Ayrıca derse iliřkin konuları sevdirecek roman, hikye, makale, deneme, řiir ve fıkra vb. gibi rnleri okumaya teřvik etmelidir (MEB, 2009).

SONU

alıřmanın bařlıęındaki sorunun yanıtının ideal olarak olumlu olması gerektięi dřnlebilir. Pedagojik ve bilimsel, sosyolojik olarak da olması gereken budur. Ancak bu alıřmada temel olarak ortaya konmaya alıřılan řey sosyoloji dersi retim programlarının ieriklerinin geliřtirildikleri ve uygulandıkları dnemler itibariyle eęitimin ideolojik iřlevi ile paralel uyumlu, olması gerekenden daha fazla politik ierięin yer aldıęıdır. Bunun grnmleri kısaca tartıřılan dnemler itibariyle Cumhuriyetin ilk yılları iin programın ve bu doęrultuda yazılan ders kitaplarının ieriklerin sosyolojik olmaktan ok tarihsel ve yurttařlık bilgisi ierięinde olmasıdır. Bu noktada en belirgin politik ierik 1935 programı ve bu doęrultuda yazılan ders kitaplarında karřımıza

çıkılmaktadır. Programın geliştirildiği tarih, Cumhuriyetin henüz kurumsallaşma sürecinde ve imparatorluk sonrası yeni bir yaklaşımla yeni bir toplumun inşa edilmeye çalışıldığı dönem olarak önem arz etmektedir. Bu noktada öğretim programında yer alan Cumhuriyet Halk Partisi ilkelerinin eğitim yoluyla çocuklara ve topluma kazandırılmasına yönelik amaç somut olarak ortaya konmuştur. Bu durum program doğrultusunda yazılan ders kitaplarında da somutlaşmaktadır. 1952 programı ile tek parti sonrası dönemin bütün politik özellikleri öğretim programında da, bu doğrultuda yazılmış ders kitaplarında da somut olarak görülmektedir. 1976 programı da aynı şekilde siyasal kutuplaşma ve bunun doğurduğu sosyal sorunlarla şekillenmiş bir programdır. 1986 programı kısmen program geliştirme ilkelerine şekil ve diğer unsurlar bakımından uygun olsa da içerik olarak en ideolojik içeriğe sahip programdır, denilebilir. 1995 ve 2009 programlarında ideolojik içerik sınırlı düzeydedir. Bu programlarda ise toplumsal gerçekle örtüşür bir kapsam, içerik söz konusu değildir.

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