



www.ite-c.net



www.iws-c.net



www.icqh.net

**March 7-8, 2024
Trabzon/TÜRKIYE**



www.int-e.net



www.iet-c.net



www.iticam.net

**August 23-24, 2024
Boston/USA**



www.iste-c.net

**October 17-28, 2024
Bakü/AZERBAIJAN**

PROCEEDINGS BOOK

ISSN-2146-7366

Dear Colleagues,

INTE & ISTEC & IETC & ITEC & ITICAM & IWSC & IQC 2024 Conferences are now well-known international academic events and the number of paper submissions and attendees are increasing every year.

We have lots of participants from 34 different countries. There was great interest in each conference held.

Also, we would like to thank to our distinguished guests, keynote speakers, reviewers for their collaborations and contributions to the success of these conferences. And we would like to thank all of you for coming, presenting, and joining in these academic activities.

Should you have any enquiries regarding conferences, please do not hesitate to contact with us for any additional information you may require.

December 10, 2024

Thank you...

Conference Organizing Committee

KEYNOTES



Prof. Dr. Muzaffer Elmas

Rector, Kocaeli Health and Technology University, Turkey

Speech Title: New Developments on Higher Education



Prof. Dr. Douglas Franklin

Ohio University, United States

Speech Title: New Trends in Quality Assurance & Accreditation



Prof. Dr. Ümit Kocabiçak

President - Turkish Higher Education Quality Council (THEQC), Ankara, Türkiye

Speech Title: Accreditation in Higher Education in the World and in Turkey



Prof. Dr. John Hitchcock

WESTAT-1600 Research Boulevard, Rockville, Md 20850

Speech Title: Using Mixed Methods Approaches in Large Scale Studies

Speech Title: Using AI In Research



Prof. Dr. Teresa Franklin

Ohio University, United States

Speech Title: Higher Education Meet GenAI: Helping Educators Improve Learning

Speech Title: AI: Changing the Paradigm of Higher Education and K12



Prof. Dr. Anna CohenMiller

Nord University, Bodø, Norway

Speech Title: "Embracing the 4Cs in gender research: How to remove the illusion of perfection through Compassion, Community, Care, and Collaboration"



Assistant Professor Dr. Federica Incerti

Director of Technology for SoA & Cybersecurity for CVPA

George Mason University, College of Visual & Performing Arts

Speech Title: Unbridled GenAI in Higher Education



Prof. Dr. Nilgün Sazak

Sakarya University, State Conservatory

Speech Title: Women and Music



Prof. Dr. Badrul h. Khan

Leaders in Open and Distance Education in North America, Washington D.C.USA

Speech Title: Smart Learning In The Digital World

INTE & ISTEC & IETC & ITEC & ITICAM & IWSC & IQC 2024 CONFERENCES

Organizing Committee

General Coordinators

- ❖ Prof. Dr. Aytekin İşman, Sakarya University, Turkey
- ❖ Prof. Dr. Douglas Franklin, Ohio University, United States
- ❖ Prof. Dr. Teresa Franklin, Ohio University, United States
- ❖ Prof. Dr. John Hitchcock, Indiana University, United States

Coordinators

- ❖ Prof. Dr. Ahmet Adalier
- ❖ Prof. Dr. Fatoş Silman
- ❖ Prof. Dr. Carlos Francisco De Sousa Reis
- ❖ Prof. Dr. Tolgay Karanfiller
- ❖ Assoc. Prof. Dr. Mustafa Öztunç
- ❖ Assoc. Prof. Dr. Dilan Çiftçi
- ❖ Assoc. Prof. Dr. Nesrin Akıncı Çötök
- ❖ Assoc. Prof. Dr. Azmiye Yınal
- ❖ Assist. Prof. Dr. Ayşegül Nacak

Associate Coordinators

- ❖ Dr. Sabriye Topal

INTE & ISTEC & IETC & ITEC & ITICAM & IWSC& IQC 2024 Editorial Board		
Prof. Dr. Abdullah KUZU	Anadolu University	Turkey
Prof. Dr. Ahmet ESKİCUMALI	Sakarya University	Turkey
Prof. Dr. Akihiro Yamamura	Akita University	Japan
Prof. Dr. Alejandro Rodriguez Valle	Universidad Veracruzana	Mexico
Prof. Dr. Ana Andrade	Instituto Politécnico de Viseu, CI & DETS, ESSV	Portegual
Prof. Dr. Antoinette J. MUNTJEWERFF	University of Amsterdam	Netherlands
Prof. Dr. António Madureira	Instituto Politécnico de Viseu, CI&DETS, ESSV	
Prof. Dr. Arvind SINGHAL	University of Texas	United States
Prof. Dr. Asaf VAROL	Firat Univerity	Turkey
Prof. Dr. Aytekin İşman	Sakarya University	Turkey
Prof. Dr. Brent G. WILSON	University of Colorado at Denver	United States
Prof. Dr. Buket AKKOYUNLU	Cankaya University	Turkey
Prof. Dr. Carmencita L. Castolo	Open University System of the Polytechnic University of the Philippines	Phillipines
Prof. Dr. Cengiz Hakan AYDIN	Anadolu University	Turkey
Prof. Dr. Chih-Kai CHANG	National University of Taiwan	
Prof. Dr. D.P. MISHRA	Indian Institute of Technology Kanpur	India
Prof. Dr. Don M. FLOURNOY	Ohio University	United States
Prof. Dr. Douglas D. BURLEIGH	La Jolla Cove Consulting, San Diego CA 92117, USA	USA
Prof. Dr. Eralp ALTUN	Ege University	Turkey
Prof. Dr. Fahad AlShahrani	Jubal Industrial College	Saudi Arabia
Prof. Dr. Feng-Chiao CHUNG	National Pingtung University	Taiwan
Prof. Dr. Ferhan ODABAŞI	Anadolu University	Turkey
Prof. Dr. Feza ORHAN	Yıldız Technical University	Turkey
Prof. Dr. Finland CHENG	National Pingtung University	Taiwan
Prof. Dr. Francine Shuchat SHAW	New York University	United States
Prof. Dr. Frank S.C. TSENG	National Kaohsiung First University os Science and Technology	Taiwan
Prof. Dr. Gianni Viardo VERCELLI	University of Genova	Italy
Prof. Dr. Gilbert Mbotho MASITSA	Univerisity of The Free State	South Africa
Prof. Dr. Giuseppe Visaggio	Università di Bari	Italy
Prof. Dr. Gregory ALEXANDER	University of The Free State	South Africa
Prof. Dr. Gwo-Dong CHEN	National Central University Chung-Li	Taiwan

Prof. Dr. Gwo-Jen HWANG	National Taiwan University of Science and Technology	Taiwan
Prof. Dr. Han XIBIN	Tsinghua University	China
Prof. Dr. Hao-Chiang LIN	National University of Tainan	Taiwan
Prof. Dr. Hao-Chiang LIN	National University of Tainan	Taiwan
Prof. Dr. Heli RUOKAMO	University of Lapland	Finland
Prof. Dr. Henry H.H. CHEN	National Pingtung University	TAIWAN
Prof. Dr. Hülya ÇALIŞKAN	Istanbul University	Turkey
Prof. Dr. Hüseyin YARATAN	Final International University	TRNC
Prof. Dr. Ing. Giovanni ADORNI	University of Lapland	Finland
Prof. Dr. J. Ana DONALDSON	AECT Former President	United States
Prof. Dr. J. Michael SPECTOR	University of North Texas	United States
Prof. Dr. Jaroslav Vesely	BRNO UNIVERSITY OF TECHNOLOGY	Czech Republic
Prof. Dr. Jerry WILLIS	Manhattanville College	United States
Prof. Dr. Jie-Chi YANG	National Central University	Taiwan
Prof. Dr. João Duarte	Instituto Politécnico de Viseu, CI&DETS, ESSV	Portugal
Prof. Dr. José Gijón Puerta	Faculty of Education, Granada University	Spain
Prof. Dr. Julia Bello	UIUC	United States
Prof. Dr. KAHIT Fatima Zahra	Université Badji Mokhtar Annaba	Algeria
Prof. Dr. Karel RYDL	Pardubice University	Czech Republic
Prof. Dr. Kay A. PERSICHITTE	Elected AECT President	United States
Prof. Dr. Kiyoshi NAKABAYASHI	Chiba Institute of Technology	Japan
Prof. Dr. Kumiko AOKI	The Open University of Japan	Japan
Prof. Dr. Kuo-En CHANG	National Taiwan Normal University	Taiwan
Prof. Dr. Kuo-Hung TSENG	Meiho Institute of Technology	Taiwan
Prof. Dr. Kuo-Robert LAI	Yuan-Ze University	Taiwan
Prof. Dr. Liu MEIFENG	Beijing Normal University	China
Prof. Dr. Luis Dourado	University of Minho	Portugal
Prof. Dr. Marina Stock MCISAAC	Arizona State University	United States
Prof. Dr. MAURIZIO RIJA	Università della Calabria	Italy
Prof. Dr. Mei-Mei CHANG	National Pingtung University	Taiwan
Prof. Dr. Min JOU	National Taiwan Normal University	Taiwan

Prof. Dr. Ming-Puu CHEN	National Taiwan Normal University	Taiwan
Prof. Dr. Mingchang WU	National Yunlin University of Science and Technology	Taiwan
Prof. Dr. Mohamed El Homrani	Faculty of Education, Granada University, Spain	Turkey
Prof. Dr. Mustafa S. DUNDAR	Sakarya University	Turkey
Prof. Dr. Nabi Bux JUMANI	International Islamic University	Pakistan
Prof. Dr. Nian-Shing CHEN	National Sun Yat-Sen University	Taiwan
Prof. Dr. Paolo Di Sia	University of Padova	Italy
Prof. Dr. Pi-Hsia HUNG	National University of Tainan	Taiwan
Prof. Dr. Prof. Dr. Manuel Fernández Cruz	Faculty of Education, Granada University, Spain	Turkey
Prof. Dr. Roger HARTLEY	University of Leeds	United Kingdom
Prof. Dr. Rozhan M. IDRUS	University Sains Malaysia	Malaysia
Prof. Dr. S. Sadi SEFEROĞLU	Hacettepe University	Turkey
Prof. Dr. Saedah SIRAJ	University of Malaya	Malaysia
Prof. Dr. Sandrina Teixeira	ISCAP/IPP	Portugal
Prof. Dr. Servet BAYRAM	Yeditepe University	Turkey
Prof. Dr. Shan-Ju Lin CHANG	National Taiwan University	Taiwan
Prof. Dr. Sharon SMALDINO	Northern Illinois University	United States
Prof. Dr. ShenQuan YU	Beijing Normal University	China
Prof. Dr. Shi-Jer LOU	National Pingtung University	Taiwan
Prof. Dr. Shu-Hsuan CHANG	National Changhua University of Education	Taiwan
Prof. Dr. Shu-Sheng LIAW	China Medical University	Taiwan
Prof. Dr. Stefan AUFENANGER	University of Mainz	Germany
Prof. Dr. Stephen J. H. YANG	National Central University	Taiwan
Prof. Dr. Steve HARMON	Georgia Institute of Technology	United States
Prof. Dr. Sun FUWAN	China Central Radio and TV University	China
Prof. Dr. Sunny S.J. LIN	National Chiao Tung University	Taiwan
Prof. Dr. Teresa FRANKLIN	Ohio University	United States
Prof. Dr. Terry ANDERSON	Athabasca University	Canada
Prof. Dr. Toh Seong CHONG	University of Sains Malaysia	Malaysia
Prof. Dr. Toshio OKAMOTO	University of Electro-Communications	Japan
Prof. Dr. Tzu-Chien LIU	National Central University	Taiwan
Prof. Dr. Xibin HAN	Tsinghua University	China
Prof. Dr. Yavuz AKPINAR	Boğaziçi University	Turkey

Prof. Dr. Yen-Hsyang CHU	National Central University	Taiwan
Prof. Dr. Yuan-Chen LIU	National Taipei University of Education	Taiwan
Prof. Dr. Yuan-Kuang GUU	National Pingtung University	Taiwan
Prof. Dr. Zhao XINGLONG	Beijing Normal University	China
Prof. Dr. A. Aşkim KURT	Anadolu University	Turkey
Assoc. Prof. Dr. Anthony Y. H. LIAO	Asia University	Taiwan
Assoc. Prof. Dr. Betül ÖZKAN	University of Arizona	United States
Assoc. Prof. Dr. Birova Jana	Pegas Journal	Slovakia
Assoc. Prof. Dr. Chen-Chung LIU	National Central University	Taiwan
Assoc. Prof. Dr. Chen-Huei LIAO	National Taichung University	Taiwan
Assoc. Prof. Dr. Cheng-Huang YEN	National Open University	Taiwan
Assoc. Prof. Dr. Ching Hui Alice CHEN	Ming Chuan University	Taiwan
Assoc. Prof. Dr. Ching-Fan CHEN	Tamkang University	Taiwan
Assoc. Prof. Dr. Chiung-Sui CHANG	Tamkang University	Taiwan
Assoc. Prof. Dr. Danguole RUTKAUSKIENE	Kauno Technology University	Lithuania
Assoc. Prof. Dr. David Tawei KU	Tamkang University	Taiwan
Assoc. Prof. Dr. Dawood Al Hamdani	Sohar University	Oman
Assoc. Prof. Dr. Eric MENG	National Pingtung University	Taiwan
Assoc. Prof. Dr. Erkan TEKİNARSLAN	Bolu Abant İzzet Baysal University	Turkey
Assoc. Prof. Dr. Ezendu ARIWA	London Metropolitan University	Turkey
Assoc. Prof. Dr. Hakan TÜZÜN	Hacettepe University	Turkey
Assoc. Prof. Dr. Hsin-Chih LIN	National University of Tainan	Taiwan
Assoc. Prof. Dr. Huey-Ching JIH	National Hsinchu University of Education	Taiwan
Assoc. Prof. Dr. I-Wen HUANG	National University of Tainan	Taiwan
Assoc. Prof. Dr. Ian SANDERS	University of the Witwatersrand	South Africa
Assoc. Prof. Dr. Iman OSTA	Lebanese American University	Lebanon
Assoc. Prof. Dr. İNANÇ İŞİL YILDIRIM	Beykent University	Turkey
Assoc. Prof. Dr. Işıl KABAKÇI	Anadolu University	Turkey
Assoc. Prof. Dr. John I-Tsun CHIANG	National Changhua University of Education	Taiwan
Assoc. Prof. Dr. Ju-Ling SHIH	National University of Tainan	Taiwan
Assoc. Prof. Dr. Kateřina Vitásková	Palacký University, Faculty of Education, Institute of Special Education Studies	Czech Republic
Assoc. Prof. Dr. Kuo-Chang TING	Ming-hsin University of Science and Technology	Taiwan
Assoc. Prof. Dr. Kuo-Liang OU	National Hsinchu University of Education	Taiwan
Assoc. Prof. Dr. Larysa M. MYTSYK	Gogol State University	Ukraine
Assoc. Prof. Dr. Levent Eraslan	Anadolu University	Turkey
Assoc. Prof. Dr. Li YAWAN	The Open University of China	China
Assoc. Prof. Dr. Li-An HO	Tamkang University	Taiwan

Assoc. Prof. Dr. Mike JOY	University of Warwick	United Kingdom
Assoc. Prof. Dr. Ming-Charng JENG	National Pingtung University	Taiwan
Assoc. Prof. Dr. Murat ATAİZİ	Anadolu University	Turkey
Assoc. Prof. Dr. Norazah Mohd SUKI	University Malaysia Sabah	Malaysia
Assoc. Prof. Dr. Partow IZADI	University of Lapland	Finland
Assoc. Prof. Dr. Ping-Kuen CHEN	National Defense University	Taiwan
Assoc. Prof. Dr. Pramela KRISH	University Kebangsaan Malaysia	Malaysia
Assoc. Prof. Dr. Razvan-Lucian ANDRONIC	Spiru Haret University	Romania
Assoc. Prof. Dr. Selma KOÇ	Cleveland State University	United States
Assoc. Prof. Dr. Tang Keow Ngang Tang	Khon Kaen University	Thailand
Assoc. Prof. Dr. Tulen SANER	Neareast University	Turkey
Assoc. Prof. Dr. Tzu-Hua WANG	National Hsinchu University of Education	Taiwan
Assoc. Prof. Dr. Wellington Didibhuku THWALA	University of Johannesburg	South Africa
Assoc. Prof. Dr. Wu-Yuin HWANG	National Central University	Taiwan
Assoc. Prof. Dr. Ya-Ling WU	National Pingtung University	Taiwan
Assoc. Prof. Dr. Zhi-Feng LIU	National Central University	Taiwan
Assist. Prof. Dr. ALICIA GONZALEZ-PEREZ	UNIVERSIDAD DE EXTREMADURA	Spain
Assist. Prof. Dr. Andreja Istenic STARCIC	University of Primorska	Slovenia
Assist. Prof. Dr. Anita G. WELCH	North Dakota State University	United States
Assist. Prof. Dr. Antonis LIONARAKIS	Hellenic Open University	Greece
Assist. Prof. Dr. Cara Williams	Emirates College for Advanced Education	United Arab Emirates
Assist. Prof. Dr. Chiaki IWASAKI	Kansai University	Japan
Assist. Prof. Dr. Chiu-Pin LIN	National Hsinchu University of Education	Taiwan
Assist. Prof. Dr. Chun-Ping WU	Tamkang University	Taiwan
Assist. Prof. Dr. Chun-Yi SHEN	Tamkang University	Taiwan
Assist. Prof. Dr. Chung-Yuan HSU	National Pingtung University	Taiwan
Assist. Prof. Dr. Dararat KHampusaen	KKU	Thailand
Assist. Prof. Dr. Denis Mušić	Faculty of Information Technologies	Bosnia and Herzegovina
Assist. Prof. Dr. Fahme DABAJ	EMU	Turkey
Assist. Prof. Dr. Guan-Ze LIAO	National Hsinchu University of Education	Taiwan
Assist. Prof. Dr. Hsiang CHIN-HSIAO	Shih-Chien University	Taiwan
Assist. Prof. Dr. Hsieh PEI-HSUAN	National Cheng Kung University	Taiwan

Assist. Prof. Dr. Huei-Tse HOU	National Taiwan University of Science and Technology	Taiwan
Assist. Prof. Dr. Jagannath. K DANGE	Kuvempu University	India
Assist. Prof. Dr. K. B. PRAVEENA	University of Mysore	India
Assist. Prof. Dr. Kanvaria Vinod KUMAR	University of Delhi	India
Assist. Prof. Dr. Marko RADOVAN	University of Ljubljana	Slovenia
Assist. Prof. Dr. Mustafa ÖZTUNÇ	Sakarya University	Turkey
Assist. Prof. Dr. Özlem Atalan	Celal Bayar university	Turkey
Assist. Prof. Dr. Pavlina Částková	Palacky University in Olomouc	
Assist. Prof. Dr. Pey-Yan LIOU	National Central University	Taiwan
Assist. Prof. Dr. Phaik Kin. CHEAH	University Tunku Abdul Rahman	Malaysia
Assist. Prof. Dr. Ping-yeh TSAI	Tamkang University	Taiwan
Assist. Prof. Dr. S. ARULCHELVAN	Anna University	India
Assist. Prof. Dr. Shiful ISLAM	University of Dhaka	Bangladesh
Assist. Prof. Dr. Tsung-Yen CHUANG	National University of Tainan	Taiwan
Assist. Prof. Dr. Vahid MOTAMEDI	Tarbiat Moallem University	Iran
Assist. Prof. Dr. WonJoon Chung	Carleton University	
Assist. Prof. Dr. Xiongyi Liu	Cleveland State University	United States
Assist. Prof. Dr. Yu-Ju LAN	National Taiwan Normal University	Taiwan
Assist. Prof. Dr. Zachary Walker	National Institute of Education, Singapore	Singapore
Assist. Prof. Dr. Zerrin AYVAZ REIS	Istanbul University	Turkey
Dr. Ahmad Mohammad AL-SHABATAT	Al-Baha University	Saudi Arabia
Dr. Aijaz Ahmed GUJJAR	Sindh Madressatul Islam University	Pakistan
Dr. Ali AL MAZARI	Alfaisal University	Saudi Arabia
Dr. Anwer Al-Zahrani	Royal Commission for Jubail and Yanbu	Saudi Arabia
Dr. Brendan TANGNEY	Trinity College	Ireland
Dr. Chan Shiau Wei	Universiti Tun Hussein Onn Malaysia	Malaysia
Dr. Chin-Yeh WANG	National Central University	Taiwan
Dr. Chun-Hsiang CHEN	National Central University	Taiwan
Dr. Elnaz ZAHED	University of Waterloo	United Arab Emirates
Dr. Farhan OBISAT	University of Bank. and Finan. Sci	Jordan
Dr. Farrah Dina YUSOP	University of Malaya	Malaysia
Dr. Fawaz AL-QARNI	Memorial University of Newfoundland	Canada
Dr. Han-Chieh CHAO	Natioanal Ilan University	Taiwan
Dr. HJ. Mohd Arif Hj. ISMAIL	National University of Malaysia	Malaysia
Dr. Ira Irawati	Padjadjaran University	Indonesia
Dr. Issham ISMAIL	University of Sains Malaysia	Malaysia
Dr. Jan Kubrický	Department of Technical education and Information technology	Czech Republic
Dr. Jarkko SUHONEN	University of Eastern Finland	Finland

Dr. Jialin YI	Indiana University at Bloomington	United States
Dr. JordanEa JordanEa	JordanEa	Chile
Dr. Li YING	China Central Radio and TV University	China
Dr. Maha Atallah Salman	Kuwait University	Kuwait
Dr. Marcela Göttlichová	Tomas Bata University in Zlín	Czech Republic
Dr. Milla Sepliana Setyowati	University of Indonesia	
Dr. Muhammad SAFDAR	International Islamic University	Pakistan
Dr. Nadeem SAQLAIN	Memorial University of Newfoundland	Canada
Dr. Norlidah ALIAS	University of Malaya	Malaysia
Dr. Paivi Perkkila	Kokkola University Consortium Chydenius	
Dr. Sheng-Yi WU	National Central University	Taiwan
Dr. SUKUMAR SENTHILKUMAR	Vellore Institute of Technology-University	India
Dr. Tam Shu SIM	University of Malaya	Malaysia
Dr. Tiong GOH	Victoria University of Wellington	Afghanistan
Dr. Tomas Moravec	University of Economics in Prague	
Dr. Velciu Magdalena	National Research Institute for Labour and Social Protection	
Dr. Yazid BEDOUH	BADJI Mokhtar University	Algeria

Table Of Contents

A STUDY ON THE CHALLENGES FACING PRESS FREEDOM IN AFRICA: THE CASE OF CAMEROON 1

Carlson Nkongho Ojong, Aytekin Isman

ABOUT ONE APPROACH TO CATEGORIZING CRITICAL INFORMATION INFRASTRUCTURE OBJECTS 31

Arzu Babayeva, Yadigar Imamverdiyev

AFET DEVLET POLİTİKASI VE EĞİTİM: 6 ŞUBAT 2023 DEPREMLERİ SONRASINDA OKULA ERİŞİM VE OKUL SEÇİMLERİ 36

Özkan Aslan, Nermin Karabacak

ALGÜL DİJİTAL REEL, MANUEL PSİKO-SEMİYOTİK DİL KULLANIMLARI AYRIŞTIRICILARIYLA GERÇEKLERİ ÇARPITMAK ÜZERE OLUŞTURULMUŞ SEMİYOTİK ALANIN PARÇALANMASI, DİJİTAL ETKİLEŞİM DERECELERİNDE DİL KULLANIMLARININ İMZA OLABİLME ÖZELLİKLERİ, DİJİTAL ETKİLEŞİM HUKUKU VE YAPAY ZEKÂ 40

Nevin Algül

AN EVALUATION OF AWARENESS OF SEXIST CONTENT IN SOCIAL MEDIA USE AMONG UNIVERSITY STUDENTS 47

Furkan Zeyrek, Nesrin Akinci Çötök

AN EXAMINATION OF FILMS WITH FEMALE THEMES IN TURKISH CINEMA BETWEEN 2010-2024 53

Ayşegül Çilingir, Mehpare Yağlıcı

AN INQUIRY INTO THE CHARACTERISTICS OF PARKS EQUALLY UTILIZED BY WOMEN AND MEN: THE EXAMPLE OF TRABZON FAROZ-GANITA COASTAL PARK 65

Nimet Hekimoğlu, Zeynep Yılmaz Bayram

ANALYSIS OF ELEMENTARY SCHOOL STUDENTS' MATH SKILLS BASED ON VARIOUS VARIABLES 82

Murat Gökalp, Sabit Menteşe

ANALYSIS OF SECURE COMMUNICATION PROTOCOLS IN UAVS 92

Ilaha Hasan Gahramanova

BEDEN EĞİTİMİ İÇİN BAŞARI DUYGULARI ANKETİNİN TÜRKÇEYE UYARLANMASI: LİSE ÖĞRENCİLERİ İÇİN PSİKOMETRİK ÖZELLİKLERİ 99

Mustafa Enes Işıkgöz

BİPOLAR TÜKETİCİ DAVRANIŞININ YENİ NESİL ALIŞVERİŞ DENEYİMİNE ETKİSİ	118
<i>İlknur Çakar, Ayda Sabuncuoğlu İnanç</i>	
COMPARATIVE ANALYSIS OF JOB SATISFACTION AMONG STATE AND PRIVATE SECONDARY SCHOOL TEACHERS IN LIBYA	123
<i>Noura Alhmali Alqfar</i>	
COMPARATIVE ANALYSIS OF POST-QUANTUM KEY EXCHANGE ALGORITHMS	135
<i>Aysel Askerli Safar</i>	
CONFLICTS BETWEEN TEACHERS AT A LIBYAN SCHOOL: CAUSES AND ITS MANAGEMENT STRATEGIES (QUALITATIVE STUDY)	144
<i>Yousa Moftah Eldaik, Fatoş Silman</i>	
DETERMINATION OF PHYSICAL EDUCATION TEACHERS' SELF-EFFICACY BELIEFS TOWARDS EDUCATION FOR SUSTAINABLE DEVELOPMENT: DİYARBAKIR PROVINCE CASE	159
<i>Elvan Bilal, Mustafa Enes Işikgöz</i>	
DETERMINING THE RELATIONSHIP BETWEEN THE READING UNDERSTANDING LEVELS OF PRIMARY SCHOOL 4TH GRADE STUDENTS AND THE SUCCESS OF MATHEMATICS COURSE	169
<i>Yeliz Çelen, Gülay Vay</i>	
DETERMINING THE SATISFACTION STATUS OF PATIENTS IN THE INTERNAL MEDICINE INTENSIVE CARE UNIT WITH NURSING CARE	177
<i>Evrin Sahan, Hüseyin Cenkler, Azmiye Yinal</i>	
DEZENFORMASYON VE MİSENFORMASYON EKSENİNDE KADIN VE ERKEKLERDE TIK TUZAĞI KULLANIMI ÜZERİNE DEĞERLENDİRME	187
<i>Batuhan Köse, Nesrin Akinci Çötök, Mustafa Öztunç</i>	
DIFFUSION OF INNOVATION IN TECHNOLOGICAL PLATFORMS	197
<i>Ahmed Ibrahim Al Qaoud, Aytekin İşman, Feyman Aptula, Cemre Bekir Mahmutlar</i>	
DİJİTAL ÇAĞDA DEĞİŞEN HABER SUNUMU: SANAL GERÇEKLİK	214
<i>Atakan Çelik, Mustafa Öztunç</i>	
DİJİTAL NEKROMANSİ BAĞLAMINDA TÜRKİYE'DEKİ REKLAM FİLMLERİNİN SEKTÖREL ANLAMDA İNCELENMESİ	225
<i>Simge Ünlü, Ayda Sabuncuoğlu İnanç</i>	

DİJİTAL REEL PSİKO-SEMİYOTİK DİL KULLANIMI TASARIMLARINDA GÖRSEL GÖSTERGELERİN DİLSEL GÖSTERGELERE OLAN ÜSTÜNLÜKLERİ NELERDİR? BU TASARIMLAR NASIL GERÇEKLEŞTİRİLİR? ÇOCUK YETİŞKİN TEORİSİ NEDİR? 233

Nevin Algül

DİJİTAL REEL PSİKO-SEMİYOTİK DİL KULLANIMLARI YAPILANDIRILIRKEN VE YAPIM SÖKÜLÜRKEN KULLANILACAK OLAN TEKNİK VE YÖNTEMLER NELERDİR? TASARIMDA BAŞARIYI SAĞLAYAN TEMEL UNSUR NEDİR? 240

Nevin Algül

DİJİTAL REEL PSİKO-SEMİYOTİK DİL KULLANIMLARINI CANLI TUTMANIN YOLLARI NELERDİR? SÖZLÜ KÜLTÜRLE İLİŞKİSİ VE TEHLİKELERİ 246

Nevin Algül

EFFECTS OF COVID-19 ON DEPOSIT BANKS IN THE TURKISH BANKING SECTOR 250

Selcan Erkan

ENHANCING THE SAFETY AND RELIABILITY OF OVERHEAD CRANES THROUGH COMPARATIVE ANALYSIS AND PREDICTIVE MAINTENANCE 280

Ali Safarli

EV HANIMLARININ DİJİTAL OKURYAZARLIK ALGILARI 284

Mübeyyen Kaçar, Nesrin Akinci Çötök, Mustafa Öztunç

EXAMINING THE CHALLENGES WOMEN FACE IN LEADERSHIP POSITIONS AT SCHOOLS: INSIGHTS FROM A LIBYAN DISTRICT 290

Abdualmuhsin Aldabou

EXAMINING THE CONCERNS OF PRIMARY SCHOOL ADMINISTRATORS ABOUT THE USE OF COMPUTER TECHNOLOGIES IN ACCORDANCE WITH THEIR OPINIONS 298

Beril Özay

EXPLORING HOW PHYSICAL ARTIFACTS MOTIVATE TEACHER LEADERS: A HERMENEUTIC PHENOMENOLOGY ABOUT THE LIVED EXPERIENCES OF TEACHER LEADERS 310

Allison Crum

EXPLORING THE CHARACTERISTICS OF A GENDER-EQUAL URBAN PARK: TRABZON FAROZ-GANITA SEASIDE PARK EXAMPLE 325

Nimet Hekimoğlu, Zeynep Yılmaz Bayram

FACTORS AFFECTING OCCUPATIONAL HEALTH AND SAFETY AWARENESS 342

Halil İbrahim Kurt, Azmiye Yinal

GAZETECİLİK MESLEK ETİĞİNİN AMERİKAN SİNEMASINDA SUNULUŞ BİÇİMİ: NIGHTCRAWLER FİLMİ ÜZERİNE BİR İNCELEME 352

Mustafa Öztunç, Melike Çokol, Miranşah Köse, Tuğba Şahin Soyhan, Bauyrzhan Zhumadilla, Gaye Uz

GÖSTERGEBİLİM IŞIĞINDA SOSYAL MEDYANIN TÜKETİM KÜLTÜRÜNE ETKİSİ: INSTAGRAM INFLUENCERLARI ÖRNEĞİ 378

Mustafa Öztunç, Nesrin Akinci Çötök, Orhan Gevrek

İLERİ DÜZEY DİJİTAL REEL PSİKO-SEMİYOTİK DİL KULLANIMLARIYLA HEDEFE YÖNELİK, HESAPLANMIŞ TOPLU DİJİTAL REEL TACİZ MAŞALARININ ORTAK ÖZELLİKLERİ, POTANSİYEL EMSAL ÖRNEK DİJİTAL KÖLELİK VE KÖTÜCÜL OLUŞUMLARLA İLGİLERİ 394

Nevin Algül

IMPACTS OF WAR ON CHILDREN AND ADOLESCENTS 401

Münevver Mertoğlu

IMPLEMENTING NLP FOR ANALYSIS OF EMAIL EVIDENCE IN DIGITAL FORENSICS 405

Rahib Aghababayev, Aytaj Aghayeva, Nasimi Orujlu

IMPROVING SOLAR PANEL EFFICIENCY THROUGH AI-BASED MAXIMUM POWER POINT TRACKING: A PERFORMANCE EVALUATION 410

Javad Najafli

INFORMATION SCIENCE AND TECHNOLOGY EDUCATION FOR NON-STEM STUDENTS: A TOP-DOWN APPROACH 416

Suchintha Fernando

İNTERNET HABERLERİNDE ETİK SORUNLAR: DİLAN POLAT HABERLERİ ÖRNEĞİ 424

Ayşe Özkul, Berna Dilek, Didem Altun Uzun, Hatice Köybaşı, Mustafa Öztunç

INVESTIGATING THE PERCEIVED EFFECTIVENESS OF CHATGPT IN FACILITATING LEARNING 439

Hon Keung YAU, Ka Fai TUNG

INVESTIGATION OF CUSTOMER SERVICES AND SATISFACTION LEVELS OF GYMS 450

Mustafa Keleş, Azmiye Yinal

INVESTIGATION OF PRE-SCHOOL TEACHERS' SELF EFFICACY BELIEFS REGARDING SCIENCE EDUCATION 461

Yeliz Çelen, Gülpembe Yerlikaya

INVESTIGATION OF SMARTPHONE ADDICTION OF MIDDLE SCHOOL AND HIGH SCHOOL STUDENTS 474

Servet Erkol, Sabit Menteşe, Murat Gökalp

INVESTIGATION OF THE EFFECT OF ENVIRONMENTAL STRESSORS PERCEIVED BY PATIENTS IN THE INTERNAL MEDICINE INTENSIVE CARE UNIT ON SLEEP QUALITY 489

Aseña Aktaş, Hüseyin Cenkler, Azmiye Yinal

INVESTIGATION OF THE RELATIONSHIP BETWEEN MOBBING APPLICATION AND WORK MOTIVATION IN NURSES 501

Gülzade Hayta, Azmiye Yinal

ISSUES OF STATIONARITY IN ECONOMIC QUANTITIES IN TIME SERIES 510

Mehpara Orujova

KADININ GÜNDELİK HAYATI VE KENT MERKEZİNDEKİ ETKİLEŞİMLERİ ÜZERİNE BİR İNCELEME: ERZURUM ÖRNEĞİ 513

Sıla Kinalı, Zeynep Yılmaz Bayram

KALİTE İYİLEŞTİRME ÇALIŞMALARI KAPSAMINDA DEMİNG DÖNGÜSÜ UYGULAMASI 525

Aytaç Aydın, Beyza Özcan

“KARTAL YUVASI” ADLI FİLMİN VAROLUŞ MÜCADELESİ’NDE KIBRIS TÜRK KADINI BAĞLAMINDA GÖSTERGEBİLİMSEL İNCELEMESİ 531

Müge Günay

KONTROLLÜ DÜŞÜNCE OLUŞUMU SÜRECİYLE TARAFSIZ, OBJEKTİF DÜŞÜNCE YARATIMI VE BU YARATIMIN, YARATICI ZEKÂLA İLİŞKİSİ: LEONARDO DA VINCI ÖRNEĞİ 536

Nevin Algül

KÖTÜCÜL DİJİTAL REEL PSİKO-SEMİYOTİK DİL KULLANIMLARI ÜZERİNDEN TOPLUMSAL BELLEK ARAŞTIRMALARI, İNŞÂNIN SÖKÜMÜ, YAPI BOZUCU İNCELEME MAKALELERİ II 540

Nevin Algül

KÜRESELLEŞME VE YÜKSEKÖĞRETİMDE İZOMORFİZM: BETİMSSEL BİR ANALİZ 549

Süheyda Atalay, Emet Gürel, Azra K. Nazlı

LEADERSHIP SKILLS OF NURSES IN THE FIELD OF HEALTH: THE EXAMPLE OF TRNC HOSPITALS 556

Gülşen Fırat, Azmiye Yinal

MANAGING CIVIL AVIATION CRISES: THE STATE AIRPORTS AUTHORITY'S EXPERIENCE WITH THE FEBRUARY 6 KAHRAMANMARAŞ EARTHQUAKE 567

Burhan Çapan, Uğur Mustafa Tunç, Erdem Öncü

MAPPING THE FIELD OF DIGITAL ENTREPRENEURSHIP: A BIBLIOMETRIC ANALYSIS 572

Ayşegül Hancı, Mehmet Yıldız

METROLOGICAL VALIDATION AND ADAPTIVE CONTROL OF MULTIPARAMETER MEASUREMENT SYSTEMS 583

Viktor Artemyev, Aleksey Maximov, Shahid Yusubov

NAVIGATING ACCOUNTABILITY: A HERMENEUTIC TRANSCENDENTAL STUDY ON TEACHERS' RESPONSIBILITY IN INTEGRATING SOCIAL AND EMOTIONAL LEARNING IN MATHEMATICS EDUCATION 591

Farina M. Sami

OPPORTUNITIES FOR USING ENERGY GENERATED FROM WASTE IN AZERBAIJAN 601

Natavan Namazova

PDCA CYCLE APPLIED IN THE ACCREDITATION PROGRAMS OF TURKISH HIGHER EDUCATION INSTITUTIONS ON THE AXIS OF PUBLIC RELATIONS AND MARKETING STRATEGIES REVIEW 604

Mine Demirtas, Mihriban Akyol Akin

POTANSİYEL EMSÂL VAKA TASARIMI ÖRNEĞİ ÜZERİNDEN: DİJİTAL REEL PSİKO-SEMİYOTİK DİL KULLANIMLARIYLA (ETKİLEŞİM)'KUTUDA DİJİTAL REEL KÖLE' YARATIMI SÜRECİ NASIL İŞLER? SCHRÖDİNGER'İN GERÇEK KEDİSİ 612

Nevin Algül

PRIMARY SCHOOL STUDENTS METAPHOR REVIEW IN ACCORDANCE WITH THEIR OPINIONS ON MUSIC COURSE 633

Beril Özay

PROBLEMS FACED BY BANK EMPLOYEES IN ELECTRONIC BANKING APPLICATIONS EXAMPLE OF TRNC BANK EMPLOYEES 643

Ünsal Bektaş, Azmiye Yinal

PSİKO-SEMİYOTİK İLETİŞİM, ETKİLEŞİM NEDİR, NE DEĞİLDİR? GERÇEKLEŞTİRİLME SÜRECİNDE 'PSİKO-KARŞILIKLILIK İLKESİ', LEGAL GÖRÜNÜMLÜ, İLLEGAL DİJİTAL ALANLAR VE AI İLE OLAN İLİŞKİSİ 651

Nevin ALGÜL

REAL-TIME ENDPOINT ANOMALY DETECTION USING ISOLATION FOREST AND ONE-CLASS SVM 656

Kamran N. Asgarov, Yadigar N. Imamverdiyev

RESEARCH ON INNOVATION IN DIGITAL MEDIA ART IN THE AGE OF ARTIFICIAL INTELLIGENCE	663
<i>Yi-Fei Zhu</i>	
SEMBOLİK BİR TÜKETİM BİÇİMİ OLARAK TÜKETMEMEK: INSTAGRAM'DA BOYKOT HASHTAGLERİ ÜZERİNE BİR İNCELEME	668
<i>Ayda İnanç, Nisa Dinç</i>	
SIYASİ İLETİŞİMDE, ORTAK HEDEFE YÖNELİK, KÜRESEL BOYUTTA DİJİTAL REEL PSİKO-SEMİYOTİK DİL KULLANIMI ÖRNEKLERİ: TÜRKİYE, ABD, İNGİLTERE, ALMANYA, FİNLANDİYA	677
<i>Nevin Algül</i>	
SOME ASPECTS OF THE RESEARCH OF APPLIED OIL AND GAS PROJECTS OF THE REPUBLIC OF KAZAKHSTAN	692
<i>Zhaniya Nursultanova</i>	
SUSTAINABLE FASHION DESIGN WITH GAZENNE WOVEN FABRIC, THE CULTURAL HERITAGE OF KEMALIYE	696
<i>Çimen Bayburtlu, Neşe Horasan</i>	
ŞARTLI EĞİTİM YARDIMI (ŞEY) PROGRAMININ HEDEFİNE ULAŞMA DURUMUNUN İNCELENMESİ	707
<i>Nermin Karabacak</i>	
TEACHERS' ATTITUDES TOWARDS INTRA-CLASS CONFLICT RESOLUTION WHEN TEACHING TURKISH TO FOREIGNERS	712
<i>Cemre Bekir Mahmutlar, Şenay Mahmutlar, Feyman Aptula</i>	
TEACHERS' PERSPECTIVES ON TECHNOLOGY USE AT THE CIUENGLISH PREPARATORY SCHOOL: A QUALITATIVE STUDY	722
<i>Bahaa Alarameen</i>	
THE EFFECT OF BANK IMAGE ON CUSTOMER PERCEPTION TRNC EXAMPLE	729
<i>Murat Aslan, Mehmet Çağlar, Azmiye Yinal</i>	
THE EFFECT OF BURNOUT LEVELS ON JOB SATISFACTION: TRNC EXAMPLE	737
<i>Mustafa Vurucu, Azmiye Yinal</i>	
THE EFFECT OF LEADERSHIP STRUCTURE ON EMPLOYEE PERFORMANCE	749
<i>Gülden Bozat, Azmiye Yinal</i>	
THE EFFECT OF MOBBING ON EMPLOYEE PERFORMANCE: A RESEARCH ON BANK EMPLOYEES	762
<i>Hakan Aşık, Azmiye Yinal</i>	

THE EFFECT OF SOCIAL MEDIA ON COMMUNICATION BARRIERS IN HIGHER EDUCATION (CASE STUDY CYPRUS INTERNATIONAL UNIVERSITY CIU)	774
<i>Saeideh Shakibi, Aytekin İşman</i>	
THE EFFECTS OF TRANSFORMATIONAL LEADERSHIP FEATURES ON BUSINESS PERFORMANCE (TRNC)	785
<i>Azmiye Yinal, Faith Umene Banje, Kolawole Iyiola, Beril Özay</i>	
THE EFFECTS OF WORK STRESS ON THE PERFORMANCE OF PERSONNEL WORKING IN BANKS IN THE TURKISH REPUBLIC OF NORTHERN CYPRUS	795
<i>Zeynep Buruk, Azmiye Yinal</i>	
THE EVALUATION OF STUDENTS' PERCEPTION OF E-LEARNING IN HIGHER EDUCATION	808
<i>Hon Keung Yau, Liubaoqian Qian</i>	
THE IMPORTANCE AND USE OF TYPOGRAPHY IN PRINT AND DIGITAL DESIGN	822
<i>Gülhan Acar Büyükpehlivan</i>	
THE INFLUENCE OF VIDEO LESSONS IN AN ONLINE INTRODUCTORY PROGRAMMING MODULE: COMPARING PASSING STUDENTS WITH THOSE THAT FAIL	830
<i>Dalize Van Heerden, Jeanne Kriek</i>	
THE RELATIONSHIP BETWEEN EMPLOYEES' BURNOUT LEVELS AND THEIR PERCEPTIONS OF ORGANIZATIONAL JUSTICE	842
<i>Turgut Cenkçiler, Azmiye Yinal</i>	
THE RELATIONSHIP BETWEEN JOB SATISFACTION AND BURNOUT IN PRIMARY SCHOOL TEACHERS INKTC	850
<i>Neriman Soraltayfunoğlu</i>	
THE RELATIONSHIP BETWEEN JOB SATISFACTION AND ORGANIZATIONAL COMMITMENT OF EMPLOYEES IN TOURISM BUSINESSES	858
<i>Ferda Öztürk, Azmiye Yinal, Burak Demir</i>	
THE RELATIONSHIP BETWEEN TEACHERS' PERCEPTIONS OF EDUCATIONAL INSPECTORS' SUPERVISION STYLES AND THEIR TRUST LEVELS	868
<i>Gülay Yahyaoğlu, Azmiye Yinal</i>	
THE ROLE OF JOURNALISTIC INVESTIGATIONS IN SHAPING PUBLIC OPINION IN OPPOSITION TO THE PALESTINIAN AUTHORITY. CASE STUDY THE HIDDEN IS MORE IMMENSE TV PROGRAM ON THE AL JAZEERA CHANNEL	878
<i>Jafar Owdh, Dilan Çiftçi</i>	

THE ROLE OF MEDIA LITERACY ON PREVENTION OF GENDER-BASED VIOLENCE AMONG YOUTHS-
A CASE STUDY OF HIGH SCHOOLS 904

Ebubechukwu Kelechi Ihejirika, Aytekin İsman

THE ROLE OF SOCIAL MEDIA IN SHAPING CAREER CHOICES OF ASIAN AMERICAN STUDENTS 926

Nguyen, Diem

THE SIGNIFICANCE OF EDUCATIONAL TECHNOLOGY IN HIGHER EDUCATION: AN HERMENEUTIC
PHENOMENOLOGY EXAMINATION FOR EXPANDING THE THEORETICAL BASES OF CONNECTIVISM
THEORY 931

Cynthia T. Plueger

TOPLUMSAL CINSİYET VE MEDYA: KADINA YÖNELİK ŞİDDET HABERLERİNDE ETİK İHLALLER 947

Mustafa Öztunç, Edanur Şan, Nesrin Akinci Çötök

UNDERSTANDING AND HELPING CHILDREN TO MANAGE THEIR ANGER DURING THE GRIEF
PROCESS AFTER A NATURAL DISASTERS 961

Münevver Mertoğlu

UNDERSTANDING HOW TEACHERS MANAGE STRESS AND COPING STRATEGIES AT THE SCHOOL
OF FOREIGN LANGUAGES, CYPRUS INTERNATIONAL UNIVERSITY 966

Bahaa Arameen

UYUM SINIFLARININ HEDEFİNE ULAŞMA DURUMUNUN İNCELENMESİ 974

Nermin Karabacak

WOMEN'S CLOTHING COLLECTION THAT COMES TO LIFE IN THE VIRTUAL WORLD 980

Esmâ Bükme, Şeyma Cankaya, Ayşe Nuriye İşgören

İLKOKUL ÖĞRENCİLERİNİN SABIR DEĞERİ ALGILARININ YAZILI ANLATIM YANSIMALARI 989

Nermin Karabacak

A STUDY ON THE CHALLENGES FACING PRESS FREEDOM IN AFRICA: THE CASE OF CAMEROON

Carlson Nkongho OJONG

MA thesis in communication and media studies

Prof.Dr. Aytakin ISMAN

isman@sakarya.edu.tr

ABSTRACT

The liberty of the press is highly precarious in numerous African nations, including those that have substantial press freedom rankings. Journalists continue to encounter mistreatment, persecution, detentions, and aggressions for their professional activities. Hence, this present study was aimed to examine the challenges facing press freedom in Africa and Cameroon in particular.

To gain insight on the challenges facing press freedom in Cameroon, the qualitative research method was used through an online video interview technique with media experts within the private sector in Cameroon. And, in defining the sample population which consists of journalists working in the private sector a purposive sampling method is adopted and a total of 15 journalists were chosen from 12 different media organizations in Cameroon. In effect, an online video interview was conducted and was deemed appropriate because of distance and the size of the country, and going for an online interview will enable us reach a representative sample. Then the data were analyzed with the help of Nvivo software.

Moreover, the study helped in identifying the different challenges facing press freedom in Africa and Cameroon in particular as well as the role play by the government in the promotion of press freedom in the country. Again, the findings served as milestones proposing long-lasting solutions to the Government in the promotion of press freedom and democracy.

Keywords: Press, Freedom, Press freedom, Africa and Cameroon

INTRODUCTION

Overview

Roosevelt, Chang and Malik (1947) initiated the Universal Declaration of Human Rights, which was later adopted by the United Nations in 1948, affirming that every individual has the entitlement to specific their contemplations and convictions unreservedly without any obstacle. Additionally, this right encompasses the liberty to acquire, disseminate, and exchange information and ideas through any communication channel, regardless of geographical boundaries. Moreover, the principle of press freedom, also known as media liberalization, is the mother concept which upholds the right to communicate and express oneself through different forms of media, such as electronic and printed media, without any restrictions.

In effect, (Croteau & Hoynes, 2005) argued that media business is mostly characterized by that domain which provides information to the entire society. However, most of the prolific researchers have pointed out the fact that most businesses operating in the media sector have the ability to set the agenda and influenced the general ideology (Keane, 1991; Aspinall, 1973), in numerous African nations the media are mostly controlled by government agencies and always at the mercy of a dependence stems that originates from a history of dictatorships and one-party regimes that have stymied and continued to curb media freedom (Makungu, 2004; Kasoma, 1995; Ochilo, 1993). Moreover, Freedom of the press guarantees citizens the liberty to comprehensive data concerning resolutions established by state. In this guise, the public is informed thereby bringing transparency to government work (Banda, 2007). Still in the same light, (Phiri, 2008) also pointed out the fact that accessibility to data helps citizens to evaluate the state's decisions better and thus strengthens responsibilities of media practitioners during the analyzing as well as the disseminating of facts to the population.

Press

According to Seymour (1991), press is defined by its origins as an old "newspaper" due to the fact that their invention dates back from the 14 century. Similarly Turrow (2009), also argued that press is normally published at least once a week, as with any regularly published, multi-issue newspaper. Moreover, other scholars define press as a newspaper that disseminates important facts (McQuail, 2005). Again, Hiebert et al (1988) also Used this term often emphasizing the impossibility of coverage in the absence of press that provide information that enables the public to make informed decisions. Camrose (1947) stressed on the fact that the definition of the printing press is problematic, it is clear from a historical point of view that its origins lie in the ancient printing techniques that introduced the mass media in the field of press. However, In other works, the term is often used substitutable with other mass media (Makungu, 2004). Still in the same light, (McNair, 2000) stated that media events is not only for news workers but also includes other media practitioners. According to Faringer (1991),

the invention of press within the developed countries was as a result of the rise of the working class and went with the bourgeois requests for gracious rights, such as flexibility of discourse and press. Again, Siegel (1996), based on his encounter within the North American media arranged, portrayed and outlined the impact of cash on media's viability. In addition, the author contended that involvement of cash includes a awesome affect in undermining adequacy of the press and its substance. Thus, in this pretense, media substance resounds goes in line with the individual objectives and yearnings of media shoppers, who are the most consumers of the media outlets. Moreover, the idea of data predisposition is witnessed, when the government claims and oversees the press, the ultimate item speaks to the government's needs and motivation since the same government reserves government media through appropriations (Siegel, 1996).

Concurring to Siebert (1956:p9), a deliberate understanding of press requires an understanding of the political and social structures inside which press works. In this pretense, four of presses were talked about: Authoritarian, freedom, social responsibility, and Soviet communism. To begin with, the authoritarian theory of press was a theory nearly consequently embraced by most nations once society and innovation had adequately created to form what we nowadays call "mass media" communication. Consequently it depicted press, as an organization, having its capacities and exercises controlled by organized society through another organization, the government. Still within the same light; the liberal press school of thought argued that the press could be a put for the trade of thoughts, where assorted sees can be communicated without fear of restraint or abuse (Siebert, 1956:p70).

In addition, this theory recognized that press must be a vehicle for displaying contentions, suppositions and prove to the open on the premise of which they can confirm for those in control and make educated choices but advocates of this theory also contended that the press ought to be independent and not subject to any shape of state administration, since a state-controlled press cannot hold the government responsible conjointly pinpointed out the reality that the state-run press organization will prevent endeavors to uncover degenerate lawmakers; as well as the efforts of writers to supply the open with the data they ought to contribute intellectuals to open wrangle about and make educated choices in other zones of life.

However, it was uncovered that competition for per users would advance press to speak to a assortment of viewpoints within the society (Siebert, 1956:p71; McQuail, 2010:p176). Again it was also pinpointed out that such press theory makes Media experts to entirely follow government rules for the discharge of data (Nerone,2018). Moreover, this theory too holds that a free press ought to communicate and bolster government arrangements (Merrill, 1974). The government forces licenses and can be repudiated on the off chance that the press criticizes the government (Hamasaka, 2008). In reality, numerous African nations share a bequest of colonialism and dictator run the show that tends to affect press freedom (Ochilo, 1993). Still within the same light, the liberal theory depicted the status and work of the press in society, as well as the improvement of philosophical standards that frame the premise of the political and social structure in which the media works. Moreover, liberalism, as a political and social organize, contains a characterized system for the educate that work inside its circle, and the press, like other educate, is controlled by the standards that support the society of which it could be a portion. Over the past century, much of the civilized world has claimed to follow to the standards of progressivism (Seibert, 1956).

Again, (Seibert, 1956), argued that the value of press is to secure the flexibilities and rights of the individuals and to supply data to the open so that they can take an interest as citizens in equitable self-government. Consequently, the freedom theory favored the fact that private news media appreciate most extreme flexibility to educate citizens and criticize open approach, whereas too giving oversight of the government. In this guise, the ability to express oneself openly isn't the privilege of the state or government; it may be a essential right of free people. In this pretense, a free press and freedom emerge from the individual's right to life, freedom, and the interest of bliss hence making , opportunity of the press basic for a free society and the respect of the person (Nerone, 2018). Despite the free nature of press supported by this theory (Nerone,2018) contended that the impediment of such press framework is that in some cases the Wiki spill stage distributes private reports to the public. In this manner, numerous governments around the world don't permit the hone of a free press framework and this will affect political parties in shaping governments.

Moreover, the social responsibility theory started in 1947 by the Hutchins Commission on opportunity of the press. This press theory demonstrated the opportunity to get and spread data must be went with by a few frame of open responsibility and this obligation does not as it were incorporate displaying total, real and precise reports but too advancing open debate (Commission on freedom of Press, 1947:pp21-27). As compare to the freedom theory of press, the concept of social responsibility suggests government mediation within the media responsibility framework conjointly recognizes when the media comes up short to meet its duties to society, a open specialist or government ought to be permitted to mediate to guarantee journalistic responsibility. Besides, the fact that press has a commitment within the society, it also see that all parties are represented which the open has adequate data to choose; which in the event that the media does not expect that duty itself, it may be vital for another organ of the open to work out that duty (Siebert, 1956:p5). Again, this theory rejects the way that dictatorship makes control genuinely genuine, taking off the media without flexibility of choice. On the other hand, it too rejects a circumstance where there are no limits and rules on what the media can distribute, such as

distributing anything they need, making the hypothesis broadly criticized for being too vague (Nerone, 2018). Last but not the least, the Soviet Communist theory started from Lenin's application, the belief system of the administering course wins in all times, and the press is the "otherworldly item" of the prevailing belief system, which required the control of the working lesson with their concerns been communicated and the media utilized as a instrument to socialize people (Siebert, 1956). However, (Nerone, 2018) contended that such theory gives the state outright control to control the media for the advantage of the individuals and closes private proprietorship of daily papers and other media. Additionally, the Government media transmits positive thoughts to make a strongly socialized society conjointly educates, teaches, engages, spurs and mobilizes. Moreover, (Siebert, 1956) again pinpointed out the truth that the press ought to support leaders instead of play a supervisory role and On the off chance that the authority is off-base, the complete country will endure overwhelming misfortunes.

Press Freedom

Press freedom underlies different activities such as free press, dissemination of information as well as the opportunity to speak out (Abbas and AlFadhly, 2005). In a more comparative terms, (Gastil 1979, p.5) extended the respectful definition of press freedom by incorporating "freedom of the press, public discourse, and the presence of teach unmistakable from government, the legal is autonomous of control and the nonattendance of political prisoners". Still within the same light, Merrill (1989, p.19), illustrated freedom as that "the condition for being able to select and accomplish goals". The author further attested that it's an opportunity which is unlimited from the exterior and gives compelling control to do what one needs. Moreover, the ideology of freedom within the setting of news coverage is challenging since it proposes that freedom lies completely between "constraint and inertia" (Merrill, 1989, p.24).

Again, Lichtenberg (1990) contended that the thought of "originality" remains important nowadays, particularly since numerous individuals consider the press to be a capable voice, on standard with the people's voice; securing a free press basically implies ensuring liberty of discourse. In this pretense, Lichtenberg's investigation was substantial to a certain degree, but there are outstanding contrasts between freedom of the press and individual press freedom of expression, outlined when they struggle with each other (Cullen and Fu, 1998).

However, Anshah (1991) too contended that the meaning and work of press liberty in society is to spread data and concepts through mass media without government control. Similarly, Lieberman (1953, p.134) also illustrated that the concept of press freedom was not one or the other carefully clarified nor utilized precisely in open recognition. Concurring with Merrill and Lowenstein (1979), numerous national press frameworks are restricted in their level of press liberty, making the notion of press freedom unworkable but may indeed be incomprehensible. Still in the same light, Asante (1997), pinpointed out that social and political setting in which the media operates determines its level of free press. The author also contended that measures like: censorship, physical badgering, dangers of legitimate activity, press and writer authorizing prerequisites, arrangement and terminating of editors is the reason why some press organs limits their publications. Still in the same perspective, Rozumilowicz (2002) concurred on the reality that non-monopolization by any entity is key to a free and autonomous media which can as it were be accomplished on the off chance that the basic segments of society (legitimate, organization, financial and socio-cultural) bolster a non-monopoly structure of media sources. In addition, (Lieberman, 1953) considers press freedom to be outright, meaning press alludes to the news segment of the mass media, which concentrates on dispersing data to the open through printed media (such as daily papers and magazines), broadcast news (through radio and television), and the Web (through online news outlets). Agreeing to Onagoruwa (1985), free press entails "the autonomy for the press to distribute without being subjected to any shape of terrorizing, attack or intimidation". Still in the same light, the author emphasized on the idea that free press infers the freedom to distribute news or data without any limitations. Again, Asemah (2011) also argued the fact that it's the obligation of the media to criticize the country's policies and establishments. Moreover, Sambe and Ikoni (2004) also agreed that "press freedom concentrates on the unfettered liberty to write and print information for mass consumption".

Concurring to Agee, Ault, and Emery (1979) characterize freedom of press as "the ability to print without earlier confinement". This thus implies that for press freedom to exist the authority should be given to the writers without fear or favor. Still within the same light, Asante (1997) states that human liberty has levels and no nation within the world has outright press. In this guise, Asante contended that diverse nations have diverse degrees of press freedom. However, the author continued by emphasizing that the concept of freedom is pertinent to each nation, society, culture, and individuals. Additionally, (Sharma, 2006) concurred that press is social foundation that continuously takes the frame and color of the social and political structure inside which it capacities. Moreover, Martin, Chaudhury, & Anju (1983), suggested that the degree of press freedom in a country is measured or understood through two indicators. The first is to know whether the government, through various agencies and mechanisms, takes direct action against media outlets for certain undesirable conduct, and whether the media can be restricted or penalized for not speaking out. However, a study conducted by Freedom House in the United States found an overall decrease in freedom of press round the globe, including fully democratic

countries (Lefkow, 2009). Moreover, the research also pointed out that only 36% of the 195 countries surveyed have press free zones (Lefkow, 2009).

In a recent study carried by World Press (2020) it was pointed out that the global Press Freedom Index is an essential tool used to support the principle of competition between States. Moreover, the indicator ranked one hundred and eighty nations and districts based on the degree of press freedom enjoyed by media practitioners. And also portrait the condition of press freedom based on quality, legal framework, safety of journalists and their judgment; pluralism and independence of media in all countries and regions.

In effect, Chowdhury (2004) revealed that Press freedom improves people's access to information which tends to expose the unethical and illegal activities of politicians and civil servants, making it virtually impossible to hide or get away with corruption, from that affects the government's reputation. Similarly, Dan (2004) also said that in the past, newspapers had a direct connection with common freedom of expression and press but over the past decade, press freedom has become quieter around the world. Additionally, Lai (2007) found a coordinated interface between the government and free press and this relationship between the media and government has changed significantly since the advent of mass media. Furthermore, Lee (2004) emphasizes that the social roles and professional orientations that mass journalism pursues and strengthens include; maintain political neutrality, represent public opinion, and control the government. Moreover, Splichal (2002) pointed out that freedom of the press was initially seen as an extension of two important principles "freedom of thought and freedom of speech which were all aimed at combating the secrecy that reigned openly in feudal society. In other recent findings by Repucci's (2019), it was pointed out that press freedom worldwide has declined dramatically, and Western countries are no exception. Furthermore, following the various threats stipulated above, The Freedom House proposed four ways to monitor press freedom around the world Repucci (2019): Promote propaganda free and independent media through activities, Monitor violations of press freedom, Media system assessment through written report and the Protection and defense of journalists working in conflict zones and under government repression. Similarly, in a study conducted by Dunham (2016), claimed that 2015 was the worst year for press freedom in the world in the past 12 years and in accordance with the Freedom in the World report, it also highlighted various reasons for this decline, estimating a 13% world's populace lives in places with a free press. In this pretense, freedom of press is like a double-edged sword that has to ensure person rights whereas controlling government exercises (Hiebert et al, 1988:600). Moreover, (Curran, 1978) also suggested that controlling government exercises frequently causes the press to turn a dazzle eye to businesses that too require open investigation. Still in the same light, Ogbondah, (1994), pointed out that in numerous African nations; specialists tend to closely screen media organizations that criticize government exercises. However, Chirwa (1996) contended that the level of suppression of press freedom in numerous African nations is frequently ridiculous. Again, Banda (2007) claimed that it is due to destitute administration of open reserves that specialists need to keep it covered up and hence tend to debilitate imperative citizens with detainment. Concurring with Wasserman (2010), freedom of the press often dissents with the right of seclusion and the right to enjoy one's personal life free from prying eyes, especially in many developing nations in Africa and around the globe. However, (Phiri, 2008) suggested that press writers must regard the protection of others and dodge encroaching on their private delights and distresses and must be able to censure false reverence and set the record straight.

Press Freedom in Africa

Amsterdam (2012) agreed that the media is an invaluable asset for democracy as well as a threat within a country. But (Tunney, 2007) suggested that Content differences and proprietorship plays an imperative part in popular government. Similarly, Karikari (2004) took on comparative study on radio liberalization in Africa and results showed that beside the development of the print media have had the most prominent affect on press freedom and popular government on the landmass. Moreover, few nations nowadays don't have autonomous radio and television, and among the financial community of 15 effective West African nations, and Guinea was revealed to be the one that does not permit private proprietorship whereas in East Africa, Kenya, Tanzania and Uganda have energetic autonomous broadcasters. In effect, media freedom around the globes has lead to a dangerous scenario where media practitioners are being arrested, charged, and even killed for simply doing their jobs. Moreover, authoritarian regimes are using legal provisions to silence the independent media, while politicians and their followers are spreading false information to discredit them. In this guise, social media is being used to harass and defame individual journalists, especially women who are subjected to sexual abuse. And these actions not only undermine the credibility of independent media, but they also endanger the safety of journalists and damage public trust in factual information. However, this trend is not limited to Africa, but is a global issue that needs urgent attention. (Kasoma, 1995) also contended that in most developing nations in the African continent, the press repeatedly criticize the governments to their own detriment.

In East Africa, governments constantly arrest and detained press workers who are neither tried nor prosecuted (Karikari, 2004). Cameroon attacks on journalists and it has deteriorated the condition and the country is known for been number oppressor of journalists on the African continent (African Journalist Federation, 2010). Moreover, in Ivory Coast, journalists are often accused of exposing government hypocrisy and imprisoned

(Fliess & Sandeen, 2000). Again, (Ongowo, 2011) revealed that in East Africa, press organs push the moral boundaries of news coverage by distributing confidential data and advocating infringement of moral codes with respect to the public's right to data. Similarly, (Phiri, 1999) also revealed that in Zambia, *The Post* was disputable due to its need of regard for protection and its provocative information.

Moreover, The organization, Reporters Without Borders (RSF), observes that the continent witnesses frequent breaches of press liberty, such as arbitrary control, particularly on the web, apprehension of reporters under the pretext of tackling cybercrime, fabricated news or terrorism, and instances of aggression against media workers, which frequently remain unpenalized. Hence, media freedom violations in Africa take various forms. For instance, in most part of Africa, freedom of press is frequently stifled and writers routinely confront badgering and savagery (Confederation of African Writers, 2010). Still in same light, Chama (2012) pinpointed the case with Zambian Writers who are frequently assaulted for criticizing the government and other writers are censored and startled of compliance.

Moreover, In Africa, the introduction of multiparty elections has partly spurred the establishment of free radio stations and the passage of laws allowing for competitive journalism. Myers (2014) finds that international donors play an important role in this transition by providing advice, providing start-up capital, and forcing countries to adopt these laws. Again, (Wanyama, 2000) pointed out that numerous nations around the world, and in Africa, have experienced quick socio-economic advancement in the last decades and this advancement has urged the creation of an equitable administration. In this guise, Harbeson and Rothchild, (2009) pointed out that numerous sub-Saharan nations have moved toward popular government since 1990 by holding free and fair elections. Moreover, Mukhongo (2010) stated that researchers are increasingly focusing their attention on the link connecting the press and socio-economic advancement indexes.

Alam and Ali Shah (2013) argued that economic wellbeing, foreign investment and good high level economic growth within the country is revealed that have a positive impact of press freedom within a country. However, (Brunetti and Weder, 2003) agreed on the existence of an adverse connection with bad governance within a country. Additionally, "the concept of press freedom remains disputable within the mass communication literature" (Becker et al. 2007:6).

However, As a result of the new wave of democratization launched in the 1990s, the majority of African countries received the all inclusive Statement of Human Rights in their constitutions, thereby enacting provisions to strengthen freedom of the press. Previously, the African Charter on Human and Peoples' Rights was ratified in 80's. And 15 Sub-Saharan African governments were also forced to provide more information to the public to promote better journalism (Gicheru, 2014). The only obstacle to the implementation of these laws is the government's ability to control the judicial system, which can arbitrate failures and conflicts. Moreover, aids in Africa have also contributed in Press freedom and this could explain differences in press freedom among aid recipient countries in Africa are the current level of judicial independence. (Wright, 2015) found a positive relationship between the amount of foreign aid a country receives and the corresponding freedom of the judiciary. Again, China also finances infrastructure in these African countries. Chinese funding for infrastructure increased from negligible levels in 2000 to 20% of total external infrastructure investment commitments in sub-Saharan Africa in 2012 (Gutman et al, 2015). This increasing level of aid from China undermines the Western power that humanitarian organizations have exercised in the African context. These countries can now fund development projects while maintaining central authority and violating basic rights, such as freedom of press and expression. In effects, this aid helps reduce the level of influence or control of major international donors over the internal politics of recipient countries. According to Wright (2011), unconditional aid often helps strengthen authoritarian governments, which can be seen as providing long-term benefits to China because it provides access and ensure stable trade relations. Similarly, (Makungu, 2004) contended that the move from imperialism in numerous developing popular governments contributed to the rise of free press inside numerous African countries. But Phiri (1999) pointed out that the government press cannot be free since its writers tend to take after the wrench of the lawmakers in control. It is additionally vital to know that freedom from government or private control does not ensure the press from the impact and control of its proprietors. Moreover, (Banda, 2007) argued that in reference to the difficult economic situation in Zambia, newspapers are worth purchased. However, Mano (2005) argued that newspapers that ceaselessly distributes data around the viewed particular political bunches not worth buying. Again, Phiri (1999) contended the fact that some of these press publication are made accessible to the general public as political action documents. Additionally, the directing guideline of numerous promoters is that these daily papers are not great stages for publicizing and they dodge them (Boyce & Curran, 1978:-34) However, publicity is considered a valuable asset for the existence of journalism but there are few documented examples of journalism surviving on non-advertising revenue, "journalism funding is atypical in the business world (Phiri, 2008). Again, talking about the press in Zimbabwe and the impact of its proprietors, Mano (2005) contended that both open and private media proprietors have made "regimes" that weaken proficient and moral measures of news coverage. And what is more stressing, he clarifies, is that writers have surrendered themselves to these advancements, considering them "normal" and seeing it as characteristic for them to adjust their proficient parts to the modern environment. Be that as it may, Mano advance famous that not

all writers are to fault, others have “resisted” and “rebelled” against the weights set on them by private and open media proprietors. Additionally, when talking about citizen news coverage and press opportunity in Africa, Banda (2010) notes that the journalistic scene is changing exceptionally quickly on the landmass due to the quick improvement of Web innovation, advancing people's cooperation in news coverage and bringing unused trusts and modern things but Challenges requiring “re-democratization” on the African landmass has been orchestrated by the spread of the Web in Africa and as portion of broader debates about almost press and the components that constrain the part of writers in their proficient hone in popular governments. Still in the same light, Adam (2012) contends that data innovation is introducing in citizen news coverage and press freedom in Africa whereas uncovering writers to lawful and political challenges. Moreover, in Africa, press directions have a solid impact and affect on the freedom of numerous media organizations and restrain journalistic exercises (Berger, 2007). However, the lawful and regulation system encompasses a negative effect on the media in contributing to expanded straightforwardness and responsibility of open accounts (Banda, 2007). In spite of the fact that the media works inside a set of legitimate imperatives, there's still room for strong investigative news coverage (Phiri, 2008; Banda, 2007).

Press freedom in Cameroon

The colonial government and missionaries jointly owned newspapers throughout the early era of the press, and the press served a utilitarian purpose. These two themes defined the early press (Wete, 1986). The author claims that while missionary-owned publications served to support missionary endeavors, colonial government-owned journals aimed to enlighten civil personnel about administrative, regulatory, appointment, and transfer-related news. Following its independence in 1960, the media landscape in Cameroon was marked by unprecedented abuses of power through harsh legislation during the dictatorship of first President Ahmadou Ahidjo (Abé 2006). Additionally, radio was first introduced by the French colonial government in 1941 in Douala, serving the French and giving them information about the Second World War (Muluh and Ndoh, 2002). This led to the development of Cameroon's first radio system. International observers categorize Cameroon as a nation having free and fair elections, according to Hansen (2010). Once more, Eribo and Tanjong (2002) point out that Cameroon has always had a democratically elected civilian administration since independence, in contrast to many other African nations that have seen military control. Additionally, Ngange (2020) stressed that Cameroon's democratic process is progressing significantly. With more than 175 political parties registered, Forje (2008) underlined that Cameroon's democracy has unquestionably improved since the country returned to multiparty rule in 1990. In addition, Ngangum (2019) thinks that Cameroon still has free media, opposition parties, and regular elections even though it exhibits some traits of a dictatorship. This assertion, though, can be tempered because regular elections do not always correspond to a democratic society. Regular elections are necessary, but so are free and fair elections (Votmer 2006). Ngomba (2011) contend that the normative function of mass media in promoting communication between political players and the public is crucial in developing or transitioning democracies like Cameroon. Ngomba and Thorsen (2012) contended that Cameroon is only beginning a significant and contentious shift toward a more democratic political structure. Unquestionably, there isn't an agreement among scientists about democracy in Cameroon. On the other hand, Cameroon's political system has come under heavy criticism from some academics. For instance, Fonchingong (2004:33) refers to it as a "broken democratic process," while Nyamnjoh (2002) calls it a "fake democracy." All emphasized the distinction between liberal democracy as claimed by the Constitution and actual life. In the same vein, Ngomba (2016) notes that Cameroon has a developing media system that is marked by an increasing blend of traditional indigenous media forms and newly emerging modern media. Again a 2012 assessment by the UNESCO Institute for Statistics on the state of the Cameroonian media and revealed that out of the 27 television channels that are available in Cameroon, six (public CRTV and five private Equinoxe TV, STV, Canal2, Vision 4, and DBS) reach more than 75% of households, and the penetration rates of 11 other TV channels are less than 25% of households. Moreover, Ngangum (2019) pointed out that press freedom in Cameroon is currently protected by the constitution and is frequently regarded by the government as a key sign of their dedication to democracy. In a similar vein, Kamdem (2018) proposed that Cameroon's media landscape from the 1990s to the present is distinguished by a robust private press that has offered public forums for free speech, debates, and alternative and more trustworthy information. The affordability of news media is another issue in Cameroon. Moreover, Nyenty (2013) identified the reality that the majority of people in Cameroon cannot afford the 400 FCFA (087 USD) cost of a newspaper. In addition, the issue of complete press freedom has long existed in Cameroon (Eribo & Tanjong 2005). And even after Paul Biya took over as president of Cameroon in 1982, the idea of press freedom remained largely theoretical, with signs prohibiting local publishers and many media professionals being arrested for defying government expectations (IRIN NEWS 2007). However, Nyamnjoh (2002) highlighted how widespread press repression existed in Cameroon until the 1990s, when a liberal wave swept through Africa and reached Cameroon, enabling the enactment of laws that resulted in public media freedom. Nonetheless, a number of writers have discussed the issue of content ownership and influence in Cameroon (Ngange & Elempia, 2019; Tanjong, 2012 & Ndangam, 2009). Again, Djankov et al. (2001) noted that government control

over media content is made possible by state subsidies to the media. Additionally, in Cameroon, the government uses libel laws to suppress investigative journalism and purposefully refuses to advertise in the private press, which is important to the government. Furthermore, Muluh (2014) holds contrasting opinions regarding Cameroonian radio station ownership and professionalism. He noted that while radio stations employ a large number of journalists, very few of them have formal training. The author claims that this has an impact on the caliber of news and foreign affairs programs, which are overseen by inexperienced journalists and receive poor management.

Cameroon, media faces significant constraints due to a strict legal framework. Journalists covering sensitive topics or areas are at risk of being interrogated by the police, sued, or detained without trial. Although the 1990 Social Communication law abolished for glance censorship, Article 17 of the amended 1996 laws empowers newspapers deemed a threat to public order will be banned by officials. Media regulators continue to suspend media outlets and journalists who criticize the government face the risk of arrest, prosecution, and violence in connection with their work. Again, it is unfeasible for a press organization to embrace a discerning and autonomous editorial stance without facing considerable risks and intimidation if its coverage jeopardizes the welfare of the administration and its delegates. This ambiance fosters self-restraint and leads to the majority of media outlets conforming to the outlooks of the government or its associates. In report published by Reporter without borders (2021) revealed that Cameroonian reporters are persistently vulnerable to the danger of a verbal or physical assault, detention, censorship, and even homicide. Still the same, Reporters without borders (2021) evoked the case of two journalists that were released after being detained for 24 and 16 months, respectively, on charges of defamation. However, journalists hailing from the Anglophone areas in the western part of the nation are frequently blamed for being in league with a separatist movement that has been present for several years. Press freedom is very precarious in Africa and in Cameroon in particularly and the activities of Journalists within this context suffer a lot of challenges. For instance, many journalists are forced to engaged in surviving journalism just because do not want to be persecuted. According to Reporters without Borders (2012) Cameroon was ranked 120th out of 179 countries assessed for press freedom, down places from the previous year. Moreover, the study also pinpointed out that Cameroon still fluctuates between repression and liberalization and that taboos remain unbreakable (Le coz 2008). Similarly, media scholars such as Nyamnjuh (2005: 168-9) have criticized this legal framework as outdated because it does not take into account freedom of expression and press . Still in the same light, Eribo and Tanjong (1998) indicated that Cameroon is “trapped in a vicious cycle of a muzzled press”. In effect, cases have been recorded with journalists been prohibited from criticizing powerful governments in Africa, and has raised issues questioning the degree of press freedom. And these cases include Nigeria, where political movements opposed to the government have been outlawed, Cameroon, where Kamto, the leader of the opposition party, was arrested for criticizing the current government following the presidential election (Ngangum, 2019), and Kenya, where a journalist is alleged to have been shot dead (Somerville, 2011; Wasserman and Madrid-Morales, 2019). In a similar vein, limits on the right to free speech have diminished the number of political discussions in which people exchange opinions about the social and political landscape of their nations.

Purpose Of Study

Press freedom is impeded globally by the power dynamics of antagonistic forces. Social science research grounded in media political economy uncovers the underlying causes of press freedom and independence issues within the media system's political economy framework. Hardy (2014) claimed that the earliest scientific contributions to critical political economy date from the late 1960s and early 1970s. On the other hand, political economy of communication describes how political economy and communication are related. In a similar vein, Hardy (2014) highlights that power dynamics that comprise social hierarchies are central to the political economy of communication. Because of this, important political economy examines how politics and capital shape how people communicate by influencing their perceptions and social representations of reality. The structural forces that give rise to trade and the global division of labor are capital and political power.

Moreover, Herman and Chomsky (1988) underlined the significance of ownership groups in the creation of media content. Consequently, these structural forces dictate the editorial line. As a result, editorial policies in the media are seen as models of propaganda that are strongly related to information geopolitics. In light of this, the purpose of this qualitative study is to investigate the obstacles that press freedom faces throughout Africa, and specifically in Cameroon. In this context, we will look into media laws, censorship, the role that this nation's government plays in promoting press freedom, as well as the shortcomings with regard to this issue.

Moreover, to do an in depth evaluation of the challenges facing press freedom in Africa and particularly in Cameroon, we use an online interview technique and the data will be collected by an interview guide administered by the researcher. In this guise, we to achieve the purpose of study the research will address the question to know the challenges facing press freedom in Africa and Cameroon in particular? However, the main research question will be achieved through the following specific questions. Moreover, accomplishing the study's goal, which is focused on the challenges faced by press freedom in Cameroon, the research will choose

journalists as participants for the study. In so doing, the journalist will be chosen from private media organizations, because they are the most vulnerable and also because they always speak truth concerning the government and the country. Again, in recent years private media journalists in Cameroon had faced a lot of execution and torture by the government who does not encourage pure democracy. Hence, this study which will be conducted in Cameroon also has for aim to do an in-depth investigation into the Cameroonian media landscape to try and locate the issue of threats to press freedom and journalists in the country. Again, study will progress through all aspects of the threat; attempt to identify the source of the threat tracking journalists and sources of information, including press freedom within the country. However, the study will also investigate and examine the media theaters with aim of having a real picture on the different media abuse, the social behavior as well as the degree of intolerance of society's press criticism. To examine the problem of press freedom in Cameroon, the study was engaged in pinpointing the educational, skills and the aging components of media sphere in the country. By so doing, it will go through the law, the press laws, the legal system, legal system, the press order situation and their sphere of effects on the press in the state. Furthermore, this study will hope to show trends in journalist pressure and threats while exercising their duties. In this guise, this work will act as pivot in presenting a case in which a journalist was killed while performing their job, and the court investigation progressed.

Importance Of Study

According to UNESCO (2021), the ratification of Windhoek protocol in Namibia in 2021 on press freedom in Africa, did not have any impact since the problem of press freedom is still consistent in the continent ranging from torture, killing, unlawful detention and exile of journalists. Moreover, (Berger, 2007) pinpointed out that in Africa, media restrictions greatly affect and hinder freedom limits the performance of numerous media organizations and journalism. Again, (Banda, 2007) revealed that the media is adversely impacted by both institutional and legal frameworks that promote greater accountability and transparency in public finances. In this guise, this study helped the researchers to start a debate about the quality of Cameroonian journalism in the editorial office. As well as the difficulty broadcast journalists face is to keep their audiences fully informed about issues of a highly complex and political nature, while maintaining an obligation not to take sides. However, this study will help to identify factors affecting press freedom in Cameroon.

In recent years, Cameroon has lost so many of its brilliant journalists due to Government brutality to press freedom, so this study will serve as a contribution for freedom advocates and media regulators and reporting. Moreover, this topic was considered contemporary issue faced by the entire continent of Africa and Cameroon in particular; therefore this work will also provide insight to policy makers about the media freedom challenges facing media organizations. And in this light, policy makers will be able to use these results as a reliable source of guidance-related information press freedom policy, with the goal of assessing and advocating on current issues related press freedoms on the Cameroonian media landscape. Again, this work will enable stakeholders to receive information that will enable them make constructive suggestions to improve the media freedom of the companies analyzed. Moreover, this study will also help future researchers in the field of media studies with rich literature.

Problem Statement

The importance of press freedom in today's society, and government attitudes towards freedom of expression and democratic practice, have taken on a new look from the conclusion of the Cold War. Hence, the advantages of press freedom and the continent's growing recognition of individuals' unalienable right to free speech have led to an unquenchable demand for press freedom throughout Africa. Moreover, the continent is at a crossroads, as evidenced by the abundance of independent newspapers, radio, and television outlets, as well as the regularity of state censorship and journalist arrests. Furthermore, even in nations with high levels of press freedom, many African nations have extremely low levels of press freedom, and journalists are still frequently harassed, mistreated, detained, and attacked for their work. Press freedom is the foundation of journalism, allowing journalists to report and investigate freely. However, globally, journalists have faced intimidation, incarceration, and even death over believable (Freedom House 2004).still in the same light, the human race's quest for democracy and the development of political institutions in the West (Lijphart, 1968) emphasized the critical role that press freedom plays in all societies.

Though freedom of the press and expression are guaranteed in the preamble of Cameroon's 1996 constitution, these rights are not upheld in actuality. Under this guise, defamation remains a criminal and civil violation, carrying a maximum sentence of six months in jail. In addition, the onus of proof in defamation cases rests on the defendant, truth is indefensible, and criminal law provides additional "special protection" for public figures. In effect, Bernault, (1999) argued that Cameroonian prisons, is made up of "detention zones" reserved for individuals guilty of embezzlement of public funds or similar crimes who often benefit from other considerations and preferential treatment intended to "soften" their confinement. While imprisoned journalists clearly do not benefit from this type of treatment. However, the detention of journalists is indeed an expression and practice of

the balance of power (Njawé, 1998, s.15) which makes situation of journalists in Cameroon says a lot about the State that holds them. It was this backdrop that this present study was initiated with goal to investigate the challenges of press freedom in Cameroon.

LITERATURE REVIEW

Empirical review on Press freedom

There are some related studies about the challenges facing press freedom in developing countries and this decision was made because of the fact that these countries face a lot of hindrance in term of democracy.

First, Apuke, (2016) initiated a study to explore the issues that make Nigerian press freedom difficult. Additionally, the research objective was achieved by using the qualitative research method with an in-depth review of literature that was done with the aids of books and magazines. As well as a theoretical frame work that made use of the theory of social responsibility. In this capacity, the writer illustrated factors such as: legal pressure, secrecy, and censor ship, economic and social pressure to clarify the conceptual framework of the study.

Moreover, the findings revealed that numerous underlying issues preventing people from reporting in Nigeria press freedom and these includes confidentiality, legal pressure, heavy censorship, and violence. In this guise, the press freedom in Nigeria is paradoxical and simply exists, thus implies that the act of press freedom only exist in writing but absent in practice. However, the study also emulate urges the guaranteed of free press with reference to the Nigerian legal framework, and journalists should be given access to government sources so as not to impede press freedom.

This study was carried in Nigeria in a West African like Cameroon whose press freedom exists only in text not in practice. Moreover, it was a suitable guide for the present study that was initiated in Cameroon. In this light, the study provided a rich overview on the concept of press freedom which the study that was conducted in Cameroon explored.

Second, Brian (2014) also conducted another study with the aimed of investigating the independence of the press in Zambia's political environment, National tabloid post. And his research included in-depth interviews with tabloids journalist who works or has worked for a tabloid primarily in the field of political reporting. In order to accomplish the research goal, the researcher reviewed the literature in a wider field and discovered that, although press freedom is essential to democratic societies and should be preserved, there are additional challenging factors that obstruct its realization.

The investigation ultimately concluded that the Post had not made a significant contribution to democracy's development. Its close ties to ruling politicians damage its credibility as a tabloid. Political affiliation has also hindered the traditional oversight role of holding the social and political elites accountable to the public. Furthermore, since online journalism supplied information at the post office's expense and eliminated its influence in these domains, the public was forced to consider it carefully. In keeping with this, the Zambian governments also needed to offer profitable ways to enhance online publishing because it helps to advance and safeguard democracy. Moreover, in order to safeguard journalists' professional values, the South African Media Institute and the Zambian Journalists Association needed to step up their oversight and balancing of press policies and be more critical of the government's treatment of the media.

The critical analysis of this topic that follows makes evident how this research contributes to the body of knowledge. Under this guise, the rich literature of the 2014 study conducted in Zambia will be of great assistance to the current study on Cameroon, as both studies share the same subject matter press freedom.

Third, Ewunetie (2019) carried a study with the purpose of studying how press freedom was used both before and after Ethiopian Prime Minister Abiy Ahmed was appointed. Additionally, it explored how state media in particular practice freedom of the press and writing without state intervention. To attain this quest, the author selected a state-owned newspaper (Addis Zemen) as an example and conducted a thorough interview with two of Addis Zemen's chief editors Again, a two years sampling period was chosen because the press in Ethiopia suffered many repressions and restrictions before Abiy's arrival and after the "reform", and as the political and economic landscape shifted, the government pledged to give greater priority to establishing a democratic system in order to protect press freedom.

The study's findings showed which states were chosen, and they were: The Addis Zemen newspaper's print media coverage following the "reform" was identical to that which followed it. The publication faced censorship, government interference, and lack of access to information, lack of varied viewpoints, lack of criticism, lack of government propaganda, lack of research themes, and lack of information before and after the reform. Additionally, the study demonstrated that there was no discernible difference in press freedom in state-owned media before or after the reforms.

Moreover, it was also revealed that the government is not actively involved in the promotion of press law enforcement and the defense freedom of press and expression. However, the author also emphasized on the need for the government to promote and foster press freedom by implementing a law that governs the press sector in Ethiopia.

In effect, this study is a true reflexion of the one initiated on Cameroon concerning the challenges facing press freedom. Ethiopia is a country in Africa which faces similar problems in terms of democracy and press freedom so it will be valuable information for the present study on Cameroon.

Fourth, Hussain (2019) conducted another study to examine the media environment in Pakistan and determines the status of the press liberty as a sacred trust within local morality in relation to the universal truths and classification of threats faced by journalists. To achieve the research goal, the researcher embarked on a review of media history regarding press between the period of 1947 to 2017 in Pakistan followed by a structured interview with one hundred senior journalists together with a close ended questionnaire. Again, the study also tracked press freedom as a right guaranteed by Article 19 of the UN Declaration of Human Rights (1948), along with the responsibilities stipulated in Articles 19 and 19A of the 1973 constitution of Pakistan, driven by the Access Bill.

The study revealed that censorship exists in a veiled form, which is surprising undermine the spirit by impeding the ethical standards of the press's content, within the press freedom context. It also calculates journalists' perceptions of law and order. Moreover, it was also pointed out that owners of news organizations and journalists of non-professional affiliations face numerous threats. However, the study revealed the role of journalists' organizations as defenders of press freedom and journalists' rights nationally and internationally whose voice could be active and strong through trade unions. Again, this study also provided policy lines for sound implementation planning and result-oriented strategies to create a safe media environment for journalists to work professionally, free from fear of established threats.

The problem of democracy is a contemporary issue faced in so many developing nations and this study done in Pakistan was a valuable literature for the study that was conducted on the challenges facing press freedom in Cameroon and both topics treats the same subject matter.

Fifth, Charity (2022) embarked on a study using a descriptive survey design and qualitative research methodology to examine the variables influencing media freedom in South African broadcasting organizations. In order to achieve the study's objective, a qualitative approach to data collection was employed, along with in-depth participant interviews to gather information. This was a non-probabilistic sampling technique that the research used, choosing four journalists, four press directors, and four press editors. Additionally, thematic analysis was used to examine the gathered data.

In essence, the study showed that media freedom is impacted by the political climate at the South African Broadcasting Corporation. And in this form, broadcasters' operations are frequently obstructed by political organizations, powerful people, and groups in an effort to sway the programming that is aired. Furthermore, it was discovered that media freedom is impacted by the financial circumstances faced by broadcasters. Because of these financial limitations, broadcasters are unable to air approved programming and must reduce employee pay and business scale. The study also emphasized that in order for the South African Broadcasting Corporation to become a profitable and successful business, it must devise strategies that specifically address the political, economic, and legal obstacles it faces both domestically and internationally. Additionally, the corporation must implement a digitalized national public broadcaster that provides interesting, educational, and informative content on all platforms South Africa is considered as reference in matters of freedom of press and expression. Hence, the study was important because it adds a body of knowledge about the factors impacting Press Freedom in South Africa.

In this guise, this study was significantly and enriched the body of knowledge, because it is situated within the same framework as the current study on the obstacles to press freedom in Cameroon.

Tutwane (2019) also initiated a study to investigate media regulation within Botswana in relation to the context of liberal democratic norms and the need to challenge them. In this guise, the postcolonial theory and the concept of ideology, was used together with the Eurocentric approach to knowledge. Drawing on this theoretical framework, the study argued that Botswana's respected approach to regulation represents an African approach to regulation that is at odds with Western epistemology. Moreover, the study also elaborated number of questions to understand how the media in Botswana is generally regulated, whether the colonial regime had any influence on media policy, as well as to know whether it is possible to theorize the regulation of African media outside the dominant Western system.

In effect, the study revealed that Botswana has its own unique regulatory approach, influenced by cultural factors such as respect for elders, community and public ethics. And the colonial regime was also highly influential with a number of repressive policies which included insult laws, criminal defamation and public order laws, among others. Moreover, it was also revealed that Botswana had preference for state broadcasting system instead of a public service broadcasting (PSB) system and concentrated authority in the President's Office, enabling the government to significantly impact the media, much to the chagrin of the opposition, trade unions and the private press. Nevertheless, the author argued that a thriving private press often enjoys great freedom to publish without government interference, although it often complains of harassment by government agencies.

This study fills a gap in existing studies on Botswana, which largely evaluate the country according to dominant Western epistemologies thus provided rich literature to that conducted in Cameroon.

Still in the same light, Dashti (2008) also conducted a study to evaluate the impacts of online journalism about Kuwait's state's local press freedom. The author embarked on this study perspective due to the fact that online news coverage has brought unused highlights of news coverage hones for neighborhood writers and constrained

the development of their flexibility and making the dissemination of data empowered more openings for opportunity of expression and discourse thriving, driving to a better level of opportunity in nearby press. To achieve the research objectives, three different tools were used (surveys, online content analysis, and interviews), and the researchers focus was mostly on popular personal websites, weblogs, and forums in Kuwait, and journalists' activities and reporting in the country

The findings showed that while online journalism affected journalistic practices, it did not completely replace them. Furthermore, it was noted that many local journalists now use the Internet as a platform for communication and as a source of information. Online journalism has also developed into a tool for enhancing local press freedom at the same time. In a similar vein, the language of online journalism has evolved from that of local news sources, enabling individuals to write, debate, and exchange ideas more freely without worrying about governmental reprisals. However, the author contended that because online journalism is so widely used in the nation, what was once regarded as a taboo "red line" in the local press has evolved into an acceptable "green line."

It is well known that Kuwait holds free elections, distributing power among the ruling family while imposing limitations on press freedom. Accordingly, the study and another on the difficulties facing press freedom in Cameroon used the same contextual framework.

In another study, Elvis (2020) also carried a study to examine the media's role and its relationship along with government organizations which the author believed it is a major concern in different societies. Again, the author also engaged in examining how the Cameroonian government combines legislative, judicial, executive, and authoritarian policies to effectively enforce information control, monitor, and monitor military harassment and torture as well as exposed the violation of press freedom in Cameroon and repression within domestic private media institutions. Moreover, to attain the research objectives, a survey was conducted and a sample population of two hundred (200) men and women in the media practicing in both public and private media in Cameroon. In this light, the main government media sampled their opinion through interviews and questionnaires.

The results of the investigation proved that the Cameroonian government effectively enforces, monitors, and controls information to the detriment of press freedom by utilizing a combination of administrative, executive, and legislative structures and institutions as well as law enforcement (military intimidation, torture, and harassment). It was also asserted, though, that in addition to government intervention through the aforementioned institutions, there is now a climate of fear and panic. The fear of publishing could result in extinction at the hands of the military, rendering news reporting and journalism untrustworthy. And as a result, there is an unequal distribution of news coverage and a lack of professionalism, which undermines the ethical foundation of the journalistic profession in the context of Cameroon.

Cameroon is known for oppressing journalists by killing and unlawful imprisonment. In this guise, both studies were been carried in the same countries revealing the concept of press freedom very urgent for scholarly discussion.

Another study from Svernlöv (2020) was aimed to describe the challenges in the workplace faced by media practitioners in the private media sector in Ethiopia at a time of historic political change. Moreover, the author engaged in this study with focus to evaluate the era of Prime Minister Abiy Ahmed and claimed that despite the fact that many journalists were released but some challenges were still visible. As a data collection method, this study used qualitative and thorough interviews with a number of important figures in the private media industry and discovered a number of findings that describe the new landscape of journalists within the country.

While respondents generally perceived increased media freedom and decreased state threats, other challenges remain and new challenges are emerging. Furthermore, data indicated that because new media laws have not yet been introduced, there are still major obstacles to accessing government information, and there is a great deal of uncertainty about whether the transition will occur. The most startling discovery, though, was a distinct and widespread change in the way threats against journalists were perceived. Public fear and intimidation escalated as government intervention waned, and some respondents no longer felt safe enough to report from specific regions of the nation. The study also demonstrated the impact of political developments in sub-Saharan Africa on journalistic practices, as well as the effects of abruptly expanding freedom of expression in nations with a history of authoritarianism and strict censorship. However, the research also exposed the persistent divide exists between private and public press within the Ethiopian media landscape, with independent media playing a predominantly radical role and government media playing a distinctly collaborative role.

In effect, this study in Ethiopia was an invaluable literature to the one carried in Cameroon on the challenges of press freedom on the basis that both study treated the same concept.

Another study was carried out by Chungu (2022) to assess the conditions surrounding the closure of Prime TV and the Post newspaper, as well as the consequences for press freedom and the economic impact of these actions in Zambia. With this in mind, the author looked into what caused Prime TV and the Post Newspaper to close in Zambia as well as the effects of various policies on press freedom, employee well-being, and the overall state of the economy. With a total sample size of twenty (20) respondents from the public and private sectors, the author employed a qualitative research design that was descriptive in nature in order to meet the study's objectives.

The study's conclusions showed that without media participation, a democratic society like Zambia cannot run smoothly. Additionally, the media has a special responsibility to protect society by educating the public and assisting them in making decisions regarding governance. In addition, it was recognized and valued that the media serves as social watchdogs, expected to uphold standards of decency, veracity, and accountability. Under the same guise, the author discovered that while the press is frequently perceived as depending on government propaganda and being swayed by commercial values when reporting on political and social issues, accurate and trustworthy information is the cornerstone of a successful democratic process. In addition, it was proposed that, in opposition to laws imposed by the state, the media should function under a self-regulatory framework that has the support of all relevant parties, including non-governmental organizations, print, radio, and television. Political and economic meddling has resulted in the permanent closure of the majority of private media outlets in Zambia. Similarly, in Cameroon, the state-run Communication Regulation Board frequently closes and suspends private news organizations.

Still In the same light of this, Darge (2023) conducted a qualitative investigation to examine how private press journalists understand, report, and clarify the obstacles they face in the Ethiopian legal system .in addition to their personal struggles, the study also looked at the experiences of journalists and their campaigns for the nation's just trials. Under this guise, the author employed the chronological framework connected to the tenure of the late Prime Minister of Ethiopia, Meles Zenawi. However, a "pure" description of the participants' lived experiences was provided by using Alfred Schutz's "life world" theory as a lens. Once more, information was gathered via semi-structured interviews, which are thought to be the most discerning technique for acquiring data for an interpretive analysis study.

The study's findings showed that during Meles Zenawi's nearly 25-year rule, Ethiopia's private press industry faced numerous issues, hardships, and suffering as a result of the absence of a free judicial system. Furthermore, the author made the case that in order for there to be true freedom in all of its manifestations such as press freedom political power must be totally released from the legal system, which means it must cease functioning as a puppet and take on its necessary functions. Additionally, by delving into the experiences of private press journalists during the Meles regime, the researcher aims to address a number of unresolved issues, including the crimes committed by private press journalists, and throws light on the sociopolitical phenomena of the day

In Ethiopia journalists faces a precarious situation ranging from unlawful arrest, detention and torturing. In this guise, the study was in the same line with that carried in Cameroon on the challenges of press freedom, thereby providing in-depth information for both the theoretical and conceptual framework.

In a different study, Öztunç (2021) looked at the difficulties facing media independence and press freedom globally, as well as in Turkey specifically. To accomplish the study's goal, the author employed the critical political economy of the media as the theoretical foundation, examining how politics and capital shape social perceptions and reality representations in Turkey's media landscape to affect communication practices. Additionally, a qualitative analysis of secondary data was conducted

The results showed that the biggest global barriers to media freedom are political barriers, media concentration, media proprietorship, and commercial interests. Furthermore, the article revealed that the main barriers to media freedom and flexibility in Turkey are political roadblocks, monetary interests, and the legal framework within which the media operates. It was also discovered that the media continues to fight to maintain a completely independent publication strategy even in countries where the Structure guarantees the right to free speech. Thus, a negative global trend in media independence and flexibility implied a negative bias in the global vote-based system. Nonetheless, the expansion of electronic news coverage has added to the media's freedom and opportunities. However, the media's content is controlled by political power and digital capital, which frequently results in censorship. Regarding the independence and freedom of the press, Turkey was ranked 157th out of 180 nations in the same study.

Regarding the literature for the research done in Cameroon on the difficulties facing press freedom, this study is helpful. Furthermore, Cameroon and Turkey rank similarly in terms of press freedom, which links the two studies in the discussion of press freedom.

Okong'o (2020) also carried out research to look at the connection between journalistic practices in Kenya's mainstream media and self-censorship. Additionally, look into the causes of self-censorship in the mainstream media and the effects it has on Kenyan journalism. In order to do this, the study used a mixed-methods research approach, which gave researchers a better understanding of whether unethical journalism practices and the use of media outlets by various vested interests are the causes of journalists' self-censorship.

The results emphasized the primary causes of journalists' self-censorship, breaking them down into three primary categories: institutional (ownership and editorial policies), national (political, economic, and legal), and personal/cultural. Additionally, those in positions of authority such as politicians, media owners, advertisers, and governments force journalists to practice self-censorship. Additionally, media companies depend on advertising revenue to stay afloat, so they comply with requests from states, businesses, and politicians in exchange for advertising funds. Additionally, it has led media managers and owners to impose rules on journalists that incentivize them to practice self-censorship. It was also disclosed that journalists decide not to write in

opposition to influential people's interests. Because of this, they withhold information, conceal facts, and refuse to work on delicate subjects about which they are unable to write with objectivity, and so on. Additionally, Okongo'o identified the following as priorities for media organizations: creating high-quality news content; managing media ownership; supporting and upholding the full implementation of Kenya's Constitution's Article 34 on press freedom; and matching editorial policies with journalistic principles.

In this guise, this study is a valuable resource for the initiated study in Cameroon on the challenges facing press freedom also both countries have the same African media landscape.

In the same vein, Ahmed (2019) conducted research using a case study of Africa to examine the combined effects of democracy and press freedom on corruption. The author's goal in the same study was to investigate the notions of democracy and press freedom in relation to the explanation of corruption in Africa. Once more, the research goes beyond understanding the origins and effects of corruption in Africa to offer policy recommendations that are consistent with the findings. The author used extensive empirical methods and 17 years of panel data to accomplish the research goal. Regression analysis was done to demonstrate that the study variables had an effect on graft reduction while maintaining the same perspective.

The study's conclusions demonstrated that, in order to effectively combat corruption, a nation must have a mix of democratic institutions that permit journalists to work without interference from the political or financial establishment. Additionally, the author stressed that coordinated efforts are needed to address the issue of persistent corruption on the continent, which an African one is given its global scope and intricate involvement of foreign actors. Therefore, it was determined that strong governance and international cooperation were required to eradicate widespread corruption in Africa.

Being one of the most populous continents in the world, Africa has long been ruled by corrupt and self-centered leaders. Given this, the system had never been favorable to press freedom since journalists who attempted to reveal some of these unethical activities were assassinated, imprisoned, or forced to flee their home countries. In order to prevent more tragedies in the journalism industry, press freedom in Africa is a pressing issue that requires immediate attention. Under this guise, the study supported the one conducted in Cameroon regarding the obstacles to press freedom. Additionally, it offered in-depth readings and analyses on press freedom and its connection to corruption, which may help to explain why oppression of freedom of expression persists.

Ahmed (2013) detailed the current status of Somaliland's media industry and regulatory framework in a different study. This included information on laws, policies, complaint and licensing procedures, content regulation, print, broadcast, electronic, and media ethics, as well as fundamental values centered on equality of opportunity and fairness. Furthermore, the author investigated the factors that led to Somaliland's media underdevelopment and current predicament, including the absence of enforcement of laws and other media regulatory frameworks and weak institutions. Under this guise, the study also sought to determine the reasons behind the nation's non-application and disrespect of legal frameworks. In order to achieve the research's objective, primary sources were gathered through in-person interviews and conversations with officials, academics, and journalists. For the secondary data, a thorough literature review was conducted, with a special emphasis on the regulatory and practical frameworks of the media.

The study's conclusions showed that the legal framework for the media in Somaliland needs to be given careful consideration by public and private actors, such as the government, lawmakers, media owners, the private sector, and the community, as it is the only safeguard against potential malicious interference with the media from these sources and also prevents public and private media actors from abusing their power and violating the rights of others. In addition, it was noted that a number of human rights violations had occurred, including forced disappearances of media professionals in Somaliland, extrajudicial executions, protests, and demonstrations.

Cameroon recent reports have recorded attacks on journalists making press freedom a bone of contention in the media sphere in the country. In this guise, the study carried in Somaliland will be of invaluable literature for the research carried in Cameroon.

Joel (2014) also conducted research to examine how Ugandan print media might use freedom of expression. Once more, the investigator studied pertinent literature to establish the groundwork for the investigation. In light of this, the author employed the problem state as a means of explicating the entire study by critically examining the obstacles to press freedom that the Ugandan printing media sector faces. Additionally, the sample size was determined using the Slovenian formula, and the contingent relationship between two variables was investigated by the researcher using the descriptive survey design. The content validity index was employed in the design of the questionnaire, and the Corn-bachs coefficient alpha variable was used to determine the instrument's reliability.

According to research findings, 73% of the journalists surveyed felt that the divisive topic of freedom of expression threatened their work in some way, while 22.4% denied ever facing threats or difficulties related to press freedom. Additionally, it was noted that the media had a very bad track record when it came to preserving freedom of expression, which occasionally resulted in the closure of media outlets and the seizure of equipment. Moreover, it was also noted that the quality of content produced was affected because journalists are overloaded with work and thus is forced to take shortcuts, which will affect the quality of their work. However, the author

still pointed out that non-media professional, such as Comics and notables who are employed in Uganda's media, because it believed by media owners that they could attract a large audience.

Cameroon and Uganda are both Africa countries facing problems in relation to press freedom. Moreover, these countries operate in the same media landscape in Africa where press freedoms threaten.

According to Mohale (2018), press freedom is a valuable justification for advancing the public interest through the publication of facts and viewpoints, as without it, a democratic electorate is unable to form responsible opinions, which is a crucial component of democracy's internal force and dynamism. In light of this, the author conducted this study using case studies from Western nations in order to investigate the function of press freedom in effective government. Additionally, a case study approach was employed to examine the function of press freedom in government effectiveness as well as secondary data from peer-reviewed journals, newspapers and books, and many other sources. In addition, the study also obtained pieces of information from the Pew Research Center.

According to findings from the Pew Research Center, the perceived state of press freedom varies widely across Western countries. And showed a popular dissatisfaction with democracy in selected Western countries. According to the analysis, Greece, Sweden, the US, and Argentina have the highest levels of support for free media. However, as in other countries, less than half of those surveyed believe that the media should not operate under government and state censorship in their country. It was also revealed that freedom of the press has negative implications for government effectiveness. This means that freedom of the press is necessary but insufficient for Western nations to have efficient. Therefore; the government should protect citizens from excessive media abuse through defamation laws.

In effect, the study served as a rich literature review for the one that was carried in Cameroon on the challenges facing press freedom. However, both studies are linked in the sense that they both discuss the same concept in two different contexts making it an invaluable data for future researchers on the field of media studies.

According to Balasuriya (2023), democracy is crucial to the establishment of a society that guarantees people's freedom, human rights, and social welfare. According to this viewpoint, the media is an important informational resource that can help a democracy run smoothly. The author therefore started the study with the intention of examining the coexisting challenges to media and democracy in Sri Lanka from the perspective of young citizens because there was a dearth of empirical research on these issues from the perspective of citizens. In line with research objectives, the author employed a sophisticated theoretical framework based on capability theory and Hasebrink's idea of "users as citizens" to comprehend the viewpoints of citizens regarding the difficulties facing press freedom in Sri Lanka. Additionally, 16 young people from the Gampaha district of Sri Lanka participated in semi-structured face-to-face online interviews in addition to a case study approach using a purposive sample selection. Thematic analysis was also used to analyze the collected data

The study's conclusions showed that spreading false information on social media platforms, news streams, and television channels in Sri Lanka can have negative effects. These include the spread of conspiracy theories, fake news, gossip, provocative material, and the promotion of political agendas. Again, the author identified how the majority of the media, politicians, and their allies used fictitious Face book profiles to make statements that could upset democracy. Furthermore, the majority of those surveyed contended that Sri Lanka's ongoing political turmoil had resulted in harassment and media censorship, to the point where public confidence in democracy and the media had all but collapsed.

Sri Lanka is a developing nation like Cameroon where democracy has suffered due to bad governance. In this guise, this study was an invaluable literature to the research that carried on the challenges of press freedom in Cameroon.

Nyenty (2013) pointed out that the accessibility of mobile devices such as smart mobile phones, ordinary people, technically known as "crowds", assist traditional media in gathering news which was done through photos, audio clips, video incidents and the reporting documents sent to traditional media through tweets, emails and text messages. It was against this back drop that the author initiated this study with the aim of evaluating the method used by mainstream media in Cameroon in crowd sourcing to report on issues affecting democratic governance and those they would otherwise not be able to cover without the cooperation of the "crowd". To achieve the research objectives, the author used in-depth interviews with editors, publishers and senior journalists from traditional media agencies.

Findings from the research revealed that the existence of corruption makes the collection of information very difficult and as such journalists are often denied access if they are perceived to be investigating corruption-related issues. Moreover, the research also pointed out that editors were under increasing pressure to reduce costs for investigative reporting while journalists on the other hand suffered constant surveillance and threat, with risk of physical violence. However, the interviewed journalists claimed were the cause of scarcity of most important investigative stories. In this guise, the author agreed that crowd sourcing was the best method to fill the gaps left by traditional media, because if properly resourced, journalists could avoid been harassed.

Cameroon is been ranked 172 over 180 according to the world press index thus implies that the problem of press freedom is an urgent call of concern in the country. Hence, this study provided important literature to that was

carried on the challenges facing press freedom in Cameroon. However, conducted in the media landscape provides an in-depth knowledge on the media practice in the country.

A study on the difficulties facing investigative journalism in Nepal was started by Regmi (2019) aiming to investigate the difficulties and experiences faced by investigative journalists employed by Kantipur Daily, Nagarik Daily, and Nayapatrika Daily, three distinct print media outlets. In order to accomplish the research goals, the author spoke with ten informants in-depth about the difficulties and experiences they face as well as the methods they employ when conducting investigative reporting. Furthermore, the investigative journalism Smear model was used to analyze the data collected and its results.

The study's conclusions showed that three main obstacles to press freedom in Nepal are the lack of a dedicated investigative journalism office in the media, a lack of funding for investigative journalism, and deadline pressure for investigative reporting. Investigative journalism in Nepal has also been impacted by the influence of media commercialization and alliances with interest groups. Once more, it was discovered that investigative journalists reported for their own gain; the editorial and media management teams do not give them instructions or direction on what topics to cover in their investigative reporting. Moreover, resources are linked to how a media organization arranges its journalistic endeavors as well as the pay they receive. Furthermore, it was also discovered that one of the biggest obstacles facing investigative journalism was the lack of information. Under this guise, government agencies, departments, ministries, and administrative agencies were considered information centers in Nepal; investigative reports are prepared based on in-person meetings with stakeholders, data analysis, and documents (annual reports and newsletters, press releases) of organizations involved.

Nepal is known to have one of the worst governments with persistent corrupt practices thus hindering press freedom so this study served as a literature to the one that was carried in Cameroon.

Theoretical framework of study

Due to the fact that the social responsibility is a relatively new concept that emerged in the middle of the 20th century and is primarily used in developing and least developed countries, it was used. This theory had its roots in Europe, and the Press Freedom Commission of 1949 brought it to the United States. The notion of social responsibility was reinterpreted by Siebert et al. (1956) as the theory that promotes complete freedom of the press and no censorship, but it should be governed by social obligations and outside controls. In this guise, Babarinsa (2003) argued that Social responsibility of the press requires a tight relationship between four main State holders that is executive, the legislature, the judiciary and indeed, the mass communication. Moreover, Alliance (2019) commented that social responsibility is ethical nature thus implies that individuals are obliged to fulfill this civic right and in return its actions should have a positive impact on the entire nation. Again, this theory is believed to have redirected the role of media which is that of been productive and innovative Baran and Davis (2009). Moreover, the authors commented that the media should also engaged in promoting cultural diversity as well as speak for the voiceless. It should also be noted this theory replaced the libertarian theory with the view that libertarianism was outdated even though it also included some aspects of authoritarian theory. However, the media industry is now much more professional thanks to this theory. Furthermore, this theory permits unrestricted press freedom; however, it also advocates for open discourse on report content and the exemption of the media from public scrutiny, professional self-regulation, and accountability for either. Furthermore, Siebert et al. (1956), the social responsibility theory lies halfway between authoritarian and libertarian theories because it permits total media freedom while also allowing for outside control. Press ownership is private under this guise. The concept of social responsibility goes beyond "objective" or "factual" reporting to include "interpretive" or "investigative" reporting. The Press Freedom Commission stated that "facts are no longer being truthfully reported, but are being reported with the necessary analysis or interpretation accompanied by clear explanations," even though the news is complete and truthful overall. In addition establishing a high standard of accuracy, truth, and information, this theory effectively contributed to the development of professionalism in the media industry. Additionally, the Press Council Committee was able to take on responsibilities pertaining to media social responsibility, including creating a press code of conduct, raising the bar for journalism, defending the rights of journalists, and denouncing and punishing journalists who break the code. Under similar circumstances, Moemeka (1991) contended that the social responsibility theory overemphasizes the moral and social obligations of the people and institutions that control the mass mediation, Siebert et al. (1956) contended that the obligation. Additionally, they concur that the foundation of a self-regulatory code is the idea of ethics, which is a moral philosophy that addresses standards of appropriate and inappropriate behavior as well as actions. Again, Okunna (2003) highlighted that ethics is self-legislation as opposed to the formal or state legislation that defines law and is imposed from the outside. The basis for this theory and further elucidating the ethical aspects of the principle of social responsibility, such as the acceptance and fulfillment of specific social obligations as well as setting high professional standards of truth, accuracy, objectivity, balance, and information content, is (McQuail, 1987, p. 117), quoted in Okunna & Omenugha (2012). Furthermore, Bittner (1989) pointed out that while the theory gives the press the authority to criticize institutions and the government, it also requires the press to uphold fundamental obligations to social stability.

Hence, the decision for choosing the social responsibility theory for this study is due to the fact that, it is one of the best of normative theories and makes journalists accountable for all published material and the press freedom must come with a certain amount of responsibility. Therefore, he or she must take social responsibility for the environment in which he or she works. In this guise, the study which has for objective to study the challenges of press freedom in Cameroon has good match with this theory since, it emphases on journalists and their responsibility as well as media censorship.

METHODOLOGY

The methods and procedures utilized in this study are described in this chapter, including the research equipment, study population, sampling technique, sample size, and methods for gathering and analyzing data. Hence, setting the parameters for the study and doing data analysis depend heavily on the research methods used.

Research design

A study design, according to Campbell (1998), referenced in Tejumaye (2003), is the plan or research framework that is utilized to gather and examine data sets. Furthermore, a survey's structure is determined by Asika (1991) survey design, which aims to identify variables and their relationships. The study employed a qualitative research methodology in this capacity. On the other hand, culturally specific data regarding values, beliefs, behaviors, and individual experiences can be best obtained through qualitative research (Mack 2005). In this study, an exploratory research design was chosen because the researchers sought to investigate challenges to press freedom by gathering information directly from study subjects. In-depth interviews were conducted using a qualitative method based on research questions. Its objective is to ascertain the obstacles that journalists encounter concerning press freedom in Cameroon and to pinpoint potential remedies for the problems that journalists have identified and implemented.

Sample size

The total number of elements in a given environment is the study population. Accordingly, a study population is a collection of individuals, things, or occasions that a researcher has specifically chosen to study, usually in order to gather information required to address a specific issue (Chinaka, 2006). With a population of about 30 million, Cameroon is home to over a thousand journalists who cover the country for both government and private media outlets. 15 journalists, both public and private, were selected for the study population in light of this investigation.

Sampling technique

A sample is an item from a population that is thought to be representative of the entire population; sampling is the act, process, or technique of choosing an appropriate sample (Tejumaye 2003). According to Tejumaye (2003), quoting Sobowale (1983), sampling is done so the researcher can select a subject, item, or respondent from the population to represent that population. And the sampling method used was the non probability method which entailed choosing the participants or samples in order to gather data for a particular study is known as the sampling technique (Chinaka 2006). In regards to the study a purposive sampling technique was chosen, and this was because the study had for respondents' private journalist working for private press organs in Cameroon. And the sample population was 15 journalists from the following private press organs in Cameroon: Cameroon Tribune, Eden Newspaper, Guardian Post, Cameroon express, and The Sun Newspaper, Le jour Newspaper, Le Messager, Le Popoli, Cameroon weekly, The Herald, Mutation, and La nouvelle expression.

Research Instrument

Measurement tools, such as scales or questionnaires, are called research instruments and are used to gather information from research subjects about a particular subject of interest. A structured interview was used in relation to the study's objectives.

Data collection technique

Data pertaining to the research question were gathered through an in-depth interview. To find out what journalists thought about press freedom in Cameroon, to look into their problems, to find potential solutions, and to determine what steps the media should take to improve press freedom in Cameroon. A Coordinated interview appointments was initiated with respondents. The interview used an online procedure through a Skype and whatsapp video call. The interview guide served as a map throughout the interview session, the respondent's data was also recorded, the interviews were transcribed, and finally qualitative data analysis was used to determine the meaning of the interview transcripts.

3.6. Data analysis

The study employed qualitative data analysis techniques to examine the information gathered. The objective of analyzing qualitative data is to find new concepts, themes, patterns, and insights (Patton, 2002). Data

interpretation was performed using the qualitative data processing, analysis, and interpretation software developed by Nvivo. Hence, the software helped in providing tools to categorize, sort, and organize data, as well as organizing, analyzing, and visualizing mixed media and unstructured information. However, it also aided in identifying themes and patterns.

Media organizations

In this sub section, information on the selected press organs was given. In the guise of the research, a total of twelve (12) press organs were chosen with seven (7) from the English and five (5) from the French part of Cameroon.

Cameroon Tribune

It is a well-known newspaper in Cameroon which can be found online as well. It is government press. The Société de Presse et d'Éditions du Cameroun (SOPECAM) founded it in 1974. The nation's lone daily newspaper was the French version. Currently based in Yaoundé and Douala, the press organ publishes daily information about the social, political, and economic affairs of the nation. Because it is the only government-owned news organization in Cameroon, it was selected for this study.

Eden Newspaper

Eden is a newspaper published in Mile II Limbe, Cameroon, in English language. Senior Journalist Zachee Nzohngandembou published it on behalf of the non-governmental organization CERUT (Centre for Rural Transformation). Eden was established in 2004 and has been published on Mondays and Wednesdays for the past two weeks. His writings included numerous reports from other nations as well as a thorough analysis of Cameroon's entire national triangle. It is the English press that publishes the most in Cameroon. Additionally, two journalists from this press outlet were selected to be interviewed for the study.

Guardian Post

The Guardian Post, with headquarters at Tam-Tam -Yaoundé, has been existing for seventeen uninterrupted years. Created since August 30, 2001, 90% of The Guardian Post staffs are former Editorialists, Desk Editors and Reporters of The Herald Newspaper which was the first daily private Newspaper in Cameroon. With a print-run of 7000 copies, The Guardian Post has an ever-increasing readership; spread in all of the country's ten regions. The newspapers distribution company does about 25% of our circulation especially in the Francophone towns while the bulk of the Newspaper's distribution is directly handled by our vibrant Commercial Service. The Commercial Service of the press organ is charged with widely-circulating The Guardian Post in the following towns in the North West Region: Bamenda, Bali, Mbengwi, Ndop, Jakiri, Kumbo, Ndu, Nkambe, Wum and Santa Sub divisions. In the South West Region, The Guardian Post is widely-distributed in Tiko, Mutengene, Limbe, Buea, Muyuka, Kumba, Tombel and Mamfe in Manyu Division. It makes meaning to know that Anglophones of all walks of life have easily identified themselves with The Guardian Post not only because it is the lone English Language daily in Cameroon but more so because of the manner in which the Newspaper covers and reports on issues that greatly affect the lives of Anglophones. Statistics are there to show that The Guardian Post is not only the best-selling English Language Newspaper in Cameroon but is read like a Bible especially in the North West and South West Regions. Moreover, the main subscribers to this press include: Diplomatic Missions in the country, the President of the Republic, the Senate, the National Assembly and the Prime Minister's Office, the Ministry of Finance, CONAC, FEICOM and a host of other Ministries. Again, The Guardian Post also has a large readership; is made up of the large Nigerian community in Cameroon, thanks to a page that regularly broadcasts on News from Nigeria. In respect of the study two journalists were as well chosen as participants for the interview.

Cameroon Express

Founded in July 2009, The Cameroun Express is an online newspaper for Cameroonians. The newspaper is based in Bafoussam and delivers publications twice a month. And the publications are solely done in French.

The Sun Newspaper,

Established in 2006 with Ministerial license number: 930/G37/L9/1/Vol 9/T/OAPP, Cameroon Sun Newspaper is one of the main English-speaking newspapers in Cameroon. With headquarters in the coastal town of Limbe-SWR Cameroon. The media organ is engaged in publishing reports on Business politics, crime, sports entertainment, education within the country and the outside world.

The day Newspaper

The day is a Cameroonian daily newspaper founded on September 17, 2007 by Haman Mana, its publishing director. Its editorial line is presented as a daily newspaper for dummies with a section that gives readers a voice.

Moreover, the day is a private daily newspaper which is engaged in processing and publishing general information with head office in Yaoundé. The media organ employs around twenty journalists within the organization.

Le Messenger

Created in 1979 stands as the oldest private newspaper in both the English and French Cameroon. The press organ is based in Douala and Bafoussam. Le Messenger covers Cameroonian and international news, politics (including news on the Cameroonian government), business and sports. According to Report without borders (2009) revealed that founder of Messenger had been arrested 126 times in 30 years.

Le Popoli

The Popoli Express is a Cameroonian satirical newspaper created in 2003, almost entirely written in comic strip form. The newspaper is based in the economical capital of the country and is fully engaged in delivering comic news. Moreover, the newspaper is made up of editors and graphic designers dedicated to covering current events.

Cameroon weekly

Created in 2012, the Cameroon Weekly Newspaper is one of the only bilingual papers printed weekly in Cameroon with a connection with Cameroonians and the African diaspora. Moreover, the press organ prints up to 100,000 readers from Cameroon, Africa, and Cameroonian expatriates, and 100,000 copies sold with offices in London, Paris, New York, Yaoundé, and Douala. The newspaper is the best source of up-to-date and relevant information.

The Herald,

The coming of multiparty in the 1992 marked the creation of the Herald newspaper. The press organ is based in the political headquarter of Cameroon and publishing three times a week. It was the first private press organ with 7000 copies daily.

Mutation

The mutation newspaper was created in 1996 and later ban in 1997 only one year of operation due to political squabbles. It is based in the political headquarter of Cameroon. The newspaper delivers publications five times a week. In 2001 the publication director of Mutation was placed under pre trial because of an investigation that was related to the government. And in 2008, the newspaper produced 10,000 publications.

La nouvelle expression.

La Nouvelle Expression is a French-speaking Cameroonian daily general information newspaper created in 1991 by Séverin Tchounkeu. La Nouvelle Expression informs and deals with current issues in Cameroon by providing reliable and useful information is a commitment specific to New Expression. Written in French, this newspaper appears from Monday to Friday. Moreover, la Nouvelle Expression is available in all newspaper outlets in Cameroon in cities like Douala, Yaoundé, Garoua, Maroua and many others.

FINDINGS AND DISCUSSION

This section of the study depicted, the results of the in-depth interviews conducted with the 15 journalists from both the private and public press organs and the following survey questions guided the study.

1. In your esteemed opinion, what are the challenges facing press freedom in Cameroon?
2. In your opinion, is the communication law of 1996 effective both in theory and practice?
3. As a journalist, what are the coping mechanism or measure you put in place to carry your job efficiently?
4. What do you think about the role played by the Cameroonian government in promoting press freedom in Cameroon?
5. What do you think about the future of modern Journalism in Cameroon?
6. As a professional in the field, what are the possible solutions for a free press in Cameroon?

All the fifteen (15) journalists were available for the interview and this was conducted in the month of July, August and September 2023. And as stated in the methodology, they were chosen from 12 press organs operating both in the private and public media sector in Cameroon. As per the data collected the transcription was done by the researcher. According to "Ezzy (2002), cited in Morris (2015, p. 122)," the researcher's act of transcription allowed him to become thoroughly acquainted with the interview guide's content and evaluate any gaps as well as the inadequacies and potential improvements for the interview techniques.

Demographic information of respondents

The identities of study participants were safeguarded by using codes for respondents and their various media platforms in accordance with ethical requirements regarding respondents' codes of confidentiality and anonymity (Morris, 2015). In the study, there were 12 males respondents and two (3) females respondents. In this guise, researcher proceeded with a codification method that identified each respondent as R while the different media organs were represented by an acronym of their operating name.

Table 1.1: Overview of Interviewed Journalists

Media organs	Platform code	Respondents codes	Number of respondents	Date of interview	Interview medium	Duration	Years of experience
Cameroon Tribune	CT	RCT	2	8/07/2023	Whatsapp	1hour	8years
Eden Newspaper	EN	REN	2	15/07/2023	whatsapp	50mins	3years
Guardian post	GP	RGP	2	24/07/ 2023	whatsapp	55mins	2years
Cameroon Express	CE	RCE	1	26/07/2023	whatsapp	25mins	3years
The sun newspaper	SN	RSN	1	31/07/2023	whatsapp	30mins	8years
Le Jour newspaper	JN	RJN	1	4/08/2023	whatsapp	20mins	5years
Le messenger	M	RM	1	19/08/2023	whatsapp	18mins	7years
Le popoli	LP	RLP	1	25/08/2023	whatsapp	23mins	8years
Cameroon weekly	CW	RCW	1	1 /09/2023	whatsapp	30mins	5years
The Herald	TH	RTH	1	8/09/2023	whatsapp	27mins	1 year
La mutation	LM	RLM	1	15/09/2023	whatsapp	21mins	1.5years
La Nouvelle expression	LNE	RLNE	1	23/09/2023	whatsapp	19mins	3years

Source: Collected field data 2023

Answers to the research questions

The thematic analysis technique was used to present the results and it was done in relation to the research questions that were elaborated in line with purpose of the study.

Research question 1: In your esteemed opinion, what are the challenges facing press freedom in Cameroon?

Journalists in Cameroon faces a lot of problems related to press freedom, Hence, these problems or challenges are heavily felt especially on investigative journalists embarking on topics related to the Government. In this research, the following was identified as challenges facing press freedom in Cameroon: Government policy, Death threats, poor remuneration, physical attack, Access to information and intimidation. And the journalists that were interviewed had this to say. Hence, it was revealed that 8 of the 15 journalists that were interviewed vividly agreed to the fact that the government in Cameroon poses enormous barriers to press freedom.

On this note, a journalist stated:

...The government has suspended a number of journalists for disclosing material that appeared to be threatening to the government. I believe that in a democratic society such as Cameroon, journalists should be able to write about societal concerns that require attention... (Journalist REN 15/07/2023).

Still in same light another journalist indicated that ... The Government imposes threat on censorship on information before broadcasting... (RCE 26/07/2023).

Moreover, another journalist stated Government authoritative rule over the national media and misinformation by the national media on the current happenings within the country, because it has been controlled by the ruling party... (RPL 25/08/2023)

Again, access to information was revealed as one of the challenges facing press freedom in Cameroon. In this guise, 6 of the 15 journalists interviewed supported the fact that access to information is one of the greatest challenges faced by media practitioners in Cameroon.

A journalist stated:

...Access to information is also one of the greatest challenges of journalism practices in Cameroon. Especially information from the public sector... (RCW 1/09/2023).

Moreover, another journalist quoted:

... Secondly access to information. Hostile environment often restrict journalists to Access to accurate and reliable information making it difficult for the journalists to gather facts and reports objectively... (RJN 4/08/2023).

Still in the same light, a journalist also stated:

...There is no freedom of speech as regards to journalism in Cameroon. For example since the Anglophone Crisis journalists are banned to report current or firsthand information to the public and in the cause of exposing any information to the public, it either leads to their death or imprisoned...(RSN 31/07/2023).

Poor remuneration was identified as one of the challenges faced by journalists in Cameroon. On this note, 2 of the 15 journalists interviewed agreed that the financial situation of journalists in Cameroon poses a lot of problems to their activities.

A journalist stated:

... The press in Cameroon encounters enormous difficulties, both structurally and politically. The policies which manage the media do not put the journalists in the optimal conditions and do not pay them from where the work of the journalists on the ground is difficult... (RCT 8/07/2023).

In this guise another journalist also quoted:

...when I graduated from university with a BA in Journalism , I worked for a press organ for six months without salary and after the six month , I was able to received my first pay package that amount to 50,000FCFA that is 100\$...(RGP 24/07/2023).

Intimidation and threats was also revealed to be one of the challenges faced by media practitioners especially those working in the private sector. And this intimidation comes from two sources the government and owners of press organs. Moreover, 10 of the 15 journalists interviewed affirmed that intimidation is one of the challenges faced by the journalistic profession in Cameroon.

On this note a journalist stated:

... Press freedom in Cameroon is authorized by the law of 1990 but however, the freedom itself is permitted by what comes after publication. There is still no immunity for media practioners, punishment for publishing information, Moreover, the job itself exposes media practitioners to risks and harm...(RCW 1/09/2023).

Another journalist stated:

... Journalists are bound to report some news and not all. This is because of the fear of detention in reporting on the ills of the government...(RLP 25/08/2023).

Moreover, a journalist also commented:

... Journalists often face intimidation and harassment from various actors including government officials, criminal organization or individuals with vested interests. These acts can range from verbal abuse and threats to surveillance...(RM 19/08/2023).

Again, it was also stated by another journalist:

...Journalists as a whole perform their duties under pressure and fear of the unknown. For example the journalists might have first hand information to give to the general public but fear of what might happen to him or her life after releasing such news cause them to sit and stay quiet, and some have been bribe not to give such news thereby leading to false or fake new... (RSN 31/07/2023).In another quote, it was stated by a journalist:

... No, journalist are not allow to report exact information from the field as collected .Reasons being that it exposes most hidden agenda and reveals a lots of secrets to the public that has been preserved by government officials...(RCE 26/07/2023).However, another journalist stated:

... Journalists work a lot on pressure and are sometimes forced to modify the content of their paper because of the constraints of politicians and media bosses... (08/07/2023).

Moreover, Journalists in Cameroon under the watchdogs of those who dictates their activities. In this guise, a journalist stated:

... I believe that journalists in Cameroon do their professional tasks under pressure to some extent. Journalists are not permitted to share certain information about the country and government that is meant to be made public due to personal avarice and desires on the part of people in control. As a result, most material provided out by journalists is redefined and altered by people in authority, causing journalists to fail to do their duties successfully. Furthermore, most journalists who attempt to divulge critical material that may not have been favorable to the administration were warned. All of these have contributed to journalists being under pressure while performing their duties...(REN 15/07/2023).

Research question 2: In your opinion, is the communication law of 1996 effective both in theory and practice?

The 15 journalists interviewed for the study all agreed that the law of 1996 do exist but believe it is more in the theoretical format than practice. In this light, a journalist stated:

... The law does indeed exist, these are texts but on the ground, it is another reality which is completely different from the texts of law. Journalists in the privately owned press are suffering enormously of which I am an example... (RCT 08/07/2023).Still in the same line, another journalist that was interviewed quoted:

... The Communication Law of 1996 in Cameroon has been subject to criticism and concerns regarding its impact on press freedom. While it may have certain provisions aimed at regulating the media industry, its

implementation and enforcement have raised questions about its effectiveness in theory and practice... (RGP 24/07/2023). Another journalist also stated:

... The law of 1996 is simply theoretical and not practicable. A country where journalists are killed every year like the case of Cameroon implies that there is no legal code binding the journalistic profession... (REN 15/07/2023).

Moreover, most interviewed journalists argued that with a communication law in country like Cameroon journalist should not have been going through torments. As stated by a journalist:

... Press freedom in Cameroon is not fully practice it is rest on theory because pressmen are detained, harassed, and even Shawn away to cover some events as was seen on the last dialogue meeting held in Cameroon about the Anglophone crises...(RCE 26/07/2023).

Moreover, to back this opinion, another respondent stated:

... No, because there is continuous harassment and torture of journalists this law is in words not practical. Moreover, the content of the law is good even though needs amendment but I think if practiced at this stage it could have been better for the journalistic milieu...(RM 19/08/2023). However, another journalist quoted:

...The Communication Law of 1996 only grants authorities' broad powers to regulate media activities, including licensing requirements and content restrictions. Hence these provisions have been criticized for giving the government excessive control over media operations and limiting freedom of expression... (RGP 24/07/2023).

As a journalist, what are the coping mechanism or measure you put in place to carry your job efficiently?

After the exploration of the collected data, it was revealed that the following were identified as the main coping mechanism used by Journalists in Cameroon: Self censorship, Respect of journalism code of ethics, encouraging professionalism in doing the job, Security, avoiding fake news, censorship of information before publication, hiring of independent informants in communities where the roads are bad and also side hustling as stated by a journalists complained of not been well paid. In this guise a journalist stated:

... I try to self censorship myself and also avoid fake news... (REN 15/07/2023).

Still in the same light, another journalist also quoted:

...Due to bad road and poor infrastructure, I cannot get all the information I want so am forced hire an informant despite my little salary in communities where I can't reach all these because the government does not want to construct roads in most communities...(RSN 31/07/2023). As revealed by the study, journalists in Cameroon are poorly paid and some even works as volunteer just because they want to big their career portfolio. In this guise, another journalist stated:

... As a journalist, in order to do my job efficiently, I have to do side jobs. Currently, I give French and English lessons to children from where I will receive my pay at the end of August. In addition, I have to do an interview with an expert who can pay me at the end of the work. I write articles for my magazine from where I receive money from my Mobile Money account. This is how we juggle because we do not receive salaries in the press where I work... (RCT 08/07/2023).

Still in the same light, a journalist also quoted:

... Journalists in Cameroon are to be assign optimum security provided for their safety to carry on their work effectively... (RCE 26/07/2023). Moreover, it was also quoted by another journalist:

... I stick to the ethics of the profession and stay professional despite the presence of restrictions... (RLP 25/08/2023).

Again, another journalist stated:

...Well, just as I mentioned earlier in other not to run into problem which will be unable to manage, it is simple we the journalists in Cameroon have learnt to first of all censor ourselves. You need to censor the information before publishing it. At the level of our media organs we also have restriction on what we are to publish. And based on this, we are able to vindicate ourselves from harm... (RCW 01/09/2023).

What do you think about the role played by the Cameroonian government in promoting press freedom in Cameroon?

14 out of the 15 journalists interviewed affirmed that the government of Cameroon is doing nothing to promote press freedom but instead wiping out its existence in the Country. On this note a journalist stated:

... The government does not play an effective role for the press since the privately owned press survives in Cameroon. The budget allocated for the press is insignificant and meaningless. I think these policies are trying to put journalists in miserable conditions to better martyr them... (RCT 08/07/2023).

Still in same light, another journalist quoted:

... No way, there are a lot been faced by journalist and journalism as a whole. Press freedom is accepted in Cameroon as a purpose to track down pressmen from much in-depth info they undercover in fact they are been use as a facet to understand and know deep things that are not publicly reveal. Sometimes they are been watch by secret agents to track them down with vital handy information. Sincerely the government in Cameroon is making

very little efforts promoting press freedom even though it seems supportive but its propaganda full of corrupt practice...(RCE 26/07/2023).

Moreover, it was also quoted by another journalist:

... The government of Cameroon is not doing anything in promoting press freedom in Cameroon. There is no freedom of speech, movement making the country to be backward and stagnant... (RSN 31/07/2023). But another journalist believed that the government should not be the only actor in promoting press freedom and the fact that a law on communication exist within the country is not a bad. He quoted:

... Well, the law has stated it but there is lack of clarity but Cameroon has open pat of the gate, however, the government is that institution that gives out the goat and holds the rope. No media organ is free as to say because the resources to practice as an independent media organ are very tiny. Also just the fact that you must rely on the government to function you have to just pull the line and go according the terms of government. The government is doing very minimal and it is very limited as compare to what is expecting to be press freedom in the country... (RCW 01/09/2023).

What do you think about the future of modern Journalism in Cameroon?

In relation to the collected data, it was revealed that 12 out of the 15 journalists interviewed affirmed that there a future for modern journalism despite the challenges facing press freedom within the country. On this note, a journalist stated:

... Of course, I mean there is nowhere in the world that journalism should be considered a death job. There is future and also media practitioners are knowledgeable about the lapses and gaps and a researcher like you is also aware of the weaknesses around our media landscape and as such continue to address this issues, and continue to plead for policy change, media practices and treatment of journalists, it gives me hope that there future for the practicing of journalism in Cameroon in the future more and more peoples are gaining interest in practicing journalism. And as such universities continue to expand training courses in the field of journalism. Moreso; there are also master classes in journalism... (RCW 01/09/2023).

Still in same light, another journalist quoted:

... Definitely especially digital journalism. That is going with the changing trends to report news online... (RLP 25/08/2023). Again, another journalist commented:

... Yes of course with the collaborations with other foreign organizations and the usage of modern technologies and facets set in place to exercise their duties... (RCE 26/07/2023). Moreover, it was also quoted by a journalist:

... Yes, if things change and the government is willing to allow journalist feel free to report information necessary for the general public... (REN 15/07/2023). Still in the same guise, other interviewed journalists categorically rejected the idea of a modern journalism in Cameroon. And a journalist quoted:

... There is no future regarding journalism in Cameroon, first of all discouraging youth's to be journalists, no freedom of speech and expression...(RSN 31/07/2023). Another journalist also stated:

... No, I don't because the government is doing nothing to encourage the profession which many feel reluctant to venture into... (RJN 04/08/2023). Still on the same light, a journalist commented:

... No, who will want the brother or sister venture in such profession which will become their early grave I don't but if the government and international organization encourage pr promote project towards this area it will be great and also the involvement of social media will also develop the modern journalistic sector in Cameroon...(RM 19/08/2023).

As a professional in the field, what are the possible solutions for a free press in Cameroon?

From data collected, it was revealed that 15 journalists interviewed in relation to the study share an optimistic point of view for the possibility of a free press but outlined certain conditions which they deemed important for the smooth functioning of a free press in Cameroon: Access to information, a favorable political system, Good economic reforms for media sector, professionalism of journalists, implement a security policy for media practitioners, Reviewing and amendment of the 1996 law on Communication in Cameroon, Less government intervention in the management of press organs in the country. On this note a journalist quoted:

... If the press is to be free in Cameroon, there must be a favorable political system for the smooth running of the press, a beneficial economic system for the media sector and above all a balance between the professional and academic training of students in journalism, in communication and the realities on the ground...(RCT 08/07/2023).

Still in the same guise, another journalist stated:

... There should be a reviewing and amending of the 1996 legislation to ensure it upholds freedom of expression and press freedom principles...(RGP 24/07/2023). Again, a journalist also shared its view and commented:

... First, an enabling atmosphere for press freedom must be established. The government must ensure that policies and guidelines governing press freedom meet international and domestic norms. Next, it must be avoided that journalists be murdered by authoritarian regimes in order to curtail journalistic freedom. Furthermore, legislation governing the dissemination of material on social media and online places must be

consistent with international human rights norms... (REN 15/07/2023). Still on the same line, another journalist expressed its view and quoted:

... The laws that binds this movement of press freedom should be review and be enact in practice with serious observations on measures been put in place, Security measures that protect and portray a free press environment should be install and legalized with recognitions from the law as a measure to have an effective work that led to proper dissemination of information thoroughly... (RCE 26/07/2023). Another journalist agreed that the government is the sole actor and responsible for a free press in Cameroon. And he stated:

... The government has a major role to play in putting in place laws and providing an enabling environment to enhance press freedom... (RLP 25/08/2023). Still in the same light, another journalist expressed its point of view and quoted:

... A free press is that which guarantee quality of information at the right time. It's the one that is independent and need to practice without government influence and also have profession base. So if we have all these in our environment Cameroon will be considered a hub for journalism practice... (RCW 01/09/2023).

DISCUSSION

Results from the study revealed that government policy, death threats, poor remuneration, physical attack, access to information and intimidation were the main challenges faced by journalists in Cameroon. This is in correlation with a study carried by Apuke (2016) on the challenges of press freedom in Nigeria that revealed numerous underlying issues preventing people from reporting in Nigeria press freedom and these includes confidentiality, legal pressure, heavy censorship, and violence. Again, it's also pinpointed the fact that press freedom in Nigeria is paradoxical and simply exists, thus implies that the act of press freedom only exists in writing but absent in practice. Still in the same light, the study carried by Hussain (2019) connected with the study that was carried in Cameroon on the challenges of press freedom on basis that censorship exists in a veiled form, which undermined the ethical standards of the press's content, within the press freedom context. And also the fact that owners of news organizations and journalists of non-professional affiliations faced numerous threats. Again, government policy was revealed to be one of the main reasons why press freedom in Cameroon is at lockdown. On this guise, Repucci, (2019) also pinpointed out barbaric act of Cameroon's government blocking internet access in unstable English-speaking nations as a violent response to growing demonstrations and riots brought on by years of discrimination against minorities in the English-speaking majority. Poor remuneration was identified as one of the challenges facing press freedom in Cameroon. In this light, a study carried by Amabo (2015) also illustrated in one of his reports, the fact that Cameroonian journalists face deplorable conditions, including low salaries of around 48,459 Central African francs (\$80) per month, even after a one-year probationary period, and many work without contracts. Again, Regmi (2019) in a study conducted in Nepal also affirmed that lack of funding for investigative journalism was one of the main threats faced by press freedom in the country. However, results from the study was in accordance with the study carried by Elvis(2020), which revealed that the Cameroonian government effectively enforces, monitors, and controls information to the detriment of press freedom by utilizing a combination of administrative, executive, and legislative structures and institutions as well as law enforcement (military intimidation, torture, and harassment). It was also asserted, though, that in addition to government intervention through the aforementioned institutions, there is now a climate of fear and panic. And also the fear of publishing which could result in extinction at the hands of the military, rendering news reporting and journalism untrustworthy. Moreover, access to information was revealed to be a great challenge to journalists operating in Cameroon. In the same light, Svernlöv (2020) pointed out that accessing government information by journalists operating in Ethiopia was one of the obstacles the media landscape was facing in relation to press freedom.

Moreover, results from findings revealed that the 1996 communication law was more theoretical than practical. Similarly, Apuke (2016) also pointed out the fact that the communication law in Nigeria is more in writing than in practical. In this light, laws in Africa are functional only in writings but passive in practical. Still in the same light, Ahmed (2013), in a study carried in Somaliland revealed that the legal framework for the media in Somaliland needed to be given careful consideration by public and private actors, such as the government, lawmakers, media owners, the private sector, and the community, as it is the only safeguard against potential malicious interference with the media from these sources and also prevents public and private media actors from abusing their power and violating the rights of others. Self censorship was revealed by the study to be one of the coping mechanisms used by journalists in Cameroon. On this note, Okong'o (2020) in a study confirmed that those in positions of authority such as politicians, media owners, advertisers, and governments forced journalists in Kenya to practice self-censorship. The results are also in line with the study conducted by Reporter without borders (2021) that revealed the fact that Cameroonian journalists are persistently vulnerable to the danger of a verbal or physical assault, detention, censorship, and even homicide. Concerning the legal framework which was criticized by many of the journalists interviewed of not been effective. Nyamnjoh (2005: 168-9) in a study also criticized the legal framework and called it outdated because it does not take into account freedom of expression and press. Moreover, the research participants all argued for the reviewing and amendment of the Communication law and this connects with Apuke (2016) that urged the guaranteed of free press with reference

to the Nigerian legal framework, and journalists giving access to government sources so as not to impede press freedom.

Still in the same light, it was revealed that the government in Cameroon is not doing anything to promote press freedom. This thus goes in line with Ewunetie (2019) which pinpointed the fact that the government in Ethiopia was not actively involved in the promotion of press law enforcement and the defense freedom of press and expression. As suggested by the journalists interviewed on the study of challenges facing press freedom in Cameroon, on the need for government participation in the promoting of press freedom in the country. Likewise Ewunetie (2019) in the study carried urged on the urgent need for the government to promote and foster press freedom by implementing a law that governs the press sector in Ethiopia. Still in the same line, the result from study also revealed that journalists in Cameroon used informants in communities where they could not access for information. However, Nyenty(2013) suggested in a study carried in Cameroon that crowd sourcing was the best method to fill the gaps left by traditional media, because if properly resourced, journalists could avoid been harassed. The lack of access to information from journalists is one of the hindrances to journalist activities as pinpointed by the participants. In this guise, (Berger, 2007) also pointed out that in Africa, media restrictions greatly affect and hinder freedom limits the performance of numerous media organizations and journalism. As suggested by the interviewed journalists on the redefinition of a political and economic policy for media sector in Cameroon. A study conducted by Alam and Ali Shah (2013) argued that economic wellbeing, foreign investment and good high level economic growth within the country is revealed that have a positive impact of press freedom within a country. Physical attack on journalists was revealed by the study to be one of the challenges faced by journalists in Cameroon. In this light, a study initiated by the African Journalist Federation (2010) revealed that attacks on journalists in Cameroon has deteriorated the condition of press workers within the country, and in this course, it is known for been number one oppressor of journalists on the African continent. Moreover, the results from the study revealed the persistent intervention of the government in the control of press within the country. As stated by Siebert et al. (1956) in the social responsibility theory complete freedom of the press and no censorship should be promoted, but it should be governed by social obligations and outside controls. This is in accordance with study because most of the participants interviewed believed that a free press can exist in the country if and only the government could stop censoring journalists. Again Okunna (2003) highlighted that ethics is self-legislation as opposed to the formal or state legislation that defines law and is imposed from the outside. The basis for this theory and further elucidating the ethical aspects of the principle of social responsibility, such as the acceptance and fulfillment of specific social obligations as well as setting high professional standards of truth, accuracy, objectivity, balance, and information content, is (McQuail, 1987, p. 117), quoted in Okunna & Omenugha (2012). In this guise, the research revealed that the journalists in doing their job in Cameroon try to respect the ethical code and stay professional.

CONCLUSION, LIMITATION AND RECOMMENDATIONS

It is the concluding part of the study and englobes the conclusion, limitation of study and recommendations.

Conclusion

This qualitative research had for aim to study the challenges of press freedom in Cameroon. The data was collected with the help of an interview guide that was administered to a number of journalists in Cameroon. In this guise, government policy, death threats, poor remuneration, physical attack, Access to information and intimidation were identified as the potential challenges faced journalists and press freedom within the country. In this light, more than half of the participants agreed that the above mentioned challenges gave a clear picture of the precarious situation they face in relation to press freedom in Cameroon.

Again, the study also had for objective to examine the 1996 communication law in Cameroon. On this note, the 15 participants all agreed on the fact that law was only on paper and not practical. They all believed with a law like that of 1996, press freedom should be guaranteed, journalists should have access to information and should not be harassed while doing their job. Still in the same light, it was also revealed that journalists in Cameroon to do their job effectively, they opt for strategies like self censorship, respect of the journalistic code of ethics, imposes professionalism in doing the job, avoids fake news, censor any information before publication, hiring of independent informants .

In effect, all the participants interviewed affirmed that the government is the biggest threat to press freedom within the country. They journalists claimed the government is not doing anything to foster the smooth functioning of press freedom but on the contrary, it's engaged in torturing, killing, attacking and imprisonment of journalists.

However, it was also noted from the study that press freedom could function smoothly within the country if certain conditions like: Access to information, a favorable political system, Good economic reforms for media sector, professionalism of journalists, implement a security policy for media practitioners, Reviewing and amendment of the 1996 law on Communication, Less government intervention in the management of press organs in the country are all taken into consideration. Nevertheless, modern journalism was believed to have a

chance in the country coupled with the fact that everything has gone digital but also requires the contribution of the government.

Limitations

Study limitations, according to Price, James H., and Judy Murnan (2004), are methodological or design flaws that have an impact on or have influenced how study results are analyzed. In the course of the study, the following limitations were encountered:

1. The fact that the study used only the qualitative method was a bit of problem. Since dual research method could have ease the work. And also the collecting the data from Cameroon while in Cyprus was stressful for the researcher.
2. The mode of data collection was a problem since it was done online through whatsapp; this however limited a more depth responses from the participants.

Recommendations

In relation to the findings, the following were recommended:

Recommendations for the present study

1. The Cameroon government needs to give accountability on its actions in relation to press freedom in Cameroon. In this guise, a national debate should be organized by the Cameroonian government inviting press men for a decisive talk on the issue of press freedom within the country.
2. The communication law of 1996 should be revisited and amended including innovations in the field of communication. This goes in line with the study carried by Apuke (2016) on the challenges of press freedom in Nigeria which suggested a review on the legal framework governing the media sector in the country. Still in the same light, Ewunetie (2019) also argued that the media law in Ethiopia needed review for press freedom to function well.
3. The role of international organizations in the fight for a free press in Africa should be intensified and follows a vigorous trend. In this light, these organizations should urge governments to release detained journalists and drop all charges. Moreover, they should assist journalist unions, organizations advocating press freedom, and civil society groups in their endeavors to ensure the safety of journalists.
4. Increase reporting and awareness about attacks on journalists. Thus implies that Media outlets ought to expand their coverage of assaults and intimidations by releasing not solely news bulletins, but also comprehensive analyses, commentaries, editorial write-ups, and documentaries.
5. Build regional multi stakeholder platforms for advocacy. To tackle the difficulties in advocacy that emerge due to the vastness and variety of the continent, various participants proposed creating regional, multi-party platforms that would include regional editorial forums, journalist organizations, civil society groups, and scholars.
6. The economic conditions of journalists within the country should be improved by so doing incentive should be provided to mitigate the expenses they endure in covering news.

Recommendations for journalists

7. Due to difficult situation faced by journalists within country, press workers within the country should continue to apply self censorship to avoid harassment and torture from the government.
8. Again, press workers should apply too much professionalism in doing their jobs so has to avoid fake news. Still in the same light, they should respect the ethical code of the journalism profession in the context of the country.

Recommendations for future researchers

9. The present study should be extended in other African Countries so has to have a deep insight of press freedom concept in the continent.
10. Again, a panel study could be carried on the same topic with the aim of doing a comparative analysis with other African countries.
11. Moreover, a mixed research method is suggested for future studies on this topic with the aim of a wide range of data.

REFERENCES

- Ault, P. H. Emery, E. Agee, W. K. (1979). *Introduction to Mass Communications*. (6th ed). Harper and Row, New York.
- Ahmed (2014) determining Somaliland's chances of achieving international recognition and the obstacles in the way. *Secession and Self-Determination in Africa*, 119–133. Doi: 10.4324/9781315762906-9
- Konneh (2019) how do Press Freedom & Democracy Impact Controlling Corruption? A Focus on Corruption in Africa
- Alam (2013). The role of press freedom in economic development: A global perspective. *Journal of Media Economics*, 26(1), 4-20.
- Apuke, (2016). Exploring the Factors Affecting Press Freedom in Nigeria. *Higher Education of Social Science*, 11(2), 32-34.
- Asemah (2012). News commercialization, objective journalism practice and the sustenance of democracy in Nigeria. *Higher education of social science*, 3(2), 27-34.
- Asika (1991) *Research Methodology in the Behavioral Sciences*, Longman Publisher Ibadan, Nigeria. 39-40.
- Babarinsa. (2003) *House of War*. Ibadan: Spectrum Books Limited
- Balasuriya, B. L. P. (2023). *Contemporary Challenges for Media and Democracy from the Young Citizens' Perspective: A Case Study in Gampaha District, Sri Lanka* (Dissertation). Retrieved from <https://urn.kb.se/resolve?urn=urn:nbn:se:uu:diva-504316>
- Banda, (2007). Study groups and peer roles in mediated academic literacy events in multilingual educational contexts in South Africa. *Stellenbosch Papers in Linguistics*, 37, 1-21.
- Baran and Davis (2003) *Mass Communication Theory: Foundation, Ferment, and Future*. Thomson Learning Academic Resource Center, Canada.
- Başaran, F. Geray H., (2005). *Economics of Communication Networks - Telecommunication, Mass Communication, Software and Media, Mass Communication, Software and Internet*, Ankara.
- Oloyede (2005) *Press Freedom: A Conceptual Analysis*, *Journal of Social Sciences*, 11:2, 101-109, DOI: 10.1080/09718923.2005.11892501
- Becker and Nusser(2007).An Evaluation of Press Freedom Indicators. *International Communication Gazette*, 69(1), 5-28. <https://doi.org/10.1177/1748048507072774>
- Becker and Nusser. (2007). An Evaluation of Press Freedom Indicators. *International Communication Gazette*, 69, 5-28.
- Berger, Cunningham, & Drumwright. (2007). *Mainstreaming Corporate Social Responsibility: Developing Markets for Virtue*. *California Management Review*, 49(4), 132–157.
- Bernault. (1999). *Confinement, prison and punishments in Africa from the 19th century to the present*. Paris: Karthala.
- Bjørnskov Freytag & Gutmann. (2018). *Coups, regime transition, and the dynamics of press freedom*.
- Brunetti & Weder. (2003). A free press is bad news for corruption. *Journal of Public economics*, 87(7-8), 1801-1824.
- Chama. (2010). Economic development at the cost of human rights: China nonferrous metal industry in Zambia. In M. Chapman., L. Randall., C. Rhee., K. Kovarovic., & S. Waldron (Eds.) *Human Rights Brief*, 17, 2, 2-7.
- Chama. (2012). Satirical censorship in press practice in Zambia: A case of newspaper journalist Roy Clarke. *Africa Today*, 59, 2.
- Chama, B. (2020). The Impact of Defamation Law on Tabloids in Western Africa. In: *Tabloid Journalism and Press Freedom in Africa*. Palgrave Macmillan, Cham. https://doi.org/10.1007/978-3-030-48868-0_4
- Chigora, P. (2011). *Africa in World Politics: Reforming Political Order*. *African Studies Quarterly*, 12(3), 126+. <https://link.gale.com/apps/doc/A268789596/AONE?u=googlescholar&sid=b0okmark-AONE&xid=992d4bd9>
- Chirwa. (1996). *Press freedom in Zambia*. Lusaka: Zambia Independent Media Association.
- Chris W. Ogbondah (1994) *Press Freedom in West Africa: An Analysis of One Ramification of Human Rights* Vol. 22, No. 2 (Summer, 1994), pp. 21-26 (6 pages)
- Chungu, (2022) an investigation into the parameters of press freedom in Zambia. a case study of the closure of prime television and the post newspaper
- Croteau and Hoynes (2005). *Media / Society: Industries, Images and Audiences* (3rd Edition). Pine Forge Press. Thousand Oaks. U.S.
- Cullen, R. and H.L. Fu (1998) 'Seeking Theory from Experience: Media Regulation in China', pp. 155–178 in V. Randall (ed.) *Democratization and the Media*. London: Frank Cass.
- Curran, J. (1979). Press freedom as a property right: the crisis of press legitimacy. *Media, Culture & Society*, 1(1), 59-82. <https://doi.org/10.1177/016344377900100106>
- Darge Mamo (2023) Exploring how absence of judicial freedom undermines press freedom in Ethiopia. Retrieved from <https://doi.org/10.3389/fcomm.2023.1151812>

- Dashti, Ali. (2008). the effect of online journalism on the freedom of the press: the case of Kuwait.
- Dunham (2016) Press freedom in 2015: The battle for the dominant message. Freedom House. Available at: <https://freedomhouse.org/report/freedom-press/freedom-press-2016Edition>). Enugu: New Generation Books
- Egbe, E. (2020). The impact of freedom of expression & information in journalism : An analysis of Media censorship: The case of the Cameroonian Media Landscape. (Dissertation,Malmouniversitet/Kulturochsamhälle).Retrievedfrom<https://urn.kb.se/resolve?urn=urn:nbn:se:mau:diva-23835>
- Eribo and Tanjong. 2002. Journalism and Mass Communication in Africa: Cameroon. Lanham: Lexington Books
- Ewunetie (2019) Comparative Analysis of Press Freedom Practice Before and after the “Reform”: Case Study on Addis Zemen Newspaper, <http://etd.aau.edu.et/handle/123456789/18840>
- Fair & Faringer. (1991). Press Freedom in Africa. Canadian Journal of African Studies, 28, 153.
- Fazal Hussain (2019): Press Freedom and Threats to Journalists in Pakistan
- Fliess & Sandeen. (2000). Press, power and politics. Arlington: The Freedom Forum Media Studies Center.
- Fonchingong (2004). “The Travails of Democratization in Cameroon in the Context of Political Liberalization since the 1990s.” African and Asian Studies 3 (1): 33–59.
- Forje (2008). “The 2004 Presidential Election in Cameroon: Consolidating Democracy or Foreshadowing Decline?” In Contextualizing the African Multiparty Elections of 2004, edited by Korwa G. Adar, Abdalla Hamdok, and Joram Rukambe, 29–50. Pretoria: African Institute of South Africa.
- Gnaiyu (2010). The Reporter’s Companion. Ibadan, Emgee Publishing Limited. Investigative Journalism. (2020, June). Meaning of Investigative Journalism.
- Hachten (2005). The Troubles of Journalism: A Critical Look at What's Right and Wrong With the Press (3rd ed.). Routledge. <https://doi.org/10.4324/9781410611871>
- Halberstam, D., Steinberg, S. H., Merrill, J. C., Lowenstein, R. L., Shook, F., Lattimore, D & Brooks, C. (1979). Journalism.
- Hamasaka, C. (2008). The impact of the broadcast legislative reforms on the newsroom staff's perceptions of the Zambia National Broadcasting Corporation (ZNBC)'s editorial operations and news content.
- Hansen, K. F. 2010. “Inside Electoral Democracy: Gift-Giving and Fluting in Political Campaigning in Cameroon.” Journal of Asian and African Studies 45 (4): 432–444. [Crossref],
- Harbeson J (1998) Is Ethiopia democratic? A bureaucratic authoritarian regime. *Journal of Democracy* 9(4): 62–69.
- Hardy, Jonathan. (2014). Critical Political Economy of the Media: An Introduction. 10.4324/9780203136225.
- Herman, E. S., & Chomsky, N. (1988). Manufacturing consent: the political economy of the mass media. New York, PantheonBooks. https://www.thenewsmanual.net/Manuals%20Volume%20Volume%202/volume2_39.htm.
- Jacobsson, A. and E. Jacobsson (2004) ‘Freedom of the Press, Economic Development and Market Concentration’, paper presented at the international conference organized by the Center for Global Media Studies, Seattle, and 16–17 July.
- John Nerone, the Media and Public Life: A History. (2016). European Journal of Communication, 31(2), 216–216. <https://doi.org/10.1177/0267323116637759>
- Jonathan H. Frimpong-Ansah. (1991) the Vampire State in Africa: The Political Economy of Decline in Ghana. London/Trenton NY (James Curry Publishers/Africa World Press) 1991. Xvi + 205 pp. ISBN 0-85255-124-X. Itinerario, 16(1), 122-123. doi: 10.1017/S0165115300006653
- Kamdem, S. 2018. “Cameroon: Media Freedom at the Crossroads.” The Round Table 107 (2): 217–219. [Taylor & Francis Online], [Google Scholar]
- Karikari, K. (1993). Africa: the press and democracy. Race & Class, 34(3), 55–66. <https://doi.org/10.1177/030639689303400305>
- Karikari, Kwame 2004, ‘Press Freedom in Africa: Challenges and Opportunities’, New Economy, pp. 184–186.
- Kasoma, F. P. (1997). The Independent Press and Politics in Africa. Gazette (Leiden, Netherlands), 59(4), 295–310.
- Kasoma, Francis P. (1995a) ‘The Role of the Independent Media in Africa's Change to Democracy’, *Media, Culture & Society* 17: 537-555.
- Keane, J. (1992) ‘Democracy and the Media — Without Foundations’, Political Studies, pp. 116–29.
- Lee, K.M. (2004) Presence, Explicated. Communication Theory, 14, 27-50. <https://doi.org/10.1111/j.1468-2885.2004.tb00302.x>
- Lichtenberg, Judith (ed.) (1990). Democracy and the Mass Media: A Collection of Essays. Cambridge University Press.

- Lijphart, A. (1989). Democratic Political Systems: Types, Cases, Causes, and Consequences. *Journal of Theoretical Politics*, 1(1), 33-48. <https://doi.org/10.1177/0951692889001001003>
- Lufuno charity (2022) an analysis of factors affecting media freedom at the South African broadcasting corporation
- Mack, N. & Woodsong, Cynthia & Macqueen, Kathleen & Guest, Greg & Namey, Emily. (2005). *Qualitative Research Methods: A Data Collector's Field Guide*
- Makungu, K. (2004). *The state of the media in Zambia: From the colonial era to December 2003*. Lusaka: Media Institute of Southern Africa, Zambian Chapter.
- Mano, W. (2005). *Press Freedom, Professionalism and Proprietorship: Behind the Zimbabwean Media Divide*.
- Martin, L. John and Anju Grover Chaudhary (1983). *Comparative Mass Media Systems*. New York: Longman
- McNair, B. (1999). *Journalism and Democracy: An Evaluation of the Political Public Sphere* (1st ed.). Routledge. <https://doi.org/10.4324/9780203021286>
- McQuail, D. (2005) *McQuail's Mass Communication Theory*. 5th Edition, Sage Publications Ltd., London.
- McQuail, D. (2005). Processes and models of media effects. *McQuail's mass communication theory*, 455-462.
- Merrill, John Calhoun (1974). *The Imperative of Freedom: A Philosophy of Journalistic Autonomy*. Freedom House.
- Moemeka, A.A. (1989). Perspectives on Development Communication. *Africa Media Review*, 3, 1-24.
- Moris, A. (2015). *A practical introduction to in-depth interviewing*. SAGE Publications Ltd, <https://doi.org/10.4135/9781473921344>
- Mosco, V. (2009). *The political economy of communication*. SAGE Publications Ltd, <https://doi.org/10.4135/9781446279946>
- Muhumuza Joel (2014) the implementation of freedom of expression to the media fraternity a case study of Daily Monitor. Retrieved from <http://hdl.handle.net/20.500.12306/3741>
- Mukhongo, L. L. (2010). Can the media in Africa shape Africa's political future? *Journal of African media studies*, 2(3), 339-352.
- Muluh, H., and B. Ndoh. 2002. "Evolution of the Media in Cameroon." In *Journalism and Mass Communication in Africa: Cameroon*, edited by Festus Eribo, and Enoch Tanjong, 3–16. Lanham: Lexington Books.
- Ngange, K. L. 2020. "Social Media Use in the 2018 Presidential Election in Cameroon." In *Social Media and the Elections in Africa*, Volume 1, edited by Ndlela Martin, and Mano Winston, 119–146. Cham: Palgrave Macmillan.
- Ngangum, P. T. 2019. "Media Regulation in Cameroon." *African Journalism Studies* 40 (3): 10–25. [Taylor & Francis Online] [Web of Science ®], [Google Scholar]
- Ngomba, T. 2011. "The Enduring Allure of Proximity-Based Political Campaign Communication Strategies in Cameroon." *International Journal of Media and Cultural Politics* 7 (3): 293–314. [Crossref], [Google Scholar]
- Ngomba, T. 2016. "Social Media and Election Campaigns in Sub-Saharan Africa: Insights from Cameroon." In *The Routledge Companion to Social Media and Politics*, edited by A. Bruns, G. Enli, E. Skogerbo, O. A. Larson, and C. Christensen, 447–459. New York and London: Routledge.
- Ngomba, T., and J. Thorsen. 2012. "Discourses of Positionality and the Challenges of Democratization in the Global South: The Case of Nepal and Cameroon." *Mediekultur* 52: 62–80.
- Nwanne, B. U. (2014). Another look at press freedom In Nigeria. *European Journal of Research in Social Sciences*. Vol. 2 No. 4
- Nyamnjoh, F. B. 2002. "Cameroon: Over Twelve Years of Cosmetic Democracy." *News from Nordic African Institute Newsletter*. Uppsala, Sweden, October 3, 5–8.
- Nyenty, A. 2013. *Crowd Sourced Journalism and Democratic Governance: The Case of Cameroon*. Reuters Institute Fellowship Paper. Oxford: University of Oxford.
- Ogbondah, C. W. (1997). Communication and Democratization in Africa: Constitutional Changes, Prospects and Persistent Problems for the Media. *Gazette (Leiden, Netherlands)*, 59(4), 271-294. <https://doi.org/10.1177/0016549297059004003>
- Okong'o, J. O. (2020). *Self-censorship and Journalism practice in mainstream media in Kenya* (Unpublished master's dissertation). Aga Khan University, East Africa.
- Okunna, C.S. & Omenugha, K.A. (2012). *Introduction to Mass Communication* (3rd edition)
- Okunna, S. (2003). *Ethics of mass communication*. Enugu: New Generation Ventures Ltd.
- Onagoruwa, T. (1985). *New Directions for Journalism in Nigeria* Ibadan: NUJ-NTA
- Ongowo, J. O. (2011). *Ethics of investigative journalism: A study of a tabloid and a quality newspaper in Kenya*. Retrieved from <http://www.media.leeds.ac.uk/files/2011/12/Jim-Ongowo.pdf>.
- Öztunc, Mustafa; Marc-Henry Pierre (2021). Analysis of the Obstacles to the Freedom and Independence of the Media in the World and Turkey TOJET: The Turkish Online Journal of Educational Technology; Adapazari Vol. 20.
- Patton, M. Q. (2002). Two Decades of Developments in Qualitative Inquiry: A Personal, Experiential Perspective. *Qualitative Social Work*, 1(3), 261–283. <https://doi.org/10.1177/1473325002001003636>

- Peter H. Juviler, *Freedom in the World: Political Rights and Civil Liberties*, 1979, by *Raymond D. Gastil, Political Science Quarterly*, Volume 95, Issue 4, winter 1980, Pages 687–689, <https://doi.org/10.2307/2150620>
- Phiri, Isaac. (2011). Evolution of anti-corruption journalism in Africa: lessons from Zambia. *Global Media Journal African Edition*. 2. 10.5789/2-1-32.
- Polycarp J. Omolo Ochilo, *Press Freedom and the Role of the Media in Kenya; Africa Media Review Vol. 7 No. 3 1993*
- Press Freedom in Zambia: A study of The Post newspaper and professional practice in political context* Chama, B. (Author). 31 Mar 2014
- Price, James & Murnan, Judy. (2004). Research Limitations and the Necessity of Reporting Them. *American Journal of Health Education*. 35. 66-67. 10.1080/19325037.2004.10603611
- Price, James H. and Judy Murnan. "Research Limitations and the Necessity of Reporting Them." *American Journal of Health Education* 35 (2004): 66-67;
- Price, M.E., Rozumilowicz, B., & Verhulst, S.G. (2002). *Media reform: democratizing the media, democratizing the state.*
- Regmi Kiran (2019) Challenges of investigative journalism in Nepal: the case of Kantipur Daily, Nagarik Daily, and Nayapatrika Daily. Retrieved from <http://hdl.handle.net/11250/2637635>
- Repucci, S. (2020). The Freedom House Survey for 2019: The Leaderless Struggle for Democracy. *Journal of Democracy* 31(2), 137-151. <https://doi.org/10.1353/jod.2020.0027>.
- Sambe, J. A. and Ikoni, U. D. (2004). *Mass Media and Ethics in Nigeria*. Ibadan: Caltop Publications Nigeria Ltd.
- Shyamal Chowdhury (2004) the effect of democracy and press freedom on corruption: an empirical test, *Economics Letters*, 2004, vol. 85, issue 1, 93 101, [http://www.sciencedirect.com/science/article/pii/S0165-1765\(04\)00141-7](http://www.sciencedirect.com/science/article/pii/S0165-1765(04)00141-7)
- Siebert, F.S., Peterson, T. and Schramm, W. (1956) *Four Theories of the Press*. University of Illinois Press, Urbana III.
- Sobowale, I. S. (1983). *Scientific journalism*. Ikeja: John West Publishers
- Splichal, S. (2002). *Principles of Publicity and Press Freedom*. <http://doi.org/10.5860/choice.40-5742>
- Svernlöv, O. (2020). *Media in transition : The cost of increased freedom of expression in Ethiopia* (Dissertation). Retrieved from <https://urn.kb.se/resolve?urn=urn:nbn:se:su:diva-183178>
- Tebele, Simon (2005): *Open airwaves: challenges for South African journalism*, <http://hdl.handle.net/10386/2828>
- Tejumaye, A, J. (2003). *Mass communication research: an introduction*. Dapson International Nigeria limited
- Thabang Mohale (2018) *A Case Study Analysis of Freedom of Press in Western Countries*. Retrieved from DOI: 10.21275/SR20323180642, *International Journal of Science and Research (IJSR)*
- Tunney, R. J., & Bezzina, G. (2007). Effects of retention intervals on receiver operating characteristics in artificial grammar learning. *Acta Psychologica*, 125(1), 37–50
- Turow, J. (2011). *Media Today: An Introduction to Mass Communication* (4th ed.). Routledge. <https://doi.org/10.4324/9780203836514>
- Ugboajah, F.O. (1985) *Mass Communication, Culture and Society in West Africa*. Hans, New York.
- UNESCO, (2005) retrieved from <http://www.unesco.org/new/en/communication-and-information/freedom-of-expression/freedom-of-information/>
- Voltmer, K. 2006. *The Mass Media and Political Communication in New Democracies*. London and New York: Routledge
- Wanyama, F. O. (2000a), 'Democratization in Africa: Advances and Setbacks', in G. P. Okoth (ed.), *Africa at the Beginning of the 21st Century*, Nairobi: Nairobi University Press, pp. 109-32.
- Wasserman, H. (2011). Mobile phones, popular media, and everyday African democracy: Transmissions and transgressions. *Popular communication*, 9(2), 146-158.
- Wasserman, H. 2019. "Media, Conflict and Democratization in Africa: Political Communication by Other Means." *Media Linguistics* 6 (4): 429–440.
- Wete, F. N. 1986. "Development Journalism: Philosophy and Practice in Cameroon." PhD diss., University of Missouri. White Plains, NY: Longman.
- Wright, J. (2010). Aid effectiveness and the politics of personalism. *Comparative Political Studies*, 43(6), 735-762. <https://doi.org/https://doi.org/10.1177/0010414009358674> [Crossref] [Web of Science ®], [Google Scholar]

ABOUT ONE APPROACH TO CATEGORIZING CRITICAL INFORMATION INFRASTRUCTURE OBJECTS

Arzu BABAYEVA

Azerbaijan Technical University,
Department of Cybersecurity, Baku, Azerbaijan
arzu.babayeva@aztu.edu.az

Yadigar IMAMVERDIYEV

Azerbaijan Technical University,
Department of Cybersecurity, Baku, Azerbaijan
yadigar.imamverdiyev@aztu.edu.az

ABSTRACT

The article considers the main components of the critical information infrastructure (CII), examines the rules and the current law on ensuring the security of critical information infrastructure in the Republic of Azerbaijan. Based on them, a step-by-step scheme is built to identifying an information system, an automated control system or an information and communication network as an object of critical information infrastructure. The global experience in categorizing critical information infrastructure objects has been studied. An approach to categorizing critical information infrastructure (CII) objects has been developed for Republic of Azerbaijan and has been applied in a step-by-step scheme for identifying CII objects. The architecture of the register of critical information infrastructure objects is also proposed.

Keywords: Critical information infrastructure, object of critical information infrastructure, subject of critical information infrastructure, information security, threat, cyber risk, register of critical information infrastructure objects.

INTRODUCTION

Critical Information Infrastructure (CII) is a set of information systems, automated control systems, and information and communication networks that support activities in essential areas, the disruption of which can cause significant harm to the interests of citizens, society, and the state. Effective management of CII requires careful analysis and categorization, which allows for assessing their vulnerability levels and developing adequate protection procedures. In the face of increasing threats, including cyberattacks and natural disasters, the need for categorizing CII objects becomes particularly relevant.

The aim of this article is to investigate the existing laws and other regulatory documents of the Republic of Azerbaijan to build a step-by-step scheme for identifying CII objects. And the development of an approach to categorizing critical infrastructure objects, with the intention of proposing it within the current step-by-step scheme. An in-depth analysis of this topic will help ultimately contributing to enhancing the resilience and security of critical information infrastructure in the current context.

A Scheme For Identifying Objects Of Critical Information Infrastructure

The main components of critical information infrastructure (CII) are the objects and subjects of the critical information infrastructure. To simplify and clarify the interpretation of these concepts, the following illustration can be presented (Figure 1) [1].

In accordance with Chapter V-I of Article 20-2 of the Law of the Republic of Azerbaijan "On Information, informatization and information protection", the basis for considering an object as an object of critical information infrastructure is a violation of its functionality, which can lead to the following consequences:

1. the emergence of a threat of violation of the independence, sovereignty, constitutional order, territorial integrity and defense capability of the state, as well as significant threats to public security;
2. depriving the population of important guarantees as a result of disruption of the activities of governmental bodies (institutions), creating serious obstacles to the normal functioning of life support infrastructure, interruption of transport and communication links or significant restrictions on the provision of medical services;
3. violation of economic and financial stability, causing significant damage to the formation of the state budget;
4. violation of the ecological balance and a sharp deterioration of the environmental situation [1].

The above consequences cover the main 4 areas (Figure 2).

On the basis of the "Rules for ensuring the security of critical information infrastructure in the Republic of Azerbaijan", established by the Cabinet of Ministers of the Republic of Azerbaijan on July 17, 2023, the functions of the authorized body in the field of ensuring the security of critical information infrastructure in the

Republic of Azerbaijan are performed by the State Security Service of the Republic of Azerbaijan (State Security Service - SSS), in relation to state institutions, are carried out jointly with Special Communication and Information Security State Service of the Republic of Azerbaijan (Special Communication and Information Security State Service – SCISSS). The list of critical information infrastructure objects is approved by the Cabinet of Ministers of the Republic of Azerbaijan on the basis of proposals from the authorized body [2].

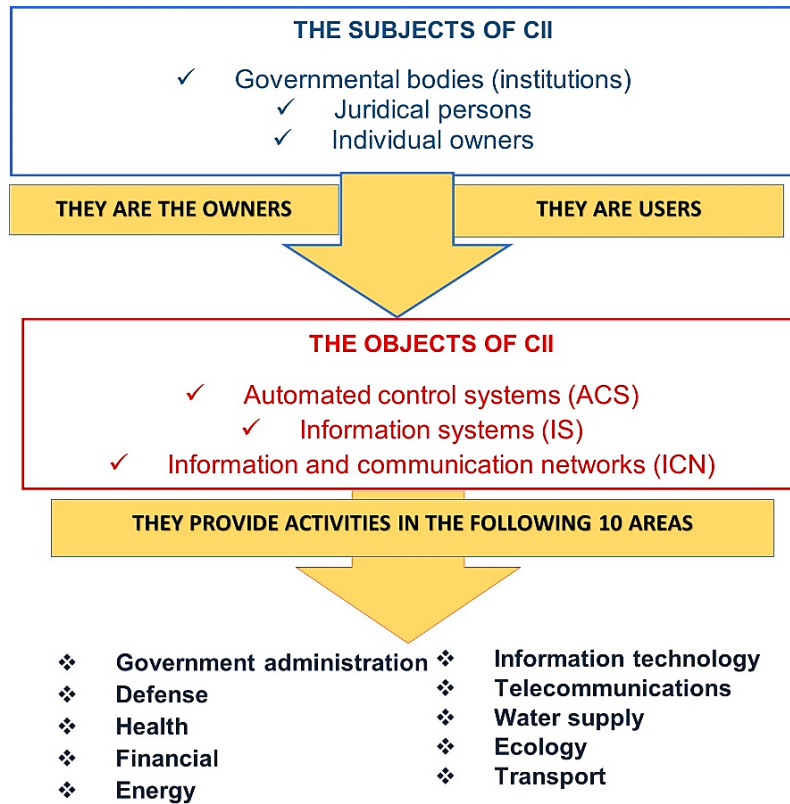


Figure 1. Components of CII.

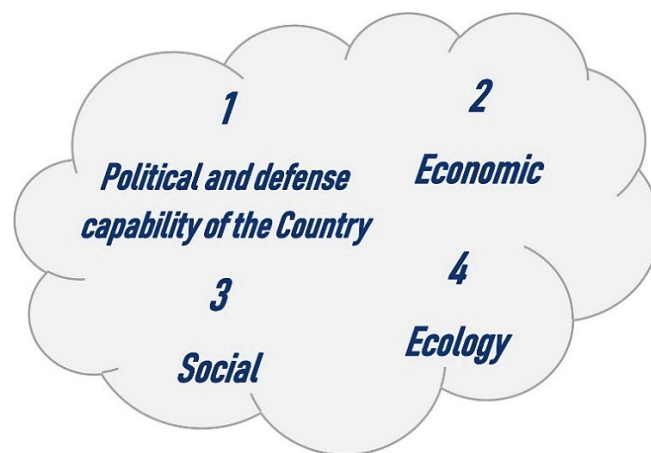


Figure 2. The basic areas of influence of the consequences.

In the Republic of Azerbaijan, the process of reviewing an information system, automated control system, or information and communication network as a critical information infrastructure object is also organized by the authorized body and includes the following stages:

1. The processes of activities conducted through information systems, automated control systems, and information and communication networks in 10 areas of activity are being identified.
2. The information systems, automated control systems, and information and communication networks that support the processes in 10 areas of activity are being identified;

3. The damage that may be caused by the disruption of functionality in each information system, automated control system, and information and communication network is being assessed, as well as the potential consequences in the previously designated 4 basic areas.
4. Reasoned proposals from the authorized body for the consideration of an information system, automated control system, or information and communication network as an object of critical information infrastructure are submitted to the Cabinet of Ministers of the Republic of Azerbaijan.

Entities of critical information infrastructure (CII) must submit the requested information to the authorized body within 30 (thirty) days for the purpose of identifying critical information infrastructure objects. The status of a critical information infrastructure object is reviewed no less than once every 3 (three) years, as well as in the event of changes in the configuration, functionality, or information security requirements that the object must meet [1-2].

The general step-by-step scheme for identifying critical information infrastructure objects in the Republic of Azerbaijan is considered in Figure 3. From this figure, it is clear that the identification of a specific critical information infrastructure (CII) object has two outcomes: positive or negative.

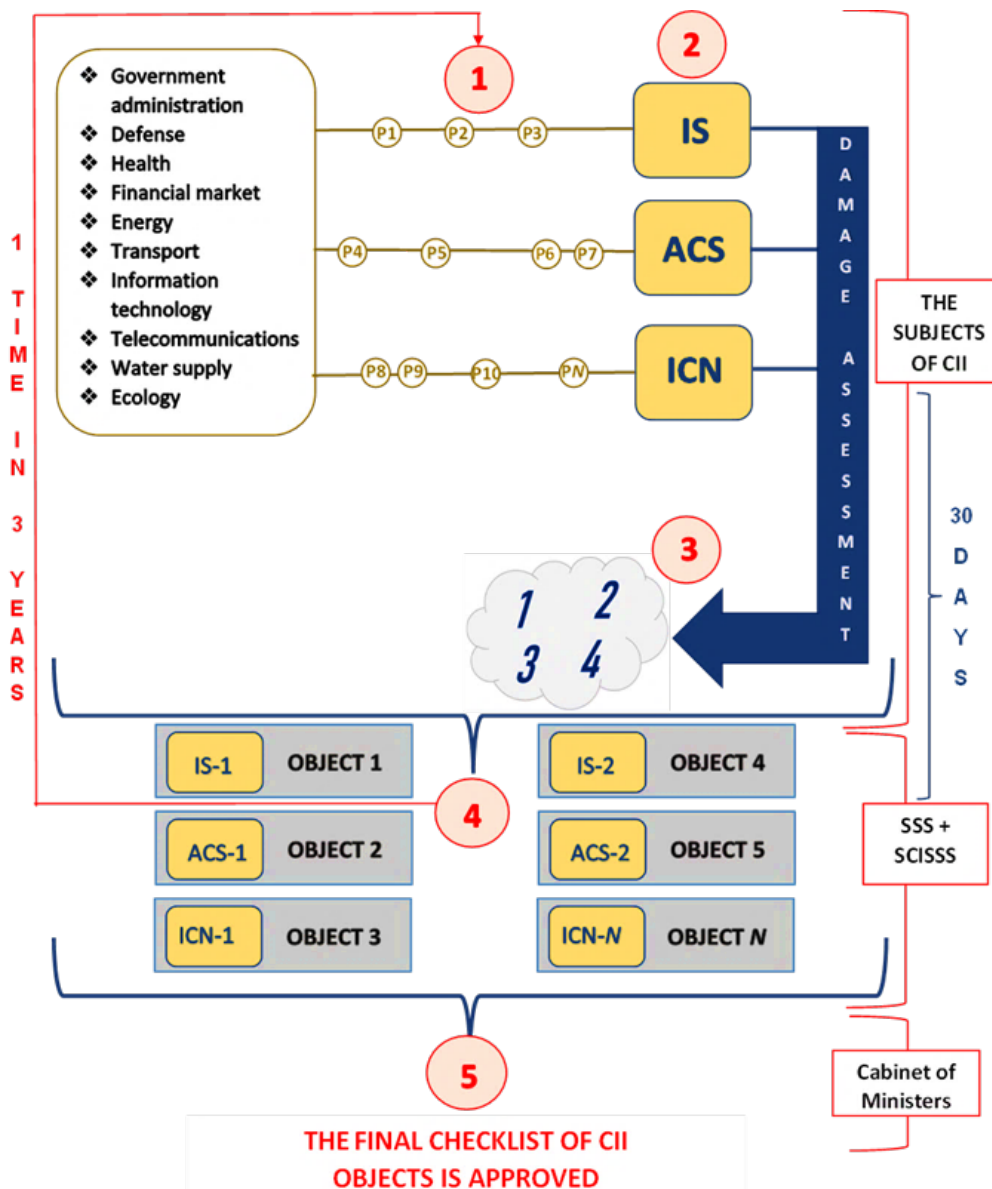


Figure 3. Step-by-step scheme for identifying CII objects in the Republic of Azerbaijan

An Approach To Categorization Of Critical Information Infrastructure Objects

The study of international experience on this topic reveals that critical information infrastructure objects can be classified by levels based on their importance categories. The categorization of a critical information infrastructure object involves determining its significance and criticality based on a range of criteria and

indicators. For example, practices used in countries such as the Russian Federation and Ukraine are supported by legislative and other regulatory documents [3-5].

Why is categorization needed? First, to determine the priority of protection: identifying which objects require an increased level of protection and monitoring based on their importance to the functioning of society and the economy of the state. Second, to identify vulnerabilities and potential threats to different categories of objects, which contributes to more effective management of cyber risks. Additionally, it aids in developing protection measures: defining response plans for emergencies and incidents, allowing for a quick and effective reaction to threats [6-7].

Based on these beliefs, it is advisable to apply an approach to categorizing critical information infrastructure (CII) objects between steps 2 and 3 in the step-by-step scheme (Figure 3), where the damage caused by the disruption of the functionality of the CII object is assessed, which may lead to consequences in the areas of influence presented in Figure 2.

The following categories have been compiled and proposed to characterize the degree of criticality and importance of CII objects for the Republic of Azerbaijan:

- Category I* — Especially Critical Objects;
- Category II* — Prioritized Important Objects;
- Category III* — Important Objects;
- Category IV* — Key Objects;
- Category V* — Fundamental Objects;

There is also a possibility to define a *Category VI*, which is not considered critical.

The categorization of CII is carried out based on the assessment of the criteria C_o for the CII object, which is calculated using formula (1).

$$C_o = \sum_{i=1}^m w_i C_i \quad (1),$$

where C_i is the assessment for criterion i , and w_i is the weight coefficient for criterion i . m is the number of criteria, and each criterion is assessed using the appropriate scale. In this paper, w_i is defined by the formula (2):

$$w_i = \frac{1}{C_{max}^i} \quad (2),$$

where C_{max}^i is the maximum score according to the i -th criterion.

The decision on the category of a critical information infrastructure (CII) object is made based on a ranked assessment of the level of criticality and importance of the critical infrastructure object according to the following rule:

- Category I, if $0.9 < C_o \leq 1$;
- Category II, if $0.7 < C_o \leq 0.9$;
- Category III, if $0.5 < C_o \leq 0.7$;
- Category IV, if $0.3 < C_o \leq 0.5$;
- Category V, if $0.1 < C_o \leq 0.3$;
- The object is not considered critical if $0 < C_o \leq 0.1$.

For the proposed approach to categorizing critical information infrastructure (CII) objects, the following model for representing CII can be applied. Suppose that 10 areas of activity, which implement critical processes through information systems, automated control systems, and information and communication networks, are defined as domains, while the interrelated and interdependent relationships among them are represented as subdomains.

To ensure the security and continuity of functioning of critical information infrastructure objects, including issues related to security risk management and cyber incidents, a register of critical information infrastructure objects has been developed.

In accordance with the "Rule for the structure, creation and maintenance of the register of critical information infrastructure objects" established by the Cabinet of Ministers of the Republic of Azerbaijan dated July 17, 2023, the register is an information system designed to conduct analysis in order to implement information processes (creation, collection, processing, storage, search, protection and exchange of information), related to critical information infrastructure objects, as well as planning and execution of activities, related to ensuring the security of critical information infrastructure, including the implementation of the fight against cyber threats [8].

The operation and maintenance of the register of critical information infrastructure objects is carried out by the owner, operator and register participants, as well as through the successful interaction and interdependent communication of all three. The roles of the owner, operator, and register participants are defined in Figure 4.

The register of Critical information infrastructure objects includes:

- 1) data on subjects of critical information infrastructure;
- 2) data on objects of critical information infrastructure;
- 3) special requirements, security procedures and security plans for a critical information infrastructure object;
- 4) the results of activities carried out in order to monitor the state of security of the critical information infrastructure object [8].

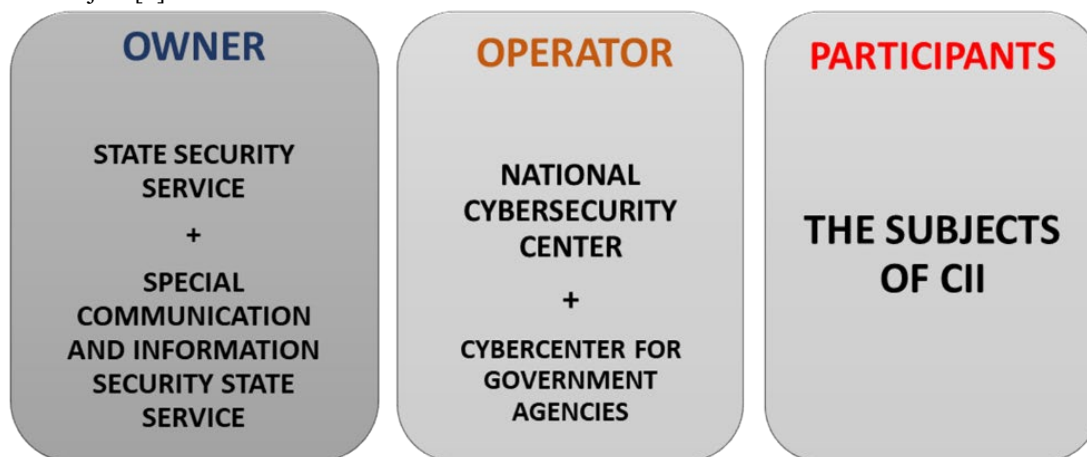


Figure 4. Distribution of roles in the Register

CONCLUSION

In this article, an approach to categorizing critical infrastructure objects for the Republic of Azerbaijan has been developed as an important element of ensuring security and managing cyber risks in CII. The main reasons for categorizing critical information infrastructure objects have been identified for their application in the established step-by-step scheme for identifying CII objects. Additionally, the significance and role of the register of critical information infrastructure objects in the Republic of Azerbaijan have been discussed.

Summarizing the legislation of the Republic of Azerbaijan concerning critical information infrastructure objects is the first step toward developing legislation in this area. Consequently, practices aimed at systematizing and ensuring the security of CII are new, and many rules and procedures established by legislation are, in fact, not functioning.

The proposals and developments put forward within this topic can serve as a foundation for further advancements in CII protection and contribute to creating a safer and more resilient environment. It is essential to continue research in this area to identify shortcomings in existing approaches and improve them using modern technologies such as artificial intelligence and machine learning.

REFERENCES

- The Law of the Republic of Azerbaijan "On Information, informatization, and information Protection". Official website e-qanun.az - unified electronic database of legal acts. 2022.
- Rules for Ensuring the Security of Critical Information Infrastructure in the Republic of Azerbaijan. Official website e-qanun.az - unified electronic database of legal acts.2023.
- The Law of Ukraine "On Critical Infrastructure". Official website zakon.rada.gov.ua - unified electronic database of legal acts. 2022.
- Procedure for Classifying Objects as Critical Infrastructure, resolution of the Cabinet of Ministers of Ukraine. Official website zakon.rada.gov.ua - unified electronic database of legal acts. 2022.
- The Federal Law "On the Security of Critical Information Infrastructure of the Russian Federation". 2018.
- Potii, Oleksandr, et al. "Criticality Assessment of Critical Information Infrastructure Objects: A Category Based Methodology and Ukrainian Experience." Multimedia Communications, Services and Security: 10th International Conference, MCSS 2020, Kraków, Poland, October 8-9, 2020, Proceedings 10. Springer International Publishing, 2020.
- Toliupa, Serhii, Ivan Parkhomenko, and Viktoriia Antoniuk. "Method for Identification of Critical Information Infrastructure Objects of the State." IT&I Workshops. 2021.
- Rule for the Structure, Creation, and Maintenance of the Register of Critical Information Infrastructure Objects, resolution of the Cabinet of Ministers of the Republic of Azerbaijan. 2023.

AFET DEVLET POLİTİKASI VE EĞİTİM: 6 ŞUBAT 2023 DEPREMLERİ SONRASINDA OKULA ERİŞİM VE OKUL SEÇİMLERİ

Özkan ASLAN

Okul Müdürü, Milli Eğitim Bakanlığı, Ağrı, Türkiye
ozkanaslan0411@gmail.com.tr

Nermin KARABACAK

Recep Tayyip Erdoğan Üniversitesi, Eğitim Fakültesi, Türkiye
nermin.karabacak@erdogan.edu.tr

ÖZET

Öngörülemeyen zamanlamada, kamu eğitim hizmetlerinin kesintiye uğraması, psikososyal refahın bozulması, doğal afetlerin eğitim hizmeti perspektifinden değerlendirilmesini gerektirmektedir. Afet devlet politikasında, devlet organizasyonu ile 6 Şubat 2023 depremleri sonrasında dezavantajlı bir grup durumunda bulunan depremi yaşayanlar üzerindeki eğitimde okula erişim ve okul seçimlerini nasıl belirlediği önemlidir. Bu bağlamda 6 Şubat 2023 depremleri sonrasında zorunlu eğitim çağındaki çocukların okula erişimlerinin nasıl sağlandığı ve/veya okul seçimlerinin nasıl yapıldığına ilişkin veli, öğretmen ve okul yöneticilerinin görüşlerini ortaya koymayı amaçlayan bu araştırma, nitel araştırma deseninde ve durum çalışması modelinde yürütülmüştür. Araştırmanın çalışma grubu, amaçlı örnekleme yöntemlerinden ölçüt örnekleme tekniğiyle belirlenen, (1) deprem yaşayan öğrenci velisi, (2) deprem yaşayan öğrencisi bulunan öğretmen ve (3) deprem yaşayan öğrencisi bulunan okul yöneticisi olmak her gruptan sekiz olmak üzere toplam 24 katılımcıdan oluşmaktadır. Çalışma grubunda bulunan üç katılımcı grubuna yönelik görüşme formları hazırlanmıştır. Araştırmanın verileri yarı yapılandırılmış görüşme formlarıyla toplanmıştır. Veriler içerik analizi yöntemiyle analiz edilmiştir. Bu çalışmada, deprem sonrası göçe maruz kalan zorunlu eğitim çağındaki çocukların yeni göç bölgelerindeki okula erişimlerini ve/veya okul seçimlerini yakınların tavsiyesini alarak, yerleşim adresinin okula yakınlığı, yeni göç yerlerindeki kurumların yönlendirmesiyle resmi kolaylık sağlanarak yaptıkları tespit edilmiştir. Araştırma sonuçlarına göre, deprem sonrası aileler göç rotalarını belirlerken yakınlarının, arkadaşlarının veya akrabalık bağlarının olduğu yerleri tercih etmişlerdir. Bu tercihlerin neticesinde ise eğitim çağındaki çocukları olan aileler okul seçimi yaparken yakınlarından destek almışlar ve yakınlarının tavsiyesine göre çocuklarının okula erişimlerini sağlamışlardır. Deprem yaşayan ailelerin bir diğer okul seçim tercihi ise kurumların zorunlu oldukları yönlendirmelerdir. Bunun yanı sıra deprem sonrası Türkiye'nin farklı illerine göç eden ailelerin zorunlu eğitim çağındaki çocuklarının eğitim ihtiyacının karşılanması için illerde/ilçelerde kurulan komisyonlar tarafından, deprem nedeniyle göç eden zorunlu eğitim çağındaki çocukları takip ederek okullara yönlendirme yapılmıştır. Araştırma sonuçlarında, bir devlet politikası olarak Milli Eğitim Bakanlığının deprem yaşayan çocukların biran önce eğitime kazandırılması amacıyla "herhangi bir şart olmadan" istenilen kamu veya özel okula kayıt yapılabilmesinin önünü açması ile birlikte ailelerin okul tercihini kendilerinin yapmasına ve çocukların kısa süre içerisinde okula erişim sağlanmasına olanak sağladığı ortaya konulmuştur. Ayrıca 6 Şubat depremleri sonrası uygulanan kayıt kolaylığının tüm doğal afetlerden sonra uygulanması gerektiği ve okula erişimleri sağlanan çocukların geri dönüşleri dikkate alınarak bu uygulamada sürekliliğin sağlanması gerektiği önerisinde bulunulmuştur.

Anahtar Kelimeler: Deprem, okula erişim, okul seçimi, zorunlu göç, zorunlu eğitim.

GİRİŞ

Birçok alanda faaliyetlerin durmasına veya aksamasına neden olan doğal afetler, öngörülemeyen zamanlarda ve farklı alanlarda etkisini göstermektedir. Bu anlamda afete maruz kalan toplumlar, ekonomik, sosyal, siyasi, kültürel ve eğitim alanında doğrudan etkilenmektedir. Özellikle geniş coğrafyayı veya büyük yerleşim yerlerini etkileyen afetler meydana geldiğinde afetlerin yaşandığı bölgeler değil, çok daha geniş alanlar veya uluslar ekonomi, sosyal, siyasi, kültürel ve eğitim alanlarında etkilenebilmektedir (Şahiner, 2022). Bu şekilde kendini gösteren afetlerden birisi 6 Şubat 2023 tarihinde Türkiye saati ile 04.17'de ve 13.24'de merkez üssü Kahramanmaraş olan 7,7 ve 7,6 büyüklüğünde iki depremdir. Bu iki deprem, Kahramanmaraş, Hatay, Adıyaman, Gaziantep, Kilis, Diyarbakır, Malatya, Osmaniye, Adana, Şanlıurfa ve Elazığ illerini şiddetli bir şekilde etkilemiştir (SBB, 2023). Türkiye'nin güneyinde meydana gelen depremden en çok etkilenen on bir ilde sağlık, eğitim, ulaşım, barınma gibi hizmet alanlarında aksamalar nedeniyle toplumsal yaşam durma noktasına gelmiştir. Meydana gelen depremler toplumsal işleyişi kesintiye uğratarak fiziksel hasara, kayıplara, genel refah ve mutluluğun azalmasına yol açmıştır. Ayrıca depremlerin etkileri ulusal çapta kendini göstermiştir. Bu etkilerin sonuçlarından bir tanesi de deprem bölgesinden Türkiye'nin tüm illerine yönelik yapılan iç göç ve eğitim alanında öğrenci hareketliliğidir. Bu özelliklerde yaşanan büyük afetlerden sonra zorunlu iç göçler ve bu göçlere bağlı çeşitli zorluklar meydana gelmektedir (Atalay, 2023).

Geniş bir coğrafyayı ve büyük bir insan nüfusunu etkileyen deprem ortamında, eğitim faaliyetleri de olumsuz olarak etkilenmiştir. Deprem sonrası okullarda, üniversitelerde ve yurtlarda meydana gelen yıkım ve tahribatlar, deprem sonrası yüz yüze eğitime geçmeyi güçleştirmiştir. Tüm ülkeyi etkileyen deprem sonrası ülke genelinde okullara ara verilmiştir. 71 ilde iki hafta sonra, 20 Şubat 2023 tarihinde açılan okullar depremin en yoğun yaşandığı illerde ise kademeli olarak 27 Mart'a kadar aralıklı olarak açılmıştır.

Milli Eğitim Bakanlığı tarafından yayınlanan 2022-2023 eğitim öğretim yılı örgün eğitim istatistiklerine göre, Türkiye'de zorunlu eğitim çağında bulunan 15.532.369 öğrenci bulunmaktadır. Depremden etkilenen on bir ilde bu sayı 3.418.856'dır. On bir ilin öğrenci sayısı Türkiye'deki toplam öğrenci sayısının %22'sini oluşturmaktadır. Bu öğrencilerin büyük bir kısmı ya devlet imkânları ile ya da ailelerin kendi imkânları ile farklı illere göç etmiştir. Göç sonrası kendi imkânları ile yakınlarının yanına gelen aileler dışında devlet yardımı ile göç eden aileler illerdeki komisyonlar aracılığıyla yurtlara yerleştirilmiştir.

Deprem sonrası hayatta kalıp göç eden sınırlı imkânlarla sahip zorunlu eğitim çağındaki çocukların yeni yerleşim yerlerinde eğitim gereksinimlerinin karşılanması amacıyla okul ihtiyacının ortaya çıkmasına neden olmuştur. Bu anlamda 6 Şubat 2023 depremleri sonrası göç eden zorunlu eğitim çağındaki çocukların yeni yerleşim yerlerinde okula erişimlerinin sağlanması öncelik gerektirmektedir. Çünkü okullar, çocukların karşılaştıkları zorluklar karşısında güçlendiren ve eğitim almasını sağlayan hizmet birimleridir (Rah, Choi & Ngoyen, 2009).

Alanyazın incelendiğinde Türkiye'de deprem sonrası göçe maruz kalan zorunlu eğitim çağındaki çocukların okula erişimleri, okula devamları ve okul seçimleri ile ilgili saha araştırmaları bulunmamaktadır. Bundan dolayı bu araştırmada, 6 Şubat 2023 depremlerine bağlı göçler sonrası kısıtlı imkânlarla sahip grup durumunda bulunan zorunlu eğitim çağındaki çocukların okula erişimlerinin nasıl sağlandığı ve/veya okul seçimlerinin nasıl yapıldığının belirlenmesi amaçlanmıştır. Bu amaç doğrultusunda aşağıdaki sorulara yanıt aranmıştır:

Zorunlu eğitim çağındaki deprem yaşayan ve göçe maruz kalan çocukların;

- 1) Okula erişimleri nasıl sağlanmıştır?
- 2) Okula erişimleri sağlanan çocukların okul tercihleri ve/veya okul seçimleri hangi kriterlere göre yapılmıştır?
- 3) Okula erişimleri sağlanan çocukların devam/devamsızlık durumları nasıldır?

YÖNTEM

6 Şubat 2023 Kahramanmaraş depremleri sonrasında göçe maruz kalan zorunlu eğitim çocukların okula erişimlerinin nasıl sağlandığı ve/veya okul seçimlerinin nasıl yapıldığının belirlenmesi amacıyla tasarlanan bu araştırma nitel araştırma deseninde ve durum çalışması modelinde yürütülmüştür.

Çalışma Grubu

Bu araştırmanın çalışma grubu, amaçlı örnekleme yöntemlerinden ölçüt örnekleme tekniğiyle belirlenen, (1) deprem yaşayan öğrenci velisi, (2) deprem yaşayan öğrencisi bulunan öğretmen ve (3) deprem yaşayan öğrencisi bulunan okul yöneticisi olmak her gruptan sekiz olmak üzere toplam 24 katılımcıdan oluşmaktadır. Çalışma grubunda bulunan üç katılımcı grubuna yönelik görüşme formları hazırlanmıştır. Araştırmanın verileri yarı yapılandırılmış görüşme formlarıyla toplanmıştır. Veriler içerik analizi yöntemiyle analiz edilmiştir. Araştırmaya dâhil edilen katılımcıların seçiminde amaçlı örnekleme yöntemlerinden maksimum çeşitlilik yöntemi kullanılmıştır (Creswell, 2012). Maksimum çeşitlilik yöntemi çerçevesinde, okul türlerinin ve katılımcıların belirlenmesinde "6 Şubat Kahramanmaraş depremlerinden sonra göçe maruz kalmış olmak ve zorunlu eğitime kamu ya da özel okullarda devam etmek" ölçütü olarak alınmıştır (Hatch, 2002; Yıldırım ve Şimşek, 2021).

Veri Toplama Aracı

Araştırmada veri toplamak amacıyla yarı yapılandırılmış görüşme tekniği kullanılmıştır. Çalışma grubunda okul yöneticilerine, öğretmenlere ve öğrenci velileri olmak üzere her gruba yönelik üç adet görüşme formu hazırlanmıştır. 6 Şubat 2023 depremlerine bağlı göç yapan zorunlu eğitim çağındaki çocukların okula erişimlerini nasıl sağladıklarının belirlenmesi ile ilgili görüşler doğrultusunda veri toplamak amacıyla okul yöneticisi, öğretmen ve velilere yönelik hazırlanan yarı yapılandırılmış görüşme formu, iki bölüme ayrılmıştır. İlk bölümde katılımcıya ait demografik bilgiler, ikinci bölüm ise yarı yapılandırılmış görüşme sorularından oluşmaktadır.

Verilerin Analizi

Araştırma verilerinin analizinde tematik içerik analizi tekniği kullanılmıştır. Tematik içerik analizinde katılımcılardan elde edilen verilerden yola çıkılarak temalar, alt temalar ve kodlar oluşturulur (Patton, 2015). Araştırma kapsamında, katılımcı görüşleri detaylı şekilde araştırmanın amacı doğrultusunda sözcük ve sözcük grupları belirlenerek kodlar oluşturulmuştur. Uzman görüşler alınarak ana tema ve alt temalar oluşturulmuştur.

BULGULAR

Bu bölümde araştırmanın alt problemlerine göre oluşturulan bulgulara yer verilmiştir. Ana tema, alt tema ve kodlar tematik içerik analizi sonucunda tablo halinde sunulmuştur. Araştırmada, “okula erişim ve okul seçimi (OES)” ana tema olarak belirlenmiştir.

Okula Erişim ve Okul Seçimi

Okula erişim teması, okul seçiminde yakınların tavsiyesi, okul erişiminde adrese yakınlık, kurum yönlendirmesi ve resmi kolaylık olmak üzere dört alt tema belirlenmiştir. Tablo 1’de okula erişim temasına ait alt tema ve kodlara yer verilmiştir.

Tablo 1. Okula Erişim ve Okul Seçimi Temasına İlişkin Ana Tema, Alt Tema ve Kodlar

Ana Tema		Okula Erişim ve Okul Seçimi
Kodlar	Alt Temalar	Örnek İfadeler
OES ₁	Okul seçiminde yakınların tavsiyesi	“Yakınlarımızın yönlendirmesi ile okula kayıt yaptık” “Bir yakınlarımızın tavsiyesi üzerine kayıtlarını yaptık” “Burada akrabalarımızın tavsiyesine göre okulu belirledik.”
OES ₂	Okula erişimde adrese yakınlık	“Okul seçiminde adrese yakın olmasını göz önüne aldık.” “Adres bölgesine göre adrese yakın olan okulu tercih ettiler.” “Böyle bir durumda ilk baktığım okulun adrese yakın olmaydı.”
OES ₃	Kurum yönlendirmesi	“Ailelerin kurumlara başvurusu ve yönlendirilmesi ile kayıtlar yapıldı.” “Öğrenciler ildeki komisyon tarafından okulumuza yönlendirildi.” “Komisyonlar tarafından kayıt yapabileceğimiz okullara yönlendirildik.”
OES ₄	Resmi kolaylık	“Herhangi bir prosedüre gerek olmadan eğitime devam edebildiler.” “Velilerin sözlü beyanını esas alarak direkt nakil alabiliyoruz.” “Depremzede olduğumuzdan istediğimiz okula kayıt yapabildik.”

Tablo 1 incelendiğinde, 6 Şubat depremleri sonrası göç eden çocukların okula erişimlerinin sağlanması için illerde Milli Eğitim Müdürlükleri bünyesinde komisyonlar oluşturulmuştur. Bu komisyonlar aracılığı ile çocukların okullara yönlendirildiği tespit edilmiştir. Depremzede aileler deprem bölgesinden göç ederken akrabalarının, arkadaşlarının veya yakınlarının olduğu yerleri tercih etmişlerdir. Bu tercihler neticesinde çocuklarını okula kayıt etmek isteyen aileler, yakınlarından aldıkları tavsiyeler, buldukları konuma yakınlık gibi kıstaslarla kayıt işlemlerini yaptıkları ortaya konulmuştur. Ayrıca çocukların kayıtları sırasında depremzede ailelerin sözlü beyanı esas alınarak herhangi bir evrak talep edilmeden resmi kolaylık sağlandığı saptanmıştır.

TARTIŞMA VE SONUÇ

Bu bölümde, 6 Şubat 2023 Depremleri sonrası eğitim çağındaki çocukların okula erişim ve okul seçimlerinin nasıl yapıldığının tespiti üzerine elde edilen bulguların tartışması yapılmıştır. Türkiye’deki alan yazın incelendiğinde deprem sonrası çocukların okula erişimleri ve okul seçimlerine yönelik ayrıntılı bir araştırmaya rastlanılmaması nedeniyle araştırmadan elde edilen sonuçların alan yazına katkı sağlaması açısından önemli olduğu düşünülmektedir.

Araştırmanın sonuçlarına göre, deprem sonrası göçe maruz kalan ailelerin zorunlu eğitim çağındaki çocuklarının okula erişimleri konusunda dört farklı unsurun etkili olduğu sonucu ortaya çıkmıştır. Bu unsurlar; okul seçiminde yakınların tavsiyesi, okulun adrese yakın olması, kurumların yönlendirmesi ve okula erişimde kolaylık sağlanmasıdır.

Araştırma sonuçlarına göre, depremden sonra birçok öğrenci başka illere nakil gitmiştir. Öğrencilerin gittikleri şehirlerdeki okullara kolaylıkla nakillerini alabilecekleri sistemler kurulmuştur. Bu sistemler sayesinde depremzede çocuklar istemeleri halinde Türkiye’nin herhangi bir yerinde herhangi bir eş değer devlet veya özel okula kayıt yapabilmektedir. Bu kayıtları yaparken 6 Şubat 2023 Depremleri sonrası yeni yerleşim yerlerine göç eden çocukların okula erişimlerinde ve okul seçiminde ailelerin ve yakınlarının tavsiyeleri önemli bir yer tutmaktadır. Özellikle kendi imkânları ile yeni yerleşim yerlerine göç eden aileler ya tanıdıklarının yanına ya da akrabalarının yanına göç etmişlerdir. Bu anlamda depremzede aileler çocuklarının okula tercihleri konusunda yakınlarından tavsiyeler alarak okul seçimleri yaptıkları sonucuna ulaşmıştır.

Araştırma sonuçlarına göre, depremzede çocukların kayıt yapabilecekleri okul seçiminde kıstaslardan birisi ise göç edilen yeni yerleşim yerinde barınma imkânı sağladıkları adrese en yakın okulun tercih edilmesidir. Araştırma sonuçlarına göre, deprem yaşayan aileler, çocuklarını okula gönderirken ayrılma kaygısı, acil bir durumda kısa sürede ulaşma imkânı ve servis ücreti ödememek gibi durumları göz önüne alarak uzak yerde bulunan okulları tercih etmemiş adrese en yakın okul tercihinde bulunmuşlardır.

Araştırma sonuçlarına göre, deprem bölgesinden göç eden tüm depremzede çocukların kayıtları yapılırken “yerleşim yeri adresine bakılmaksızın” ve “hiçbir şart aranmadan” kayıt edilmesinin önü açılmıştır (MEB, 2023). Deprem sonrası göç eden aileler çocuklarının kayıtlarını yaparken veli beyanı esas alınarak, okula kayıtları sağlanmıştır. Bu anlamda nakil işlemlerinin yapıldığı E-Okul sisteminde Merkezi Nüfus İdaresi Sistemi (MERNİS) ile bağlantılı işlemler yapılabilmekte ve çocukların özel durumlarına göre nakil seçenekleri aktif hale getirilerek nakil işlemleri sistem üzerinden tamamlanabilmektedir. 6 Şubat depremleri sonrasında okula erişimleri sağlanan çocukların kayıt işlemlerinde E-Okul sistemi üzerinden “doğal afetler nedeniyle nakil” seçeneği aktif hale getirilmiş ve çocukların kayıtları tamamlanabilmektedir. Göç sonrası yeni yerleşim yerlerinde çocukların okula erişimlerinin sağlanması amacıyla il ve ilçelerde komisyonlar marifeti ile yönlendirilmeler yapılmış ve kayıt işlemleri tamamlanmıştır. MEB’in bu uygulaması çocukların okula kayıtlarını hızlandırdığı sonucunu ortaya koymaktadır. Van Yüzüncü Yıl Üniversitesinin (2017) hazırlamış olduğu rapora göre, 2011 yılında Van’da meydana gelen deprem sonrası 14.471 öğrenci Van ilinden göçe maruz kalmış gittikleri yeni yerleşim yerlerinde “misafir öğrenci” seçeneği ile kayıt işlemlerini tamamlayabilmiştir. Bu anlamda Van Yüzüncü Yıl Üniversitesi raporu da bu araştırmanın okula erişimde resmi kolaylık teması ile benzer niteliktedir (VYYU, 2017).

KAYNAKÇA

- Atalay, A. (2023). Afet sonrası iç göç ve eğitimde zincirleme reaksiyonlar. *Buca Eğitim Fakültesi Dergisi*, 57, 1716-1734.
- Creswell, J. W. (2012). *Qualitative inquiry and research design: Choosing among five traditions*. Thousand Oaks, CA: Sage
- Hatch, J.A. (2002). *Doing qualitative research in education settings*. State University of New York Press.
- MEB. (2023). <https://meb.gov.tr/deprem-bolgesindeki-illerde-ogrenciler-icin-ikinci-donemde-devam-kosulu-aranmayacak/haber/28991/tr>
- Patton, M. Q. (2015). *Qualitative research and evaluation methods. Integrating theory and practice*. (4th ed.). Sage Publications.
- Strateji ve Bütçe Başkanlığı SBB (2023). *2023 Kahramanmaraş ve Hatay Depremleri Raporu*. Türkiye Cumhuriyeti Cumhurbaşkanlığı
- Şahiner, M. (2022). *Afet Sonrası Konaklama Tesislerinin Enerji İhtiyacının Giderilmesinde Sürdürülebilir Çözüm Önerisi*. (Yüksek Lisans Tezi).
- Van Yüzüncü Yıl Üniversitesi Proje Sonuç Raporu (VYYU), (2017). *2011 Van depreminin etkilediği alanlarda ortaya çıkan göç eğilimi*. Van Yüzüncü Yıl Üniversitesi Yayını.
- Yeni Şafak Gazetesi. (2023). *4 milyon kişi şehrini terk etti*. <https://www.yenisafak.com/gundem/4-milyon-kisi-sehrini-terk-etti-4508802>
- Yeonjai Rah, Shangmin Choi & Thu Suong Thi Nguyễn (2009). Building bridges between refugee parents and schools. *International Journal of Leadership in Education*, 12(4), 347-365.
- Yıldırım, A., & Şimşek, H. (2021). *Sosyal bilimlerde nitel araştırma yöntemleri* (12. Baskı). Seçkin Yayınları.

ALGÜL DİJİTAL REEL, MANUEL PSİKO-SEMİYOTİK DİL KULLANIMLARI AYRIŞTIRICILARIYLA GERÇEKLERİ ÇARPITMAK ÜZERE OLUŞTURULMUŞ SEMİYOTİK ALANIN PARÇALANMASI, DİJİTAL ETKİLEŞİM DERECELERİNDE DİL KULLANIMLARININ İMZA OLABİLME ÖZELLİKLERİ, DİJİTAL ETKİLEŞİM HUKUKU VE YAPAY ZEKÂ

Doç. Dr. Nevin ALGÜL

Marmara Üniversitesi, Radyo, Televizyon ve Sinema Bölümü
algulnevin@gmail.com

ÖZET

Karartılmış, çarpıtılmış, gerçeğinden kopmuş dil kullanımlarının ALGÜL Dijital Reel Psiko-Semiyotik Dil Kullanımları Ayrıştırıcıları kullanılarak nasıl parçalanıp yok edilebileceklerine dayalı olan bu makalede henüz bir yazılım ve/veya aygıt olarak kullanıma sunulmamış projemin geleceğini yönlendirirken sadece bu bakış ve bilgelikle bile geniş kitlelerin güdümlene yollarını öğrenebilecekleri üzerinde durulmaktadır.

Bu bağlamda ALGÜL Dijital Reel Psiko-Semiyotik Dil Kullanımı Ayrıştırıcıları ve türleri nasıl çalışır aktarılırken gerçeğe ulaşmayı engelleyen, manipülatif dil kullanımlarını ayırtmaya yönelik bir görüş kazandırma tüm çalışmanın içeriğinde yer almaktadır.

Dil kullanımların imza olabileme özellikleri üzerinde durulmuş, bu özellik üzerinden ALGÜL Dijital Reel Manuel Dil Kullanımı Ayrıştırıcılarının kişiye özgü dil kullanımlarını yakalama ve dijital etkileşim alanının yakın bir gelecekte dijital etkileşim hukukuna bağlanmasına aracı olabileme özelliği Yapay Zekâ üzerinden de aktarılmıştır. Bu makalede bana ait tanımlamaların ve teorilerin başına ALGÜL getirerek, bilimsel katkı alanına açmayı tercih ettiğimi ifade etmeliyim. Bu tanımlamaların bilimsel sorumluluğunu aldığım anlamını da yüklediğim anlamına da gelir.

Anahtar Sözcükler: ALGÜL, Dijital- Reel, Psiko-Semiyotik, Ayrıştırıcı, İmza, Etkileşim.

GİRİŞ

21. yüzyılda ve gelecek yüzyıllarda insanlar gerçeğe gerçek olmayana nasıl ayırt edebilecekler, ALGÜL, Dijital, Reel, Manuel Psiko-Semiyotik Dil Kullanımları Ayrıştırıcıları, yalanın, algı manipülasyonlarının inşasını söker, insanları gerçeğe buluşturur. Hatta biraz acı olacak ama gerçeğe el ele baş başa bırakır çünkü bazı toplumlarda gördüğü gerçeğe dahi inanmamayı seçmek eyyamcı, çıkarları üzerine kurulu bir tercih olabilir. Gerçeği eğip bükenlerin, çarpıtıp yeniden yaratanların panzehiri olarak tasarlandı, halk diliyle söylenirse ALGÜL Dijital, Reel, Manuel Psiko-Semiyotik Dil Kullanımı Ayrıştırıcıları kuvvetli bir rüzgârla şapkalı uçurur, düşürür, kelleri, çıplak gerçeği ortaya çıkarır. Bilimsel açıklamasıyla: Dijital Reel Psiko-Semiyotik Dil Kullanımlarının yapılanmasını, onları tek tek katmanlarından soyarak çözer ve ayırıştırır. Bir başka söylemle gerçeği çarpıtın, karartın, gerçeğe ulaşılmasını engelleyen psikolojik etkiyi hedefleyerek kasıtlı olarak bu kavrayıcı etkiyi yaratabileceği düşünülerek seçilen dilsel ya da görsel göstergeler alanında çalışır. Vurucu etkileri olma ihtimalinin çok yüksek olacağı itkiyle bu dilsel ve görsel göstergelerin saptanacakları, seçilecekleri kaynak hedef bir toplumsa eğer , toplumun genetik kültürel kodlarında var olabileceği saptanan dilsel veya görsel göstergeler, en fazla korkuları, en çok kullanılacak unsurlar, dinsel göstergeler, andaki eğilimlerini ölçümlemek üzere legal görünümü ve illegal dijital alanlarından ölçümlenen korku, istek, sevinç vb. gibi andaki toplumsal duygu durum biçimleri üzerinden görsel ve dilsel gösterge seçimi veya yaratımı, hedef toplumsa, korku unsurları yaratılabilir de, genel çoğunluğu etkileyecek yeni bir korku düzeneği yaratmak ve toplumsal hafızaya yakın zamanlı yaratılan korku alanları üzerinden yönetmeyi planlamak; geniş halk kitlelerini manipüle etmede çok etkin olacaktır.

Hedef bireyse eğer, bireyin psikolojisini istedik doğrultuda vurmak, bu vurucu etkiyle psikolojisini istedik doğrultuda değiştirip yeniden yapılandırmak, bir başka sözlerle bireyi avuçlarının içine almak üzere legal görünümü dijital alanlar kullanılabilir ama bu tür, bireyin hedef alındığı psiko-semiyotik iletişim tasarımlarında en önemli kaynak potansiyel dijital kölelik vakalarında (Algül, 2020-2023), olduğu gibi, olabileceği gibi, bireyin kişisel dijital alanlarının içeriğinden çözümlenen duygu durum biçimlerini: Korku, endişe, değer verdikleri, varlığını anlamlı kılan unsurlar, heyecan duyduğu şeyler, kişiliğine ait özellikler vb. gibi, çözümlenen alanlardan üretecekleri gerçeğine kesin olarak bakılmalıdır. Bakılırsa zaman kaybedilmemiş olur. Bir yandan ticari meta değeri gereği talan edilen bu dijital alanlardan, bireye yönelik elde edilen özel verilerden çıkarılan insan profilleriyle çepeçevre sarılacağı da unutulmamalıdır. Evin içine görmek 7/24 dinleme , gözetleme,, 7/24 dijital alanları takip dijital reel psiko-semiyotik iletişim, dil kullanımları için gerekli bir yapılanmadır.

ALGÜL Dijital Reel Psiko-Semiyotik Dil Kullanımları Ayrıştırıcısı Nedir? Nasıl Çalışır?

“Psiko-Semiyotik Dil Kullanımı benim tanımladığım bir bilim alanı ve bilim dalı olma zorunluluğu açıkça ortada görünmektedir. Psiko-Semiyotik Dil Kullanımını şimdilik ikiye ayırılır çünkü elastiki ve tüm bilimsel gelişmelere endeksli olduğu için ilerleyen zaman diliminde değişkenlik gösterecektir.

1. Dijital Psiko-Semiyotik Dil Kullanımı

2. Reel Psiko-Semiyotik Dil Kullanımı

Tanımladığım bu alan Göstergibilimin tüm araçlarını kullanmakla beraber, hepsinin üzerine çıkan ve teknolojiyle endekslenen bir yapıya sahiptir ve tasarımın özelliğinden kaynaklı olarak reel yaşam ile dijital ortamlardaki kullanımlar girift, içiçe geçmiş, çoklu çözüme, yapıbozucu (Rıfat, 2009) yaklaşımla ki, bu bir yazın eleştirisi kuramadır, alanım da bunu kullanır ama onun da üzerine çıkmak zorunluluğunu hisseder; dolayısıyla dijital reel alanlar genelde psiko-semiyotik dil kullanımlarını çözmek veya tasarlamak gerektiğinde her iki alanın ve olası çoklu ötesinin dikkate alınma gerektiği sorumluluğunu yaratır.

Ötesi sözcüğünü neden kullandığımı açıklamadan önce psiko-semiyotik dil kullanımının tanımlamasını yapmak istiyorum. Hedefi manipüle edebilecek ve/veya tekrarlarında aynı tutum ve tavra yönlendirecek şekilde güdümlenebilecek dil kullanımları tasarlamak, var olan üzerinde daha da etkili olabilmek için çalışmak demektir. İstendik doğrultuda güdümlenmek üzere duygu durum biçimleri hedeflendiği için Psiko-Semiyotik Dil Kullanımları olarak tanımladım. Semiyotik çünkü bu dil kullanımları hem dilsel göstergeler üzerinden hem de görsel göstergeler üzerinden yapılabilmektedir ve bu iki anlamı da bünyesinde taşıyan sözcük semiyotik sözcüğüdür(Algül, 2020),(Algül, 2021), (Algül, 2022).

Diyaloji (Rıfat, 2009) de Göstergibilim alanında kullanılan bir kuramdır. ALGÜL Dijital Reel Psiko-Semiyotik Dil Kullanımları Ayırıştırıcıları bünyelerinde kendilerine ait eşsiz donanımlı yeni bir sözcükle ifade edilen; şimdilik anlaşılması için Göstergibilim alanından diyaloji benzerliği kurularak ifade etme gereği duyulmuştur.

Bana ait teorilerden biri de 21. yüzyıl insanının hiç olmadığı kadar görsel olarak tasarlandığıdır. Düşünen insan için dilsel komplike dilsel göstergeler: Uzun cümleler, retorik, bir başka deyişle güzel hitap etme sanatı dolayısıyla dil sanatları vb. gibi, tüm bunları gerçeğe en yakın anlayabilmek için düşünene bir beyin gerekir ve düşünen beyinler kolayca güdümlenemezler, genelde andaki bilime endeksli içselleştirilmiş bilgi dağarcıkları, çapraz sağlama yapabilmeye yetenekleri, köklerini geçmişten alan bilimsel bir alt yapının kazandırdıkları: Çoklu okuma eylemi önünde sonunda bilimle bulaşabilir ihtimaline dayanarak, gelişmiş olur ve manipülatif kullanımlara yem olmayabilirler. Bilim, andaki gerçeğin aksi ispat edilmediği sürece, en doğru yol olabileceğinden; diğer tüm yollar psiko-semiyotik dil kullanımları olabilirler ve gerçeklerden uzaklaştırıcı manipülatif etki taşıyabilirler ki, zaten bu amaçlanır. Bakınız: İnsanlık tarihi...

Belki bu aşamada göstergenin tanımını da yapmamız gerekir: “Kendi dışında bir şeyi temsil eden dolayısıyla temsil ettiği şeyin yerine geçen her türlü biçim, (Rıfat, 2009)nesne, renk. vs. “ Bu tanım Rıfat’ın Göstergibilimin Abc’si adlı kitabından ben buna şunları ilave ediyorum, her türlü ses, koku, beden dili, her türlü aksesuar kullanımı ki, beden dili kullanımlarına aittir, biliyorsunuz, jestler mimikler gibi, alternatif alanlar, yüz okuma sanatı, görü, içgörü, öngörü, 6. his ve olası ötesilikler. Neden ‘ötesi’ sözcüğünü kullandığımı cevabı da burada, görü, içgörü, öngörü, 6. his, küresel ya da ulusal bu çemberin giderek daraldığını da bu çalışmalarla hareketlendiğini, küresel belleğin ayak sesleri de duyulabilir. ALGÜL dil kullanımları ayırıştırıcıları tüm bu alandaki hareketliliği küresel ve toplumsal bazda çözerken ve tasarlarken kullanılması gereken bir buluştur. Tüm bunları yaparken elbette AI’den faydalanması ve/veya AI’nin ondan faydalanması kaçınılmaz olacaktır.

ALGÜL Dil Kullanımları Ayırıştırıcılarını başlangıçta tasarlarırken manuel başlangıçta manuel kullanımına uygun, halkın gündelik yaşamda karşılaştığı manipülatif dijital reel psiko-semiyotik dil kullanımlarını eğlenceli bir şekilde fark edebilmesini amaçlayan bir yan ürünü de vardı ama bu makaleyi kaleme alırken bundan tümüyle vazgeçtim. İlerleyen zaman diliminde belki özellikle çocuklar için tekrar gündeme de alabilirim.

ALGÜL dil kullanımı ayırıştırıcıları hedefteki bireyin ya da kitlenin psiko-semiyotik dil kullanımlarıyla nasıl manipüle edilebileceğine yönelik, tüm bu psiko etkiyi katmanlarına ayırıp sunabilen ve aynı zamanda psiko etkinin nasıl sifira indirgenebileceğinin olası çözümlerini de taraçalandırarak sunabilen bileşik kapları bünyesinde barındıracaktır.

Örneğin bu dilin kötücül kullanımlarına örnek olarak tasarım vaka olarak 2023 yılında yazdığım makalelerimin birinde onun üzerinden aktardığım maruz kalma durumlarında dijital reel psiko-semiyotik dil kullanımlarının yoğun olduğu semtten ve işten derhal uzaklaşması bir çözümdür çünkü normal şartlarda kötücül dış dinamiklerin yoğunluğu ve sürekliliği asla bu şekilde gelişmez, agresif, illegal diji kölelik(legalse tüm toplum öğrensini), yine dijital alanın illegal talanında elde edilen kötücül mahrem bilgilerden kaynağını alan reel psiko-semiyotik dil kullanımları dünyada cehennemi yaşamakla aynı anlama gelecektir. Yoğunluk fazlaysa derhal o ortamdan çıkılmalıdır. ALGÜL dijital reel psiko-semiyotik dil kullanımı ayırıştırıcıları bu kötücül psiko-semiyotik dil kullanımının toksik seviyesini de ölçebilen bir aygıt olacaktır. Elbette diji köle olarak senelerce beyni sömürülen karakterim haklarını almadan hiçbir yere gitmeyecektir. Dolayısıyla kurumların kötücül dijital reel psiko-semiyotik dil kullanma yoluyla dehası, yeti ve yetenekleri dijital ağda deşifre edilen; kurumlarında çalışan veya daha başlangıçta sırf bu yüzden oralarda çalışması kötücül oluşumlar tarafından planlanan bireylerin, kurumların, o kurumda çalışan kötücül oluşumlarla ilişkili kişilerin, yöneticilerin, hem bünyelerinde olan kişiler için, hem kurum için çalıp; hem dijital reel psiko-semiyotik dil kullanımlarıyla, korkutup, sindirip, piyasaya

peşkeşi çekme, bir başka deyişle sermayeye talan ettirme ve bu talanı sürdürülebilir kılma hükümlerine ALGÜL dijital reel psiko-semiyotik dil kullanımı ayırıştırıcılarıyla son verilebilecektir çünkü kötücül dijital reel psiko-semiyotik dil kullanımlarının da ayırıştırarak takiplerini yapabileceklerdir.

Gene ALGÜL dijital reel psiko-semiyotik dil kullanımı ayırıştırıcılarıyla kullanılan dijital reel psiko-semiyotik dille hangi duygu durum biçimlerinin hedeflendiğini bilgisine sahip olabileceklerdir: Bilinçaltı mı? Bilinçaltı duyular alanı en çok eğlence ile tam tezadı savaş arenasında kullanılmaktadır. Bilinçdışı duygu durum biçimlerini hedefliyorsa ona ait bu mahrem bilginin ele geçirilme yöntemleri, güvenlik açıklarıyla ilgili uyarılacaktır.

Tüm bu anlatının nedeni: Toplumsal belleği tasarlarlarken; bu tasarım iyicil de olabilir kötücül de; hiç olmadığı kadar görsel göstergeler üzerinden tasarlamak başarıyı da beraberinde getirecektir. (Algül, 2015) 21. yüzyıl insanının profili hiç olmadığı kadar görsel tasarlandığına dair. Hatta Görsel göstergeler alanının dilsel göstergeler üzerinden kurgularken, dilsel göstergelerin çağrışım anlamlarının da tasarımının gerekliliği doğacaktır. Bir diğer söylemle alt çağrışım, üst çağrışım anlamları, birincil, ikinci, üçüncül olanlar, daha da açarsam: Seçilen dilsel gösterge kullanıldığı anda hedefin ya da hedef kitlenin ilk aklına gelecek görsel göstergeler alanını düzenlemek gerekecektir çünkü kürenin genel olarak var olan kitlesine ulaşmak buradan geçmektedir ya da geçebilir.

Bilim dalı olarak benim yarattığının bu alan; bilimsel çalışmaların ışığı altında, onlardan edindiğimiz verilere dayanarak diyebiliriz ki, ilk bilinç dışı deneyimler psiko-semiyotik dil kullanımını başlatmış olsa, bilim dalı olarak tanınmamış olsa da varlığı insanla beraber mevcut olan alanlardan. Bilim de böyle bir şey değil midir? Yaşamı, doğayı, insana dair ne varsa çözmek ve anlamlandırmak .İşte ben bu buluşlarımla bu alanı anlamlandırmış oldum.

Bunun beni nasıl mutlu ettiğini tahmin bile edemezsiniz. Bilim tahminlerinizin üzerinde heyecan verir ve mutlu eder. Bilimsel mutluluğu değil, son konunun ne demek olduğunu açmadan ya da hatırlatmadan önce ilk yaşam koşullarını gözümüzde canlandırmaya çabaladığımızda yeme, içme, barınma olduğunu düşünebiliriz. Önce hayatta kalma refleksi ve bizler içinde yaşadığımız çağda bile bu itkilerin sağlamlasını yapabiliyoruz. Sonsuz bir içgüdü bu ve belki de her canlı varlıkta olduğu gibi, ...

Tüm bunların tekrar hatırlatılma sebebi ilk psiko-semiyotik dil kullanımı ne zaman doğmuştur, sorusunun üzerinde düşünmenizi sağlamaya yöneliktir. Bu makalenin de iddiası insanlıkla beraber var olabilir çünkü insanın doğası bunu bize düşündürmektedir. Psiko-semiyotik dil kullanımının düzeyleri birbirinden farklı olabilir aynı grupta, aynı hizipte bir başka deyişle ortak ülküsü olduğu topluluklar ve bu topluluklar dışındakilerle kurduğu iletişim dilinde uzlaşma anlarında, kavga anlarında, ortak çıkarları gereği hareket ettiklerinde, enteresan bir insan doğası: Bir annenin kendi çocuklarıyla kurduğu iletişimin dili bile, çocuklarının karakterine göre farklılık gösterebilir ve bu farklı dil kullanma ihtiyacı psiko-semiyotik dil kullanımı kapsama alanının içine girer çünkü devreye karakter farklılıkları girmiştir. Bu aynı zamanda farklı bir psikoloji demektir ve o halde hedefe yönelik farklı bir dil kullanarak istedik tutum tavır kazandırmak, amiyane tabirle bir dediğini yaptırmak ki, toplumdan topluma farklılık gösterse de bizler biliriz ki bizim toplumumuzda ebeveynler böyle şeyler hiç yapmazlar(!) duygu durum biçimlerini manipüle ederek istedikleri doğrultuda yönetmek isterler.” (Algül, 2023).

ALGÜL Dijital Reel Psiko-Semiyotik Dil Kullanımları Ayırıştırıcılarının paydaşları özetlenirse:

“İlk etapta ALGÜL dijital reel psiko-semiyotik dil kullanımları ayırıştırıcısının çözümlemesi gereken kullanılan semiyotik sözcük ya da sözcük öbeklerinin hedefini (birey veya kitle, bu kitle küresel de olabilir) bilinçaltına mı bilinçdışına mı yönelik olduğudur. Bilinçaltı kullanımlar insan türüne ait oldukları için tür üzerinden, doğuşsal ortak kazanımlardır: Ölüm korkusu, buna bağlı olarak savaş, açlık, kıtlık, hayatta kalmak, cinsellik vb. gibi temel içgüdüler alanını kapsar. Bilinçdışı ise birey hatırlaması dahi yaşam sürecinde yaşantıları doğrultusunda başka deyişle deneyimlerine bağlı olarak edindiği tutum ve tavırlardır. Bazen tutumlarına neden olan yaşantılarını anımsamasa da bu böyledir(Mlodinow, 2013).

Çok anlamlılığın, çok anlamlılık katmanlarının bireysel ya da kitlesel olarak çözümünü de elbette bireyin ve/veya kitlelerin özelliklerine bağlı olacaktır. İnsana ait iyi bir gözlem gücüyle bu özelliklerin tam olarak ortaya çıkmasını sağlayabilecek anahtar sözcükler üzerinden kurulacak algoritmalar katmaları birer birer çözmeye zorluk çekmeyeceklerdir.

Bazı katmanlar bildirişim göstergebilim dalının tanımladığı gibi (Rifat. 2009 tüm kitaba bakabilirsiniz) görür görmez anında aygıt tarafından tespit edilebilecektir. İşin püf noktası ve ilginç bu aygıtla beraber kodlanan uygun algoritmalar sayesinde göstergebilimin ‘anamlama göstergebilimi’ olarak tanımladığı benim ‘anamlandırma göstergebilimi’ olarak nitelendirdiğim çok katmanlı, grift, komplike, çözülmesi zor, ancak Göstergebilimin belli metodolojileriyle çözümlenebilecek alanlarını ALGÜL ayırıştırıcılarının kolayca yapacak olmaları çünkü göstergebilimin anlam katmanlarını çözmek için kullandığı bu yöntemleri ALGÜL Dijital Reel Psiko-Semiyotik Dil Kullanımı Ayırıştırıcılarının bünyesinde olacak ve tüm katmanları ayırıştırırken AI’den faydalanacak elbette AI de ondan.”(Algül,2023).

ALGÜL, Dijital Reel Psiko-Semiyotik Dil Kullanımları Ayrıştırıcıları, Dijital Etkileşim Derecelerinde Dil Kullanımlarının İmza Olabilme Özellikleri, Yapay Zekâ, Dijital Etkileşim Hukuku

ALGÜL Dijital Reel Psiko-Semiyotik Dil Kullanımları Ayrıştırıcılarında, dil kullanımlarının imza olabilme özellikleri ve Yapay Zekâ ilişkileri,

“Henüz çok küçükken, o zamanlar bana devasa gelen kütüphâne gibi, piyanolu odalarda, aralıklarla bir yetişkin gibi ağırlandım. O kütüphânenin kitapları bana sunuldu Teşekkürler soy atalarım.. Babamı anımsadığım zamanlar, işten yorgun argın gelmiş, elinde bir kitap, balkonda oturup, akşam yemeğini beklerken, bu arada eli kolu hep dolu gelirdi; kitap okuyarak yorgunluğunu attığı, içeriğinden mutfaktaki annemi de bilgilendirdiği anlar. Çok sonraları o kitapların, amcalarımın lise ve üniversite ders kitapları olduğunu öğrenecektim. Toprak zengini dedem, çok çalışkan olduğu için en büyüğün bir küçüğü olan babama, köye yarım saat mesafedeki yerde Yalı denilen yerde bir kereste atölyesi açmış, sen burayı işlet demmişti. Babam, ondan gizlice gidip, araçla Yalı’ya bir saat mesafedeki, şehrin merkezinde yer alan ortaokula kaydolmuş ve bu ikiliği, köyden biri görünceye kadar dört ay sürdürebilmişti. Yıllar sonra tavana atılmış kitaplar arasında okul müdürünün dedeme gönderdiği telgrafi bulmuştuk. Şöyle yazıyordu “Kâzım Efendi, oğlunuz çok zeki ve çalışkan, maddi durumunuzdan dolayı geri aldıysanız tüm eğitim masrafını ben karşılamak ve velisi olmak istiyorum.” Tam böyle olmayabilir ama başlangıç böyleydi. İlk rol modelim babamdı. Elbette annemin babası, babasının dayısının önce gazete sahibi, sonra egemen siyasi erk tarafından bu engellenince matbaa sahibi olması, köken olarak eğitime önem verilen bir geçmişten, aslında hem ticarete hem eğitime önem verilen bir genetik kökten gelme; Romanya’dan gelen ve Türk siyasi tarihinde de yerleri olan atalarımın da çok etkilendim. Çocukken hayâlîm hep bu çok iyi eğitilmiş kökeni canlandırmaktı. Her zaman, zeki, iyi eğitilmiş, iyicil yollarla iyi para kazanan, aynı zamanda iyi yürekli insanlar arayışında olan, hep çok okuyan bir çocuk oldum. Bu okumalar, doğayı keşfetmem bittiyse, arkadaşlarla oyuna ara verdimsem, gene doğa içinde olurdu. Ağaç evi henüz hiç görmemiş olan ben, adını bile duymamış olan ben, siklamen renkli çiçek açan ağacıma çıkar, küçük kilimimi serer, okumaya başladım. Hatta çarpım tablosunu bağıra çağıra ezber yaptığım zamanlar... Eve geldiğimde anneme sorardım: -“Anne, çarpım tablosunu ezberledim. Duydun mu? Annem de:- “Tabii, tabii, camda seni bekledim”, derdi. Bahçemizdeki tüm ağaçları denemiş, en uygun olarak Manolya ağacımı seçmiştim ki, bu ağacın tam olarak ne olduğuna erme hikâyem de çok ilginçtir, üç katlı evimize en yakın ve en kocamanı olan da oydu, hem eve hem göğe daha yakın olmak! Bir de denizi görebilmek, ah bir bulut olsam zamanları, Annemin ve benim içimi rahatlatan bir hâldi. Ağacım da benimle beraber büyümüş ya da küçülmüş olabilir, ilk tanışmam küçük kilimin incecik bileğime çok ağır geldiği zamanlar, küçük ama üç buçuk(herhalde en fazla üç buçuk yaşlarında olabilirim, birinci sınıfın bitimine bir ay kala beş buçuk yaşındaydım ve hiç unutmam) olan ben , o zamanlar keşfettiğim yerden vazgeçemedim. Küçük kilimime daha uzun saatler için arada çalışma masası görevini gören küçük bir yastık ilâve oldu. Uzun saatler için çok şey denediğimi çok iyi hatırlıyorum. Belki başka bir zaman paylaşabilirim. Evimizin alt katı boştu ve ardiye olarak kullanılıyordu. İlkokul birinci sınıfın bitmesine bir ay kala ve ikinci sınıftan başlayan bu daimi beraberlik, o zamana kadar kesintilerle; ikinci sınıfın yaz tatiline kadar sürdü. Sonrası, o zamanlar bilemeyeceğim nedenlerle olmayacaktı. Üçüncü sınıfı okumdan dörde devam edecekti. Belki kurşunkalem sevgisi de buradan gelmektedir. Okuma Sevgisi ve Çocuk LinkedIn’deki hikâye baz alınıp yazarı tarafından biraz genişletilerek verilmiştir(linkedin/VinciSafiye).

Doğuştan kazanımla gelen zekâ, yeti ve yeteneklerin içinde yeşerebileceği alanlar bulması sonucunda ki, çoklu okuma seçkisine sahip olmak, bu tür bir eğilimle doğanlar için bu alanda büyük bir gelişim şansıdır, bu yeteneklerini geliştirebilecek yan imkânlarla okumalarından ve onu besleyen çevresel şartlarından ki, anlamlı ötekileri de bu kaynaklara dahildir; kaynaklı etkileşimler sonucunda erebilirler ve bu imkânların onlara sunabileceği geniş bir yelpazeye yayılan, küresel boyutta bir karşılaştırma ve kıyaslama olanağı da verebileceği çıkarımını yapabilirler. Yaşam süreçlerini veri gibi kullanıp, bunu kendi erken çocukluk ve çocukluk süreçleri üzerinden değerlendirmeye tabi tutabilirler. Böyle süreç bilimsel bir bakışla değerlendirildiğinde felsefe takibinin bile yapılabileceği saptaması ortaya çıkabilir. Hangi felsefe kimler tarafından kullanılmış, en azından sunulan tarih üzerinden bu karşılaştırma ve kıyaslama yapılabilir. Etkileşim alanında belirleyici olacak olan bireyin doğuştan getirdiği donanımsal özellikleridir.

ALGÜL Dijital-Reel Psiko-Semiyotik Dil Kullanımları Ayrıştırıcıları, daha başlangıcında Psiko-Semiyotik İletişim alanını çözmek ve katmanlarına ayırmak, bu dil kullanımlarının bir başka söylemle dilsel ve görsel göstergeler alanının psikolojik olarak neyi hedeflediğini saptayarak psikolojik etkiyle neleri kamufle ettiklerini açığa çıkarmakla kalmaz aynı zamanda bireye özgü dil kullanımlarının da takibini yapabilecek ve bu amaçla yapay zekâyı küresel boyutta, istenileni IT’ye dökebilecek alanında yetkin uzmanlarla işbirliği içine girerek, kullanmak üzere tasarlanmış bir dijital küresel kitle iletişim teknolojisi ürünü olmak üzere kurgulanarak tasarlanmıştır.

Her dil kullanımı, düşünceleri yansıtır ve bu düşünceler birer imza niteliğini taşıyabilirler. Da Vinci’nin de, insan karakterinin yazdıklarından anlaşılabilirliğini ifade eden bir söylemi vardır. Aynı zamanda dil kullanımları çok maskeli değilse kişinin ruhunu da yansıtabilir. İçinde bulunulan çağ, deforme olmuş ruhlardan dolayı, ticari ederi olan ruhların, dil kullanımlarının tehlikede olduğu bir çağ olarak düşünülebilir çünkü geniş kitlelerin içinde

gerçeğe, bilseler de bilmeseler de eğilim vardır. Bu gerçeğin kimlerden sömürüldüğü önemli değildir. Sözün nüvesi dil kullanımlarının vuruculuğu onları kullananların karakterinden gelir, en azından gelebilir.

“Yapay zekânın bir insana eşdeğer kılınabilmesi için bir insanda olduğu saptanan çoklu zekâ türlerini: Dilbilimsel zekâ, mekânsal zekâ, sayısal, artistik, duygusal, duyuşsal zekâ(çevresiyle etkileşime girebilme becerisi), fiziksel zekâ, refleksiif zekâ(kişinin davranışları üzerinde düşünme ve bunları değiştirilebilme becerisi; barındırması gereklidir (Alfa Yay., 2024). ALGÜL Dijital-Reel Psiko-Semiyotik Dil Kullanımı Ayırıştırıcılarında girilecek algoritmalar, kodlamalar, bireyin duygu durum biçimlerini, düşün dünyasını, karakterini ölçümleyebilecek şekilde tasarlanacaktır. Öyle ki, tutarlı tutum ve tavırlarını, bireyin farklı zaman, mekân, vb. gibi kısaca sekiz zekâ türü üzerinden tutum ve tavırlarını süreç içinde takip etme ki, dijital çağ bu imkânları sunabilmektedir, Bakınız Potansiyel Dijital Kölelik üzerine üretilen makaleler(Algül, 2020-2023), dil kullanımlarını saptama ve ayıklayabilme üzerine kuruludur. Yapay zekâyâ yapılandırılacak algoritmalarla aynı zamanda bu dil kullanımlarının kimler tarafından talan edildiği, kimler tarafından modellendiği veyâ kopyalandığı bilgisini de sunacaktır. Dil kullanımlarının vurucu etkisinin boyutu andaki zamanda bile çok açıktır, dijital mahrem alanların talan nedenlerinden biri de budur: Geniş kitleleri avlayabilmek ve paraya, çığara, güce dökebilmek için yapılmaktadır.

Etkileşim Dereceleri ve Etkileşim Hukuku

Herkesin bildiği gibi müzik sektöründe başka bir besteden belli bir orana kadar legal olarak ilham alınabilir ama o ölçü, sekiz mezur, geçildiği takdirde bu yasal işlem gerektiren bir boyuta taşınır ve telif hakları gündeme gelir. İlerleyen zaman dilimlerinde Kovid 2019’la beraber yaygın kullanımı kemikleşen bir sürece küresel boyutta giren dünya halkı, aynı oranda bir sömürü alanını zorunlu olarak kullanmaya da mahkum etmiş olduğundan ilerleyen zaman dilimlerinde bu alanının Etkileşim Hukuku üzerinden düzenlenmesi ve yeniden yapılanması kaçınılmaz olacaktır. Tabii tercih edilirse çünkü kürde yakın zamanlarda meydana gelen her kitlesel olay, dijital alanlarının, bir başka söylemle sömürü alanlarının yaygın kullanımıyla sonuçlanmıştır. 21. Yüzyıl insanlı, onunla adeta dalga geçen bir illüzyonla karşı karşıya bulunmaktadır. Makalenin içeriğinde bulunan fikirler böyle bir düzeneğin yeniden yapılanma aracı, kamufler aracı bilimsel deyimle Dijital-Reel Psiko-Semiyotik Dil Kullanımı aracı yapılmazsa eğer, ciddi bir şekilde gerçeklere, doğruluğa yönelik bir adım atılmaz sa eğer bu alan da Etkileşim Hukuku Dereceleri üzerinden; müzik alanında yer alan mezur gibi bir kısıtlamaya tam hakkı verilerek gidecektir, gitmelidir: Belli orana kadar dil kullanımlarını kopyalamak, modellemek legal sayılabilir ama bunun üzerine çıkmak, aynı kişiyi sürekli takip edip birebir almak veya içeriğinden çıkarmak söz konusu olduğunda legal işlem başlatılması kaçınılmaz olacaktır. Bu bağlamda ALGÜL Dijital-Reel Psiko-Semiyotik Dil Kullanımları ayırıştırıcısı tüm bu izlemelerin küresel takibinde, etkileşim derecelerini tam olarak saptamada, Yapay Zekâdan faydalanması hesaplanan, hayata geçirilmek üzere bekleyen bir proje olarak karşımıza çıkmaktadır.

SONUÇ

Bu makale: Bütünüyle bana ait Dijital-Reel Psiko Semiyotik Dil Kullanımları ki, bu bilim dalı yaratımı tümüyle bana aittir ve bir bilim dalı olarak yeni bir makalemin konusu olacaktır. Öncelikle bu son dört makalemde ben dili bilimsel yaratılarım gereği daha sık kullanılacaktır. Uzun yıllar boyunca dijital hırsızlığa maruz kalmış bir akademisyen olarak da bu dil kullanımını tercih ediyor ve gerekli görüyorum.

Bildiğiniz üzere bilim insanları kendi yaşam süreçlerine bir bilim insanı gözüyle bakabilir ve yaşam süreçlerini bilimsel veri olarak kullanabilirler. Bu bağlamda, Psiko-Semiyotik Dil Kullanımları, Dijital Reel Psiko-Semiyotik Dil Kullanımları bilim alanı yaratımından ürettiğim ALGÜL Dijital Manuel Psiko-Semiyotik Dil Kullanımları Ayırıştırıcısı “...fikri bir nüve olarak bende erken çocukluktan itibaren vardı. Okul öncesi dönemlerde ki, ilkokul birinci sınıfın bitiminde beş buçuk yaşında olan biriydim; İsviçre’den gelen amcamın konuşmaları, Romence, İngilizce bilen, iyi eğitilmiş, ülkemize de siyasi alanda hizmet etmiş, büyüklerimin, babamın konuşmaları, zevkle dinlediğim akşam oturumları var; dil kullanımlarına erken çocukluktan beri özellikle dikkat eden ve hatta bu sözcük öbeğinin kullanım şeklinin patenti bana ait diyen bir erken çocukluktan geliyorum. Sonra bu görüş, dil kullanımları birer imza niteliği taşıyabilir duygusuna yerini bıraktı çünkü etrafımdaki yetişkinlerin dili kullanma biçimleri birbirinden çok farklıydı ve hatta bazıları sadece belli sözcükleri aynı şekilde kullanıyordu. Bazen bir sözcük seçimi ve dil kullanımı sadece o kişiye ait olabiliyordu. Herhangi bir konuşma aktarılırken, aktarılan cümlelerin sahibi bilinmezken dahi, eğer bu farklılık sadece sözcük seçimi, sözcük dizgesi ya da sözcüğün standart yapısında yer alan harflerin yapısını bozmaya dayanıyorsa başka bir deyişle sesle, tonlama ile ilgili değilse aynen aktarıldığında kimin konuştuğunu, cümlelerin kime ait olduğu çıkarımını yapabilecek hatta bunu oyuna dökebilecek (buradan da bir dil oyunları buluşu çıkar) bir geçmişin sahibi olarak geldiğim son nokta ki, buna dayalı içeriğim talan edilen bilgisayarımdaki günlüğümden çalınarak-Bknz. Potansiyel Emsal Dijital Kölelik Vakası(Algül, 2020-2023)Fetömetre: Adı bana ait değildir)- belli bir grubu ayırştırmak üzere ortaya çıkarıldı. O buluşun fikri de bana aittir. Dijital alanının 7/24 elektronik illegal takibiyle sürekli yağmalanması sonucunda çalınmıştır. Özetlenirse ALGÜL Dijital Reel Psiko-Semiyotik Dil

Kullanımları Ayırıştırıcısı erken çocukluk günlerimin eğlence, oyun alanı olarak gördüğüm dil kullanımlarına olan ilgimin zaman içerisinde onca alınan dil bilimi dersleri ki, dil bilimi derslerinin önemini hep söylerim çünkü dilin formüllere dayalı, matematiksel, sayısal yapısını açıkça ortaya koyar ve genel bir bakış oluşturur: Bu bakış düşünce oluşumu açısından önemli olabilir. Bknz. ALGÜL Türkçe (Ana dilin)'nin okur yazarlığının, öğretilme (metodolojisinin) matematik bilgisinin aktarılma yönteminin sağlıklı düşünce oluşumunu etkileyeceği üzerine kurulu teoriler. Ben öyle olduğumu düşünüyorum- özel ilgi alanlarıma yönelik okumalarımla girdiğim etkileşim sonuçlarının evrilmesiyle gerçekleşmiştir..."(linkedin). Bu içerik yazarın LinkedIn'de yayımlanan, yaşamına ait hikâyelerinden baz olarak alınarak, genişletilmiştir.)

Elbette bu buluşum çok daha farklı buluşlara gebe olma özelliğini de bünyesinde taşımaktadır. Bu evrimleşmeden doğan her bir fikrim öncelikle hukukla güvence altına alındıktan sonra makale çalışmamın konusu olabilecektir. Hukuki güvence eksikliğinden dolayı, bu makalemde her şeye değinmem söz konusu değildir. İlerleyen zamanlarda detaylı aktarım belki ürünü piyasaya sunduktan sonra mümkün olabilecektir. Bir dijital köle akademisyenin geldiği nokta ve kullandığı dil budur ve tarihe tüm bunları aynı gerçeklikle bırakıyorum.

İnsanlık tarihine baktığımızda başarılı olan devletlerin teknolojiye ileri gitmiş, sahip olunan elektronik teknolojiyi önce savaş alanında kullanmış ki, teknolojik üretimler hep önce savaştaki başarı için üretilmişlerdir: Savaş sırasında yanlısamaları gören, tespit eden, ayırt eden, yanlısamalar yaratan liderler başarılı oldular. Casus ve ajan kültüründe öne geçenler, sömürü düzeninde ileriye gidenler aynı bilgi birikimini elbette şimdi dijital evirerek kullanıyor olabilirler ya da 18. yüzyıl Aydınlanma çağına demirlemiş olabilirler. Bu iş karanlık yapılanmalara kalmış olabilir.

Psiko Semiyotik İletişim üst başlığı altında topladığım Dijital Reel Psiko-Semiyotik Dil Kullanımları Ayırıştırıcıları ve bundan yaratmış olduğum ALGÜL Dijital-Reel- Manuel Psiko-Semiyotik Dil Kullanımı Ayırıştırıcıları dedüktif bir yöntemle andaki teknolojinin sağladığı olanakları kullanarak, dijital reel psiko-semiyotik dil kullanımlarının kafa karıştırıcı, karartıcı, hedefin psikoloji alanını tahrip etmeye, etkilemeye, istedik güdümlenme ve manipüle etmeye yönelik katmanlarını sökmek ve anda ulaşılabilecek en gerçeğe ortayı çıkarmak üzere, savaşı bir dünya, gerçeklere dayalı bir iletişim dili ve küresel tarih için yaratılmıştır. Sanırsal tasarımların sökülmesi, kötücül, metaverse dijital reel psiko-semiyotik dil kullanımlarının sonu, alaşağı edilmesi, sökülmesi, gerçek olanla olmayanı ayırt etmek üzere yaratılmışlardır.

Gerçeği eğip bükenlerin, onu yeniden yaratanların ve hayatın bu olduğunu sanacak kadar sığ olanların, oyuncağı edilemez insanlık. ALGÜL Dijital-Reel- Manuel Psiko-Semiyotik Dil Kullanımı Ayırıştırıcıları, gerçeklik algısıyla oynanan arenaya bilinçle bakabilmeyi sağlayan bilgiyi de insanlığa sunan bir buluştur. Genel çoğunluğa karşı küresel boyutta 7/24 gerçeklik algısıyla oynanan dilsel ve görsel göstergelerle güdümlenme oyununa son veren bir buluştur ki, bu 7/24 sürdürülebilir dijital kölelik için de uygulanan bir yöntemdir (Algül, 2020-2023). Gelecekte, psiko-semiyotik iletişim araçlarına geniş kitleleri onların aleyhine olacak şekilde sürekli maruz bırakma eylemleri hukukun, temel insan haklarının alanına girecektir. Bir şekilde tüm bu psiko-semiyotik; dilsel ve görsel göstergeler alanı genel çoğunluğun lehine hukuki bir düzenlemeye de tabii tutulmak zorunda kalacaktır. Hiç kimse kamuya açık alanları, kamu aleyhine kullanamamalı ve özgür düşüncenin önünü kesip, çıkarları doğrultusunda düşünce gelişimini manipüle edememelidir. Tüm bu açık, kamusal alanın yaratıcı düşünceyle de ilgisi vardır ve sürekli aslında gerçek olmayan, korkuya (savaşlar, hastalıklar vb. gibi.) dayalı manipülasyon amaçlı göstergeler kontrol altına alınmalıdır çünkü o her yerden legal görünümlü veya illegal küresel çapta elde etmeye çabalanan, uzun yıllar boyunca sürdürülebilir kılmak yolunun tercih edilebildiği dijital köleliğe vardırca kadar kasıtlı bir şekilde insan haklarına aykırı olarak elde edilmeye çabalanan verinin özgür düşünceyle ilgisi vardır; özgür düşünce korku çemberinde yeşermez, *tarafsız düşünce gelişiminin* desteklenmesi ve beslenmesi gerekir ki, *tarafsız düşünce* direkt olarak yaratıcı zekâyla ilişkilidir. Tarafsız düşünce ortamı oluşturmanın ilk adımı istedik doğrultuda manipüle araçlarına tabii tutulmayan ortamlar sunmaktan geçer. Tarafsız düşünce daha başlangıçta eliptik kürenin herhangi bir yerindeki herhangi bir olguyu, durumu, bireyi ötekileştirmemenin tek yolu olabilir ki, bunu ispatlamaya çalışan araştırmalar yapıyorum. **Yapanın farkında bile olmaması durumundan** dolayı, daha başlangıçta ötekileştirme **önemli kavramdır**. Tüm klişeleşen, kalıplaşan, şablon haline gelen düşünceler bu gruba dahil edilebilirler.

Geçmişin sömürüye, gerçekleri kararmaya dayalı, egemen güçlerin çıkarları doğrultusunda yaratılan dünyasını tersine çevirmek, yerle bir etmek ve çıplak gerçeğin ortaya çıkmasını sağlamak üzere tasarlanmıştır. İyilik, güzellik, gerçek arayışı erken çocukluk döneminden beri bende var olan bir duyguydu. Gezegenin tarihini çarpıtmaya, insanları sömürüp semirmeye hiç kimsenin hakkı olmamalı. Dilerim bu buluşlarım insanlığın gelişimi ve dönüşümü için çok faydalı olur, savaşlarla, hastalıklarla, bir başka söylemle *korkularla* sindirilip sömürülmeye hayır demeli **insanlık**, doğa içinde, doğayla bütünleşik özgür bir yaşam her bireyin hakkı olmalıdır.

KAYNAKÇA

- Algül, Nevin(2022). Digital Real Psycho-Semiotic Language Uses of Global and Regional "Feeling of Fear and Some Requested Rol Models in the Future through Virtual Reality Created in the Real Universe(73-77). TOJET/ The Turkish OnlineJournal of Educational Technology , cilt.21, sa.4
- Algül, Nevin(2020). What is Psycho-Semiotic Language Use and Its Parser, As A New Concept? How Can The Example Modeling For Use in Digital Media and the Process of Creating Digi-Slave Proceed?(ss.796-802). Lefkoşa; Kıbrıs(Kkct): Inte/International Trends and Issues in Communication & Media Conference.
- Algül, Nevin(2020). Digital World, Digital Communication Area, Transparent Communication, Digital Communication and Law of Interaction, Digi-Police, Digi-Inspector, Debating The Uniqueness of Individual After Pandemic Period, Determination, Analysis, Insights and Recommendations(291-295). Lefkoşa, Kıbrıs (Kkct): Inte International Trends and Issues in Communication & Media Conference.
- Algül, Nevin(2021).How Can The Unconscious Mind of The New Psychological Definition Be Analyzed and Can the Formation of Thought Be Closed To Perception and Manipulation at The Beginning by Using Algül Digital-Manual/Analog Psycho-Semiotic Language Parsers?(300-305). , Lefkoşa, Kıbrıs (Kkct): Iticam International Trends and Issues in Communication and Media Conference.
- Algül, Nevin(2015). Digital Education, Developing Technology, Traditional Education Tools, a Critical and Experimental Look to New Students(44-54). TOJQIH , cilt.7, sa.1.
- Mlodinow, Leonard(2013). Bilinçdışınız Davranışlarınızı Nasıl Yönetir?(11, 14). İstanbul: Okuyan Us Yayınları.
- Rıfat, Mehmet(2009). Göstergebilimin ABC'si(ss.11, 13, 43, 45, 49). İstanbul, Say Yayınları.
- Alfa Yayınları(2024). Kolay Yapay Zekâ8ss.11), Printed in China.

<https://tr.linkedin.com/nevina/VinciSafiye>

<https://tr.linkedin.com/nevina>

AN EVALUATION OF AWARENESS OF SEXIST CONTENT IN SOCIAL MEDIA USE AMONG UNIVERSITY STUDENTS

Furkan ZEYREK

Sakarya Üniversitesi Sosyal Bilimler Enstitüsü Gazetecilik Anabilim dalı Yüksek Lisans
furkan.zeyrek@ogr.sakarya.edu.tr

Nesrin AKINCI ÇÖTOK

Sakarya Üniversitesi, İletişim Fakültesi Gazetecilik Bölümü Öğretim Üyesi, nakinci@sakarya.edu.tr

ABSTRACT

Social media is one of the most influential media organs for content production and consumption today. It can be said that social media platforms are largely platforms that amplify sexism by producing gender-based harmful stereotypes and reinforcing unequal treatment. This media, which is used intensively, especially by generation Z, can have all kinds of content and subject matter. While consuming content in these applications, people are often confronted with sexist content. How much the individual is aware of such content and how much information they have about this awareness is a controversial issue. Based on this discussion, a literature review was conducted on sexist content awareness and social media use of university students. A qualitative research method will evaluate university students' understanding of sexist content during social media use. It was applied to 20 university students at Sakarya University. According to the results of the research, it shows that university students encounter many different sexist content during the use of social media, and they are aware of these contents. For individuals to better understand this awareness, it can be supported by school and online seminars and can be suggested as a solution to this problem.

Keywords: Social media, Sexist content, University Students

INTRODUCTION

Technology is developing worldwide, and these technologies have become an integral part of our lives. Social media has made the use of social media a daily issue, like fulfilling the physical needs of millions of people by destroying the space and time boundaries of daily life. Social media allows them to share various events, ideas, and situations (Batur, 2014). For this reason, human beings use these developing technologies in many different fields, such as media, news, content production, and consumption. Mass media are practical tools for individuals to access almost all the information they want from every field. These tools are essential in forming the perception of masculinity and femininity. Gendered approaches in mass media offer a critical research area to examine how male and female roles are perceived in society and how these perceptions are reinforced. Therefore, mass media is essential for individuals to learn gender roles. It may function to reproduce and normalize gender stereotypes. The language, visuals, and content choices used in this process may contain messages that support or challenge gender inequality.

Sexism refers to discrimination against gender in society. In a broad sense, this concept includes gender stereotypes of men and women and also reveals discrimination against men and women (Kan, 2011). In recent years, with the increased use of new media and its prominence as a widespread media type, interactions such as social media have assumed an essential role in rebuilding social reality and reflecting daily life. In this context, sexist content is also more common on different platforms in social media.

Historically, the roles assigned to male and female identities have been passed down through generations through many social institutions. Society, which used to see such content through traditional media in the past, sees sexist content and posts in the new media and social media (Doğan, 2024). Mobile phones have become very popular, especially with social media. Social media has become a platform where we have difficulty distinguishing between right and wrong as much as it is powerful. An individual can prepare the ground for many manipulations and unethical events with all kinds of content that he/she shares and speaks regardless of his/her identity. Based on gender, social media platforms have sexist content and receive a large number of interactions. In these interaction environments, sexist discourses and posts are prepared and shared.

The problem of the awareness of sexist content during social media use was a question in the minds of more than one person. It can be said that the importance of this question stems from the fact that the internet environment is a free / highly interactive platform. Many people inevitably say that they express themselves freely on the Internet. They can also express hate speech against social sensitivities and groups within this freedom. Social media also hosts a structure that can quickly separate and polarise society and individuals. For this reason, awareness of sexist content in social media is a crucial situation worth examining. Based on this importance, the primary purpose of this study is to reveal young people's awareness of sexist content on social media.

THEORETICAL BACKGROUND

The concept of sexism and gender, which is not based on a biological basis, is that the roles and responsibilities of individuals in society are shaped according to the roles imposed by society on individuals, not according to their biological competencies. For this reason, the perception of gender has developed differently in each society. The concept of gender differs depending on forms of belief, economy, and culture. The concept of gender, which goes back to the transition to settled life, is still one of society's problems today (Karakaya, 2018). Gender is transmitted to the individual through genes before the individual is born. It is the imposition of social roles imposed on them from birth according to their physical characteristics after birth, with the gender being male or female, and they are asked to adapt to society according to these roles. In retrospect, although some social roles are imposed on both genders, women are the gender that is more affected by this situation (Artar & Fildiş, 2021).

From the past to the present, the characteristics, status, and roles attributed to men and women at the level of society have been determined according to the gender of individuals, and it has been believed that these are gender-based and unchangeable things. The concepts of gender and sex are different. Women are seen in a subordinate position under male domination. This position of women is tried to be explained depending on their biological structure, and this situation is expressed as a situation that needs to be fought. Gender refers to the values, roles, and expectations defined by society by male and female roles. Women and men are individuals who have quite different roles from each other in terms of characteristics such as appearance, ability, and thought. It is argued that each society assigns different gender roles to men and women and that individuals who do not display the behavior models of these gender roles are excluded by society (Bora, 2012).

In the distribution of roles in society and gender roles, they are forced to live with gender stereotypes determined for them with the influence of factors such as culture and religion. The fact that women are more compassionate and emotional individuals who can show their feelings with their maternal instinct, while men are more harsh and do not show their feelings, has led them to use their characters and characteristics that they may not want to be. Because society tries to exclude people who are not normal according to themselves and who do not look like them, in sexist content, objectification of women is at the forefront, and these contents are reinforced by the use of language and the discourses chosen. These contents also carry the danger of marginalization.

Among the studies on social media use based on gender, Yılmaz and Polat's (2023) research is fascinating. Accordingly, as a result of the research, it was found that women were more selective about their posts than men because they thought they would be criticized and judged by society. It was noticed that men were less concerned about the opinion of the society than women. This may suggest that social expectations put more pressure on women and restrict their behavior.

In addition, the Association of Journalists of Turkey provides ethical principles and recommendations on the representation of women in the media in its 'Women and Media Guide.' It focussed on issues such as women not being discriminated against in the news, not using sexist language and protecting the victim in the news of violence and abuse. In addition, the guideline emphasizes the need to ensure gender equality in the media, to make women's achievements visible, and to use a language free of prejudices. It also recommends that journalists use careful language and observe gender sensitivity in reporting on women.

'With web 2.0, one-way communication has been replaced by two-way and simultaneous communication, which has become a system used in all areas of the media. Social media is the name given to all kinds of dialogues people share and make with each other. It stands out as a platform where people can mutually share posts and content on social media and share the information you are looking for and the news, information, or posts your friends want to see.' (Öztürk, 2015).

'Social media are web-based platforms that allow users to express themselves, explain and communicate with others, share their life experiences, share their experiences, and share different types of media content with everyone in the world. Blogs, forums, and communities in social media that produce content are the names given to websites that can bring together thousands of people from different countries and where they can significantly interact with these people, get news, and share pictures and videos (Uluç & Yarcı, 2017).

'It is a fact that the concept of gender is very different and broad. The concept of gender tells us that there are molds established in society, such as femininity and masculinity. Studies that make gender the main subject of their research should not only include women but also be aware of different ideas in their studies and advance their work accordingly. Differentiating women and men in the division of labor by including gender also restricts access to the resources belonging to society. Many different inequalities and discrimination reinforce this inequality and constitute a serious obstacle not only for women but also for the development of multiple areas affecting society. In Turkey, gender inequality exists in serious dimensions in every part of life (Özaydınlık, 2014). The gender of the individual has both biological and social functions at many different and essential points. Being born as a woman or a man can change population-based balances, but it is also one of the factors that play a role in issues such as gender-based social differences and inequality. One's biological sex and social gender are treated

independently, as being male or female is assigned at birth. Being masculine and feminine targets geographical and cultural structures through socialization (Bingöl, 2014).

The desire of society to share everything that emerged with the instinct to exist in social media, especially with the Z generation born after 2000, has turned social media into a data stack. Without thinking about what is right and wrong, they can ignore all kinds of moral values just for the sake of followers. It is possible to see sexist content about women in our country and the world as a majority. Especially with social media taking such an active place in our lives, sexist content, regardless of gender, becomes legitimized with social media. Social media publishes sexist content without any censorship or warning. This may cause society to see these situations more than once and to accept them as a normal part of life.

METHOD

A literature review was conducted during the research process on the relationship between university students and sexist content. No scholarly articles or academic studies were identified on this subject.

A qualitative research method was used in this study. 'Based on qualitative research, qualitative data collection techniques such as document analysis, observation, and interview techniques are often used. In addition, qualitative research, which helps to examine the events related to people and society by going deeper into the events in their natural environments, is an analysis technique that combines many different disciplines.' (Baltacı, 2019). The study population consists of Sakarya University students. The data were analyzed by considering the answers received in the semi-structured question form applied to 20 university students determined according to the random sampling model. According to the results obtained in the study, it is concluded that university students encounter sexist content during social media use and are aware of this content.

FINDINGS

The research questions were analyzed in two categories: sexist content and gender awareness. There were three questions in the sexist content category and four in the gender awareness category. The findings of the sexist content category are as follows;

As we can see in Table 1, Instagram is the social media application most frequently used by the students participating in the study. Based on this situation, the platform where they see the most sexist content is Instagram, with 55% (11 people). The remaining 45% (9 people) constitute the X platform.

Table 1. Most Used Social Media Applications

Social Media Application	<i>f</i>	%
Instagram	11	%55
X	9	%45

Table 2. Table of the Most Sexist Content Subject Gender

Sexist Content	<i>f</i>	%
Female	18	%90
Man	2	%10

According to the data in Table 2, 90% of the participants (18 people) said that they saw sexist content mainly through the female gender. 10% (2 people) said that they saw content through the male gender.

Table 3. Frequency of Sexist Content Table

Frequency of Sexist Content	<i>f</i>	%
Rarely	5	%25
Occasionally	2	%10
Sometimes	7	%35
Very Frequently	1	%5
All the time	5	%25

Participants' frequency of seeing sexist content is given in Table 3 above. According to this table, the participants mostly answered 'sometimes.'

Table 4. Action Table for Sexist Content

Action Taken	<i>f</i>	%
Comment, Like, and Complaint	7	%35
Does Not	10	%50
Sometimes	3	%10

As seen in Table 4, the rate of those who comment, like, or complain about sexist content they encounter is 35% (7 people), the rate of those who do not is 50% (10 people), and the rate of those who sometimes do so is 15% (3 people).

Table 5. Sexist Content Materiality Table

Importance of sexist content	<i>f</i>	%
Those who attach importance	11	%55
Those who disregard the content	9	%45

According to Table 5, 55% (11 people) of the participants prefer to follow pages emphasizing gender equality, while 45% (9 people) do not.

Table 6. Finding Sexist Content Correct

Opinion	<i>f</i>	%
Those Who Find It True	6	%30
Those Who Do Not Find It True	14	%70

According to Table 6, the data we obtained tells us the following. The number of people who think that what the pages that increase interaction through sexist posts on social media do is right is 30% (6 people), while those who argue that this is wrong are 70% (14 people).

Table 7. Rate of Exposure to Gender Discrimination Table

Rate of Exposure to Gender Discrimination	<i>f</i>	%
Yes	7	%35
Sometimes	9	%45
No	4	%20

As can be seen in Table 7, the number of people who have been subjected to gender discrimination is 35% (7 people). 20% (4 people) answered sometimes. 45% (9 people) stated that they have not been subjected to any discrimination.

DISCUSSION AND CONCLUSION

Social media platforms were initially seen as the ultimate tool of connection, enabling people to expand their social networks across cultures and international boundaries. Today, people report spending twice as much time socializing online versus in person (Buie ve Croft,2023).

The study examined how university students perceive and interact with sexist content on social media. Based on the information obtained from university students, the participants mostly use the Instagram application. They stated that the sexist content they encountered mainly was based on the female gender. Participants also stated that they observed sexist discourses not only from the opposite sex but also from their sex.

When the average age of university students is considered in the research findings, it is noteworthy that Instagram is the most used application. It is seen that sexist content on social media is mainly based on the female gender. Since the research covers university students, it is seen that their awareness of sexist content is high. Sexist content is considered disturbing by the participants. Individuals who are frequently exposed to gender discrimination in society in their daily lives are also exposed to sexist content while using social media to spend time at home, which both normalizes and creates a change in perception in the long term.

In the findings of the study, those who are disturbed by seeing sexist content on social media are in the majority. On the other hand, half of the respondents do not react to sexist content. This situation brings along the normalization of sexist content. Activist movements in social media react to sexist situations. This is because reacting to the participants who use social media to linger in daily life is not considered necessary.

When fighting for gender equality, avoiding sexist language and behavior is essential. This is necessary to build a more just, inclusive, and tolerant society. Tackling sexism will help create a healthier and more balanced society in the long run.

It is essential to provide training such as media literacy at an early age for awareness of sexist content. Public spots and seminars can be organized to raise awareness of society, and efforts should be made to prevent such situations by creating a more conscious society. In order to prevent this from happening, it can be suggested that courses on media literacy and gender discrimination should be opened in educational institutions and course centers of municipalities, and existing programs should be increased.

REFERENCES

- Artar, T., & Fildiş, A. T. (2021). *Türkiye'de Cinsiyet Eşitliği Söylemi Ve Uygulamaları: Karşılaştırmalı Analiz*. Marmara Üniversitesi Kadın ve Toplumsal Cinsiyet Araştırmaları Dergisi, 5(1), 1-18.
- Baltacı, A. (2019). *Nitel Araştırma Süreci: Nitel Bir Araştırma Nasıl Yapılır? Ahi Evran Üniversitesi Sosyal Bilimler Enstitüsü Dergisi*, 5 (2), 368-388. *Milli Folklor*, 24, 94.
- Batur, M. (2014). *Gezi Parkı Olaylarının Sosyal Medyaya Yansıma Biçiminin Toplumsal Cinsiyet Bağlamında Değerlendirilmesi: Facebook Örneği* (Master's thesis, Sosyal Bilimler Enstitüsü).
- Bingöl, O. (2014). *Toplumsal Cinsiyet Olgusu ve Türkiye'de Kadınlık*. Karamanoğlu Mehmetbey Üniversitesi Sosyal ve Ekonomik Araştırmalar Dergisi, 2014(3), 108-114.
- Bora, A. (2012). *Toplumsal Cinsiyete Dayalı Ayrımcılık*. *Ayrımcılık Çok Boyutlu Yaklaşımlar*, 175(187), 50-70.
- Buie, H., & Croft, A. (2023). The Social Media Sexist Content (SMSC) Database: A Database of Content and Comments for Research Use. *Collabra: Psychology*, 9(1).
- Doğan, M. M. (2024). *Yeni Medyada Kadın Olmak: Tiktok İçerik Analizi*. *Akademik İncelemeler Dergisi*, 19(1), 67-80.
- Kan, D. (2011). *Bilgisayar Oyunlarında Toplumsal Cinsiyetçi Kurgulama* (Master's thesis, Sosyal Bilimler Enstitüsü).
- Karakaya, H. (2018). *Toplumsal Cinsiyet Algısı, Din ve Kadın*. *Journal of Analytic Divinity*, 2(2), 36–62.
- Özaydınlık, K. (2014). *Toplumsal Cinsiyet Temelinde Türkiye'de Kadın ve Eğitim*. *Sosyal Politika Çalışmaları Dergisi*, (33).
- Öztürk, Ş. (2015). *Sosyal Medyada Etik Sorunlar*. Selçuk Üniversitesi İletişim Fakültesi Akademik Dergisi, 9(1), 287-311.
- Türkiye Gazeteciler Cemiyeti. (t.y.). *Kadın ve Medya Kılavuzu*. https://www.tgc.org.tr/images/kadin_ve_medya_kilavuz.pdf
- Uluç, G., & Yarcı, A. (2017). *Sosyal Medya Kültürü*. Dumlupınar Üniversitesi Sosyal Bilimler Dergisi, (52), 88-102.
- Yılmaz, A.B. ve Polat, E (2023). *Toplumsal Cinsiyet Normlarının Sosyal Medya Gönderilerinin İçeriği Üzerindeki Etkisi: Karma Yöntemli Bir Çalışma*, *Kültür Araştırmaları Dergisi*, 19

AN EXAMINATION OF FILMS WITH FEMALE THEMES IN TURKISH CINEMA BETWEEN 2010-2024

Ayşegül ÇİLİNGİR

Erciyes University Faculty of Communication
acilingir@erciyes.edu.tr

Mehpare YAĞLICI

Erciyes University Fine Arts Department
myaglici@erciyes.edu.tr

ABSTRACT

This research endeavor seeks to scrutinize films portraying women in Turkish cinema during the period spanning 2010-2024. Within this study, the characteristics of films featuring women's themes in Turkish cinema productions from 2010 to 2024 are investigated. The representation of women in these films, alongside their societal significance, serves as a sociological reflection, delineating the cultural landscape. Moreover, Turkish cinema has undergone a notable evolution both in narrative content and cinematic style since the turn of the millennium. A review of scholarly discourse on Turkish cinema reveals a consistent thematic focus on women's issues since the 1980s, a trend that persisted into the post-2000 era. Consequently, an examination of films produced over the past fourteen years offers valuable insights into evolving societal perspectives and thematic frameworks. This study endeavors to elucidate the perspective of directors and audience reception concerning women's representation in contemporary Turkish cinema through quantitative analysis, operating within the confines of the patriarchal paradigm. By quantifying the prevalence and treatment of women in Turkish cinema, this study aims to contribute to a nuanced understanding of gender dynamics within the realm of contemporary Turkish filmmaking. To achieve this aim, a purposive sampling method will be employed to select films addressing women's themes in Turkish cinema between 2010 and 2024. Subsequently, a content analysis approach will be utilized to dissect these films, offering a systematic examination of their thematic and narrative elements. This research initiative is poised to enrich the existing scholarly discourse on the portrayal of women in Turkish cinema, thereby contributing to the broader academic landscape.

INTRODUCTION

The subject of the study is the characteristics of women in the films on women in Turkish cinema productions released in 2010 and after, based on viewing rates. It is considered important in terms of contributing to the literature and positioning the social perspective, and it is thought that it should be examined in this context. When we look at the history of Turkish cinema, films with women as the main subject after 1980 are called 'women's films'. Films about women and the presentation of women in these films are attributed importance as they are a sociological projection/reflection to define society. Turkish cinema has experienced a transformation in both content and cinematographic context after 2000. After this transformation, when the literature on Turkish cinema is examined, it is seen that the rise of women-themed films in the 1980s, although interrupted in the 90s, continued after the 2010s. For this reason, considering that different perspectives develop periodically as a result of social dynamics in Turkish cinema, the data to be obtained as a result of examining the subject of women in the productions realized in the last fourteen years is important. In this context, the rate of audience interest in films about women in Turkish cinema is another striking point of this issue. It is noteworthy that women-themed films have recently been released in Turkish cinema in different genres. Whether these productions are preferred by the audience when they are released is a noteworthy data. Determining the gender of the directors of women's films, the genre in which the production team deals with the subject of women more intensively, and the characteristics of female characters will provide important information about how women have been presented in Turkish cinema recently. In this study, it is attempted to reveal the directors' perspective on women in the patriarchal order in recent Turkish cinema and the audience's interest in this issue through quantitative data. In this context, in order to create healthy data for the last fourteen years of cinema, the films on women released in this period were analyzed using the content analysis method. Thus, it is thought that by obtaining the quantitative data of the films on women in Turkish cinema, it will shed light on the presentation of women in Turkish cinema in the recent period and contribute to the field.

An Overview Of Turkish Cinema And New Turkish Cinema

Turkish cinema is generally classified starting with the year 1914. Shot in 1914 by Fuat Uzkınay, The Destruction of the Russian Monument at Ayastefanos is considered the first film in the history of Turkish cinema, and Uzkınay is considered the first Turkish filmmaker. (Özön, N. 1995; Onaran, A. Ş., 1994; Teksoy, R., 2007; Scognamillo, G., 2010). For this reason, various events and celebrations were held in Turkey in 2014, the 100th anniversary of Turkish cinema. Beginning in 1914, the adventure of Turkish cinema was interrupted by the World War I that

started in these years, but it experienced its golden age especially with Yeşilçam films. Gülçur states that Yeşilçam took its name from a street in Beyoğlu where film producers were mostly located, where Turkish cinema established an intense relationship with its production and audience in the 1960s and the first half of the 1970s (2020). Turkish cinema underwent a change after the second half of the 1970s. One of the most important reasons for this change was the widespread use of television in Turkey. In addition, in these years, the effects of migration from the village to the city began to be seen intensely in the films of that period. This situation caused arabesque songs and movies to be popular in the market. Moviegoers, who had retreated to their homes with the widespread use of television, showed interest in the cinema again with arabesque films (Güçhan, 1992).

In the 1980s, films about women were frequently featured in Turkish cinema. There are two different categories of women in films made in Turkey in the 1980s. The first one is arabesque content and commercially oriented films. In films in this category, women are in the traditional Yeşilçam style, where female characters are presented as good “angels” and bad “devils”. In the films in the second category, women are presented as “human beings” with both good and bad qualities, as individuals who can think, have sexual desire, take part in business life and be a good mother (Esen, 2000). After 1980, the first director that comes to mind when it comes to films about women is Atif Yılmaz. Atif Yılmaz directed more than 70 films between 1960 and 1979, and after 1980, he produced works in different genres and pushed the envelope (Scognamillo, 2010). The presentation of women as the main characters in Turkish cinema started with the 1982 film *Mine* directed by Atif Yılmaz and continued with films made by directors such as Başar Sabuncu, Şerif Gören and İrfan Tözüm in the 1980-1990s (Kanlı, Agocuk, & Çiftçi, 2019). In films about women in this period, women were generally seen as educated, working and individual characters trying to gain a place in society, in addition to their roles as good wives and devoted mothers, unlike traditional Yeşilçam characters.

By the 1990s, there was a change in the general structure of Turkish cinema. The collapse of the Yeşilçam structure brought the end of the production system. Therefore, directors started to search for different sources to shoot their films (Teksoy, 2007). In these years, Turkish cinema started to look for solutions to the financial problem. This situation was also being experienced in European countries. In 1991, the state helped the film industry for the first time in the history of Turkish cinema. In 1992, the Ministry of Culture provided a grant of 500 million TL for each film, 50% of which was grant and 50% of which was interest-bearing, and one year later this support was increased to 600 million TL. Some of the films that benefited from this support in this period are; *Ah Gardeşim* (Kadir İnanır, 1991), *Berlin in Berlin* (Sinan Çetin, 1992), *Amerikan* (Şerif Gören, 1993). In addition, Eurimages and various foundations and private television organizations also provided support for films during this period (Scognamillo, 2010).

After 1990, a new generation of directors emerged. Changing social dynamics and the phenomenon of producers led to a change in the subjects of films. The change in Turkish cinema in general led to a differentiation in the audience profile. Rekin Teksoy (2007, p. 83) describes the impact of the change in the producer structure on cinema as “the fact that directors instead of producers directed production led to the unexpected result that many new directors produced films that took cinema seriously”. A young generation of directors such as Zeki Demirkubuz, Semih Kaplanoğlu, Derviş Zaim, Nuri Bilge Ceylan, Reha Erdem, who started directing films in the 1990s and continued to direct films after the 2000s, winning awards both at home and abroad, emerged. Although it was the new generation of directors who made their first films in these years, the older generation of directors also continued to make films during this period. Suner states that although the new Turkish cinema represents the generation of directors who made their first feature films after 1990, it is a problem that the older generation of directors who made films after 1990 are excluded from this framework (Suner, 2006). As Suner points out, directors of the older generation continued to make films in this period. For example, old generation directors such as Atif Yılmaz's *Nihavend Mucize* (1997), *Eylül Fırtınası* (1999), *Eğreti Gelin* (2005); Halit Refiğ's *İki Yabancı* (1992), *Gelinlik Kız* (2000); Ömer Kavur's *Gizli Yüz* (1991), *Akrebin Yolculuğu* (1997), *Karşılaşma* (2003); Zeki Ökten's *Güle Güle* (1999), *Gülüm* (2002) directed films after 1990. In this period, Yavuz Turgul, who had written screenplays for many successful films in Yeşilçam, especially within the Arzu Film school, such as *Tosun Paşa* (1976), *Sultan* (1978), *Çiçek Abbas* (1981), *Şekerpare* (1983), etc., made the transition to directing with *Fahriye Abla* in 1984. Turgul continues to work on films from the mid-1980s to the present day (2024). The unique narrative and cinematographic codes of Turgul's cinema allow him to be associated with the concept of 'auteur', which has become prominent especially in post-2000 Turkish cinema. He is both the screenwriter and director of Turgul films. After 1990, he attracted attention especially with the movie *Eşkıya*. *Eşkıya* (1996) marked the beginning of the popular part of the New Turkish cinema and had a record-breaking box office at the time (approximately two and a half million viewers) (Suner, 2006).

Although the rise of popular cinema was realized with the film *Eşkıya*, Derviş Zaim's *Tabutta Rövaşata* (1996) also stands out in this period. In 1996, Zaim made his directorial debut with the film *Coffin in a Box*, which won many awards and became a big hit. Moreover, he used a small crew and a low budget for this movie (Scognamillo, 2010). In fact, with this movie, Zaim encouraged the new generation of young directors by showing that it is possible to make talked-about and award-winning movies with a low budget. In post-2000 Turkish cinema, the films of the new generation of directors have also created their own audience. New generation directors such as Zeki

Demirkubuz, Nuri Bilge Ceylan, Semih Kaplanoğlu, Reha Erdem, Çağan Irmak, etc. continue to create their own cinematic language. Scognamillo (2010) states that in the 2000s, Turkish cinema tried to become a “new generation cinema” that progressed with its own means. This new generation of directors usually directed their first films in the late 90s and continue to make films after 2000. Many of this generation of directors have studied cinema and have produced films with their cinematic background. Many of these directors write the scripts of their films themselves. These directors have created their own style with state support, foreign co-productions and low-budget films, even though Yeşilçam production conditions continue and television has negative effects. The cinema created by these directors, who are considered auteurs, has been called “New Era Turkish Cinema”, “New Turkish Cinema”, “Director Cinema” or “Modern Turkish Cinema” (Uğur, 2017).

Cinema And Women

In order to understand the relationship between cinema and women, one should look at the position of women in the script as well as in the context of the viewer or actress. Because it is important how women or elements related to women are presented in movies in which real life/world/society/individual is inspired, reflected, reconstructed, foresighted and transformed into artistic structure. As looking at it from a patriarchal perspective creates significant disadvantages for women, the presentation of women in cinema can create destructive and constructive effects in the presentation of women in cinema, in the social presentation, in the reconstruction period from social reality to cinema. In this context, it is first necessary to define the patriarchal structure. Cevizci (2005) defines the concept of patriarchy as the rule of the father or a system in which men exercise economic, social and dominance over women and young men. Masdar (2011) states that the motifs of women in Turkish cinema are in harmony with the social reality; the woman is second, passive, honorable, chaste and in need of protection. Masdar (2011) also states that social oppression is legitimized with elements such as virginity, which degrade women's sexuality, normalized with phenomena such as blood feuds, and women are rendered invisible in rural areas with unapproved relationships. Koncavar (2021) states that since the production team and the consumer audience have been men since the first day of Turkish cinema, women have little or no place in the public sphere, and that good women are women who take care of the home, family and children, who are self-sacrificing, sacrificing, honorable, innocent, passive and subordinate to men. Bad women, on the other hand, are women who corrupt men, destroy homes, express their sexual desire and take part in the public sphere. Furthermore, Koncavar (2021) draws attention to the protection and rescue of women (passive/powerless) by men (male strong) and states that women are shaped in cinema in accordance with the tastes and expectations of men shaped by the patriarchal structure. The depictions of women in the first examples of Turkish cinema confirm this picture. When the literature on patriarchal Turkish cinema is examined, it is seen that the patriarchal/masculine world structure is also prominent in cinematic productions and women are constructed within this framework. In this context, when we look at the first thematic films, it is observed that their subjects are about marriage, but the masculine is at the forefront. Weinberg and Fuat Uzkınay's names are mentioned as directors in the 1916 film *Himmat Ağa'nın İzdivacı* (The Marriage of Himmet Ağa) and the Sedat Simavi-directed *Peñe* (The Paw). In the movie *Peñe*, the subject progresses through men within the context of the characters Leman, who is fictionalized in the context of pleasure, and Feride, who cheats on her husband (Özgüç, 1985). In the 1919 film *Mürebbiye*, directed by Ahmet Fehim Efendi, the story of a French woman who negatively affects all the men in the family is told, and the first vamp woman of Turkish cinema appears in this film (Özgüç, 1985). In the movie *Binnaz*, the story of Binnaz, who was famous for her beauty in the Tulip Age, is told. In addition to *Nur Baba*, directed by Muhsin Ertuğrul, which tells the story of a woman who kills her friend, a womanizer and a womanizing man in the film *İstanbul'da bir Facia-i Aşk* or *Şişli Güzeli Mediha Hanımın Facia-i Katli* (1922), the films *Aysel Bataklı Damın Kızı* (1934), which tells the story of a woman seeking her rights, and the 1948 film *Çıldıran Kadın* (Crazy Woman) are seen in the literature. In the films made during the Muhsin Ertuğrul period of Turkish cinema, it can be said that the representation of women is generally negative or victimized. In the transition period, Ö. Lütfi Akad's *Vurun Kahpeye* and Yalçın Ünsal's *Evvel Zaman İçinde* (Once Upon a Time) are the productions in which male protagonists come to the forefront. Şakir Sırmal's *Kamelyalı Kadın* (1957), Aydın Arakon's *Sahildeki Kadın* (1954), Fosforlu Çevriye (1959), Atif Yılmaz's *Kadın Severse* (1955), Suavi Tedü's *Kahpenin Kızı* (1953), and Ö. Lütfi Akad's *Meyhanecinin Kızı* (1958) are examples of films in which women were in the foreground (Scognamillo, 2003).

In the 1960s and 1970s, films about women include Süreyya Duru's *Şoför Nebahat* (1960), Nejat Saydam's *Küçük Hanımefendi* (1961), Ertem Eğilmez's *Ben Bir Sokak Kadınıyım* (1966), Ö.Lütfü Akad's *Vesikalı Yarım* (1968) and *Gökçe Çiçek* (1972), Orhan Aksoy's *Kezban Roma'da* (1970), Ömer Kavur's *Yatık Emine* (1974) and Türkan Şoray's *Bodrum Hakimi* (1976). Although in the 1960s and 1970s women-themed films were made in Yeşilçam, it was not until after 1980 that women's films were made in the true sense of the word. This is because, within the context of the patriarchal order in Turkish cinema until the 1980s, the need for “women to always be under the protection of a man” was brought up (Çelen et al., 1984). With the influence of the feminist movement in cinema in the 1980s, films in which women actually existed and their feelings were expressed began to be made. Akdemir Dilek (2021) points out that feminist film criticism argues that women's daily lives and behaviors should be

represented as they are in cinema films. Thus, the idea that cinema is not a place for women and that women are objects of desire in their presentation and exploitation in their consumption was re-evaluated. The actress Müjde Ar was the pioneer of the change of women on the silver screen (AltınSaray, 1985). Despite the influence of feminism on cinema films, in the cinema of the 1980s, sex cinema was important in the world in the 70s in order to make a lot of money in a short time (Auty, 1985), and women took their place as the main object of this sector. Due to the widespread use of television broadcasts and the failure to establish an industrial structure in the cinema, which was adversely affected by the 1980 Coup d'état, sex films took place in Turkish cinema during this period. Nevertheless, women's films managed to gain a place in Turkish cinema during and after this period. Atıf Yılmaz's *Mine* (1982), *Adı Vasfiye* (1985), *Dul Bir Kadın* (1985), *Ahh Belinda* (1986), *Asiye Nasıl Kurtulur* (1986), *Kadının Adı Yok* (No Name for a Woman) (1987) are witnessed to question the patriarchal structure. In Şerif Gören's films *Hidden Emotions* (1984), *Fırar* (1984), and *Kurbağalar* (1985), the woman is freed from certain stereotypes. Because, in Yeşilçam and before, women were categorized as good and bad with clear lines (Altınsay, 1985). Koncavar (2021) argues that the women in Atıf Yılmaz's films are 'real women' who question their goals in life, who are brave, active in their efforts to become subjects, who are struggling, who are aware of their desires, and who resist society and traditions, departing from the patriarchal ideology of women. In Yılmaz and Gören's films, the concept of women's film has evolved and the view of good and bad women has transformed, going beyond the understanding of women presented as objects of desire, and representations of real women have taken place. Koncavar (2021) argues that in this period, women began to be presented as subjects rather than objects, and that Turkish cinema now focuses on the problems, lives and expectations of women.

After 1990, Turkish cinema started to regain its strength, but the number of women's films remained limited. Halit Refiğ's *Karılar Koşuşu* (1990), Atıf Yılmaz's *Berdel* (1990) and Gece, Melek ve Bizim Çocuklar (*Night, Angel and Our Children*) (1994), İrfan Tözüm's *Mum Kokulu Kadınlar* (*Candle Scented Women*) (1996) stand out among the films on women in Turkish cinema in the 1990s and beyond. In the 2000s and beyond, the perspective of women is changing with the strengthening of independent film directors as well as veteran directors who continue to make films. Although the stereotype of good and bad women in Turkish cinema productions had been broken before, in this period, the "human woman" type developed with the combination of good and bad representations, and in this context, women's problems were brought to the cinema. Post-2000 films on women include Zeki Demirkubuz's *Kader* (2006), Atıf Yılmaz's *Eğreti Gelin*, and Aclan Büyüktürkkoğlu's *Meleğin Sırları* (2008). In post-2010 productions, while the subject of women is frequently featured in different genres, the presentation of 'human woman' is also strengthened in the presentation of women. The number of women's films, which was limited in the 2000s, increased significantly after 2010. Looking at the academic literature on cinema and women, Öztürk (2011), *Looking at Women in Turkish Cinema Literature*, Gevher Öz and Seçen (2018), *Looking at the Representation Problem of Women in Turkish Cinema with an Alternative Method: Bechdel Test*, Demir (2020), *Women in Yeşilçam Cinema*, Yaşartürk (2015), *Cinema and Gender*, Akgül (2019), *Women in Film from the Perspective of Feminist Theory: The Case of Women's Film Festivals in Turkey*, Yerlikaya (2020), Tekin (2021) *Post-2000 Turkish Cinema Patriarchy and Women Representations*, Yatçı (2024) *Turkish Cinema's Productive Women from Other to Subject*, Sabiha's Sisters. This study differs from the studies on this subject in the sense that it covers the last fourteen years after 2010.

METHOD

Content analysis is a research method with a systematic structure (Wimmer & Domibick, 2000) developed to analyze the content of recorded information. Geray (2006) defines it as a method that enables the systematic realization of communication content within the framework of predetermined categories. Therefore, in terms of comparing the real world with the world reproduced by mass media, content analysis is favorable for quantitative data. In this study, the films on women in theaters between 2010 and 2024 were analyzed with this method in the context of the categories determined, and it was tried to reach information about the relations underlying the presentation of women. The population of the study consists of feature-length fiction films about women released in theaters between 2010 and 2024. The Turkish films included in the list of the first hundred films released in the Box Office Turkey website on women between 2010-2024 were determined as the sample of the study. In the study, animation and cartoon categories were excluded within the scope of limitations. In this study, a total of eight categories were identified in order to determine the position of women in films about women in Turkish cinema between 2010-2024.

The first category was determined based on Box Office information in Turkey, and the second category was determined as 'number of viewers' in order to reveal the audience rates of the women's films selected as the sample. The category titles are 300 thousand and above, 299,999 and 50 thousand, the third sub-code title is 49,999-20 thousand, and the third sub-code title is 19,999 and below. The second category was determined as 'film genres' in order to determine the genres of films on women. As a result of the examinations made in this field, three category headings were created as drama/biography, horror and comedy. The third category was determined as 'gender of the director' based on the patriarchal world and gender. The titles of the director's gender category were selected as male and female. The fourth category was formed with the question 'Is there an expression related to

women' in the title of the film in order to reveal whether the concepts and words related to women and women are included in the films on women, and yes or no was used in the title. The fifth category was created as 'roles of women' in order to evaluate the female lead actor/actresses in women's films in the context of the roles assigned to women. In this category, 'women's roles' were analyzed under the headings of mother, wife, sister, sister and other. The sixth category was determined as the socio-economic structure of women in order to obtain information about the presentation of women in terms of their status, whether they are involved in working life and whether they have economic freedom. The seventh category was determined as 'socio-economic structure' in order to find out which economic class women belong to in films about women. The socio-economic structure category was formed with the titles of lower income group, middle income group and upper income group. The eighth category is 'location information' in order to reveal the information about the location/location in films about women. The category of spatial information includes urban and rural titles.

FINDINGS

Table 1. Number of spectators

Year-300.00		299.999-50.00		49,999- 20.000		4.19.999-.....		Total	
	S	F %	S	F %	S	F %	S	F%	S	F %
2010	-	-	3	%37.5	2	%25	3	%37.5	8	%100
2011	1	%14.3	1	%14.3	-	-	5	%71.4	7	%100
2012	-	-	-	-	1	%25	3	%75	4	%100
2013	2	%18.2	-	-	4	%36.3	5	%45.5	11	%100
2014	4	%25	2	%12.5	-	-	10	%62.5	16	%100
2015	4	%23.5	2	%11.8	5	%29.4	6	%35.3	17	%100
2016	2	%20	2	%20	2	%20	4	%40	10	%100
2017	1	%14.3	1	%14.3	3	%42.8	2	%28.6	7	%100
2018	1	%20	2	%40	2	%40	-	-	5	%100
2019	-	-	6	%85.7	1	%14.3	-	-	7	%100
2020	1	%16.7	-	-	2	%33.3	3	%50	6	%100
2021	-	-	-	-	1	%33.4	2	%66.6	3	%100
2022	3	%14.3	2	%9.5	4	%19	12	%57.2	21	%100
2023	-	-	3	%37.5	1	%12.5	4	%50	8	%100
2024	1	%100	-	-	-	-	-	-	1	%100
Toplam	20	%15.3	24	%18.3	28	%21.4	59	%45	131	%100

In Table 1, the top 100 women-themed Turkish films on the Box Office Turkey website were identified according to the number of viewers. A total of 131 films identified as a result of this determination were analyzed in the study. These films were coded into 4 categories according to their audience numbers. These categories were determined as the first sub-code ...-300,000, the second sub-code as the films preferred by the audience between 299,999- 50000, the third sub-code as the films watched between 49,999-20000, and the fourth sub-code as 19999-... and later. In the context of these codes, the first sub-code rate is 15.3%, the second sub-code rate is 18.3%, the third sub-code rate is 21.4% and the fourth sub-code rate is 45%. Based on these data, it was determined that 45% of the films analyzed in the study were ranked first in the fourth sub-code, i.e. films with an audience of less than 20,000, while the first sub-code with the highest number of audience was ranked last with a rate of 15.3%. Looking at Table 1 in the context of years, it is determined that in 2010, the number of 299,999-50,000 and 19,999 and below audiences was 37.5%, while the number of 49,999-20,000 audiences was 25%. In 2011, it was seen that the number of audience of 300,000 and above and 299,999- 50,000 was 14.3%, while the number of audience of 19,999 and below was 71.4% and the highest rate. In 2013, the attendance figures in this category were 300,000 and above (18.2%), 49,999- 20,000 (36.3%) and 19,999 and below (45.5%). In 2014, the figures in this category were 300,000 and above 25%, 299,999- 50,000 12.5%, and 19,999 and below 62.5%. In 2015, the number of audience of 300,000 and above was 18.2%, between 49,999 and 20,000 was 36.3%, while the number of audience of 19,999 and below was 45.5%. In 2014, the data in this category was 23.5% for 300,000 and above, 11% for 299,999-50,000, 29.4% for 49,999-20,000, and 35.3% for 19,999 and below. In 2016, the number of audiences for 300,000 and above, 299,999-50,000 and 49,999-20,000 was 20% each, while the number of audiences for 19,999 and below was 40%. In 2017, it was determined that the attendance rate of 300,000 and above, 299,999-50,000 and 49,999-20,000 were 14.3%, 42.8% and 28.6% respectively. In 2018, while 300,000 and above was 20%, 299,999-50,000 and 49,999-20,000 were 40%, and in 2019, while 299,999-50,000 was 85.7%, 49,999-20,000 was 14.3%. Looking at the audience rates in 2020, it was determined that 300,000 and above was 16.7%, 49,999- 20,000 was 33.3% and 19,999 and below was 50%. In 2021, it was determined that only 49,999- 20,000 was 33.4% and 19,999 and below was 66.6%, and it is thought that the

pandemic experienced in this period caused the low number of spectators. In 2022, the attendance rates were 14.3% for 300,000 and above, 9.5% for 299,999-50,000, and 40% for 49,999-20,000, while in 2019, it was 85.7% for 299,999-50,000, 19% for 49,999-20,000, and 57.2% for 19,999 and below. In this category, where audience numbers are discussed, in 2023, 299,999-50,000 is 37.5%, 49,999-20,000 is 40%, in 2019, between 299,999-50,000 is 85.7%, 49,999-20,000 is 12.5% and 19,999 and below is 50%, while the study covers the data until February 2024, 1 movie was discussed and the audience number of this movie was determined as 300,000 and above as 100%.

Table 2. Film types

Year	Drama/ Biography		Horror		Comedy		Total	
	S	F %	S	F %	S	F %	S	F %
2010	5	%62.5	2	%25	1	%12.5	8	%100
2011	5	%71.4	2	%28.6	-	-	7	%100
2012	3	%75	1	%25	-	-	4	%100
2013	9	%81.8	2	%18.2	-	-	11	%100
2014	10	%62.5	4	%25	2	%12.5	16	%100
2015	7	%41.2	5	%29.4	5	%29.4	17	%100
2016	4	%40	2	%20	4	%40	10	%100
2017	2	%28.5	4	%57.2	1	%14.3	7	%100
2018	1	%20	2	%40	2	%40	5	%100
2019	1	%14.3	4	%57.2	2	%28.5	7	%100
2020	-	-	3	%50	3	%50	6	%100
2021	1	%33.33	1	%33.33	1	%33.33	3	%100
2022	4	%19.1	11	%52.3	6	%28.6	21	%100
2023	7	%87.5	1	%12.5	-	-	8	%100
2024	-	-	-	-	1	%100	1	%100
Total	59	%45	44	%33,6	28	%21.4	131	%100

Table 2 shows the genres of 131 films that were released in Turkey between 2010 and 2024 and that deal with the subject of women. These genres were identified as drama/ biography, horror and comedy. According to the analyzed data, 45% of these films are drama and biography, 33.6% are horror and 21.4% are comedy. Based on these data, it was found out that the highest number of the analyzed films were in the drama/biography genre and the lowest number of comedy films. The types of women's films analyzed in this study will be analyzed by year. In 2010, 62.5% of the films on women were in the drama/biography genre, 25% in the horror genre and 12.5% in the comedy genre. In 2011, 2012 and 2013, no comedy genre was found. In 2011, 71.4% of the films about women were in the drama/ biography genre and 28.6% in the horror genre, while in 2012, 75% were in the drama/ biography genre and 25% in the horror genre. In 2013, 81.8% was drama/ biography and 18.2% was horror. In 2014, 62.5% was drama/ biography, 25% was horror and 12.5% was comedy. In 2015, 41.32% of the films about women were in the drama/ biography genre, while 29.4% were in the horror and comedy genres. In 2016, the ratio of drama/biography and comedy genres was 40%, while the ratio of horror genre was 20%. In 2017, 28.5% of the films analyzed were drama/biography, 57.2% were horror and 14.3% were comedy. In 2018, the ratio of drama/biography genre was 20%, while the ratio of horror and comedy genres was 40%. In 2019, 14.3% of the female-themed films were in the drama/ biography genre, 57.2% in the horror genre and 28.5% in the comedy genre, while in 2020, 50% of the horror and comedy genres were in the horror and comedy genres, while the drama/ biography genre was not included. In 2021, it was determined that all 3 genres were at the same rate, i.e. 33.3%, while in 2022, 19.1% of the films with the same theme were in the drama / biography genre, 52.3% in the horror genre and 28.6% in the comedy genre. In 2023, 87.5% were in the drama/ biography genre, while the horror genre was 12.5%, and in 2024, 100% comedy genre was identified.

Table 3 Gender of the Director

Year	Male		Female		Total	
	S	F %	S	F %	S	F %
2010	8	%80	2	%20	10	%100
2011	7	%77.7	2	%22.3	9	%100
2012	4	%66.6	2	%33.4	6	%100
2013	10	%90.9	1	%9.1	11	%100
2014	13	%72.2	5	%27.8	18	%100
2015	13	%72.2	5	%27.8	18	%100
2016	7	%70	3	%30	10	%100
2017	6	%75	2	%25	8	%100
2018	4	%80	1	%20	5	%100
2019	7	%100	-	-	7	%100
2020	6	%83.3	1	%16.7	7	%100
2021	3	%100	-	-	3	%100
2022	23	%100	-	-	23	%100
2023	6	%75	2	%25	8	%100
2024	1	%100	-	-	1	%100
Total	118	%82	26	%18	144	%100

Table 3 shows the gender information of the directors of the women-themed films analyzed in the study. According to this data, 82% of the directors of women-themed films are male and 18% are female. In 2012, it was observed that the rate of female directors in women-themed films was the highest with 33.4%. Although there are 131 films in the study, there are 144 directors in total in the table. The reason for this is that some films have more than one director. When the genders of the directors of the films on women between 2010 and 2024 were analyzed, it was determined that 80% of these directors were male and 20% were female in 2010, 77.7% were male and 22.3% were female in 2011. In 2012, 66.6% of the directors were male and 33.4% were female, and in 2013, 90.9% were male and 9.1% were female. In 2014 and 2015, 72.2% of the directors of women-themed films were male and 27.8% were female, while in 2016, 70% of the directors were male and 30% were female. In 2017, 75% of the directors were male and 25% were female, while in 2018, 80% were male and 20% were female. In 2019, 2021 and 2022, it was determined that there were no female directors in the films considered within the scope of the study, so the ratio of male directors was 100% in these three years. In 2020, while male directors were 83.3%, female directors were 16.4%, in 2023, male directors were 75% and female directors were 25%, while the director of 1 movie examined in 2024 was 100% female.

Table 4. Is there any reference to women in the title of the movie?

Year	Yes		No		Total	
	S	F %	S	F %	S	F %
2010	4	%50	4	%50	8	%100
2011	1	%14.2	6	%85.8	7	%100
2012	1	%25	3	%75	4	%100
2013	5	%45.4	6	%54.6	11	%100
2014	6	%37.5	10	%62.5	16	%100
2015	4	%23.5	13	%76.5	17	%100
2016	1	%10	9	%90	10	%100
2017	1	%14.2	6	%85.8	7	%100
2018	1	%20	4	%80	5	%100
2019	3	%42.8	4	%57.2	7	%100
2020	3	%50	3	%50	6	%100
2021	-	-	3	%100	3	%100
2022	6	%28,5	15	%71.5	21	%100
2023	5	%62.5	3	%37.5	8	%100
2024	1	%100	-	-	1	%100
Total	42	%32	89	%68	131	%100

Does the title of the movie in Table 4 include an expression about women? The answer to the question is asked. The answer to this question emerges as follows in 131 films with the theme of women; 32% of the films contain an expression about women, while 68% do not. Accordingly, 50% of the films in 2010 included a statement about women, while the same percentage did not. 14.2% of the films in 2011 and 2017 had a statement about women, while 85.8% did not. In 2012, 25% of the titles of the films included a statement about women, while 75% did not, and in 2013, 45.4% of these films included a statement about women, while 54.6% did not. The answer to the question of whether there is an expression about women in the title of the movie was 37.5% yes and 62.5% no in 2014, while in 2015 it was 23.5% yes and 6.5% no. In 2016, 10% of the films analyzed included a statement about women, while 90% did not. In 2018, while the expression “woman” was present in 20% of the films, it was absent in 80%. In 2019, 42.8% of the films included the expression “woman” in their titles while 57.2% did not, and in 2020, 50% of these films included the expression “woman” while 50% did not. In 2021, the answer to the question of whether there is a statement about women in the title of the movie was 100% no, while in 2024, on the contrary, it was determined that the answer was 100% yes. In 2022, 28.5% of the movies included a statement about women, while 71.52% did not. In 2023, 62.5% of the films had a female expression, while 37.5% of the films did not.

Year	Mother		Spouse		Sister		Other		Total	
	S	F %	S	F %	S	F %	S	F %	S	F %
2010	2	%25	1	%12.5	-	-	5	%62.5	8	%100
2011	2	%25	1	%12.5	-	-	5	%62.5	8	%100
2012	2	%50	-	-	-	-	2	%50	4	%100
2013	4	%36.4	2	%18.1	1	%9.1	4	%36.4	11	%100
2014	3	%17.6	3	%17.6	2	%11.8	9	%52.9	17	%100
2015	2	%11.1	5	%27.7	2	%11.1	9	%50.1	18	%100
2016	2	%18.1	4	%36.4	1	%9.1	4	%36.4	11	%100
2017	1	%14.3	1	%14.3	-	-	5	%71.4	7	%100
2018	1	%20	-	-	1	%20	3	%60	5	%100
2019	2	%28.5	3	42,8	-	-	2	%28.5	7	%100
2020	-	-	3	%28.5	-	-	5	%71.5	8	%100
2021	1	%33.3	1	%33.3	1	%33.3	-	-	3	%100
2022	4	%18.1	3	%13.6	3	%13.6	12	%54.5	22	%100
2023	1	%6.6	8	53.4	2	%13.4	4	%26.6	15	%100
2024	1	%100	-	-	-	-	-	-	1	%100
Total	28	%19.3	35	%24.1	13	% 8.9	69	%47.5	145	%100

In the light of the data in Table 5, when the roles of women in films about women are analyzed, it was found that in 2010, 25% of the women were presented as mothers, 12.5% as wives and 62.5% as other roles. In 2011, according

to Table 5, 25% of the main character women were mothers, 12.5% were wives and 62.5% were in the other category. According to Table 5 data of 2012, 50% of the main character women were in the mother and other categories. In the light of Table 5 data, 36.4% of the main character women in the movies released in 2013 were mothers, 18.1% were wives, approximately 9.1% were sisters and 36.4% were in other roles. In 2014, according to Table 5, 17.6% of the female characters were mothers and wives, 11.8% were sisters, and 52.9% were in other roles. According to the data in Table 5, in 2015, 11.1% of the main female characters in films on women were presented as mothers, 27.7% as wives, 11.1% as sisters and 50% in other roles. According to the 2016 table data, 18.1% of the female characters were presented as mothers, 36.4% as wives, 9.1% as sisters, and 36.4% in other roles. According to the data in Table 5, in the films analyzed in 2017, 14.3% of the main female characters were mothers and wives, and 71.4% were in other roles. According to 2018 Table 5 data, 20% of the main character women played the roles of mother and sister, while 60% played other roles. According to 2019 Table 5 data, 28.5% of the female characters in the films in the sample played the roles of mother and other and 42.8% played the roles of wife. According to the 2020 table 5 data, 28.5% of the main character women took part in the roles of wife and 71.5% in other roles. In the light of Table 5 data, it was observed that 33.3% of the main character women played the roles of mother, wife and sister in the films on women in the sample in 2021. In 2022, according to Table 5 data, 18.1% of the main character women were mothers, 13.6% were wives and sisters, and 54.4% were in other roles. In 2023, in the light of Table 5 data, it was observed that 6.6% of the main character women were presented as mothers, 53.4% as wives, 13.6% as sisters and 26.6% in other roles. According to Table 5 data for 2024, it was found that 100% of the main character women were in the role of mother. According to the data in Table 5, a total of 145 main character women were seen in the films analyzed in the sample in 2010-2014. In the analyzed films on women, 19.3% of the female main characters were presented as mothers, 24.1% as wives, 8.9% as sisters and 47.5% in other roles.

Table 6 Socio-economic structure of women

Year	Lower Income		Middle Income		Upper Income		Total	
	S	F %	S	F %	S	F %	S	F %
2010	3	%37.5	3	7.5	2	%25	8	%100
2011	3	%37.5	5	62.5	-	-	8	%100
2012	3	%75	1	25	-	-	4	%100
2013	7	63.6	4	36.4	-	-	11	%100
2014	5	29.4	9	52.9	3	%17.6	17	%100
2015	3	16.6	15	83.4	-	-	18	%100
2016	3	27.3	5	45.4	3	%27.3	11	%100
2017	-	-	7	100	-	-	7	%100
2018	1	20	3	60	1	%20	5	%100
2019	2	28.6	4	57.1	1	%14.3	7	%100
2020	-	-	8	100	-	-	8	%100
2021	1	33.3	2	66.6	-	-	3	%100
2022	2	9	15	68.1	5	%22.7	22	%100
2023	3	20	12	80	-	-	15	%100
2024	-	-	1	100	-	-	1	%100
Total	36	24.8	94	64.8	15	10.3	145	%100

In line with the data in Table 6, when the socio-economic structure of the main female characters in the films about women released in 2010 is analyzed, it is found that 37.5% of them belong to the lower and middle income groups and 25% to the upper income group. In the light of the data in Table 6, it was found that 37.5% of the female main characters in the films on women released in 2011 were in the lower income group and 62.5% in the middle income group. Table 6 data for 2012 shows that 75% of the main character women were in the lower income group and 25% in the middle income group. According to the data in Table 6, 63.6% of the main female characters in the films included in the sample in 2013 were in the lower income group and 36.4% in the middle income group. Table 6, 2014 data shows that 29.4% of the women were in the lower, 52.9% in the middle and 17.6% in the upper income group. Looking at the 2015 data in Table 6, it was found that 16.6% of the main character women were in the lower income group and 83.4% in the middle income group. According to the data in Table 6, it is seen that 27.3% of the main character women in the films about women released in 2016 belong to the lower and upper income group and 45.4% to the middle income group. According to the 2017 data in Table 6, 100% of the main character women were from the middle income group. Looking at 2018 in the light of Table 6 data, it was found that 20% of the main character women were in the lower and upper income class and 60% in the middle income

class. According to Table 6, when the data of 2019 is analyzed, it is found that 28.6% of the main character women are in the lower class, 57.1% in the middle class and 14.3% in the upper class. When Table 6 data for 2020 is analyzed, it is seen that 100% of the main character women belong to the middle income group. According to the 2021 data in Table 6, it was observed that 33.3% of the main character women were in the lower and upper income group and 66.6% in the middle income group. In 2022, it was revealed in the light of the data in Table 6 that 20% of the main characters in the female films released in theaters in 2022 were in the lower income group and 80% in the middle income group. When the data in Table 6 2024 is analyzed, it is seen that 100% of the women belong to the middle income group. According to the data in Table 6, when the 145 female main characters were analyzed by income group, 24.8% of them belonged to the lower, 64.8% to the middle and 10.3% to the upper income group.

Table 7 Female employment in women-based films

Year	Employed		Non-employed		Retired		Total	
	S	F %	S	F %	S	F %	S	F %
2010	4	50	4	50	-	-	8	%100
2011	3	37.5	4	50	1	%12.5	8	%100
2012	1	25	3	75	-	-	4	%100
2013	4	36.4	7	63.6	-	-	11	%100
2014	7	37.5	10	62.5	-	-	17	%100
2015	7	38.8	11	61.2	-	-	18	%100
2016	7	63.6	4	36.4	-	-	11	%100
2017	3	37.5	4	62.5	-	-	7	%100
2018	4	80	1	20	-	-	5	%100
2019	1	14.3	6	85.7	-	-	7	%100
2020	3	42.8	5	57.2	-	-	8	%100
2021	1	33.3	2	66.6	-	-	3	%100
2022	13	52.1	9	47.9	-	-	22	%100
2023	13	86.6	2	13.4	-	-	15	%100
2024	1	100	-	-	-	-	1	%100
Total	70	48.3	74	%51	1	%0.7	145	%100

According to the data in Table 7, it was found that 50% of the main characters in the women's films released in 2010 were working and non-working women. According to Table 7 data for 2011, 37.5% of the female main characters were working, 50% were not working and 12.5% were retired. According to Table 7 data for 2012, 25% of the main character women were working and 75% were not working. According to the data in Table 7, 36.4% of the main female characters in the films included in the sample in 2013 were working and 63.6% were not working. According to the data in Table 7, 37.4% of the main female characters in the films released in 2014 were working and 62.5% were not working. In 2015, according to Table 7, 38.8% of the main character women were not working and 61.2% were not working. According to Table 7, in 2016, 63.6% of the main character women were presented as working and 36.4% as not working. Table 7 data for 2017 shows that 37.5% of the main female characters were working and 62.2% were not working. In 2018, according to Table 7 data, 80% of the main female characters were working and 20% were not working. According to Table 7, while 14.3% of the main female characters were working in 2019, 85.7% were not working. In 2020, 42.8% of the main female characters in the films released in 2020 were working, while 57.2% were not working, according to the data in Table 7. According to Table 7, it was seen that 33.3% of the main female characters in the films included in the sample in 2021 were working and 66.6% were not working. Table 7 shows that 52.1% of the main character women in the analyzed films were working and 47.9% were not working in 2022. In 2023, 86.6% of the main female characters in the analyzed films worked, while 13.4% did not work. According to table 7 data for 2024, it was seen that 100% of the main characters worked. According to the data in Table 7, it was seen that approximately 48.3% of the women in the analyzed women-themed films were working, 51% were not working, and approximately 1% were retired.

Table 8 The setting of women-themed films

Year	Rural		Urban		Total	
	S	F %	S	F %	S	F %
2010	4	50	4	50	8	%100
2011	2	25	6	75	8	%100
2012	2	50	2	50	4	%100
2013	7	63.6	4	36.4	11	%100
2014	9	52.9	8	47.1	17	%100
2015	10	52.9	8	47.1	18	%100
2016	4	36.3	7	63.6	11	%100
2017	3	42.8	4	57.1	7	%100
2018	3	60	2	40	5	%100
2019	5	71.4	2	28.6	7	%100
2020	4	50	4	50	8	%100
2021	1	33.3	2	66.6	3	%100
2022	8	36.3	14	63.7	22	%100
2023	11	73.3	4	26.6	15	%100
2024	-	-	1	100	1	%100
Total	73	50.3	72	49.6	145	%100

According to the data in Table 8, it was found that 50% of the films analyzed in 2010 were rural and urban. Table 8 data shows that 25% of the women's films released in 2011 were set in rural areas and 75% in urban areas. Table 8 data for 2012 shows that 50% of the films were both rural and urban. According to Table 8, in the analysis of women's films released in 2013, 63.6% of the films were rural and 36.4% were urban. According to Table 8, in 2014, 52.9% of the women's films were set in rural areas and 47.1% in urban areas. In 2015, according to Table 8, 52.9% of women's films were set in rural areas and 47.1% in urban areas. According to Table 8, in 2016, 36.3% of women's films were set in the countryside and 63.6% in the city. Table 8 data for 2017 shows that 42.8% of women's films were shot in rural areas and 57.1% in urban areas. According to Table 8 data, 60% of the women's films released in 2018 were set in the countryside and 40% in the city. Table 8 data for 2019 shows that 71.4% of women's films were shot in rural areas and 28.8% in urban areas. Table 8 data for 2020 shows that 50% of the films were set in urban and rural areas. According to Table 8 data, 33.3% of the films analyzed in 2021 were rural and 66.6% were urban. In 2022, according to the data analyzed in Table 8, 36.8% of the women's films are set in rural areas and 63.7% in urban areas. According to the data in Table 8, it was determined that 50.3% of the films in the sample were set in rural areas and 49.6% in urban areas.

CONCLUSIONS

Turkish cinema has been in constant change and development. This change and development has also led to a transformation in Turkish cinema under the influence of social dynamics. During the Yeşilçam period, the golden years of Turkish cinema, the subject of women was usually associated with certain roles (good wife, devoted mother), while after 1980, the process in which women were presented more individually began. This process, which continued after 1990, also manifested itself in Turkish cinema in the 2000s. In this study, Turkish fiction films released in Turkey between 2010 and February 2024 were analyzed. The films were determined based on the top 100 films on the Box Office Turkey website. With this study, the films that address the issue of women in Turkish cinema were analyzed in 8 categories determined by the content analysis method. In this context, the aim of the study is to examine the subject of women in 131 Turkish films released in Turkey between 2010 and 2024 and ranked in the top 100 on the Box Office Turkey website through the 8 categories determined and to determine how and in what way the subject of women was presented in these years.

The study consists of feature-length fiction films on women released between 2010 and 2024. The first one hundred Turkish films about women that were released in Box Office Turkey between 2010 and 2024 were determined as the sample of the study. In this context, 131 films were analyzed in the study. The analysis part of the study consists of 8 categories. In Table 1, 4 sub-codes were determined by focusing on the number of audience. With these codes, it was aimed to reach information on how much films on women were watched through the number of audience watching the films. Accordingly, in terms of the viewership rates of the films selected as a sample, it was found that films with an audience of 19,999 or less had the highest rate of viewership with a rate of 45%. 300. 000 or more people watched Çınar Ağacı (2011), Benim Dünyam (2013), Hükümet Kadın 2 (2013), Deliha (2014) Bi Küçük Eylül Meselesi (2014), Dabbe 5 (2014), Siccin Büyü Haramdır (2014), Dabbe 6 (2015), Kocan kadar Konuş (2015), Kocan kadar Konuş Diriliş (2016), Görümce (2016), Maide'nin Altın Gün (2017), Deliha 2 (2018), Eltilerin Savaşı (2020), Bergen (2022), Diberay (2022), Benden Ne Olur? (2022) and Lohusa (2024). In Table 2, the genres of the 131 films on women are discussed. In terms of film

genres, it is noteworthy that 45% of the films are in the drama and biography genres and 33.6% in the horror genres. Among the comedy films, which constitute 21.4% of the film genres, the most watched films are Deliha Series (2014, 2018), Lohusa (2024), Görümce (2016) and Kocan Kadar Konuş series (2015, 2016). In the biography genre films, Diberay (2022) and Bergen (2022) were watched more by the audience, while drama films about women's problems such as Watchtower (2012), Auntie Came (2013) and Bear and Snow (2022) were preferred less by the audience. In addition, the fact that 32.1% of the films dealing with women's issues in the study were in the horror genre, it was seen that women and horror elements were used together and this ratio covered approximately 1/3 of the films in the study. Dabbe 5 (2014), Siccin Büyü Haramdır (2014), Dabbe 6 (2015), Alamet-i Kıyamet (2016), Bezm-i Ezel (2017), Alem-i Cin (2018), Efsunlu- Kabirden Gelen (2019), Araf 4: Meryem (2020), Ecinni 3 (2021), Şerr-i Cin (2022) and Zina (2023) are examples. Looking at these films, it is seen that at least one film is in the horror genre every year except 2024 (since the data is only available until February).

The genders of the directors of the films in the sample are discussed in Table 3. Accordingly, there are 144 data on the directors of 131 films with women themes. The reason for this is that some of the analyzed films had two or more directors. Accordingly, it was determined that 82% of the directors in the analyzed films were male and 18% were female directors. Between these two ratios, male directors are also prominent in the female-themed horror and comedy film genres. In the drama and biography genres, it was observed that both male and female directors talked about women's issues. Does the title of the movie in Table 4 include a statement about women? The answer to the question is asked. As an answer to this question, in 131 films with the theme of women examined, it is revealed as follows; 32% of the films contain a statement about women, while 68% do not.

In the analyzed films on women, 19.3% of the main female characters were presented as mothers, 24.1% as wives, 8.9% as sisters and 47.5% in other roles. In 131 films, it can be said in the light of these data that women are presented in different roles, thus the 'human woman' is confirmed in these films. According to the data in Table 6, when 145 female main characters were analyzed according to income group, it was seen that 24.8% were in the lower, 64.8% in the middle and 10.3% in the upper income group. Thus, when 131 films were analyzed, it was seen that the stories of women in the middle income group were more reflected in the film scripts. On the other hand, it was found that the stories of women belonging to the lower income group were more frequently included in the stories of women belonging to the upper income group in 131 films. According to the data in Table 7, it was observed that approximately 48.3% of the women in the analyzed women-themed films were working, 51% were not working, and approximately 1% were retired. The data in Table 8, which shows that 50.3% of the women's films released between 2010 and 2024 were set in rural areas and 49.6% in urban areas, reveals that narratives about women were told both in urban and rural areas. In the light of the data in Table 8, it is seen that women's stories were told more in the city in 2011, 2016, 2017, 2021, 2022, 2024, and in the countryside in 2013, 2019 and 2023. In terms of the viewership rates of the films selected as a sample, it was found that films with an audience of nineteen thousand ninety-nine and below had the highest rate of viewership with a rate of 45%. The analysis carried out within the scope of this study shows that working and non-working women are treated almost equally. As a result of the analysis, it was seen that women's stories were told both in rural and urban areas.

REFERENCES

- Akdemir-Dilek, B. (2021). Türk Sinemasında Tecavüz Mitinin Kadının Özgürleşmesi: Aysel Bataklık Damı Kızı ve Kınalı Yapıncak Filmleri Üzerinden Bir İnceleme. A. Koncavar ve Mustafa C. Sadakaoğlu (Ed). *Sinemasal kadınlar* (s. 19-38) içinde. Kriyer Yayınevi.
- Altınaray, İ. (1985, Mayıs). Yatağa Giren Starlar ve Sevişmenin Estetiği, *Sinema Dergisi*. 8.ss. 18.21. <https://sinematek.tv/gelisim-sinema-1985-sayi-8/>
- Akgül, B. (2019). *Feminist Kuram Perspektifinden Kadın Film Olgusu: Türkiye'deki Kadın Filmleri Festivalleri Örneği*. Yayınlanmamış Yüksek Lisans Tezi. Ordu Üniversitesi.
- Auty, M. (1985, Mayıs). Yasak Zevkler. *Sinema Dergisi*. (Çev. Nilgün Çapan) Sayı 8. Ss.1-10. <https://sinematek.tv/gelisim-sinema-1985-sayi-8/>
- [Box Office. \(2011\). Box Office Yıllık 2010 verileri.](https://boxofficeturkiye.com/yillik/2010/tum-filmler) [Box Office. \(2010\). Box Office Yıllık 2010 verileri.](https://boxofficeturkiye.com/yillik/2010/tum-filmler) <https://boxofficeturkiye.com/yillik/2010/tum-filmler>
- [Box Office. \(2011\). Box Office Yıllık 2011 verileri.](https://boxofficeturkiye.com/yillik/2011/tum-filmler) <https://boxofficeturkiye.com/yillik/2011/tum-filmler>
- [Box Office. \(2012\). Box Office Yıllık 2012 verileri.](https://boxofficeturkiye.com/yillik/2012/tum-filmler) <https://boxofficeturkiye.com/yillik/2012/tum-filmler>
- [Box Office. \(2013\). Box Office Yıllık 2013 verileri.](https://boxofficeturkiye.com/yillik/2013/tum-filmler) <https://boxofficeturkiye.com/yillik/2013/tum-filmler>
- [Box Office. \(2014\). Box Office Yıllık 2014 verileri.](https://boxofficeturkiye.com/yillik/2014/tum-filmler) <https://boxofficeturkiye.com/yillik/2014/tum-filmler>
- [Box Office. \(2015\). Box Office Yıllık 2015 verileri.](https://boxofficeturkiye.com/yillik/2015/tum-filmler) <https://boxofficeturkiye.com/yillik/2015/tum-filmler>
- [Box Office. \(2016\). Box Office Yıllık 2016 verileri.](https://boxofficeturkiye.com/yillik/2016/tum-filmler) <https://boxofficeturkiye.com/yillik/2016/tum-filmler>
- [Box Office. \(2017\). Box Office Yıllık 2017 verileri.](https://boxofficeturkiye.com/yillik/2017/tum-filmler) <https://boxofficeturkiye.com/yillik/2017/tum-filmler>
- [Box Office. \(2018\). Box Office Yıllık 2018 verileri.](https://boxofficeturkiye.com/yillik/2018/tum-filmler) <https://boxofficeturkiye.com/yillik/2018/tum-filmler>
- [Box Office. \(2019\). Box Office Yıllık 2019 verileri.](https://boxofficeturkiye.com/yillik/2019/tum-filmler) <https://boxofficeturkiye.com/yillik/2019/tum-filmler>

- [Box Office. \(2020\). Box Office Yıllık 2020 verileri. https://boxofficeturkiye.com/yillik/2020/tum-filmler.](https://boxofficeturkiye.com/yillik/2020/tum-filmler)
- [Box Office. \(2021\). Box Office Yıllık 2021 verileri. https://boxofficeturkiye.com/yillik/2021/tum-filmler.](https://boxofficeturkiye.com/yillik/2021/tum-filmler)
- [Box Office. \(2022\). Box Office Yıllık 2022 verileri. https://boxofficeturkiye.com/yillik/2022/tum-filmler.](https://boxofficeturkiye.com/yillik/2022/tum-filmler)
- [Box Office. \(2023\). Box Office Yıllık 2023 verileri. https://boxofficeturkiye.com/yillik/2023/tum-filmler.](https://boxofficeturkiye.com/yillik/2023/tum-filmler)
- [Box Office. \(2024\). Box Office Yıllık 2024 verileri. https://boxofficeturkiye.com/yillik/2024/tum-filmler.](https://boxofficeturkiye.com/yillik/2024/tum-filmler)
- Cevizeci, A. (2005). Felsefe sözlüğü. Paradigma Yayınları
- Çelen, Emrah, İlhan, Suat, ve Sevinç, Fatma. (1984). “Üç Yönetmen Üç Bakış”. *Yeni Olgü Sinema Dergisi*. 3: 3-6.
- Demir, S. (2020), Yeşilçam sinemasında kadın. Urzeni Yayınevi
- Esen, Ş. (2000). 80'ler Türkiye'sinde sinema. İstanbul: Beta Basım Yayım.
- Geray, H. (2006). Toplumsal araştırmalarda nicel ve nitel yöntemlere giriş. Siyasal Kitapevi. 2. Baskı.
- Gevher Öz, G. ve Seçen, D. (2018), Türk Sinemasında Kadının Temsil Sorununa Alternatif Bir Yöntemle Bakmak: Bechdel. *Erciyes İletişim Dergisi* 6(1). 467-487
- Güçhan, G. (1992). Toplumsal değişim ve Türk sineması. İmge kitabevi.
- Gülçur, Â. S. (2020). Türk Sinemasında Yeşilçam Dönemi. *İstanbul Ticaret Üniversitesi Sosyal Bilimler Dergisi*, 1-14.
- Masdar, F.(2011).Türk Sinemasındaki Kadın Tiplemesi Üzerine Sosyolojik bir Çözümleme. Serpil Kirel (Ed.). *Türk sineması üzerine sentezler*. Parşöment Yayınları. Ss.2007-2024.
- Kanlı, İ., Agocuk, P., & Çiftçi, D. (2019). Toplumsal Cinsiyet Kimlikleri ve Yeni Türk sineması'nda Karakterler Üzerine Bir İnceleme. E. Gülbuğ ve M. C. Sadakaoğlu (Ed.) *Türk sinemasını yeniden okumak- değişen öykü karakter ve mekan anlayışları üzerine* (s. 93-123) içinde. Hiperyayın
- Koncavar, A. (2021).Eril Söylemi Gölgesinde Türk Sinemasında Kadın Temsilleri Üzerine Kültürel ve politik İnceleme. A. Koncavar ve Mustafa C. Sadakaoğlu (Ed.). *Sinemasal kadınlar* (s.1-18) içinde. Kriter Yayınevi.
- Onaran, A. Ş. (1994). Türk sineması (I. ve II. cilt). Kitle Yayınları.
- Özgüç, A.(1985,Mayıs), Başlangıcından Günümüze Türk Sinemasında Cinsellik.Sinema Dergisi. Sayı 8. Ss.12-17. <https://sinematek.tv/gelisim-sinema-1985-sayi-8/>
- Özön, N. (1995). *Karagözden sinemaya Türk Sineması (I. Cilt)*. Kitle Yayınları.
- Öztürk, S. Ruken (2011). Türkiye Sinema Literatüründen Kadınlara Bakmak. Serpil Sancar (Ed.) *Birkaç arpa boyu. 21. yüzyıla girerken Türkiye'de feminist çalışmalar* (s. 679-699) içinde. İkinci Cilt, No:16, Koç Üniversitesi Yayınları.
- Scognamillo, G. (2003).Türk sinema tarihi. Kabalcı Yayınevi. 2. Baskı
- Scognamillo, G. (2010). Türk Sinema Tarihi. Kabalcı Yayınevi 3. Baskı
- Suner, A. (2006). Hayalet ev yeni Türk sinemasında aidiyet, kimlik ve bellek. Metis Yayınları.
- Tekin, N.(2021) 2000 Sonrası Türk Sineması Ataerki ve Kadın Temsilleri. Yayınlanmamış Yüksek Lisans Tezi.
- Teksoy, R. (2007). Rekin Teksoy'un Türk sineması. Oğlak Yayıncılık.
- Uğur, U. (2017). Auteur Yönetmen Yaklaşımının Türk Sinemasına Yansımaları: Demirkubuz Sineması. *MANAS Sosyal Araştırmalar Dergisi*, 6(3), 227-241.
- Wimmer ve Domibick, (2007). İçerik Çözümlemesi. Atabek Şendur, G&Atabek Ü.(Der), Medya Metinlerinde Çözümleme
- Yaşartürk, G. (2015). Sinema ve toplumsal cinsiyet. Nika yayınevi.
- Yatçı, D. (2024). Türk Sineması'nın Sabiha'nın kız kardeşleri. Metis Yayınları
- Yerlikaya, B. (2020),Türk sinemasının üretken kadınları öteki'den özne'ye. Nobel Bilimsel Eserler.

AN INQUIRY INTO THE CHARACTERISTICS OF PARKS EQUALLY UTILIZED BY WOMEN AND MEN: THE EXAMPLE OF TRABZON FAROZ-GANITA COASTAL PARK

Nimet HEKİMOĞLU

Urban Planner, Graduate Student,
Department of City and Regional Planning, Karadeniz Technical University
n.hekimoglu001@gmail.com

Zeynep YILMAZ BAYRAM

Assistant Professor,
Department of City and Regional Planning, Karadeniz Technical University
zeynepyilmaz@ktu.edu.tr

ABSTRACT

Social gender is a concept associated with distinct roles, duties, and responsibilities between women and men. It introduces a binary distinction defining household and caregiving responsibilities for women and livelihood provision and public space responsibilities for men. The organization of public spaces directly influences and directs the use of space by women, men, and other disadvantaged groups, offering opportunities to some while constraining others. In the spatial organization of park areas, diversity and inclusivity, flexibility and adaptability, comfort and convenience, safety and security, accessibility, and maintenance principles are expected to be ensured. Similar principles in the same urban park are perceived and utilized differently by women and men.

Given the roles imposed by gender, investigating the spatial features required for a park to achieve equal usage levels for both genders forms the basis of this study. The main hypothesis of the research is that Faroz-Ganita Seaside Park does not exhibit equal usage levels between women and men. Qualities and design principles of urban parks with equal usage levels by women and men were determined by reviewing relevant literature and examining the most visited park areas in countries with the lowest Gender Inequality Index (GII). Within this framework, the spatial qualities of Faroz-Ganita Seaside Park in Trabzon province, Ortahisar district (Central district), and its relationship with its immediate surroundings depending on its location in the city (accessibility, security, etc.) were examined. In the field study, a two-stage process was conducted: 1. Spatial Analyses: The spatial organization and qualities of the park were mapped based on findings obtained from relevant institutions, Google Earth, and observations made in the field. 2. Survey Study with Male and Female Users: A total of 740 individuals, consisting of 359 women and 381 men using the park, were randomly selected for the survey. Participants were asked questions about their demographic characteristics, purposes of park usage, reasons for preference, frequency of usage, aspects they liked and complained about regarding the area. Faroz-Ganita Seaside Park is predominantly perceived as a walking area with a green area/hard surface ratio of approximately 1/3. People come to this area mainly for walking and using the cafes. There are 7 cafes, 2 restaurants, 6 children's parks, and a 1.11 ha parking area in the vicinity. People mostly use hard surfaces and rocky areas for sitting. The bike path passes through the park but does not continue to the east; it extends westward but is not integrated with the city as a whole.

Keywords: Social Gender, Park, Spatial Qualities, Urban Design

INTRODUCTION

The concept of gender distinguishes between biological differences between women and men, while gender refers to the differences between femininity and masculinity resulting from socio-cultural factors (Butler, 2019). While gender is inherent, gender is shaped over time based on the values and lifestyles of societies. There is no superiority between the female and male sexes; however, inequality exists/has been created between femininity and masculinity based on social values and roles (Beauvoir, 2011). The responsibilities imposed by gender identity negatively affect a woman's life (Friedan, 2015). Since the earliest ages of human history, there has been an issue of women being confined to private spaces and men being directed towards public spaces (Yılmaz Bayram, 2011). As societies develop and urban environments grow, the dimensions and diversities of the problems experienced have also changed. Urban planning and urban design processes can sometimes be a means of reproducing inequality. Decisions made, policies produced, and spaces created can, albeit unconsciously, have exclusionary effects that prevent different groups from coming together (Yılmaz Bayram, 2020). One of the most important inequalities and exclusionary effects in urban spaces occur between women and men. One of the main reasons for this is the responsibilities imposed on women by gender. From this perspective, women are considered as individuals who perform household services and take care of children and other family members. From the perspective of gender, cities are defined as areas where spatial segregations based on gender occur without considering issues specific to women, and where inequality and injustice are reproduced (Bayraktar,

2005). In this context, urban planning and urban design remain limited in terms of producing areas where economic and spatial structure is sufficient, safe, and suitable for women. Consequently, these shortcomings necessitate new spatial arrangements.

One of the areas where women and men experience the most differences in the use of urban services and spaces is recreational areas. In the production processes of recreational services and spaces in today's cities, certain generalizations and standards are taken into account, while demands arising from perceived gender differences in detail are disregarded. Criticism is often directed towards the standards and generalizations used in the formation processes of urban green spaces and parks, as they fail to contribute to the needs and priorities of all segments of society. Especially, women face more difficulties in spaces produced based on standards and generalizations compared to men. However, the issue is not the deliberate exclusion and victimization of women from urban environments; rather, it stems from practices that fail to consider the special and different needs of women arising from social gender (Yılmaz Bayram, 2011).

For an activity to be truly recreational, it must be actions individuals undertake according to their own preferences, apart from actions they are compelled to take to sustain their lives within the social structure they are in. Recreation need is an indispensable need for every individual. However, the way this need is met varies among individuals and societies because recreational demands vary depending on individual and societal characteristics and the qualities of recreational areas. One of the most important variables determining recreational demand is gender (Yılmaz Bayram, 2011).

When determining the recreational demands of women and men, it is necessary to examine in detail the individual and societal characteristics and factors related to the quality of recreational areas. For example, one of the individual and societal factors is the time constraints women face due to household and childcare responsibilities, leading them to primarily utilize residential areas and their immediate surroundings. However, there are generally children's play areas in neighborhood units. Women's needs are suppressed and pushed into the background due to the needs of children (Yılmaz Bayram, 2011).

Urban Parks

Tanrıverdi (1987) defines parks as social green spaces that provide residents of various neighborhoods and surroundings with active and passive entertainment and relaxation environments, creating measured, balanced, and beautiful compositions (Emür & Onsekiz, 2007). Additionally, parks are fundamental elements of urban open space planning because they support ecological diversity within the city with natural and/or artificial vegetation, occupying more space compared to other facilities. They serve as a prominent tool in social planning by not only enhancing the mental and physical health of urban residents but also creating an environment for entertainment and socialization. Individuals with different social, cultural, economic, and demographic characteristics who gather in parks learn to perceive each other's differences and look upon each other with tolerance (Thompson, 2002)

In the broadest sense, parks are green areas that enable residents of various age groups to engage in recreational activities such as relaxation, walking, playing games, and sports, as well as various cultural and social events (Baykan, 2005). Parks should be established in various parts of the city and in specific sizes. As seen in Table 1, parks are listed at the regional, city, district, neighborhood, and neighborhood unit levels, and the capacity of each park at each level varies according to the population it serves and its spatial size (Table 1).

There is no universally accepted standard for the norms used in park area arrangement worldwide. Moreover, differences can be found between cities in the same country. This is because the age, culture, occupation, and economic status of residents in each city vary, leading to diverse requirements for park areas (Steiner & Butler, 2007).

Table 1. Park Grading and Coverage (Aydemir, 1999; Aydemir, 2004; Ersoy, 2009, cited in Yılmaz Bayram, 2011).

SCALE (POPULATION)	PROVISION	SERVICE AREA RADIUS	UNIT AREA	COVERAGE
Region	Forest and Woodland areas Regional park National park	Approximately 20 km	3-6 m ² /person 25-60 m ² /person	Should allow for active and passive sports activities (such as hiking, living in nature, climbing, hunting, etc.), enabling interaction with nature, equipped camping areas (kitchen, toilet, shower) should be available (approximately 80-120 units).
Urban (starts from a minimum of 50,000 people. Expands as the city grows. Maximum 100,000 people)	City park	City-wide	4 m ² / person	Should accommodate cultural activities (concerts, shows, exhibitions, etc.), sports (various sports and games, fishing, walking, etc.), picnic and entertainment (amusement park, etc.) functions.
	Zoo (priority may be given to animals or humans)	City-wide	4 m ² / person (min. 40ha)	Within the zoo, there may also be a city farm where children and young people provide services to animals (This is an effective tool in the education of disabled children), providing opportunities for relaxation, education, and shopping.
	Botanic Garden	City-wide	4 m ² / person (min. 40ha)	The presence of facilities for relaxation, education, and shopping also enhances the potential usage of the area.
	Urban District Park (Serves several neighborhoods .)	Approximately 3-5 km	4-8 m ² /kişi	Picnicking, amateur nature observation/research, walking, and sports activities are facilitated, the presence of natural/artificial water surfaces is preferred.
Quarter 45,000-50,000 population	Quarter Park	1.5-2,5 km	1,5 m ² / person (min. 20ha)	Should be close to nature, catering to picnicking, sports, and recreational needs. (Traffic education area, recreation center, countryside café, etc., facilities may also be available.)
	Playground (sports adventure playground)	1-1,5 km	7-10 m ² / person	Sports facilities and adventure playground may not coexist.
Neighborhood 10,000-15,000 population	Neighborhood Park (Serves several neighborhoods)	0.8-1 km	Approximately 1.4 m ² /person (half of it sports area)	Should be arranged suitable for sports, viewing, entertainment, games, socializing, and relaxation activities.
Neighborhood Unit	Neighborhood Unit Park	250-500m	Approximately 1.5 m ² /person (minimum 5000 m ²)	Short-term relaxation, viewing, socializing, sports, equipped and unequipped (with and without vehicles) gaming activities are included.
Residential Group	Resting Area	Max. 100m	50-100m ² /person	Near the residence, a space for relaxation, socializing, child observation, etc., as an extension of the residence.
	Children's Play Area	Max. 300m	0,75 m ² / person	
	Children's Play Spot	Max. 100m	0,2-0,5 m ² / person	

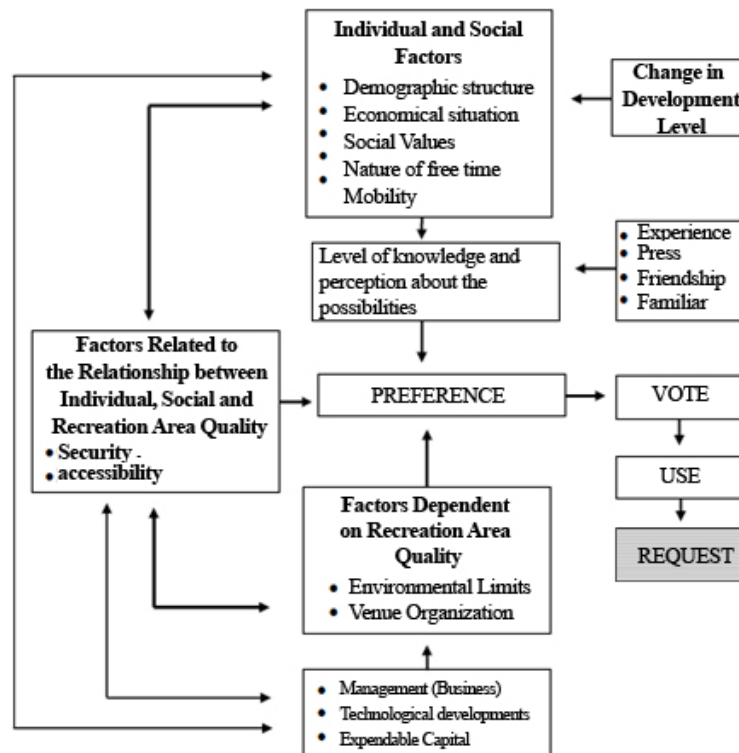
Recreation pertains to activities individuals engage in during their leisure time outside of working hours. According to Edginton and Ford (1985), recreation, as a modern social institution, is considered as a repository

of knowledge and a professional field: it is independent of work, inherently valuable, and serves as a means for fulfilling many important needs, contributing to a fulfilling and happy life (Karaküçük, 1997). Gökmen (1985) defines recreation as a series of activities that individuals can choose independently after fulfilling their occupational, familial, and societal obligations, aiming at relaxation, entertainment, skill enhancement, and self-renewal (Karaküçük, 1997). From a different perspective, recreation is seen as the preparation for a new and evolved work cycle, rejuvenating the worn-out body, and gaining freshness and energy for a new working period (Uzun and Altunkasa, 1997). Additionally, Gülez (1979) defines recreational activities as non-profit activities such as games, sports, entertainment, and relaxation, undertaken amateurishly, with the purpose of earning money (Gedikli, 1998). While all recreational activities are carried out during leisure time, not all activities done during leisure time can be considered as part of the phenomenon of recreation.

Recreational Demand And Factors Affecting It

Recreational demand refers to individuals' desire to use or not to use any recreational opportunity. The demand for recreation among all individuals (both men and women) in a society is not the same because demand is determined by a series of internal and external factors. According to Gold (1980), the fundamental factors influencing people's recreational demand vary depending on user potential, recreational area, and the relationship between user potential and recreational area (Uzun and Altunkasa, 1997; Yılmaz Bayram, 2011).

Factors related to the quality of recreational areas include the area's attractiveness to users, alternatives available, carrying capacity, and natural features (Yılmaz Bayram, 2011). Additionally, factors such as area management, keeping up with technological developments, and available capital indirectly affect the mentioned factors (Figure 1). Factors related to the relationship between individual and societal qualities and the quality of recreational areas include travel time and distance, the cost of recreational resources and equipment, knowledge and user perception of the area, safety, and accessibility. Particularly, safety and accessibility depend on the demographic structure of individuals (Yılmaz Bayram, 2011). For instance, to assert that the same location is equally safe and accessible for women and men, it is necessary to carefully examine and address the specific sensitivities of women and arrange accordingly (Figure 1).



Şekil 1. Factors Influencing Individuals' Demand for Urban Green Space - Park Usage (Yılmaz Bayram, 2011).

Şekil 1 illustrates the relationship between the factors influencing individuals' demand for urban green space - park usage. Individual and societal factors vary depending on people's level of self-improvement. These factors shape preferences based on individuals' knowledge and perception. Here, communication tools and the experiences of individuals around us can influence people, leading hidden demands to turn into directed demands (Yılmaz Bayram, 2011). Preferences are formed with the varying effects of all the factors described above. Choices determine individuals' selections. By choosing the type of recreation and area, new demands begin to emerge accordingly. In the context of gender, individual and societal factors influencing women's and

men's demand for urban green space usage can be examined under the headings of demographic structure, economic status, societal values, the nature of leisure time, and mobility. The most fundamental distinction arises from gender. Due to gender roles, individuals' educational levels vary. It is observed that women, in some cases, have limited educational opportunities, leading to insufficient employment opportunities for them. Consequently, they lead their lives as economically low-paid or unpaid individuals. Even economically affluent women, at the middle and upper levels, are known to be not as comfortable as men in terms of societal values. The tasks and responsibilities imposed on them restrict their use of public spaces. Particularly, their use of recreational facilities is suppressed by the priorities and demands of their children.

The Gender Inequality Index (Gender Inequality Index-GII)

The Gender Inequality Index (GII) is an indicator developed by the United Nations Development Programme (UNDP) as a measure of gender inequality. This indicator was introduced as an alternative to the Gender Empowerment Measure (GEM) in the Human Development Report (GDI) of the UNDP in 2010. GII considers three fundamental dimensions of gender inequality: 1.Reproductive Health: Reflects maternal mortality rates, adolescent birth rates, and inequalities in access to services. 2.Empowerment: Assesses women's participation in decision-making processes and access to education. 3.Economic Activity: Takes into account the gender gap in labor force participation and the ratio of earned income between women and men.

According to the Gender Inequality Index, in the 2020 report containing 2019 data, countries marked in red on the world map represent countries experiencing higher levels of gender inequality, while countries marked in green reflect greater equality (UNDP). GII combines these dimensions into a single index ranging from 0 to 1; higher values indicate greater gender inequality. Countries with higher GII scores typically face inequalities in health outcomes, limited access to education and economic opportunities for women, and lower levels of women's participation in political decision-making processes.

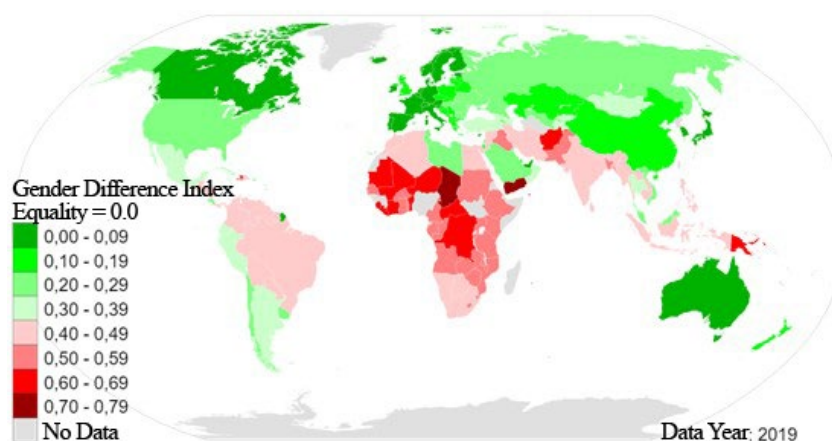


Figure 2. Gender Inequality Index of Countries (URL1)

Gender Inequality Index provides policymakers and researchers with a comprehensive measure of societal gender inequality, allowing for comparisons between countries and over time. It serves as a tool for monitoring progress towards gender equality and identifying areas where interventions are needed to address gender inequalities (URL1). In this study, the most frequently used parks in the capitals of the top 10 countries leading the GII ranking in the Gender Inequality Index were examined: namely, Zürichhorn in Zurich, Switzerland (GII value = 0.025); Slottsparken in Oslo, Norway (GII value = 0.038); Kaivopuisto in Helsinki, Finland (GII value = 0.039); Vondelpark in Amsterdam, Netherlands (GII value = 0.043); Ørstedsparken in Copenhagen, Denmark (GII value = 0.043); Kungsträdgården in Stockholm, Sweden (GII value = 0.045); Parc de Bruxelles in Brussels, Belgium (GII value = 0.045); Seoul Forest Park in Seoul, South Korea (GII value = 0.047); Jardin des Tuileries in Paris, France (GII value = 0.049); and Hljómskálagarðurinn in Reykjavik, Iceland (GII value = 0.058).

Examples Of Parks In Countries With High Scores On The Gender Inequality Index

Zürichhorn (Switzerland - Zurich)

At Zürichhorn, located on the shores of Lake Zürich, there are numerous dock structures. This park, with a total area of 11.4 hectares, consists of 5.8 hectares of green areas, 1.7 hectares of recreational areas, and a 0.33-hectare Chinese garden. Within the park, there are facilities such as a sailing club building, an art workshop, the Le Corbusier museum, and a casino (covering 0.6 hectares).

The Zürichhorn Park, located in the Seefeld district of Zurich, stands out as the most frequently visited park, situated 3-4 minutes away from the city center and hosting various tourist attractions. This area, protected by

trees and reeds, became the focal point of national exhibitions such as the 1939 'Landi' and the 1959 'G59'. Zürichhorn Park serves as a place of relaxation for both locals and foreign visitors (URL2). The park offers modern amenities such as sculptures like Jean Tinguely's 'Heureka', playgrounds, and recreational areas (URL3). It provides various facilities appealing to people, including playgrounds, picnic areas, and sports facilities. Located by the lake, the park offers opportunities for swimming, boat trips, and walks along the shoreline. Throughout the year, concerts, festivals, and cultural events are held in Zürichhorn Park. Accessible by public transportation and designed to integrate with the city's bicycle paths and pedestrian walkways, the park features limited vehicular roads, with surrounding roads restricted to a maximum speed of 50 km/h. A bicycle lane is positioned east of the area to seamlessly connect with the city. Pedestrian crossings are provided to ensure safety at intersections between pedestrians and vehicles.

Slottsparken (Norway - Oslo)

Slottsparken, also known as the Royal Palace Park, encompasses greenery, winding paths, and serene ponds within an area of 5.3 hectares. With a total area of 21.4 hectares, the park comprises 12.5 hectares of green spaces, 0.49 hectares of water areas, and a total of 4.8 hectares of parking areas. The parking area designated for the art museum covers 0.28 hectares, while the parking area designated for the hotel occupies 0.1 hectares. The art museum occupies an area of 0.32 hectares, with a storage area of 0.075 hectares, and a single hotel occupies an area of 0.40 hectares. Additionally, there are parking areas allocated for an office (0.040 hectares), a children's playground (0.012 hectares), a greenhouse (0.055 hectares), and a small park area (0.033 hectares). Designed by architect Hans Linstow in the 19th century, the park reflects the principles of English landscape design (URL5). Slottsparken offers a wide range of facilities including cafes, recreational areas, and ample space for outdoor activities (URL6). Throughout the year, Slottsparken hosts cultural events that contribute to Oslo's cultural scene (URL7). Apart from service roads providing access to the hotel and museum within the area, there are no vehicular roads, but stairs are available for pedestrian pathways. Public transportation routes pass through the south and east of the area. The maximum speed on vehicular roads is limited to 50 km/h, and pedestrian-vehicle encounters are facilitated by pedestrian crossings. Due to its central location, the majority of surrounding uses consist of office spaces .

Kaivopuisto (Finland - Helsinki)

Kaivopuisto, located in the southern part of Helsinki, offers recreational activities such as sightseeing, skiing, and playgrounds. With a total area of 16.6 hectares, this park covers 11.8 hectares of green spaces and is situated along the coastline. The parking area in the park totals 0.11 hectares, and there is a field measuring 0.80 hectares. Additionally, the park features a dog park spanning 0.087 hectares, a children's playground covering 0.090 hectares, and commercial buildings occupying 0.2 hectares.

The Cygnaeus Gallery, Finland's oldest art museum, is located in this area. It features pathways for walks (URL8). Known for its sculptures, playgrounds, and natural beauty, Kaivopuisto demonstrates Helsinki's heritage and commitment to green spaces through conservation efforts and societal engagement (URL9). People are drawn to the lawns, pathways, and panoramic views of the sea (URL10). Additionally, the park serves as a hub for cultural events and picnics, enhancing its appeal with its proximity to the sea and nearby islands (URL11).

Vondelpark (Netherlands - Amsterdam)

Vondelpark boasts sports facilities such as running and walking tracks, football fields, and playgrounds. The park offers recreational activities. With a total area of 47.5 hectares, wooded areas cover 11.7 hectares, grass areas cover 13.7 hectares, and water areas cover 8.5 hectares. Additionally, there are sports fields covering 0.31 hectares and children's playgrounds covering 0.99 hectares. Furthermore, the park features outdoor theater areas, musical areas, and cafe-restaurant-kiosk areas totaling 0.21 hectares.

During the summer months, free concerts/shows are held at the open-air theater, and the cafes/restaurants located throughout the park also provide relaxation opportunities (URL12). Dogs and their owners are allowed to roam freely in designated areas (URL12). Vondelpark is adorned with a national monument bridge and viaduct. Historical structures such as the Pavilion, where the Vondel statue is located, and the music-dome Groot Melkhuis are found in the park. The topography over the waste storage area in Vondelpark is utilized to prevent flooding (URL13). Being pedestrian and cyclist-friendly, the park serves as a bustling activity center where people from all walks of life come together to relax, socialize, and enjoy outdoor activities (URL14). While vehicular roads exist in the area, they are currently not open to vehicle traffic but are accessible for vehicles servicing the facilities and for emergency response in case of fire or emergencies. Bicycle paths are present to the north, west, and east of the area, with public transportation serving the vicinity. Although the surrounding roads have a width of 35 meters, the speed limit is restricted to 30 km/h.

Ørstedsparken (Denmark - Copenhagen)

Located centrally in Copenhagen, Ørstedsparken is situated amidst the bustling streets and cultural venues of the city. Offering panoramic views, Ørstedsparken sprawls over approximately 12 hectares of land. The total area of the park is 6.5 hectares, within which 2.4 hectares are wooded areas and 1.8 hectares are water areas. Additionally, there are six parking lots covering a total area of 0.2 hectares. The park features eight structures, including a café; the remaining structures are utilized as sheltered seating areas. In total, these structures cover an area of 0.046 hectares.

The park features concerts, outdoor events, and a public playground. Additionally, Ørstedsparken offers outdoor recreational activities such as yoga, tai chi, and cycling, and hosts cultural events throughout the year (URL15). Surrounding the park are vehicular roads with a width of 20 meters. However, within the restricted area with a speed limit of 50 km/h, there are no vehicular roads, but stairs are available for elevation differences. A bicycle path serving the city is present to the west of the area. Pedestrian pathways have an average width of 2-3 meters, with lighting every 15-20 meters.

Kungsträdgården (Sweden - Stockholm)

This park in Sweden is surrounded by a 20-meter-wide vehicular road, with a speed limit of 30 km/h, and it has been designed as an integral part of the city. With a total area of 10.9 hectares, the park consists of 6 hectares of green spaces, 0.6 hectares of monument areas, and 0.33 hectares of water areas. Additionally, there are planned areas for events (0.1 hectares), retail space (0.35 hectares), and walking paths (4.08 hectares).

Bicycle lanes dominate the cityscape and also traverse through the area. Roadside parking has been preferred along the vehicular road passing through the eastern part of the area, where bicycle lanes are also present. The main pedestrian axis to the east of the park connects to other park areas and the marina, enhancing the accessibility of the area. Pedestrian crossings are available for pedestrian-vehicle encounters. In the center of the park, there is typically a large fountain serving as a meeting point for visitors (Johnson, E., 2018).

Parc de Bruxelles (Belgium - Brussels)

Located north of the Brussels Royal Palace, this park area houses artistic activities, open-air buffets, and cafes. To the south of the area, there is a 2x2 lane vehicular road with a speed limit of 30 km/h on all surrounding roads. A tram line runs from west to north of the area, and a metro line passes under the area at a depth of 4 meters, with a station within the area. With a total area of 13 hectares, the park comprises 11 hectares of green space. Additionally, there are designated areas for a children's playground (0.14 hectares), a theater and live music area (0.35 hectares), and an open-air buffet area (0.03 hectares).

The park serves as a hub for public transportation lines. While there are bicycle lanes around the perimeter of the area, there are no bicycle lanes within the park itself. Parking areas are located within the facilities within the area and to the south of the park. There are two water features within the area. Throughout the park, there are monuments, statues, and memorials. The park features ample open spaces suitable for picnics, recreational activities, and gatherings. Strategically placed benches and seating areas provide resting spots and relaxation areas along the park's length (Dupont, M., 2015).

Seoul Forest Park (South Korea - Seoul)

Seoul Forest Park is the largest park in Seoul, the capital of South Korea, with a population of 10 million. Major city roads pass through the area, necessitating the presence of overhead crossings due to their hazardous nature. Additionally, the area houses facilities such as a high school, water treatment plant, and equestrian club. With a total area of 78 hectares, the park encompasses 40 hectares of green space. Furthermore, there are designated areas for playgrounds (0.4 hectares), sports fields (1 hectare), and the high school (1.8 hectares). The water treatment plant occupies an area of 28.5 hectares, while the water area covers 1.96 hectares.

The bicycle lanes located at the center of the area are uniformly distributed throughout the entire park. The area is integrated with the city, and the speed limit on the road passing through the area is restricted to 50 km/h. Pedestrian-vehicle encounters are facilitated by pedestrian crossings in the center of the area, while pedestrian paths connecting the area to the river outside are provided by overhead crossings. Public transportation stops serve the area. The park features wetlands, ponds, and streams that provide habitat for various plant and animal species. As the name suggests, Seoul Forest encompasses forested areas with walking trails for visitors to explore nature and enjoy outdoor walks. Cultural facilities such as art galleries, exhibition spaces, and performance venues are located within the park. Seoul Forest also includes a special children's park with playgrounds, sandpits, and other amenities for young visitors. Sports enthusiasts are catered to with facilities such as football fields, basketball courts, and tennis courts within the park. Bicycle and rollerblade paths are available for recreational activities (Kim, J., 2019).

Jardin des Tuileries (France - Paris)

The parking area is underground, with a bicycle path passing through the northern part of the area, where the speed limit is 30 km/h. Metro transportation is available in the area. Illumination within the area provides people with the opportunity to sit safely on benches. With a total area of 21 hectares, the area encompasses 11 hectares of green space. Additionally, the museum area covers 0.23 hectares, the built area (cafe and restaurant) covers 0.08 hectares, and water elements span 0.65 hectares. The amusement park occupies 2.8 hectares, while the children's play area covers 0.7 hectares.

Pedestrian crossings are available for pedestrian-vehicle encounters. Along the southern part of the area, there is a promenade pathway along the banks of the River Seine. (Pierre, L., 2020). The park is aligned along the central axis from the Louvre Museum to the Place de la Concorde, providing spatial connectivity. Within the garden, there are ponds, fountains, and basins such as the Grand Bassin Rond and Bassin Octogonal. (Leclerc, M., 2018).

Hljómskálagarðurinn (Iceland-Reykjavik)

On the shore of Lake Tjörninn, this park boasts a children's play area, a concert hall, and commercial structures. A city road traverses through the park, with a speed limit of 50 km/h enforced. Urban pedestrian pathways and bicycle lanes pass through the area, contributing to the coherence of the city. With a total area of 10.35 hectares, the park encompasses 8 hectares of green space. Additionally, there is a 1-hectare children's play area and a 0.05-hectare building zone within the park. Bicycle lanes are also present within the area.

The lake is completely covered with ice during the winter months, allowing people to engage in activities such as ice skating and skiing on the lake. The only complaint about the area is the lack of a café with toilet facilities. Pedestrian-vehicle encounters are facilitated by pedestrian crossings. Hljómskálagarðurinn offers various recreational activities, including playgrounds for children, sports fields, and exercise equipment for adults. The park is accessible to people of all ages, including wheelchair users, with asphalt paths and ramps (Jónsson, Ó., 2018).

RESEARCH QUESTIONS AND METHODOLOGY

Considering the gender roles attributed to women, investigating the spatial characteristics that a park should have to achieve equal usage levels for both genders forms the basis of this study. Starting from the hypothesis that Faroz-Ganita Coastal Park does not have equal usage levels by women and men, the study aims to answer the following questions: How do the spatial qualities and location of Faroz-Ganita Coastal Park affect its usage levels by genders?, For what purposes do women and men prefer the park?, What are the complaints and spatial qualities in the park identified by women and men?. In this study, the qualities and design principles of urban parks with equal usage levels by women and men were determined by reviewing relevant literature and examining the most visited park areas in countries with the lowest scores on the Gender Inequality Index (GII). Within this framework, the spatial qualities (size, functional diversity, amenities, area size, security, etc.) of Faroz-Ganita Coastal Park in Trabzon province, Ortahisar district (Central district), and its relationship with its immediate surroundings based on its location in the city (accessibility, security, etc.) were investigated. The fieldwork consisted of a two-stage process: 1. Spatial Analysis: The spatial organization and qualities of the park were mapped based on findings obtained from relevant institutions, Google Earth, and observations made in the field. 2. Survey Study with Female and Male Users: A total of 740 participants, consisting of 359 women and 381 men using the park, were randomly selected for the survey. Participants were asked demographic questions, as well as questions regarding their reasons for park usage, preferences, frequency of use, aspects they liked and complained about the park. The survey aimed to assess individual factors influencing urban open and green space usage in the context of gender (gender, age, education level, economic status), the park's capacity to meet needs (walking opportunities, recreational services, resting facilities, etc.), and people's satisfaction levels with the park. The survey was conducted between February 6, 2024, and February 25, 2024.

Study Area

The Faroz-Ganita Coastal Park is located in the Ortahisar District, which is the central district of Trabzon, Turkey. Situated west of the Trabzon Port, it is the park closest to the city's central business district. The park originated in the early 1900s when a Greek family built the Ganita Tea Garden on the rocks. The name "Ganita" derives from the Greek word "Καίητα," meaning "beautiful place." Over time, this area has evolved into one of the most significant parks along the coastal strip of Trabzon, with various recreational enhancements (Figure 3).



Figure 3. Faroz-Ganita Coastal Park (Trabzon Metropolitan Municipality)

The area is located along the seaside and comprises three pier structures. While one of the piers is designed with seating areas, serving as an internal structure, the two pier structures located to the east are primarily utilized as docking areas for tourist boats.

FINDINGS AND EVALUATIONS

Spatial Findings

The total area of this site is 12 hectares, with 3.3 hectares designated as green space. Additionally, there is a 0.2-hectare children's play area, a 2.6-hectare walking path, and a 0.2-hectare bicycle path. Within the area, there is also a total of 0.3 hectares allocated for kiosks, cafes, etc. (Figure 4).

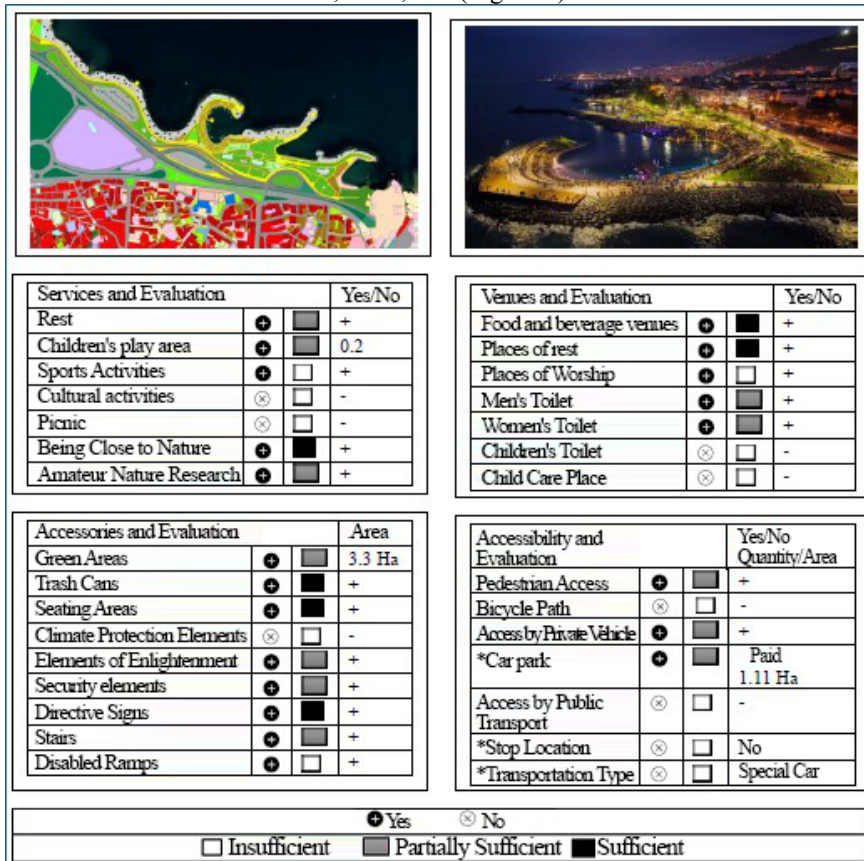


Figure 4. Evaluation of the Spatial Characteristics of Faroz-Ganita Coastal Park (Turkey-Trabzon)

In contrast to the other parks examined (See; Park Examples in Countries with Good Gender Inequality Index), there is a 35-meter-wide Black Sea coastal road passing from the south, which is the D010 Black Sea coastal road connecting the city to other cities. Although the normal speed limit of this road is 82 km/h, due to its three lanes, vehicles usually travel at speeds exceeding 90 km/h (Trabzon Directorate of Security, Regional Traffic Control Department). As a result, while people can access other parks through pedestrian crossings, pedestrian overpasses are mandatory in Faroz-Ganita Coastal Park. This restricts the access of disabled individuals and young children to the area. Access to the area is typically provided by using 3-meter sidewalks alongside the 15-meter-wide roads used from the Square-Gazipaşa slope-Ganita direction, followed by stairs or elevators. This is considered a disadvantage for those who walk to the area. For those arriving by car, the parking area in the park

is used with a fee (up to 1 hour for 20 TL (0.61 \$), up to 4 hours for 30 TL (0.92 \$) as of April 2024, exchange rate 1\$=32.53 TL). After getting off the vehicle, it is necessary to walk about 500 m to reach the busiest part of the area (Figure 4). When compared to the parks in the aforementioned countries (See; Park Examples in Countries with Good Gender Inequality Index), Ganita Park, other parks are more accessible and safe, there are spaces prioritizing nighttime use, there are more green areas for picnicking, and the area is designed as an integral part of the city. Also, having a city-wide bicycle route, having a pedestrian transportation system where city pedestrian roads are connected, and the surrounding roads of the park having low speeds such as 30-50, which are city limits, making them suitable for pedestrian crossings, also increase disabled access. The noticeable decrease in the number of people towards the ends of the area is also due to its separate design from the city (Figure 4)

Table 2: A Comparison of Parks in Countries with Good Gender Inequality in the Context of Social Gender Inequality and Faroz-Ganita Park

Good examples of gender equality in public parks within the context of societal gender inequality		OrstedPark, Denmark Copenhagen	Kaivopuisto Finland Helsinki	Slottsparken Norway Oslo	Vondelpark Netherlands Amsterdam	Zürichorn Switzerland Zürich	Hljómskalagardurinn Iceland Reykjavik	Kungsträdgården Sweden Stockholm	Parc de Bruxelles Belgium Brüksel	Jardin des Tuileries France, Paris	Seoul Forest South Korea Seoul	Faroz-Ganita Turkey Trabzon
Topic												
Size		6.5 Ha	16.6 Ha	21.4 Ha	47.5 Ha	11.4 Ha	10.35 Ha	10.9 Ha	13 Ha	21 Ha	80 Ha	12 Ha
Accessibility	Pedestrian											
	Bicycle											
	Private vehicle											
	Public transportation											
Functional Areas	Resting areas											
	Children's play areas											
	Sports facilities											
	Cultural events spaces											
	Picnic areas											
Facilities	Proximity to nature											
	Nature observation points											
	Dining											
	Resting											
Infrastructure Amenities	Toilets											
	Childcare											
	Green elements											
	Water features											
	Sculptures, etc.											
	Seating elements											
	Elements for protection from climatic conditions											
	Lighting											
	Security cameras											
	Security measures (railings, parapets, etc.)											
Infrastructure Amenities	Stairs											
	Ramps											
	Information signs											

In Table 2, the cells shaded in light gray represent existing variables, while those shaded in dark gray represent non-existent variables. When examining the most commonly used parks in the capitals of countries with the lowest scores on the Gender Inequality Index (GII) in the context of social gender inequality, many common features stand out. These features include the homogeneous organization of urban parks throughout the city. For instance, the travel routes of individuals commuting to work in the mornings are planned along urban pedestrian and bicycle paths leading to the parks. In contrast, Faroz-Ganita Coastal Park, due to its internal arrangement of pedestrian and bicycle paths, is designed as an area to be visited solely for the purpose of enjoying the park, independent of the city. Therefore, the number of visitors to Faroz-Ganita Coastal Park is lower during weekdays and working hours. This is because the park is situated outside the city as a destination to be visited according to a specific plan. Since there are no bicycle lanes in Ortahisar district of Trabzon, people use their bicycles in this area solely for sports purposes. In contrast, in countries with good gender equality in terms of social gender inequality, bicycle lanes are dominant throughout the city, including those passing through park areas. During off-peak hours, Faroz-Ganita Coastal Park is deserted; however, it is used on holidays, weekends, and sunny days. Climate protection facilities are also available in other cities. For instance, enclosed areas are provided to people during windy times. These facilities include shaded areas under trees, umbrellas, and covered seating areas (excluding cafes and restaurants). In Faroz-Ganita Coastal Park, only cafe and restaurant areas have enclosed spaces. In parks in countries with good gender inequality, there are ramps for disabled access. Although Faroz-Ganita Coastal Park also has ramps, there are no facilities for disabled vehicles along the access routes to the area. Due to the high sidewalks, a disabled individual attempting to reach the park in a wheelchair encounters many obstacles. Unlike in parks in countries with good gender inequality, where bus and taxi stops and metro stations directly serve the parks, the nearest stop to Faroz-Ganita Coastal Park is 600 m away, and access is provided via stairs, overpasses, and 1.5-2 m sidewalks. Insufficient pedestrian access is the most important deficiency. The majority of married women using Faroz-Ganita Coastal Park visit the area to take their children for a walk. Women who cannot deviate from their childcare responsibilities spend their park visits dependent on their children, feeling obligated to act outside their own personal desires. When examining parks in countries with good gender inequality, women visit these areas comfortably at all times of the day, either with their children or alone or with friends. Each park has a green area ratio of over 50% compared to paved areas, while Faroz-Ganita Coastal Park has a green area ratio of only 20%. All parks have a water feature, with parks located by the sea or lake having pools and pond structures. Faroz-Ganita Coastal Park is also located by the sea, which is a prominent feature. Unlike in other cities, where bicycle lanes dominate and are planned in accordance with this structure, Faroz-Ganita Coastal Park has a bicycle lane that starts within the park and ends at Faroz Port. In parks in countries with gender inequality, ground-level pedestrian crossings are provided for pedestrian-vehicle encounters. However, due to the presence of the D010 Black Sea Coastal Road, which is a long-distance road passing from the south of the park, with a speed limit of 82 km/h, individuals only access the area via overpasses. In parks in countries with good gender inequality, the surrounding roads have speed limits of 30-50 km/h, allowing people to visit the park without the necessity of crossing a parkour using pedestrian crossings (Table 2).

FINDINGS AND EVALUATION OF THE SURVEY

More than half of the respondents in the survey are male (359 females, 381 males), with the average age of female park users being 33, while males have an average age of 37. The majority of park users, regardless of gender, are married (N: 379, 51.21%). Single users account for 342 individuals (46.21%), while there are 19 users who are widowed or divorced (2.56%). Most of the park users have attained a university-level education, with a significant portion of them being females. While the number of female high school graduates exceeds that of males, users with lower levels of education are predominantly male (Table 3).

Table 3. Demographic Characteristics of the Respondents

VARIABLES		FEMALE	MALE	TOTAL	FEMALE %	MALE %
1. Demographic Profile of Park Visitors:						
Age	0-17: Child	0	16	16	0.00	100.00
	18-24: Young adult	95	80	175	54.29	45.71
	25-34: Adult	131	113	244	53.69	46.31
	35-44: Middle-aged adult	61	46	107	57.01	42.99
	45-54: Older adult	34	50	84	40.48	59.52
	55-64: Elderly	26	39	65	40.00	60.00
	65+: Senior	12	37	49	24.49	75.51
Marital Status	Married	185	194	379	48.81	51.19
	Single	170	172	342	49.71	50.29
	Widowed	4	15	19	21.05	78.95
Educational Background	Primary school	29	55	84	34.52	65.48
	Middle school	27	50	77	35.06	64.94
	High school	126	120	246	51.22	48.78
	University	177	156	333	53.15	46.85
Economic Status	Poor	11	11	22	50.00	50.00
	Middle-class	89	125	214	41.59	58.41
	Well-off	259	245	504	51.39	48.61
Homeownership Status	Renter	74	81	155	47.74	52.26
	Homeowner	285	300	585	48.72	51.28
Accompanying Person(s) to the Park	Individual	52	95	147	35.37	64.63
	Group	307	286	593	51.77	48.23
Health Status	Has illness	59	104	163	36.20	63.80
	Does not have illness	300	277	577	51.99	48.01

The majority of park users express that their economic status is good. While women mostly indicate that their economic situation is good, men tend to provide responses indicating a moderate status. The vast majority of park users either reside in their own homes (N: 585, 79.05%) or with their families. A large proportion of park users visit the park in groups. While the number of men coming alone (64.63%) exceeds that of women, the number of women coming in groups (51.77%) exceeds that of men (48.23%). Women tend to visit the park with their spouses or relatives, whereas men mostly come with friends or alone. The overall health status of park users is generally good. All disabled individuals visiting the park arrive using their family's private vehicle. Due to the lack of facilities for disabled access, the park is not suitable for disabled individuals; the majority of park users are healthy adults (Table 3).

As described in Table 4, when park users were asked how often they use the park, the majority stated that they rarely visit (1-2 times a month) (N: 379, 51.21%). However, those spending a few days a week in the park outnumber those who visit every day. The majority of those who rarely use the park are women. Additionally, the majority of users who visit 1-2 days a week are men. Consequently, women tend to use the park less frequently than men (Table 4).

Table 4. Factors Related to Park Usage

VARIABLES		FEMALE	MALE	TOTAL	FEMALE %	MALE %
2. Factors Related to Park Usage						
Frequency of Park Usage	For Touristic Purposes	13	6	19	68.42	31.58
	Rarely	195	184	379	51.45	48.55
	Every day	28	49	77	36.36	63.64
	Several days a week	123	142	265	46.42	53.58
Type of Transportation Used to Access the Park	Bus (Public Transportation)	18	17	35	51.43	48.57
	Minibus	88	54	142	61.97	38.03
	Private vehicle	168	175	343	48.98	51.02
	Pedestrian	75	120	195	38.46	61.54
	Bicycle	7	13	20	35.00	65.00
	Scooter	3	2	5	60.00	40.00
Purpose of the Visiting Park	Walking	173	161	334	51.80	48.20
	Dining	84	84	168	50.00	50.00
	Socializing	1	1	2	50.00	50.00
	Proximity to nature	21	23	44	47.73	52.27
	Listening to music	4	17	21	19.05	80.95
	Taking children for a stroll	40	31	71	56.34	43.66
	Fishing	0	23	23	0.00	100.00
	Reading books	0	3	3	0.00	100.00
	Having a picnic	18	16	34	52.94	47.06
	Other	18	22	40	45.00	55.00
	Reasons for Preferring the Park	Resting	114	145	259	44.02
Engaging in sports		56	47	103	54.37	45.63
Dining		33	27	60	55.00	45.00
Socializing (Meeting friends, spending time together, etc.)		109	109	218	50.00	50.00
Natural Beauties: Sea		0	2	2	0.00	100.00
Touristic Excursion		30	19	49	61.22	38.78
Other		17	32	49	34.69	65.31

As the park does not have a minibus or bus stop, approximately half of the arriving users (N: 343, 46.35%) come by their own vehicles. The number of pedestrians approaching the park is close to the number of minibus passengers, as minibuses from the city center pass near the park. The low number of cyclists coming to the park is due to the absence of bicycle lanes in the city. Nearly half of the users come to the park for walking purposes (N: 334, 45.13%). Additionally, those who come for dining and walking purposes outnumber those with other purposes. Women generally show more interest in outdoor activities such as walking and taking children for a stroll. Furthermore, their interest in dining activities is remarkable (N: 297, 82%). However, their interest in

indoor activities such as listening to music and reading books is slightly lower (N: 4, 0.01%). Men, on the other hand, tend to show more interest in outdoor activities, especially fishing and hiking (N: 223, 58.5%). Additionally, their interest in indoor activities such as listening to music and reading books is slightly higher compared to women (N: 20, 0.04%). When users were asked about their reasons for choosing the park, the majority, regardless of gender, stated that they came for socialization and relaxation. The proportion of those engaged in sports, using dining areas, and visiting the park for tourism purposes is very close. Observations and interviews clearly indicate that during weekend holidays and lunch hours, people visit the park more frequently. The number of visitors during weekdays decreases by half compared to weekends, and this ratio remains the same during both day and night hours (Table 4).

As described in Table 5, when users were asked about their favorite aspects of the park, the majority, regardless of gender, expressed appreciation for the park's location, panoramic views, and the presence and variety of seating areas (N: 378, 51.1%). (Table 5).

Table 5. Satisfaction and Complaints Regarding the Park

VARIABLES		FEMALE	MALE	TOTAL	FEMALE %	MALE %
3. Satisfaction and Complaints in the Park						
Most Liked Criteria in the Park	Variety and Quality of Food and Beverage Venues	19	27	46	41.30	58.70
	Cleanliness and Maintenance of Food and Beverage Venues and Surroundings	31	30	61	50.82	49.18
	Panoramic View	138	141	279	49.46	50.54
	Connecting with Nature	24	24	48	50.00	50.00
	Meeting with the Sea	8	40	48	16.67	83.33
	Presence of Quiet Areas within the Park	38	25	63	60.32	39.68
	Existence and Variety of Seating Areas	55	44	99	55.56	44.44
	Presence of Playgrounds and Amusement Equipment	5	9	14	35.71	64.29
	Organizing Cultural and Art Events	27	20	47	57.45	42.55
	Other	13	22	35	37.14	62.86
Most Complained Criteria in the Park	Inaccessibility of Venues	26	39	65	40.00	60.00
	Lack of Separate Areas for Different Age Groups	11	12	23	47.83	52.17
	Obstacles in Pedestrian Access	14	4	18	77.78	22.22
	Sidewalks and Walkways not Suitable for Wheelchair Use due to Height	13	15	28	46.43	53.57
	Distance of Minibus-Bus Stops from the Park or Residence	12	17	29	41.38	58.62
	Transportation Costs	15	8	23	65.22	34.78
	Paid Parking	8	12	20	40.00	60.00
	Paid Toilets	15	32	47	31.91	68.09
	Odors of Algae and Wastewater	55	56	111	49.55	50.45
	Noise Pollution from Surrounding People, Children, and Animals	62	101	163	38.04	61.96
	Presence of Stray Street Animals	3	10	13	23.08	76.92
	Inadequacy of Emergency Assistance Facilities	12	0	12	100.00	0.00
	Neglected and Dirty Playground Equipment	12	19	31	38.71	61.29
	Inadequacy of Park Facilities	66	51	117	56.41	43.59
	Lack of Place of Worship	6	12	18	33.33	66.67
Other	16	6	22	72.73	27.27	

When park users were asked about the issues they were complaining about, people expressed the most discomfort with noise (N:163, 22%). Among the complaints raised by individuals are the odors generated by structures that dispose of wastewater into the sea, as well as the inadequate equipment in the park (Table 5).

CONCLUSION AND RECOMMENDATIONS:

The Faroz-Ganita Coastal Park, located in the center of Trabzon, is an important park area; however, it faces challenges in terms of access and usage. Accessibility issues, especially for disabled individuals and children, pose a significant barrier. Insufficient pedestrian crossings, underpasses, and overpasses present difficulties for visitors using wheelchairs or strollers. Additionally, safety concerns in the park particularly deter women from using it.

Comparing Faroz-Ganita Coastal Park with parks in countries with good gender equality, it is evident that it lacks in terms of accessibility and security. To enhance safety in the park, it is necessary to improve nighttime lighting and strengthen security measures. Facilitating access to the park requires the installation of disabled ramps and prioritizing pedestrian access on existing roads (creating pedestrian crossings, reducing speed limits). Measures such as increasing lighting in the park and installing additional security cameras in areas with security deficiencies should be implemented to increase nighttime usage and ensure visitor safety. Establishing public transportation stops around the park perimeter would facilitate easier and more economical access for visitors. Park areas can be organized to accommodate different age groups and disabilities through the principles of diversity and inclusivity. Flexibility and adaptability can be achieved by equipping parks with modular designs for easy adaptation to different activities and allocating spaces for temporary events. Sufficient seating areas should be provided for comfort, and areas designed to protect visitors from the sun and rain. Accessibility measures should include the provision of ramps, elevators, and barrier-free pathways for disabled individuals to comfortably use the park.

Regarding safety and security, parks should be equipped with lighting systems, camera systems, and adequate security personnel presence to ensure overall safety. Communication and intervention systems for emergencies should also be established. Finally, expert teams should be assigned for the regular maintenance of park areas, and regular maintenance plans should be developed. Implementing these recommendations can transform the Faroz-Ganita Coastal Park into a more accessible, secure, and attractive urban park. These improvements will contribute to the overall silhouette of the city and enhance the quality of life for its residents.

REFERENCES

- Aydemir, S. E. (1999). Planlama ve Planlamanın Evrimi, Kentsel Alanların Planlanması ve Tasarımı, Ders Notları No: 54, Karadeniz Teknik Üniversitesi, Mühendislik ve Mimarlık Fakültesi Mimarlık Bölümü, (pp.62-91), Trabzon.
- Aydemir, S. E. (2004). Kentsel Donatılar-Rekreasyon, Kentsel Alanların Planlanması ve Tasarımı, Akademi Kitapevi, (pp.285-338), Trabzon.
- Aydemir, S. E., Sancar, C. ve Beyazlı, D. Ş. (2004). Türkiye’de İmar Kurumu, Kentsel Alanların Planlanması ve Tasarımı, Akademi Kitapevi, (pp.409-501), Trabzon.
- Beauvoir, S. (2011). "The Second Sex".
- Butler, J.(2019)."Gender Trouble: Feminism and the Subversion of Identity.
- Dupont, M. (2015). "Parc de Bruxelles: A Historical Perspective." Brussels Heritage Quarterly, vol. 10, no. 3, (pp.15-28).
- Gedikli,R.(1998).Kentlerde,KişiBaşınaDüşmesiGerekenAçıkYeşilAlanBüyükülüğününDeğerlendirilmesindeKullanılabilecekMatematikselBirModelÖnerisi: Trabzon Örneği, Doktora Tezi,KTÜ, Fen Bilimleri Enstitüsü, Trabzon.
- Friedan, B. (2015). "The Feminine Mystique".
- Güleç, S. (1987). Park-Bahçe ve Peyzaj Mimarisi, Karadeniz Teknik Üniversitesi Orman Fakültesi Ders Notları, Trabzon.
- Johnson, E. (2018). "History of Kungsträdgården: From Royal Garden to Public Park." Scandinavian Journal of Urban Studies, vol. 15, no. 2, (pp.45-59).
- Jónsson, Ó. (2018)."Hljómskálagarðurinn: A Green Oasis in Reykjavik." Icelandic Parks and Recreation Journal, vol. 10, no. 2, (pp.30-45).
- Karaküçük, S. (1997). Rekreasyon Boş Zamanları Değerlendirme Kavram, Kapsam ve Bir Araştırma, 2. Baskı, Seren Ofset, Ankara.
- Karaküçük, S. ve Gürbüz, B., Rekreasyon ve Kent(li)leşme, Gazi Kitapevi, Ankara.
- Kim, J. (2007). "Seoul Forest: A Comprehensive Guide to Urban Nature." Seoul City Parks Review, vol. 25, no. 3, (pp.40-55).
- Leclerc, M. (2018). "The Jardin des Tuileries: A Historical Overview." Parisian Gardens Journal, vol. 20, no. 2, (pp.45-58).
- Thompson, C. W. (2002). Urban Open Space in The 21st Century, Landscape and Urban Planning, 60, 2, (pp.59-72).
- Trabzon Metropolitan Municipality

Trabzon Provincial Security Directorate, Regional Traffic Inspection Branch
 Uzun, G. ve Altunkasa, M.F. (1997).Rekreasyonel Planlamada Arz ve Talep, Çukurova Üniversitesi Ziraat Fakültesi Yayın No:6, Yardımcı Ders Kitapları Yayın No:1, Adana.
 Yılmaz Bayram, Z. (2011). Toplumsal Cinsiyet Bağlamında Kentsel Açık Yeşil Alan Kullanım Talebini Etkileyen Etmenler, Trabzon,
 Yılmaz Bayram, Z. (2020). Belediyeler İçin Kadın Hizmetleri Rehberi, Birinci Baskı, İdealkent Yayınları, Ankara.

ONLINE SOURCES

- (URL1) https://tr.wikipedia.org/wiki/Cinsiyet_E%C5%9Fitsizli%C4%9Fi_Endeksi. Accessed: 03 February 2024
 (URL2) <https://www.stadt-zuerich.ch/ted/de/index/gsz/natur-erleben/park-und-gruenanlagen/parkanlagen-von-az/zuerichhorn.html>. Accessed: 04 February 2024
 (URL3) <https://www.stadt-zuerich.ch/ted/de/index/gsz/natur-erleben/park-und-gruenanlagen/parkanlagen-von-az/zuerichhorn.html>. Accessed: 03 February 2024
 (URL4) Zurich strategies, 2025. Accessed: 05 February 2024
 (URL5) Kraliyet Sarayı . "Slottsparken" (Norwegian). Accessed: 03 February 2024
 (URL6) <https://www.kongehuset.no/artikkel.html?tid=115020&sek=99667>. Accessed: 05 February 2024
 (URL7) "Slottsparken" . www.kongehuset.no (Norwegian) . Accessed: 04 February 2024
 (URL8) https://www.rky.fi/read/asp/r_kohde_det.aspx?KOHDE_ID=1553. Accessed: 05 February 2024
 (URL9) <https://vihreatsylvit.fi/kaivopuisto/>. Accessed: 05 February 2024
 (URL10) <https://www.pps.org/places/kaivopuisto>. Accessed: 04 Şubat 2024
 (URL11) https://www.rky.fi/read/asp/r_kohde_det.aspx?KOHDE_ID=1553. Accessed: 04 February 2024
 (URL12) <https://www.amsterdam.nl/toerisme-vrije-tijd/parken/vondelpark/>. Accessed: 03 February 2024
 (URL13) www.openluchtheater.nl. Accessed: 03 February2024
 (URL14) <https://www.pps.org/places/vondelpark>. Accessed: 03 February 2024
 (URL15) <https://www.trfihi-parks.com/en/park-details/14341-%C3%98rstedes-Park>. Accessed: 03 February 2024

ANALYSIS OF ELEMENTARY SCHOOL STUDENTS' MATH SKILLS BASED ON VARIOUS VARIABLES

Prof. Dr. Murat GÖKALP

Ağrı İbrahim Çeçen Üniversitesi Eğitim Bilimleri Bölümü
mgokalp@agri.edu.tr

Sabit MENTEŞE

Prof. Dr. Munzur Üniversitesi,
İktisadi ve İdari Bilimler Fakültesi, Siyaset Bilimi ve Kamu Yönetimi Bölümü,
smentese@munzur.edu.tr

ABSTRACT

The purpose of this study is to analyse the math skills of elementary school students based on various variables. This study aims to evaluate the success of students in elementary school math classes during the 2022-2023 academic year according to teacher opinions based on various variables. The data obtained may contribute to researchers working on the evaluation and development process of the elementary school math curriculum. The research will become more concrete and objective with the evaluations of our teachers.

The results of 48 classroom teachers working in the city centre of Ağrı were taken into account. The research results revealed that the math success of students is influenced by various factors according to classroom teachers. It was found that the most significant factor affecting students' math success is their success in other subjects, and that students' gender is not a significant variable in math success. Regarding the professions of parents, the responses of the interviewees were proportional. When looking at success according to families' income levels, a significant difference was observed in students' success. The research concluded that as income levels increase, access to resources becomes easier, leading to increased success. In the residential variable, it was found that students living in the city centre had higher success. According to the educational status of parents, it was found that having educated parents positively affects students' success.

Keywords: Success, Education, Gender, Math, Teacher Opinions

INTRODUCTION

The primary goal of contemporary educational reform efforts is to establish a system that can help students understand and learn mathematics effectively. Creating this system according to the requirements of the era is of utmost importance (Dursun, 2004; Dede, 2004).

"Mathematics is a crucial tool for solving problems in our daily lives. Therefore, among the courses included in the educational programs implemented in schools, mathematics is undoubtedly one of the most important. In today's educational reforms, mathematics education holds a significant place. Establishing a system that can help students understand and learn mathematics is extremely important. Despite its importance, many students do not enjoy mathematics, viewing it as a boring and abstract subject (Aksu, 1985). In this context, several factors can be considered that negatively affect students' perceptions of mathematics. Environmental, cultural, linguistic, gender, socio-economic factors, the city in which they study, the school and class environments, and the educational status of their families can contribute to this negativity."

To make mathematics a comprehensible subject and to ensure students develop a positive attitude towards it, certain points must be considered in mathematics teaching. Several factors can contribute to the perception of mathematics as a difficult subject with which students have negative attitudes. Baykul attributes the low success in mathematics to the lack of relational understanding aids provided to students and the inherently abstract nature of mathematics. Teachers have the responsibility to concretize mathematics, an abstract subject, especially for students in the first and second stages of elementary education (Yazıcı, 2017).

The problem addressed by our research is the evaluation of elementary school students' success in mathematics based on teachers' opinions. Evaluations were made regarding factors affecting success, such as gender, parents' educational status, family's economic and social status, parents' occupations, and place of residence, revealing significant differences among these variables.

According to Baykul (2009), the answer to the question "What is mathematics?" varies depending on why people resort to mathematics, the mathematical topics they use for a specific purpose, their experiences with mathematics, and their interest in it. People's thoughts on mathematics can be grouped in this way. Gözen (2001) defines mathematics as a science that examines the properties of abstract shapes and measurable quantities put forth with definitions and the invariants in their relationships with each other.

Historical Development of Mathematics

Mathematics is one of the oldest sciences in history. In ancient times, mathematics was defined as the science of numbers and shapes. It has a 4500-year history that can be proven with written documents. During this period,

the development of mathematics can be divided into five phases. The first phase, from the beginning to the 6th century BC, includes mathematics done in Egypt and Mesopotamia. Mathematics in Egypt involved basic operations with whole and fractional numbers and geometric calculations of some volumes and shapes. At the same time, mathematics in Mesopotamia was slightly more advanced. It was known as a craft-level endeavor aimed at meeting daily needs without reasoning-based proofs.

"The second phase, from the 6th century BC to the 6th century AD, is marked by the influence of Greek mathematics. This period is when mathematics transitioned from a craft to an art form. The most significant contributions to mathematics during this time came from Plato. Greek mathematics is considered modern mathematics."

"The third phase, from the 6th century AD to the late 17th century, is characterized by the mathematics of the Islamic world and India. While some believe that Muslims made original contributions to mathematics, others think otherwise. The contributions of Muslims to mathematics have not been sufficiently researched. Recent studies have shown that the derivative, one of the most important discoveries in mathematics, was found by Sharaf al-Din al-Tusi from Azerbaijan 500 years before Europeans. By the 16th century, Europeans had become the prominent figures in mathematics."

"The fourth phase, from 1700 to 1900, is known as the 'Classical Mathematics Period.' This era is considered the 'Golden Age of Mathematics.' During this time, mathematics became the foundation of all positive sciences. Much of the mathematics taught in universities today is based on the work done during this period."

"The fifth and final phase, from the early 1900s to the present day, is the 'Modern Mathematics Period.' Mathematics has developed rapidly, reached a very high technical level, and the accumulated knowledge is layered. One piece of information does not replace another, making mathematics increasingly complex but equally fascinating. It is a science that can only be pursued with passion."

Mathematics Teaching

Mathematics is one of the oldest sciences in human history. It is defined as the science of numbers and shapes. Key principles in mathematics teaching include conceptual foundations, the principle of prerequisite knowledge, emphasis on key concepts, incorporation of research, and fostering a positive attitude towards mathematics.

It is crucial for teachers to create student-centered learning environments that align with the spirit of the constructivist approach to help students overcome difficulties in mathematics and develop positive attitudes and beliefs towards the subject. To establish learning environments that align with the constructivist approach, which is the foundation of the elementary mathematics curriculum, appropriate teaching methods must be used. These methods should actively engage students in the lesson, motivate them, encourage group work, and develop their creativity. Such approaches can change students' attitudes and thoughts about mathematics, which is often perceived as an abstract and daunting subject (Yenilmez & Uygan, 2010).

Success in Mathematics Teaching

In Turkey, many students think that mathematics is difficult and exhibit negative attitudes towards it. This situation begins in elementary school and increases over time. It is crucial to establish conceptual foundations in all topics of mathematics in elementary school. When teaching mathematical concepts to elementary and middle school students, mathematical symbols and language should not be used. Instead, a language suitable for the students' level that they can understand should be used. Without providing a conceptual foundation, one should not immediately proceed to exercises. The quality of teaching is closely related to the teacher.

Factors Affecting Success

A student's success or failure in mathematics cannot be explained by a single factor, such as gender. In addition to gender, many factors such as students' socioeconomic status, culture, language, and the environments of the class and school they attend can influence success. The multitude and variety of factors that can affect students' success in mathematics necessitate a reevaluation and a healthy redefinition of what it means to be successful or unsuccessful in mathematics. Teachers must help their students experience success in mathematics. It is essential to identify and present teachers' opinions on these factors. By doing so, the root causes of failure in mathematics classes can be identified. Therefore, this study aims to determine mathematics teachers' opinions on the factors that affect students' success in mathematics and the importance of these factors. Numerous internal and external factors affect a student's success. A student's own characteristics (intelligence, personality, gender, interest, etc.), family (parents' educational level, income level, value placed on education, involvement in education, etc.), and school-related factors (school environment, school climate, teacher behaviours, etc.) can all influence success (Güven, 2019).

METHOD

This section provides explanations regarding the research model, the study group, data collection tools, data collection, and the analyses performed on the data.

Research Model

This research is a qualitative study utilizing content analysis. The interview technique was applied by conducting interviews with classroom teachers to ensure the reliability of the research results. Evaluations based on a teacher interview form regarding students' achievement contributed to the reliability of the research.

Purpose of the Research

The purpose of this study is to analyse elementary school students' math skills based on various variables. Specifically, the study aims to evaluate the success of students in elementary school math classes during the 2022-2023 academic year according to teacher opinions based on various variables.

Sub-Purposes of the Research

1. Is there a relationship between the mathematics achievement of classroom students and their gender?
2. Is there a relationship between the mathematics achievement of classroom students and their parents' occupations?
3. Is there a relationship between the mathematics achievement of classroom students and their parents' educational status?
4. Is there a relationship between the mathematics achievement of classroom students and their families' monthly income?
5. Is there a relationship between the mathematics achievement of classroom students and their place of residence?
6. Is there a relationship between the mathematics achievement of classroom students and their achievement in other subjects?

Study Group

The study group consists of 48 classroom teachers selected using a random sampling method, working in the city centre of Ağrı during the 2022-2023 academic year. Demographically, the group includes 40 female teachers and 8 male teachers.

Data Collection Tool

In this study, a semi-structured interview technique was used. The purpose of this technique is to obtain extensive responses from participants and to allow the researcher to examine the relevant area in depth. The interview forms were prepared by reviewing the relevant literature. The questions in the interview forms were arranged to provide the necessary data to achieve the research objectives. The interview form consists of two sections. The first section includes personal information (teachers' gender, marital status, professional seniority, branch, and educational institution), while the second section consists of six questions related to the sub-purposes of the research.

Data Collection and Analysis

Data for the research were obtained using a semi-structured interview form, one of the qualitative data collection techniques. In this study, classroom teachers' opinions were sought to determine whether elementary students' success in mathematics is influenced by various variables, and a "semi-structured interview form" was applied. Data were collected via Google Forms.

The data obtained at the end of the research process were analysed using content analysis. The primary goal of content analysis is to identify concepts and relationships that can explain the collected data. Content analysis is an analysis technique that allows for the objective and systematic examination of verbal and written data (Tavşancıl & Aslan, 2001). The responses given by the participants were grouped into meaningful categories based on the content of the responses. Similar and different responses were categorized, and positive and negative responses were separately indicated. The table shows similar responses and the number of individuals who provided these responses. The grade levels taught by the classroom teachers are presented in a separate table. The responses to the interview questions given by the teachers were interpreted. The 48 teachers participating in the study were coded as T1, T2, T3, ..., T48 in the table.

FINDINGS

This section includes the personal information of the teachers who participated in the interviews, the information derived from their opinions, and the interpretations of the findings based on the questions prepared according to the sub-purposes. Table 1 explains the grade levels taught by the classroom teachers. Findings related to the research purposes are presented after Table 2.

TABLE 1. Grade Levels Taught by Primary School Teachers

GRADE LEVEL	NUMBER OF TEACHERS	%
1ST CLASS	15	31
2. CLASS	16	33
3RD CLASS	8	17
4TH GRADE	9	19
TOTAL	48	100

As seen in Table 1, 31% of 1st grade teachers, 33% of 2nd grade teachers, 17% of 3rd grade teachers and 19% of 4th grade teachers participated in the interview. It can be seen that first and second grade teachers are in the majority here. 15 first grade, 16 second grade, 8 third grade and 9 fourth grade teachers answered the questions in the interview form.

Findings Regarding the First Sub-Purpose

TABLE 2. The first question of the research is "What do you think about whether the mathematics course success of primary school students is related to their gender?" The teachers' answers to this question were examined and the results are shown in Table 2.

OPINIONS	PARTICIPANT CODE	NUMBER
It has a relationship	Ö11,Ö12,Ö13,Ö40	4
No relation	Ö1,Ö2,Ö3,Ö5,Ö6,Ö7,Ö8,Ö9,Ö15,Ö32,Ö33,Ö34,Ö35,Ö36,Ö37,Ö38,Ö42,Ö43,Ö44,Ö45,Ö46,Ö47,Ö48,	22
It is successful in both genders	Ö10,Ö39	2
Men are more successful	Ö18,Ö19,Ö20,Ö21, Ö22, Ö23, Ö24, Ö25, Ö26, Ö27, Ö28, Ö29, Ö30,Ö31,	14
Girls are more successful	Ö1,Ö17,	2
It is related to the importance the student attaches to lessons.	Ö14,Ö41	2
Perception is effective and individual	Ö4,Ö16,	2

According to Table 2; Teacher opinions on whether there is a relationship between grade 1 students' mathematics achievements and their gender are as follows. 4 of the teachers said they were in a relationship, 22 of them did not have any relationship, 2 said that both genders were successful, 14 said that boys were more successful, 2 said that girls were more successful, 2 said that it was related to the importance students attach to lessons and 2 of them stated that perception is effective and individual.

Considering these opinions, the dominant opinion is that the success of primary school students in Mathematics has no relationship with their gender. In addition, the second majority of teachers stated that 'Men are more successful'. It has been observed that the other opinions are close to each other and directly proportional. In the answers given, it was observed that the teachers who expressed the opinion that success was or was not related to gender gave short and unclear answers.

Findings Regarding the Second Sub-Purpose

TABLE 3. What do you think about whether grade students' success in mathematics is related to their parents' professions? Teacher opinions regarding the question (Civil Servant, Tradesman, Farmer)

OPINIONS	PARTICIPANT CODE	NUMBER
It has no relation.	Ö4,Ö6,Ö8,Ö24,Ö25,Ö26,Ö32,Ö33,Ö36,Ö37,Ö38,Ö39,Ö40,Ö41,Ö42,Ö46,Ö47,Ö48	18
There is a relationship.	Ö3,Ö7, Ö28,Ö29,Ö30,Ö31,Ö34,Ö35,Ö43,Ö44,Ö45,	11
If both parents are civil servants, they are successful.	Ö1,Ö9,Ö13,Ö19,Ö20,Ö21,Ö22,Ö27	8
If parents are educated, success is higher	Ö12,Ö14,Ö15,Ö16,Ö17,Ö18,Ö23	7
It has an indirect effect	Ö2,Ö5,	2
Environmental stimuli affect intelligence development	Ö10,Ö11,	2

According to Table 3; Teacher opinions on whether grade 1 students' success in Mathematics is related to their parents' professions (Civil Servant, Tradesman, Farmer) are as follows. 18 of the teachers stated that there is no

relationship, 11 stated that there is a relationship, 8 stated that if the mother and father are civil servants, they are successful, 7 stated that 'If the mother and father are educated, success is high', 2 stated that it has an indirect effect and 2 stated that it has an indirect effect. They stated that environmental stimuli affect intelligence development.

Considering these opinions, the dominant opinion is that primary school students have no relationship with their parents' professions. After this, the other majority opinion is that it is related. Following this, there are opinions that having parents who are civil servants and having educated parents, respectively, is effective in high success. In this section, the short answers given by the majority of teachers to the questions stand out. It has been observed that other opinions are directly proportional to each other.

Findings Regarding the Third Sub-Purpose

TABLE 4. What do you think about whether the success of Grade 4 students in Mathematics is related to the educational status of their parents? Teacher opinions regarding the question

OPINIONS	PARTICIPANT CODE	NUMBER
Successful if parents are educated	Ö1,Ö2,Ö6,Ö7,Ö8, Ö11,Ö13,Ö14,Ö15,Ö16,Ö17,Ö18,Ö19,Ö20,Ö21,Ö22,Ö23,Ö24,Ö25,Ö26,Ö27,Ö28,Ö29,Ö30,Ö31,Ö32,Ö35,Ö36,Ö37,Ö39,Ö41,Ö43,Ö44,Ö45,Ö46,Ö47	36
Parents' education level is not effective	Ö3,Ö4,Ö34,Ö48,	4
The child whose parents are illiterate is successful	Ö40	1
Children of conscious families are successful	Ö9,	1
It is indirectly or partially effective	Ö5,Ö10,Ö12,Ö33Ö38,Ö42	6

According to Table 4; Teacher opinions regarding the question of whether grade students' success in Mathematics is related to their parents' educational status are as follows. 36 of the teachers said that success is achieved if the mother and father are educated, 4 said that the educational status of the mother and father is not effective, 1 said that a child whose mother and father are illiterate is successful, 1 said that children from conscious families are successful, 6 said indirectly. or they expressed their opinion that it was partially effective. When these views are examined, the dominant view is that success is achieved if the parents are educated. On the other hand, 4 teachers expressed the opinion that "Parents' education level is not effective." It has been observed that indirectly or partially effective teachers do not give short and explanatory answers. Other opinions are common and are directly proportional to each other.

Findings Regarding the Fourth Sub-Purpose

TABLE 5. What do you think about whether the success of Grade 5 students in Mathematics is related to the monthly income of their families? Teacher opinions regarding the question

OPINIONS	PARTICIPANT CODE	NUMBER
Successful if monthly income is high	Ö1,Ö6,Ö7,Ö8,Ö13,Ö20,Ö24,Ö25,Ö26,Ö27,Ö28, Ö32,Ö33,Ö35,Ö48	15
Monthly income is not effective in success	Ö9, Ö10, Ö14, Ö17, Ö18, Ö19, Ö22,Ö31, Ö38, Ö41, Ö42, Ö44, Ö45, Ö46, Ö47	15
Monthly income is effective in success in terms of sending to a private school or course.	Ö3,Ö4,Ö5,Ö12,Ö29,Ö36,Ö37	7
Those with good nutrition patterns are more successful	Ö2,Ö11,Ö15,Ö16,Ö30,Ö34, Ö39,Ö40,Ö43	9
indirect effect	Ö21, Ö23,	2

According to Table 5; Teachers' opinions on whether mathematics course success is related to their families' monthly income are as follows. 15 of the teachers said that success is achieved if the monthly income is high, 15 said that monthly income has no effect, 7 said that monthly income affects success in terms of sending them to a private school or course, 9 said that students with good nutritional habits are more successful, and lastly, 2 of them expressed their opinion in the form of a closed answer that monthly income has an indirect effect.

Considering these opinions, the majority of those who say monthly income is successful are those who say monthly income is not effective in success and those who say monthly income is not effective in success. These are followed by the opinion expressed as 'Monthly income is effective in success in terms of sending to a private

school or course'. Here, students' nutritional habits are also referred to and it is underlined that students whose nutrition is regular and good are more successful. Another view is that it is indirect. Therefore, it is seen that opinions are expressed in different but similar rates.

Findings Regarding the Fifth Sub-Purpose

TABLE 6. What do you think about whether grade students' success in Mathematics is related to their success in other courses? Teacher opinions regarding the question

OPINIONS	PARTICIPANT CODE	NUMBER
Other lessons are effective	Ö1,Ö2,Ö3,Ö4,Ö5,Ö6,Ö8,Ö10,Ö11,Ö13,Ö16,Ö17,Ö19,Ö20,Ö22,Ö23,Ö24,Ö25,Ö26,Ö30,Ö31,Ö32,Ö33,Ö34,Ö35,Ö38,Ö39,Ö40,Ö41,Ö42,Ö43,Ö46,Ö47,Ö48	33
Not effective	Ö7,Ö10,Ö14,Ö15, Ö45,	5
Science lesson is effective	Ö9,Ö12, Ö21,	3
Turkish lesson is effective	Ö36,Ö37,	2
Those with low literacy and comprehension skills have high math success	Ö27,Ö28,Ö29	3
Varies depending on student and innate talent	Ö18,Ö44,	2

According to Table 6; Teacher opinions regarding the question of whether grade students' success in Mathematics is related to their success in other courses are as follows. 33 of the teachers said that the success in other subjects affects the success in the mathematics course, 6 said that the success in other subjects does not affect the success in mathematics course, 3 said that the success in science course is effective on the success in mathematics course, 3 said that success in mathematics course has an effect on the success of those with low literacy and comprehension skills. It is seen that it is high, 2 of them stated that Turkish course success is effective in mathematics course success, and lastly, 2 of them stated that mathematics success varies according to the student and innate ability.

Considering these opinions, the dominant opinion is that the success of other courses is effective in the success of mathematics course. It is possible to say that other opinions are proportionate. The expressions of 5 as 'not effective' are noteworthy in terms of understanding that success is independent of each other.

Findings Regarding the Sixth Sub-Purpose

TABLE 7: What do you think about whether there is a relationship between the mathematics achievement of 7th-grade students and their place of residence? (City center, Town, Village) - Teachers' opinions.

OPINIONS	PARTICIPANT CODE	NUMBER
No relation	Ö24,Ö26,Ö30,Ö32,Ö33,Ö34,Ö35,Ö39,Ö40,Ö41,Ö42,Ö43,Ö44,Ö45,Ö46	15
has a relationship	Ö1,Ö13,Ö14,Ö3,Ö38	5
Those who live in the center are more successful	Ö4,Ö5,Ö10,Ö17,Ö18,Ö19,Ö20,Ö21,Ö22,Ö23,Ö25,Ö27 ,Ö29,Ö31,Ö47, Ö48,	16
Environmentally effective	Ö7,Ö15,Ö36,Ö37,	4
Genetic factors are effective	Ö16,Ö28,Ö37	3
The success of students engaged in agriculture in villages is low	Ö9,Ö11,	2
Related to equal opportunity	Ö2,Ö6,	2
The success of students living in villages is high	Ö12,	1

According to Table 7; Teacher opinions on the question of whether grade students' success in Mathematics is related to their settlements (Center, Town, Village) are as follows. 15 of the teachers said that they did not have any relationship, 5 said that they did, 16 said that those residing in the center were more successful, 4 said that the environment was effective, 3 said that genetic factors had an effect, and 2 said that the success of students

engaged in agriculture in villages was low. , 2 of them stated that they were related in terms of equality of opportunity, and finally, 1 teacher stated that the success of students residing in villages was high. Considering these views, it is possible to say that there are independent, different and even contradictory views. The predominant opinion is that students living in the center are more successful. They stated that because there are more opportunities in the center and children have better access to resources, students residing in villages cannot spare time for agricultural activities. The teachers who stated that it is not related represent another majority. On the other hand, there are teachers who only give short answers such as 'it is effective'. Apart from this, equality of opportunity, environment, genetic factors and students' involvement in agriculture in villages were expressed as other views that affect success. A different answer here is that the success of students living in villages is high. He stated that the reason for this is that children deal with time and numbers in periodic tasks such as irrigation and animal care in villages, and that these and similar numerical activities play a role in the success of children growing up in villages.

CONCLUSION - DISCUSSION AND RECOMMENDATIONS

Results

In this research, we tried to get answers to the problem of our research by using an interview form with classroom teachers working in primary schools in the centre of Samsun, and in this context, the opinions of classroom teachers were consulted. The data obtained from the interviews with the classroom teachers were transcribed and made suitable for statistical analysis in the form of tables. Questions under 6 headings were asked to the classroom teachers who participated in the interview to examine the mathematics skills of primary school students according to various variables. Teachers' opinions were analysed and evaluated in the context of the six questions of our research. As a result of analysing the opinions of the teachers regarding the questions asked, the following results were obtained.

The first question of our research that we posed to the classroom teachers who participated in the interview is whether there is a relationship between the mathematics course success of primary school students and their gender. When the results of the research are examined; 22 of the teachers said that there was no relationship between mathematics course success and gender, 4 said that it was related, 14 said that boys were more successful, 2 said that girls were more successful, 2 said that both genders were successful, and 2 said that students gave their lessons well. and 2 of them stated that perception is effective and individual.

The second question asked to the teachers who participated in the research in the study was whether there was a relationship between the mathematics course success of the primary school students and the professions of their parents. In other words, teachers' opinions were consulted on whether success in the professions of Civil Servant, Tradesman, and Farmer was variable. When the results of the research are examined; 18 of the teachers said that there is no relationship between the success of mathematics lessons and the professions of their parents, 11 said that it is related, 8 said that if the mother and father are civil servants, they are successful, 7 said that the education of the mother and father increases the success, 2 said that it has an indirect effect. and 2 of them stated that environmental stimuli affect intelligence development.

The third question asked to the teachers participating in the study was whether there was a relationship between the mathematics course success of the first grade students and the educational status of their parents. When the results of the research are examined; 36 of the teachers said that success is achieved if the mother and father are educated, 6 said that it is indirectly or partially effective, 4 said that the education level of the mother and father is not effective, 1 said that the child whose mother and father are illiterate is successful, 1 said that it is consciously effective. They stated that the families' children were more successful. In the fourth question asked to the teachers participating in the research, what do you think about whether the success of the students in the Mathematics course is related to the monthly income of their families? is the question. When the answers are examined; 15 of the teachers said that success is achieved if the monthly income is high, 15 said that monthly income has no effect, 9 said that students with good nutrition patterns are more successful, 7 said that monthly income affects success in terms of sending them to a private school or course, and lastly 2 said that monthly income has no effect. They expressed the opinion that monthly income is indirectly effective.

In the fifth question asked to the teachers who participated in the interview in the research, what do you think about whether the mathematics success of the students in the first grade is related to their success in other subjects? is the question. When the results of the research are examined; 33 of the teachers said that success in other subjects affects success in mathematics, 6 said that success in other subjects does not affect success in mathematics, 3 said that success in science does affect success in mathematics, and 3 said that those with low literacy and meaning skills have high success in mathematics. 2 of them stated that Turkish course success is effective in mathematics course success, and finally 2 of them stated that mathematics success varies depending on the student and their innate ability.

The sixth question asked to the teachers participating in the research was whether there is a relationship between the mathematics course success of the primary school students and their settlement areas. In other words, it is about whether residing in the Center, Town or Village affects mathematics achievement. When the results of the

research are examined; 16 of the teachers said that those residing in the center are more successful, 15 of them said that they do not have any relationship, 5 of them said that they are related, 4 of them said that the environment is effective, 3 of them said that genetic factors have an effect, and 2 of them said that the success of students who are engaged in agriculture in the villages is low. 2 of them stated that they were related in terms of equality of opportunity and 1 teacher stated that the success of students residing in villages was high.

Considering these views, it is possible to say that there are independent, different and even contradictory views. The predominant opinion is that students living in the center are more successful. They stated that because there are more opportunities in the center and children have better access to resources, students residing in villages cannot spare time for agricultural activities. The teachers who stated that it is not related represent another majority. On the other hand, there are teachers who only give short answers such as 'it is effective'. Apart from this, equality of opportunity, environment, genetic factors and students' involvement in agriculture in villages were expressed as other views that affect success. A different answer here is that the success of students living in villages is high. He stated that the reason for this is that children deal with time and numbers in periodic tasks such as irrigation and animal care in villages, and that these and similar numerical activities play a role in the success of children growing up in villages. Considering all these interview data, we can say that the factors affecting the mathematics course success of primary school students are various. It can be said that material and spiritual reasons come first on the basis of these variables being independent and different from each other. Apart from these, we can say that students' own personality traits and the environment they live in are extremely effective in their success. However, when all these data are taken into consideration, it is not possible to say that these data are the only factors that affect students' mathematics success. Because the short and clear answers given to the questions and the scope of our research do not seem sufficient for this.

Argument

The first question asked to the classroom teachers in the interview form of our research is about whether gender has an effect on mathematics achievement. 14 of the teachers said that boys are more successful than girls in mathematics. 22 of the teachers stated that gender has no relationship with success. Dede, Dursun (2004)'s study titled "Factors Affecting Students' Achievement in Mathematics: In Terms of Mathematics Teachers' Opinions" stated that the effect of gender on mathematics success varies according to age and education level. At primary and secondary school levels, male students are more successful than female students in terms of mathematics success. He stated that there was no significant difference between the studies showing that in this study, it was seen that similar studies were examined in the context of gender and a result directly proportional to our study was found. We can say that the prevailing opinion is that male students are more successful than female students. However, this does not mean that similar studies in the future will yield the same results. As a result of his study, Bozkurt (2012) found a significant difference between students' test anxiety, mathematics anxiety, general achievement and mathematics achievement and all variables. However, no significant difference was found between mathematics achievement and gender variable.

The second question asked to teachers is whether there is a relationship between the mathematics success of primary school students and their parents' professions (Civil Servant, Tradesman, Farmer). As a result of the research, 18 people stated that the profession of their parents has no effect on their success in mathematics lessons. While 11 people say they are related, the number of people who say 'it can be achieved if the parents are civil servants' is 8. 7 people stated that success is higher if their parents are educated. We see that there are different and similar views here. Savaş et al. (2010) conducted a study investigating how much students are affected by reasons such as study time, family income level, attitude towards mathematics, type of school and attending private teaching institutions, and concluded that students' success in mathematics courses is affected by various positive and negative aspects. Çavuşoğlu (2010) stated that there is a moderately significant relationship between reading comprehension success and problem solving success, and that there is a significant relationship between reading comprehension success and problem solving success in terms of the variables of preschool education level, socio-economic level, gender, and parents' education level. conclusion has been reached. There are significant differences between our research and other studies. In his study, Bayturan (2014) investigated the relationship between secondary school students' academic success in mathematics, their socio-demographic and psycho-social characteristics, and their attitudes towards mathematics. Considering the research findings, it can be seen that the socio-economic level of the family, family attitude, teacher behaviour, mathematics self-perception, aggressive behaviour and attitude towards mathematics have an effect on academic success in mathematics course, but gender, parents' education level, family type; It was determined that activity, sociality, school, and total competence had no effect.

In his study, Duman (2006) determined that the factors affecting the mathematics success of students studying in the 5th grade of primary school (attitude towards the course, learning-teaching methods, teacher, family and learning environments, gender) are the personal factors of students and teachers (gender, seniority, graduated school). investigated whether they differed according to their characteristics. As a result of the research, it was determined that there was no significant difference in terms of the gender variable, which is one of the factors

affecting students' academic success in mathematics, but a significant difference was found in terms of the variables "general success of the student, academic success in mathematics course, education level of the parents, monthly income of the family and gender of the teacher".

Dursun and Dede (2004) In this study, the factors affecting the mathematics achievement of primary school students were examined and listed in 10 items. These factors can be listed as gender, parents' education level, socioeconomic level, teacher qualifications, applied teaching strategies and techniques, physical facilities of the school, curriculum, multi-disciplinary study, listening well to the lesson, and mathematical intelligence. The study was created by examining the opinions of 38 teachers working in 8 primary schools in the province of Sivas in the 2001-2002 academic year. As a result, it was concluded that mathematics is a very feared subject among students and the necessity of making arrangements in this direction was emphasized. BOZ, (2018) In this article, it was examined how much the games played in the classroom affected the success of 4th grade primary school students in mathematics. Türkoğlu district of Kahramanmaraş

Suggestions

Mathematics course is seen as a difficult course by the majority of students, and therefore success in mathematics course is lower than other courses. These and similar factors cause students to distance themselves from mathematics lessons and even become afraid of them. It would be an inadequate and incorrect statement to state that there is only one factor behind why mathematics is seen as a course that is feared by the majority of students compared to other courses. The reason is that there are many factors that affect the mathematics success of primary school students. The issue that needs to be examined here is to reveal these factors and offer solutions to them.

Addressing the sub-goals of our research is also important in terms of seeing what causes mathematics success or failure. In this context, paying careful attention to the success of families at lower economic levels or with low income in mathematics lessons and working on providing them with more opportunities to access resources may lead to an increase in the level of success. For these students, both digital and book etc. Necessary support should be provided to develop different methods by providing study opportunities.

Provincial and district directorates of national education organize courses, different in-school activities, educational games, etc. to increase success in mathematics lessons. studies can be done. Therefore, it would be extremely useful to obtain the opinions of mathematics teachers working throughout the province. It is extremely inevitable that the first thing to do is to reveal what these factors are by mathematics teachers and to inform students about the importance of mathematics success by classroom teachers. In addition, the opinions and recommendations of subject teachers should be taken into account regarding the effects of other course achievements, and students should be better guided to increase their mathematics achievements and success levels. Therefore, we can say that such a healthy study can affect mathematics success.

Another issue is that classroom teachers can raise students' awareness about the participation of students with low success in mathematics lessons and ensuring that the student receives more attention can be considered as a different option. In addition, activities to increase students' mathematics achievement can be organized at different times in schools. In other words, it may be possible to increase success by carrying out additional studies.

Families should be warned about prejudiced student behaviours such as difficulty and undesirability of mathematics lessons, and families should be made aware of increasing the success levels of the lessons. Parents should help and support students about the importance and necessity of mathematics. As a result, the awareness of families and students about success increases and a family profile that is more interested in the student may emerge.

As a result, it would be extremely useful for mathematics teachers to carry out a comprehensive study to increase the success of mathematics lessons and to determine whether success in other courses is related to mathematics lessons.

REFERENCES

- Abuzer Akgün, et al. (2007). Examination of the anxiety levels of elementary science and mathematics teaching students based on various variables. *Electronic Journal of Social Sciences*, 6(20), 283-299.
- Ali Osman Engin, et al. (2009). Basic variables affecting students' school learning achievements. *Journal of the Institute of Social Sciences*, (3), 125-156.
- Bahar Keçeli-Kaysılı. (2008). Increasing academic success through family involvement. *Journal of Special Education*, 9(1), 69-83.
- Ekrem Savaş, et al. (2010). Factors affecting student success in mathematics. *Journal of İnönü University Faculty of Education*, 11(1), 113-132.
- Engin Aslanargun, et al. (2016). Effects of socioeconomic variables on students' academic achievement. *Journal of Uşak University Social Sciences*, 9(3), 214-234.

- Hasan Güner Berkant, & Ali İncecik. (2018). Evaluation of the fifth-grade mathematics curriculum in middle school according to teachers' opinions. *International Journal of Education Technology and Scientific Researches*, (6), 99-125.
- Hatice Kumandandaş, & Ömer Kutlu. (2011). Examination of the attitudes of fifth-grade elementary students towards performance tasks in terms of their academic achievements and their love for the lessons. *Journal of Measurement and Evaluation in Education and Psychology*, 2(2), 172-181.
- Hüseyin Şimşek, et al. (2017). Examination of the mathematics anxieties and attitudes of elementary students towards mathematics lessons in terms of various variables. *Necatibey Faculty of Education Electronic Journal of Science and Mathematics Education*, 11(2), 82-108.
- Mesut Şeker. (2013). Factors affecting student success in religious culture and moral knowledge lessons in grades 6, 7, and 8 (Tosya case). (Unpublished master's thesis). Hitit University Institute of Social Sciences, Çorum.
- Murat Gökalp, & Gamze Köksaldı. (2019). Evaluation of the fifth-grade mathematics curriculum in middle school according to teachers' opinions. *Electronic Journal of Educational Sciences*, 8(16), 218-241.
- Neşe Özkal, & Duygu Çetingöz. (2006). Academic achievement, gender, attitude, and the use of learning strategies. *Educational Administration: Theory and Practice*, (46), 259-275.
- Nilgün Ekmekyermezoğlu. (2010). Socio-cultural factors affecting the academic success of eighth-grade students in English courses. (Unpublished master's thesis). İnönü University Institute of Educational Sciences, Malatya.
- Oya Soner. (2000). Relationships between family cohesion, student self-confidence, and academic achievement. *Atatürk Faculty of Education Journal of Educational Sciences*, (12), 249-260.
- Rukiye Ölçüoğlu, & Sevda Çetin. (2016). Examination of the variables affecting the mathematics achievement of eighth-grade students according to regions. *Journal of Measurement and Evaluation in Education and Psychology*, 7(1), 202-220.
- Şemsettin Dursun, & Yüksel Dede. (2004). Factors affecting students' success in mathematics: From the perspective of mathematics teachers. *Journal of Gazi Faculty of Education*, 24(2), 217-230.
- Tuba Yazıcı. (2017). Examination of the relationship between middle school students' academic success in mathematics and their academic success in other subjects. (Unpublished master's thesis). Atatürk University Institute of Educational Sciences, Erzurum.
- Zeki Karataş. (2015). Qualitative research methods in social sciences. *Journal of Spiritually Based Social Work Research*, 1(1), 62-80.

ANALYSIS OF SECURE COMMUNICATION PROTOCOLS IN UAVS

Ilaha Hasan GAHRAMANOVA

Azerbaijan Technical University, Department of Cybersecurity

Azerbaijan-Baku

ilaha.qahramanova@aztu.edu.az

ABSTRACT

Due to their open operational nature, UAVs are highly vulnerable to cyber attacks. Serious security breaches through cyber-attacks, interception of navigation and communication links, etc. Given its wide application, the demand for secure UAV communication has increased even more. Security failures are more critical as they can have harmful consequences. Although promising authentication mechanisms for UAVs have been proposed in the past few years, a comprehensive security analysis should be considered to measure the effectiveness of existing authentication schemes. Throughout this article, UAV identification strategies that require both security and performance are reviewed. Most of the problems and threats occur due to lack of security in communication protocols. Techniques for enhancing privacy and security in UAV-supported networks and solving various security problems are proposed in this paper. The core of the research work is the design and development of UAV security communication protocols.

Keywords: UAVs , cyber-attacks, authentication schemes, security in communication protocols

INTRODUCTION

The widespread use of UAVs and security vulnerabilities have made them an attractive target for cybercriminals. Most of the problems and threats occur due to security breaches in communication protocols. This study addresses the issue of UAV security by developing a secure communication protocol for UAVs.

The UAV is controlled using a control system and a ground control station (GCS). The UAV is controlled in real time by transmitting controller signals. Both the controller and the UAV are connected through a communication module that communicates between them with the help of communication protocols. Typically, telemetry, Wi-Fi, ZigBee and many other network devices are used for communication. GCS-based control, on the other hand, uses a computer to interface software with the UAV, which then executes user-loaded mission commands. By collecting data from various sensors installed on the UAV, the GCS monitors the status of the UAV, such as current altitude, range, map location, and actual mission status. Unmanned aircraft systems include various parts, consisting of sensor payloads controlled by on-board or electronic equipment from the ground, one or more ground control stations. A UAV is a ground-controlled device that requires optimal wireless communication for this purpose. On the other hand, GCSs are required for large UAVs to overcome distance and communication obstacles and provide close control of them.

In many current and anticipated applications involving UAVs, safety is an important requirement. UAVs, like many computing devices, are vulnerable to malicious attacks such as impersonation, manipulation, and interception. Also, UAVs are vulnerable to physical interception, as they can navigate uncontrolled enemy territory with collected sensor data. It is critical to meet security requirements such as enabling communication between UAVs and other devices such as ground sensors (to be referred to as smart objects). An important security building block is represented by cryptography, which in turn requires an underlying control scheme. The implementation of a basic control scheme suitable for WSNs (Wireless sensor networks) involving smart objects and UAVs is quite difficult due to the limited resources of smart objects due to the mobility of drones and limited flight time.

Requirements for Safe Unmanned Communications

1. Secure communication between drones and smart objects requires a better communication protocol that is generalized.
2. The mechanism of user authentication and validated key generation must be kept confidential as well as securely protected.
3. The communication protocol should ensure and verify the integrity of the transmitted data and support non-repudiation.
4. During the capture of the UAV, the information extracted from the captured UAV should be broken securely between the user and other smart objects and other drones.
5. Only authorized/authenticated UAS should be allowed various access rights to obtain internal information of smart objects.

Secure communication protocols

Security Requirements

In general, much research has been done on the security of unmanned aerial systems, but security at the communication level, especially the Mavlink protocol, has been less studied. The medical term is most appropriate for safety requirements because "prevention is better than cure". To prevent security threats and attacks, it is very important to understand the security requirements and avoid these unwanted situations. The security requirements of Mavlink are summarized as confidentiality, integrity, availability, authentication, non-repudiation, authorization to ensure communication between PUA and GCS and avoid threats[4].

Security threats

Communication between the UAV and GCS takes place through a wireless channel with the help of a communication protocol. For the Mavlink protocol, this connection is vulnerable because the Mavlink protocol does not have standard security procedures. The only security check is to determine if the packet is genuine and comes from an authentic source. The rest of the security requirements, such as privacy, are not locally available. Mavlink does not have a sophisticated security mechanism and does not encrypt messages. This means that the communication between the UAV and the Ground Control Station is not secure and can be compromised very easily. Any hacker or attacker with the appropriate transmission device can intercept the communication and communicate with the UAV. An attacker can use this vulnerability for their own purposes, for example, insert false commands into an existing mission or completely hijack the UAV (table 1).

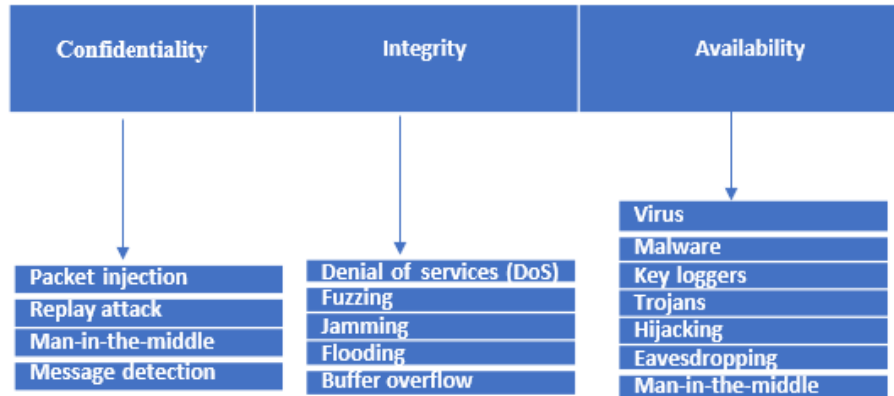


Table 1: Communication link attacks on UAVs

Mavlink protocol

Hackers and attackers find the opportunity to explore new loopholes and breach the security of these systems with various intentions. Before we can provide a solution to exploit the Mavlink protocol vulnerabilities, we need to understand the security issues. Mavlink protocol security issues can be divided into 1) Security Requirements, 2) Security Threats/Attacks.

Various communication protocols such as Mavlink, UAVCan, UranusLink are used to establish communication between UAV&GCS. Among these protocols, the Micro Aerial Vehicle Link (Mavlink) protocol is a widely used communication protocol supported by a large number of UAVs and Ground Control Stations.

Mavlink protocol is supported by several autopilot systems such as PUA, Ardupilot and PX4. The two open-source systems include drones, unmanned submarines, and more. are the leading autopilots that can control. Mavlink is an open source and cross-platform network protocol. Mavlink 1.0, Mavlink 2.0 and sMavlink prototype version are available. The Mavlink protocol can be transmitted over sub-GHz frequencies such as 433, 868 and 915 MHz using Wi-Fi, TCP/IP or low-band telemetry networks.

MAVLink 1.0 protocol

There are two types of messages in MAVLink: (1) messages sent from the GCS to the UAV and (2) UAV messages sent to the GCS regarding the current vehicle status (such as location, altitude, heart rate and system status or other information). Since the MAVLink protocol is used for real-time communication, it is intended to be a lightweight protocol[5].

MAVLink 2.0 protocol

MAVLink 2.0 covers all the same areas as MAVLink 1.0, but also adds new areas and increases the size of some existing areas [5].

UranusLink protocol

UranusLink is designed to provide reliable services as a packet-oriented protocol. The protocol defines the packet structure and the presentation of the transmitted data[3]. The UranusLink protocol is specially designed for use in radio methods. In radio communication, data loss and incorrect data reception can usually occur.

UAVCAN protocol

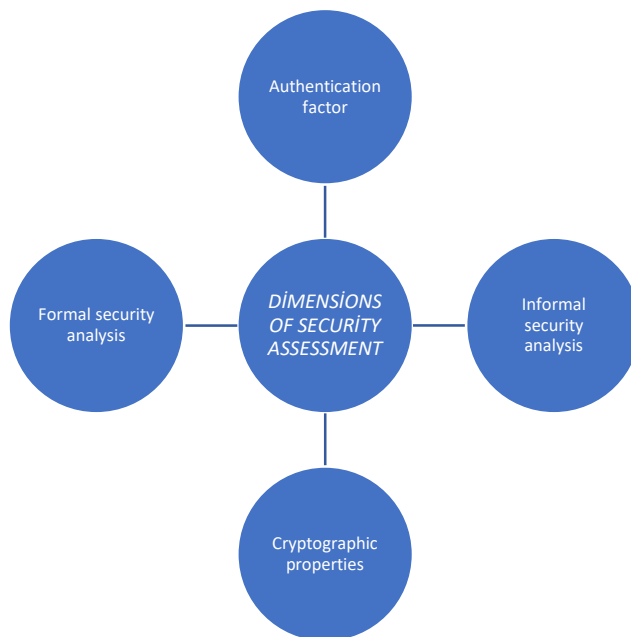
UAVCAN is an open source protocol designed to provide secure communication over robust vehicle networks such as CAN buses in aerospace and robotics applications. Nodes exchange long payloads corresponding to one CAN frame (eg GNSS solutions, 3D vectors, etc.). This protocol also supports multiple nodes and multiple interfaces; this feature is typically required in security-related applications. UAVCAN describes standard high-level services and communications, such as network discovery, node setup, firmware node upgrade, node status monitoring, network-wide time synchronization and adaptive node ID allocation (a.k.a. plug-and-play), etc. the protocol can be easily implemented and verified. The protocol is designed for resource-constrained and real-time systems suitable for UAVs. The MIT license ensures the implementation of high-quality open source references [4].

The UAVCAN protocol is based on the CAN bus (controller area network), which works as a standard design that allows communication between devices and microcontrollers without a host computer in other applications.

Any unit that can communicate via MAVLink or UAVCAN must use the same MAVLink Component ID (COMPID) number as well as the UAVCAN Node ID; otherwise serious inconsistencies may occur. Normally, if a single redundant autopilot is available, the UAVCAN Node ID and MAVLink component ID will be set to 1 (one). Each outgoing/incoming MAVLink message/command about a UAVCAN node will be set to the same value as its COMPID field [5].

Authentication methods of UAVs

It is essential that UAVs are authenticated before communicating with the ground control station (GCS) and that only authenticated UAVs are allowed to exchange control and telemetry data with the GCS. UAVs are prone to cyber attacks at different levels: sensor level, hardware level, software level and communication level. In this context, authentication provides a means to secure communications and prevent adversary cyberattacks. Although critical, authentication of each UAV during a flight mission is important due to the diversity in terms of communication protocols and application scenarios, as well as on-board security for UAVs. providing solutions is difficult due to their limited resources in terms of CPU, memory and battery.



Certificate-based authentication: Consists of using a digital certificate to authenticate PUAs over public communication channels. It is based on an authorized center that provides valid digital certificates for legitimate UAVs participating in a flight mission. Applicable environments include the Internet of Drones environment and UAV-enabled Intelligent Vehicle Systems environments. Certificate-based authentication models use elliptic curve cryptography, Diffie-Hellman key exchange, signature mechanisms, and hash functions to provide assurance. Also, an example of a certificate-based authentication method considers the use of hyperelliptic curve cryptography techniques, digital signature, and hash function to provide a privacy-preserving authentication scheme. In this case, session keys and pseudonym authentication are used to ensure identity anonymity and privacy.

Request-response authentication: In this type of authentication, the PUA must provide a valid response to the request by the GCS. Recent work has considered the use of physical non-cloneable functions (PUF) to authenticate PUAs using a request-response authentication mechanism.

User authentication: This method involves authenticating users to PUAs to benefit from real-time services (eg, environmental information, traffic status). PUAs use one-way cryptographic hash functions and bitwise XOR operations to achieve a lightweight user authentication pattern with a key agreement scheme.

Signature-based authentication: An authentication mechanism primarily used with digital certificates. The UAV verifies the digital signature of the GCS before establishing secure communication. This type of authentication uses modular exponentiation and discrete logarithm during the authentication process.

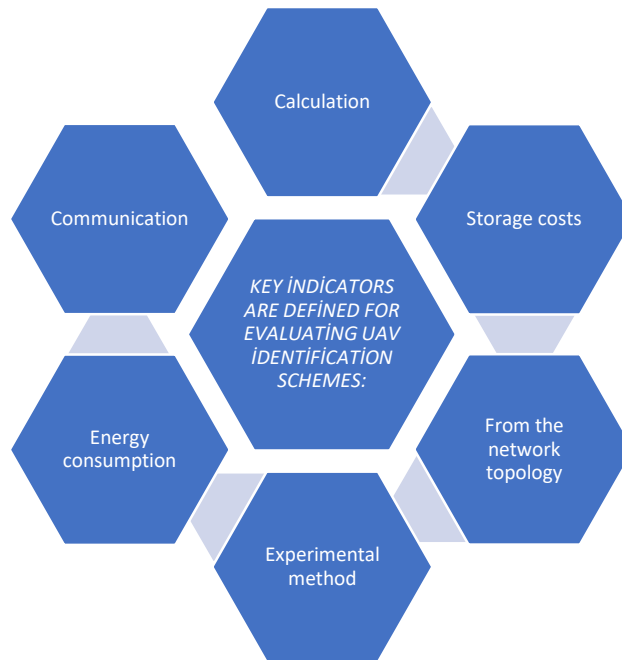
Identity-based authentication: consists of verifying the legitimate identity of the UAV participating in the flight mission and preventing impersonation and impersonation attacks.

Anonymous authentication: This authentication method provides anonymity feature for PUAs. Legitimate PUAs consist of anonymous authentication.

Credential-based authentication: Requires PUAs to provide credentials, defined as information associated with the PUA, for authentication. In general, credential-based authentication involves a trusted third party during the authentication process.

Hash-based authentication: Consists of authenticating PUAs by involving the use of cryptographic hash functions. In addition, hash-based authentication provides integrity and authentication simultaneously.

Asymmetric cryptosystem authentication: Other authentication schemes based only on cryptographic primitives. (authentication frameworks implementing various elliptic curve mechanisms, the Diffie-Hellman key exchange protocol, and hash functions) fit into this category.



Related work

The proposed protocol is formally and thoroughly verified by using the BAN-logic (Burrow-Abadi-Needham logic) and Scyther tool, followed by performance evaluation and implementation of the protocol on a real UAV. From the security and performance evaluation, it is indicated that the proposed protocol is superior compared to other related protocols while meeting confidentiality, integrity, mutual authentication, non-repudiation, perfect forward secrecy, perfect backward secrecy, response to DoS (Denial of Service) attacks, man-in-the-middle protection, and D2D (Drone-to-Drone) security [1].

This article classifies UAVs in terms of various parameters, some of which can impact UAVs' communication performance. It then provides an overview of aerial networking and investigates UAVs routing protocols specifically, which are considered as one of the challenges in UAV communication. This article later investigates the use of UAV networks in a variety of civil applications and considers many challenges and communication demands of these applications. Subsequently, different types of simulation platforms are investigated from a communication and networking viewpoint [2].

This paper describes protocol designed for communication between UAV and base station. It is intended to send control commands towards to the drone and telemetry data towards to the base station. The requirements were usability in radio link with low data throughput, ability to detect and overcome data loss and providing low latency. Regarding to the safety aspect also secure variant of the protocol was designed [3].

The security attacks are normally carried out against communication protocols. In this chapter, we presented different communication protocols which are intended specifically for this environment. Their structure, working mechanism, and their critical analysis has been discussed. It is identified that MAVLink is the most widely used protocols for UAVs communication. However, MAVLink, though providing better communication, lacks security mechanism to encrypt messages and can result in serious consequences [4].

In this research, a solution of hijacking network channel or physical hardware by anonymous attackers on commercial UAVs. This paper proposed maintaining control of UAV in hijacking problem with an additional encrypted communication channel, authentication algorithm and DoS attack through Raspberry Pi and shown high applicability on the commercial UAVs [5].

A light-weight hardware solution is proposed to assure the confidentiality and integrity of both command data sent by the ground station and payload data transmitted by the drone. Using the developed prototype, finally, we investigate the impact of hardware accelerators on the power consumption of these power-constrained devices. It was shown that the advantage of hardware as a power-efficient computation platform is not necessarily valid for drones due to the extra hardware weight [6].

Mobile data collectors in WSN

Most of the proposed encryption key management schemes for WSNs adopt a symmetric key-based approach instead of an asymmetric key-based approach to address the limited energy and processing capabilities of sensors. However, the symmetric key-based approach suffers from high communication overhead and requires a lot of memory space to store shared key pairs. Also, such an approach is not scalable, compromise-resistant, and cannot support adequate node mobility. Public key cryptography (PKC) is relatively more expensive than symmetric key encryption in terms of computational cost, but recent improvements in the implementation of elliptic curve cryptography (ECC) have demonstrated the practical application of PKC to WSNs. However, when ECC-based schemes with certificates and ID-PKC schemes based on pairing operation are applied directly to WSNs, they suffer from certificate management and additional computational overhead related to pairing operations, respectively. Moreover, since drones can record a wide range of data unlike sensors, they can become a target for physical interception. Thus, an approach is needed to minimize data leakage if a drone is intercepted by attackers.

To address the security and efficiency requirements for communication between UAVs and smart objects, we present an efficient Certificateless Labeling Label Key Encapsulation Mechanism (eCLSC-TKEM) that supports authenticated key agreement and non-repudiation. The main feature of eCLSC-TKEM is to combine one-way key agreement and digital signatures into one efficient algorithm. Since eCLSC-TKEM is based on certificate-less PKC (CL-PKC), it retains the advantage of CL-PKC in eliminating the overhead caused by certificate management. New private keys are generated after expiration during flight. Therefore, if a UAV is intercepted, data leakage is limited to the time the private keys are valid. To increase efficiency, eCLSC-TKEM minimizes the computational cost in the smart object. The efficiency of the whole system depends very much on the computing time required by the smart object, not the drone, because the smart object is equipped with a low-speed processor, while the UAV has a PC-like processor. The protocol solves the scaling problem by using an asymmetric key approach while minimizing the computational load on the sensors.

CLSC-TKEM and CL-AKA

The authenticated key agreement (AKA) scheme is one of the most fundamental cryptographic mechanisms. It supports user authentication and generates private keys that are shared between two parties over an untrusted network. Traditional PKC-based AKA has overhead associated with certificate management, while ID-PKC-based AKA has a key deposit issue. To solve these problems, certificateless public key cryptography (CL-PKC) is used.

The certificateless signature encryption label KEM (CLSC-TKEM) protocol supports not only a practical authenticated key agreement but also an assigned verifier signature. Since the CLSC-TKEM protocol is based on binary pairing operations, they are not suitable for resource-constrained devices. However, none of the existing CL-AKA and CLSC-TKEM protocols are addressable. User override means that if UAVs are intercepted, an attacker will have full access not only to the data collected and recorded on the UAV, but also to future data collected by the drone.

The eCLSC-TKEM cancellation technique is used to minimize information leakage in case of physical interception of drones. The key generation center (KGC) in eCLSC-TKEM adds a time limit to its partial private keys. In other words, the partial secret keys provided in eCLSC-TKEM are only valid for specified periods of time. After the period expires, new private keys will be generated. By adding this time limit, we prevent data leakage. KGC stops issuing partial private/public keys and time component to PUA. Our approach prevents unauthorized users from generating complete private/public keys for future cycles. Although eCLSC-TKEM does not completely eliminate the risk of data leakage in the event of a physical capture, it limits the amount of compromised data to that obtained during the last period immediately before the takedown.

eCLSC-TKEM protocol

Unlike existing protocols, eCLSC-TKEM meets all security requirements, such as authenticated key agreement, non-repudiation, and user revocation, with minimal computational burden on smart objects (table 1). Note that CL-AKA protocols satisfy only the first requirement. CL-AKA protocols should be extended with a signature scheme to support non-repudiation. Although CLSC-TKEM meets the first and second requirements, it does not support user cancellation or multiple access rights. eCLSC-TKEM consists of 8 sets: (SetUp, SetSecretValue, PartialPrivateKeyExtract, SetPrivateKey, SetPublicKey, SymmetricKeyGen, Encapsulation Decapsulation).

CONCLUSION

Developing secure and robust authentication schemes with the integration of UAV-oriented applications into smart cities remains an ongoing research challenge. Although promising authentication mechanisms for UAVs have been proposed in the past few years, a comprehensive security analysis should be considered to measure the effectiveness

of existing authentication schemes. Throughout this article, UAV identification strategies that require both security and performance have been reviewed. Research shows that most UAV identification schemes are quite light in terms of communication overhead. UAVs operate from a remote controller or GCS with the help of various communication protocols such as MAVLink, UranusLink, UAVCan. Among these protocols, MAVLink is a lightweight protocol used for communication between GCS and UAVs. The messages contain important information about the state of the PUA and certain control commands sent from the GCS to the PUA. To address security and efficiency requirements for communication between UAVs and smart objects, we present an efficient Certificateless Labeling Label Key Encapsulation Mechanism (eCLSC-TKEM) that supports authenticated key agreement and non-repudiation. The main feature of eCLSC-TKEM is to combine one-way key agreement and digital signatures into one efficient algorithm. CL-AKA protocols should be extended with a signature scheme to support non-repudiation. Although CLSC-TKEM meets the first and second requirements, it does not support user cancellation or multiple access rights.

REFERENCES

- Ko, Yongho, et al. "Drone secure communication protocol for future sensitive applications in military zone." *Sensors* 21.6 (2021): 2057.
- Ghamari, Mohammad, et al. "Unmanned aerial vehicle communications for civil applications: A review." *IEEE Access* 10 (2022): 102492-102531.
- Kriz, Vlastimil, and Petr Gabrlik. "Uranuslink-communication protocol for uav with small overhead and encryption ability." *IFAC-PapersOnLine* 48.4 (2015): 474-479.
- U. Development Team, UAVCAN Communication Protocol. Available from: https://uavcan.org/Specification/1_Introduction/. Accessed 28.08.19.
- K. Yoon, D. Park, Y. Yim, K. Kim, S. K. Yang et al., "Security authentication system using encrypted channel on UAV network," in Proc. 2017 First IEEE Int. Conf. on Robotic Computing, Taichung, Taiwan, pp. 393–398, 2017.
- A. Shoufan, H. AlNoon and J. Baek, "Secure communication in civil drones," in Int. Conf. on Information Systems Security and Privacy, cham, Springer, pp. 177–195, 2015

BEDEN EĞİTİMİ İÇİN BAŞARI DUYGULARI ANKETİNİN TÜRKÇEYE UYARLANMASI: LİSE ÖĞRENCİLERİ İÇİN PSİKOMETRİK ÖZELLİKLERİ

Mustafa Enes İŞIKGÖZ

Sakarya Üniversitesi Rektörlük Birimi, Sakarya, Türkiye
mustafaenesisikgoz@sakarya.edu.tr

ÖZET

Bu çalışmanın amacı, altı faktör altında toplam 24 madde olarak İngilizce geliştirilen "Beden Eğitimi için Başarı Duyguları Anketi" nin Türk lise öğrencileri örnekleminde geçerlik ve güvenilirlik analizlerini yaparak Türkçe versiyonunu elde etmektir. İlk aşamada gelişmiş ters çeviri teknikleri kullanılarak anket Türkçeye çevrilmiş ve dilsel eşdeğerliği korelasyon analizi ile sağlanmıştır. Araştırmanın verileri farklı lise türlerinde öğrenim gören 739 öğrenciden toplanmıştır. Verilerin analizi SPSS (versiyon 27) ve Jamovi (Versiyon 2.5.6) programları ile gerçekleştirilmiştir. Anketin yapı geçerliği doğrulayıcı faktör analizi, güvenilirlik analizleri ise Cronbach alfa ve McDonald omega katsayıları ile incelenmiştir. Doğrulayıcı faktör analizi bulgularına göre ankette yer alan maddelerin standardize edilmiş faktör yük değerlerinin .52 ile .94 aralığında değiştiği, maddeler ile örtük değişkenler arasındaki korelasyonların anlamlı olduğu ($t > 1.96$) tespit edilmiştir. Doğrulayıcı faktör analizi ile elde edilen ölçüm modelinin ise iyi ve kabul edilebilir uyum indeks değerleri ($\chi^2/df = 3.81$ $p < .001$, RMSEA= 0.069, SRMR= 0.037, GFI=0.90, AGFI= 0.87, CFI= 0.97, NNFI= 0.97, IFI= 0.97) göstermiştir. Anketin her bir faktörü ve geneli için hesaplanan Cronbach alfa iç tutarlık katsayıları .85'in McDonald Omega iç tutarlık katsayıları .86'nın üzerinde bulunmuştur. Sonuç olarak, altı faktörlü ve 24 maddelik "Beden Eğitimi İçin Başarı Duyguları Anketi" nin Türkçe versiyonu, lise öğrencilerinin beden eğitimi dersindeki başarı duygularını ölçmede geçerlik ve güvenilirlik koşullarını sağlamıştır.

Anahtar Kelimeler: Beden eğitimi, başarı duyguları, lise öğrencileri, psikometrik özellikler

TURKISH ADAPTATION OF ACHIEVEMENT EMOTIONS QUESTIONNAIRE FOR PHYSICAL EDUCATION: PSYCHOMETRIC PROPERTIES FOR HIGH SCHOOL STUDENTS

ABSTRACT

The objective of this study was to translate the "Achievement Emotions Questionnaire for Physical Education" (AEQ-PE) into Turkish. The original version, which was developed in English as a 24-item instrument comprising six factors, was analyzed for content validity and reliability using a sample of Turkish high school students. In the initial phase, the questionnaire was translated into Turkish using specialized reverse translation techniques, and linguistic equivalence was confirmed through correlation analysis. The data were collected from a total of 739 students, representing a diverse range of high school types. The data were analyzed using the SPSS (version 27) and Jamovi (version 2.5.6) software programs. The construct validity of the questionnaire was analyzed using confirmatory factor analysis, and the reliability was analyzed using Cronbach's alpha and McDonald's omega coefficients. The results of the confirmatory factor analysis indicated that the standardized factor loadings of the items in the questionnaire ranged between 0.52 and 0.94, and that the correlations between the items and latent variables were significant ($t > 1.96$). The measurement model obtained by confirmatory factor analysis demonstrated satisfactory fit index values ($\chi^2/df = 3.81$, $p < .001$, RMSEA= 0.069, SRMR= 0.037, GFI=0.90, AGFI= 0.87, CFI= 0.97, NNFI= 0.97, IFI= 0.97). Cronbach's alpha internal consistency coefficients were calculated for each factor and the overall questionnaire, yielding values above .85, while McDonald Omega internal consistency coefficients were above .86. These findings indicate that the Turkish version of the six-factor and 24-item "Achievement Emotions for Physical Education Questionnaire" meets the requisite validity and reliability standards for measuring high school students' feelings of achievement in physical education classes.

Keywords: Physical education, achievement emotions, high school students, psychometric properties

GİRİŞ

Günümüzde psikolojik ölçme araçlarının farklı kültürlerde kullanılabilirliği giderek daha fazla önem kazanmaktadır. Kültürlerarası araştırmalar, farklı toplumların psikolojik yapılarını anlamada ve karşılaştırmalı çalışmalar yapmada kritik bir rol oynamaktadır. Ancak, bir kültürde geliştirilen ölçme araçlarının diğer kültürlerde doğrudan kullanılması, kültürel farklılıklar nedeniyle yanıltıcı sonuçlar doğurabilmektedir (Hambleton & Patsula, 1998). Bu nedenle, ölçeklerin kültürlerarası uyarlanması, psikometrik özelliklerin yeniden değerlendirilmesi ve hedef kültüre uygunluğunun sağlanması büyük önem taşımaktadır. Kültürlerarası ölçek uyarlama çalışmaları, sadece dilsel bir çeviri işlemi değil, aynı zamanda kavramsal, işlevsel ve metrik eşdeğerliğin sağlanması gereken kapsamlı bir süreçtir. Bu süreç, orijinal ölçeğin psikometrik özelliklerinin korunmasını ve hedef kültürde de aynı yapıyı ölçebilmesini amaçlamaktadır. Ölçek uyarlama çalışmalarında, dilsel eşdeğerlik, kültürel uygunluk, yapı geçerliği ve güvenilirlik gibi temel psikometrik özelliklerin titizlikle incelenmesi gerekmektedir (Van de Vijver &

Tanzer, 2004). Bu çalışmada da öğrencilerin beden eğitimi dersinde hissettikleri başarı duygularını ölçmek için güncel popülerliği nedeniyle Fierro-Suero vd. (2020) tarafından İngilizce olarak geliştirilen “Beden Eğitimi için Başarı Duyguları Anketinin [Achievement Emotions Questionnaire for Physical Education (AEQ-PE)] Türkçe formunun lise öğrencileri örnekleminde psikometrik özellikleri incelenerek Türk kültürüne uyarlaması gerçekleştirilmiştir. Orijinal ölçek, uluslararası literatürde yaygın olarak kullanılmakta ve farklı bağlamlarda nasıl kullanıldığını ve geçerliliğini inceleyen önemli veriler sağlamaktadır (Fierro-Suero vd., 2023; Fierro-Suero vd., 2022; Ibrahim vd., 2021; Macías León vd., 2022; Tian vd., 2023).

Literatür incelendiğinde, Türkiye’de ortaöğretim öğrencilerinin genel olarak başarı duygularını ölçmek için Can vd. (2020)’lerinin, Pekrun vd. (2002)’den uyarladıkları “Başarı Duyguları Anketi (BDA)”, Can ve Güven (2024)’inin Bieleke vd. (2021)’lerinden uyarladıkları “Başarı Duyguları Ölçeği-Kısa Formu (BDÖ-K)” gibi güncel Türkçe ölçekler olmakla birlikte, spesifik olarak beden eğitimi için öğrencilerin başarı duygularını ölçmeye yönelik Türkçe ölçme araçlarının sınırlı olduğu görülmektedir. Literatürde sadece Ceylan ve Karlı (2024) tarafından Fierro-Suero vd. (2020)’lerinden uyarladıkları “Beden Eğitimi için Başarı Duyguları Ölçeği (BE-BDÖ)” ne rastlanılmıştır. Ancak bu ölçek de ortaokul öğrencileri örnekleminde psikometrik özellikler sunmaktadır. Bu sınırlılıklar göz önüne alındığında, Türkiye’de ortaöğretim düzeyinde (lise) öğrencilerinin beden eğitimindeki başarı duygularını ölçmede geçerli ve güvenilir bir ölçme aracına ihtiyaç duyulacağı düşünülmektedir. Bu ihtiyaçtan hareketle bu çalışmanın, alandaki önemli bir boşluğu doldurması ve araştırmacılara güvenilir bir ölçme aracı sunması bakımından önemli görülmektedir. Bu çalışmanın amacı, Fierro-Suero vd. (2020) tarafından İngilizce olarak geliştirilen “Beden Eğitimi için Başarı Duyguları Anketinin (AEQ-PE)” lise öğrencileri örnekleminde Türkçe formunun psikometrik özelliklerini incelemek ve Türk kültürüne uyarlamasını gerçekleştirmektir. Uyarlanan anketin, Türkiye’de lise öğrencileri örnekleminde beden eğitimi için başarı duyguları alanında yapılacak araştırmalara katkı sağlaması, kültürlerarası karşılaştırmalı çalışmalara olanak tanınması ve bu alanda yapılacak müdahale çalışmalarının planlanmasına ışık tutması beklenmektedir. Çalışmada önce, konuyla ilgili kavramsal çerçeve ve teorik arka plana değinilmiştir. Bu bağlamda, araştırmanın temel kavramları tanımlanmış ve literatürdeki yeri açıklanmıştır. Ardından, uygulanan yöntemler ve uyarlama sürecinin detayları açıklanmaktadır.

Kavramsal çerçeve

Akademik ortamlar çok çeşitli farklı duyguları tetikler; öğrenciler yeni bir şeyler öğrenmekten hoşlanır, sınav sonuçlarıyla gurur duyar, ödevlerinin miktarından rahatsız olur veya sıkıcı bir derste sıkılır (Bieleke vd., 2021). Duygular organizmanın psikofizik sisteminde organizma için önemli olan olaylara veya durumlara duygusal, bilişsel, fizyolojik, motivasyonel ve davranışsal yanıt olarak oluşan çok bileşenli değişiklikler olarak tanımlanmaktadır (Scherer & Moors, 2019). Başarı duyguları ise akademik, iş veya spor başarısı aktiviteleri ve bunların başarı ve başarısızlık sonuçlarıyla bağlantılı duygular olup, eğitimde bu duygular öğrenciler tarafından; ders çalışma, derslere katılma, ödevleri tamamlama veya sınavlara girme gibi farklı başarı durumlarında deneyimlenir (Pekrun, 2006, 2014). Başarı duyguları yalnızca başarı etkinliklerinin ve çıktılarının sonucu olmakla kalmayıp, bir etkinliğin performansında ve sonraki öğrenmede de önemli bir rol oynar (Pekrun vd., 2017; Pan vd., 2022). Öğrenciler duygusal bir ortam olarak sınıfta; kaygı, öfke, utanç veya can sıkıntısı gibi duyguları deneyimledikleri gibi keyif, umut, gurur ve memnuniyet gibi olumlu duyguları da deneyimlerler (Pekrun, 2024). Başarı duyguları, bilişsel, psikolojik ve motivasyonel bileşenlerden oluşan çok yönlü süreçlerdir (Fraschini & Tao, 2021). Örneğin, bir sınavdan önceki kaygı genellikle sinirsel, huzursuz hisler (duygusal), olası başarısızlık endişeleri (bilişsel), fizyolojik uyarılma (fizyolojik), sınavdan kaçınma dürtüleri (motivasyon) ve endişeli yüz ifadelerini (ifade edici davranış) içerir (Pekrun vd., 2023).

Sosyal-bilişsel bir çerçevede başarı duygularını anlamak için Pekrun (2006) tarafından kapsamlı ve bütünleştirici bir yaklaşım olan Kontrol-Değer Teorisi (KDT) geliştirilmiştir. Duyguların beklenti değer teorisi, işlemsel yaklaşımlar, atıf teorileri ve duyguların etkilerine dair modeller dahil olmak üzere çeşitli teorilerin varsayımlarını bütünleştiren KDT; öğrencilerin bir başarı sonucu veya etkinliğine ilişkin bilişsel değerlendirmelerinin, başarıyla ilgili durumlarda deneyimlenen duyguların yakın öncülleri olduğunu öne sürmektedir. Teoride başarı duyguları: (i) değerlik (pozitif veya negatif), (ii) fizyolojik uyarılma (yüksek veya düşük) ve (iii) nesne odaklılık (aktiviteyle veya sonuçla ilgili) olmak üzere üç boyutta sınıflandırılmaktadır. Bu sınıflandırma, örneğin, keyif gibi pozitif yüksek uyarılma aktivite duyguları ile umutsuzluk gibi negatif düşük uyarılma sonuç duyguları arasında ayırım yapılmasına olanak tanır. Son olarak, sonuçla ilgili duygular, zaman dilimlerine bağlı olarak geriye dönük veya ileriye dönük duygular olarak daha fazla gruplandırılabilir (örn. bir sınavda başarısız bir sonuçtan sonra geriye dönük utanç). Öğrenciler, görev zorluğuna ilişkin değerlendirmelerine ve kontrol derecesine bağlı olarak, başarı etkinliklerini tamamladıktan sonra olumlu ve olumsuz duygular yaşayabilirler. Olumlu duygular harekete geçiricidir ve yaratıcı düşünme ve yansıtmayı sağlayabilirken, olumsuz duygular etkisizleştiricidir ve genellikle öğrencilerin akademik performansını düşürür (Pekrun, 2002, 2006, 2011, 2017). KDT’ ne dayalı olarak farklı ortamlarda çeşitli başarı duygularının değerlendirilmesine olanak tanıyan Başarı Duyguları Anketi’nin (AEQ)

geliştirilmesiyle (Pekrun vd., 2011, Pekrun vd., 2002), başarı duygularının öğrencilerin öğrenmeleri üzerindeki etkileri, literatürde oldukça ilgi çekmiş ve bu yönde araştırmalar halen devam etmektedir (Camacho-Morles vd., 2021; Loderer vd., 2020). Araştırmalarda başarı duygularının, öğrencilerin iletişim, iş birliği, eleştirel düşünme ve yaratıcılık gibi 21. yüzyıl becerilerindeki yeterlilikleri (Camacho-Morles vd., 2019); problem çözme yetenekleri (Lee & Chei, 2020); akademik başarıları (Putwain vd., 2022); motivasyonları (Feraco vd., 2023); derslere katılım ve öğrenme devamlılıkları (Luo & Luo, 2022; Tang vd., 2021) ve memnuniyetleri (Wu vd., 2021) ile ilişkili kritik faktörler olduğu bulunmuştur.

Beden Eğitimi, öğrencilerin başarılarının gelecekteki sağlıklarıyla da ilgili olduğundan benzersiz bir akademik ders olup, aktif ve sağlıklı bir yaşam tarzına yol açan becerileri ve olumlu deneyimleri teşvik etmek için kritik öneme sahiptir. Bu noktada kaliteli bir beden eğitiminden istenen öğrenci sonuçlarından biri, öğrencilerin okul içinde ve dışında fiziksel aktivitelere düzenli katılmalarıdır (Society of Health and Physical Educators [SHAPE], 2018; Simonton, 2019). Beden eğitimi notları genellikle öğrenme dışı bileşenlerden oluştuğu için, öğrencilerin başarıları veya gelecekteki sağlık davranışları hakkında da asgari düzeyde bilgi sağlar. Öğrencilerin beden eğitimine katılımları sırasında hissettikleri başarı duyguları olumlu veya olumsuz olabilmekte, bu duygular; motivasyonlarını, derse katılımlarını ve genel akademik başarılarını etkileyerek fiziksel aktivitelere karşı tutumlarını, öz yeterliliklerini ve gelecekteki fiziksel aktivite katılımlarını şekillendirebilmektedir (Simonton & Garn, 2018; Simonton vd., 2017). Bu nedenle beden eğitimi sırasında öğrenmeyi, başarıyı ve davranışı artırma potansiyeline olumlu duyguların artırılması ve olumsuz duyguların sınırlandırılması gerekir (Yli-Piipari vd., 2013). Araştırmalar başarı duygularının, öğrencilerin motivasyon düzeylerini etkileyerek, derslere olan katılımlarını artırdığını göstermektedir. Örneğin, olumlu başarı duyguları (zevk, gurur) öğrencilerin derslere daha fazla katılmalarını sağlarken, olumsuz duygular (hayal kırıklığı, kaygı) katılımı azaltmaktadır (Fierro-Suero vd., 2023; Pekrun, 2006; Simonton & Garn, 2020). Beden eğitimi derslerinde başarı duyguları, aynı zamanda öğrencilerin sosyal ilişkilerini ve duygusal gelişimlerini etkileyerek sosyal becerilerini geliştirmelerine yardımcı olduğu görülmüştür (Leisterer & Jekauc, 2019). Bu bağlamda, beden eğitimi derslerinde başarı duygularının önemi, öğrencilerin fiziksel aktivitelere olan tutumlarını, motivasyonlarını ve genel akademik başarılarını doğrudan etkileyen kritik bir unsur olarak öne çıkmaktadır. Bu nedenle, başarı duygularını ölçmek ve değerlendirmek amacıyla uyarlanacak bir anketin geliştirilmesi, bu duyguların daha iyi anlaşılmasına ve beden eğitimi programlarının etkinliğinin artırılmasına katkı sağlayacaktır.

YÖNTEM

Bu çalışmada, "Beden Eğitimi için Başarı Duyguları Anketi" (Achievement Emotions Questionnaire for Physical Education-AEQ-PE) ölçeğinin Türkçeye uyarlanması ve geçerlik-güvenirlilik analizlerinin yapılması amaçlanmıştır. Uyarlama süreci, uluslararası geçerliliği olan ölçek uyarlama yöntemleri izlenerek gerçekleştirilmiştir (Beaton vd., 2000; Hambleton & Patsula, 1999; Uluslararası Test Komisyonu (ITC, 2017). Öncelikle, AEQ-PE ölçeğinin orijinal formu ve bu ölçeğin farklı kültürlerdeki uygulamaları üzerine kapsamlı bir literatür taraması yapılmıştır. Bu tarama, ölçeğin teorik temelleri ve uygulama alanları hakkında derinlemesine bilgi sağlamıştır (Pekrun vd., 2011).

Çalışma grubu

Bu çalışmaya; 2023-2024 eğitim öğretim yılı güz döneminde Türkiye'nin bir ilinde liselerde öğrenim gören toplam 739 öğrenci katılmıştır. Yaşları 14-18 arasında (M=16.38 SD=1.05) değişen öğrencilerin 283'ü (%38.3) kız, 456'sı (%61.7) erkektir. Ölçek uyarlama çalışmalarında örneklem yeterliliği, elde edilen verilerin güvenilirliği ve geçerliliği açısından kritik bir öneme sahiptir. Örneklem yeterliliği, araştırmanın hedef kitlesini temsil eden yeterli büyüklükte ve çeşitlilikte bir katılımcı grubunun seçilmesi ile sağlanır. Bu durum, ölçeğin farklı demografik özelliklere sahip bireyler arasında geçerliliğini test etmek için gereklidir. Örneğin Tabachnick ve Fidell (2013), faktör analizi için önerilen minimum örneklem büyüklüğünün her bir değişken için en az 5-10 katılımcı, P. Kline (2013) ölçekte yer alan maddelerin 20 katı kadar olması gerektiğini belirtmektedirler. ITC (2017)' göre ise bir testin faktör yapısını ortaya çıkarmak için ideal olarak 500'ün üzerinde örnek alınması gerekmektedir. Bu çalışmada kullanılan ölçeğin 24 madde ile sınırlı olduğu göz önünde bulundurulduğunda, örneklem büyüklüğünün 480 ve üzerinde olması yeterli görülmektedir.

Ölçümler

Beden Eğitimi için Başarı Duyguları Anketi (AEQ-PE)

Ortaöğretim öğrencilerinin beden eğitimi dersinde hissettikleri başarı duygularını ölçmek için keşfedici ve doğrulayıcı faktör analizi, zamansal istikrar, içsel kararlılık, tutarlılık ve regresyon analizi sonucunda, Fierro-Suero vd. (2020) tarafından geliştirilen anketin katılımcı örneklemine, İspanya'daki çeşitli ortaöğretim okullarının 1 ile 4. sınıf arasında öğrenim gören ve yaşları 11 ile 17 arasında değişen 902 öğrenci oluşmaktadır. Araştırmacılar açılımlayıcı faktör analizinde (AFA) örneklem grubundan topladıkları verilerin analize uygun olduğunu, [Kaiser-Meyer-Olkin testi (KMO)= (0.93); Bartlett test ($\chi^2(276)= 4987, p < 0.001$) belirlendikten sonra Promax rotasyonu

ile birlikte kullandıkları Sağlam Ağırlıksız En Küçük Kareler [Robust Unweighted Least Squares (RULS)] tahmin metodu ile her bir boyutu dört madde olmak üzere altı boyut (gurur duyma, keyif alma, öfke, kaygı, umutsuzluk ve sıkılma) ve toplam 24 maddeden oluşan bir anket yapısı elde etmişlerdir. Ardından doğrulayıcı faktör analizi (DFA) ile anketin altı faktörlü yapısını maksimum olabirlik tahmin yöntemi ile incelemişlerdir. Analiz sonucunda anketin altı faktörlü yapısına ilişkin modelden elde edilen uyum indeksleri ($\chi^2/df= 2.07$, CFI= 0.94, TLI= 0.93, IFI= 0.94, GFI= 0.92, RMSEA= 0.05, SRMR= 0.04) iyi düzeyde ve alt boyutlarda maddelerin standardize faktör yük değerleri 0.47 ile 0.83 arasında istatistiksel olarak anlamlı bulunmuştur ($p < 0.001$). Orijinal anketin güvenilirliği için hesaplanan Cronbach'ın alfa katsayıları, alt boyutlarda .68 ile .76 arasında değişmektedir.

Anketin gurur duyma boyutu için: Beden eğitimi dersine katıldığım için gurur duyuyorum; Keyif alma boyutu için: Beden eğitimi dersindeyken, öğretmenim önerdiklerini uygularken kendimi iyi hissediyorum; Öfke boyutu için: Beden eğitimi dersi sırasında içimde öfke kabarması hissediyorum; Endişe boyutu için: Beden eğitimi dersinde yanlış bir şey söylemekten/yapmaktan korkuyorum ve hiçbir şey söylememeyi/yapmamayı tercih ediyorum; Umutsuzluk boyutu için: Beden eğitimi etkinliklerini etkili bir şekilde yapma umudumu kaybettim ve Can sıkıntısı boyutu için: Beden eğitimi dersi beni sıkıyor, maddeleri örnek verilebilir. Anket maddeleri beşli Likert tipli (1:Tamamen katılmıyorum ile 5:Tamamen katılıyorum arasında) olarak derecelendirilmiştir.

Adaptasyon süreci

Anketin (AEQ-PE) Türkçeye adaptasyonunda şu aşamalar izlenmiştir. İlk aşamada: anketi geliştiren araştırmacılardan e-posta yoluyla gerekli izin alınmıştır. Anketin amaçlanan psikometrik özellikleri taşıması için gerek orijinal anketin geliştirildiği ve gerekse bu çalışmadaki örneklem grubunun (yaş ve sınıf aralığı) benzer olmasına dikkat edilmiştir. İkinci aşamada: anketin kültürel ve dilsel farklılıkların etkisini en aza indirmek için kültürlerarası ölçek uyarlama çalışmalarında önerilen; çeviri-geri çeviri (Back-Translation) ve merkezden çıkma (Decentering) yöntemleri izlenmiştir (Beaton vd., 2000; Brislin, 1986, 1970). İlk olarak, anket İngilizce 'den Türkçe 'ye, İngilizce ve Türkçe dillerine hâkim üç uzman tarafından bağımsız olarak çevrilmiştir. Daha sonra, bu çeviriler bir araya getirilerek tek bir Türkçe form oluşturulmuştur. Bu form, başka bir grup uzman tarafından tekrar İngilizce 'ye çevrilmiş ve orijinal form ile anlam bakımından uyum gösterip göstermediği kontrol edilmiştir. Çeviriler arasındaki tutarlılık ve dilsel eşdeğerlik, uzmanlar tarafından değerlendirilmiş ve gerekli düzeltmeler yapılmıştır. Üçüncü aşamada: anketin İngilizce orijinal formu ile ve Türkçeleştirilen formu iki hafta arayla 10 İngilizce öğretmene uygulanmış ve her iki formun maddeleri arasında $r = .89$ ile $r = .98$ arasında anlamlı düzeyde ($p < .001$) korelasyon katsayıları elde edilmiştir. Dördüncü aşamada: anketin Türkçe versiyonunun görünüş geçerliğini sağlamak için iki alan uzmanından görüş alınmış ve olası cevaplama hatalarına karşın her sınıftan bir öğrenci olmak üzere dört öğrenciyle bilişsel görüşmeler gerçekleştirilmiştir. Bu aşamalardan sonra Türkçe 'ye çevrilmiş anketin, dilsel anlam ve kültürel duyarlılık açısından bir sorun taşımadığı kanaatine varılmış ve veri toplama sürecine geçilmiştir.

Prosedür

Araştırma, Mardin Artuklu Üniversitesi Bilimsel Araştırma ve Yayın Etiği Kurulunun 02.03.2023 tarih ve E-79906804-050.06.04-87290 sayılı yazı ekindeki kararı ile uygun görülmüştür. Araştırma verileri, katılımcılara ulaşmayı kolaylaştırması, zaman tasarrufu sağlaması ve etkinliği nedeniyle Google Forms platformu üzerinden toplanmıştır (Cohen vd., 2017; Roberts & Allen, 2015). Çevrimiçi anket formu iki bölümden oluşturulmuştur. İlk bölümde katılımcıların demografik bilgileri, ikinci bölümde ise anket maddeleri yer almıştır. Araştırmanın etik standartlarını sağlamak amacıyla, Helsinki Deklarasyonu'nun [World Medical Association, (WMA, 2013)] araştırma etiği ilkeleri doğrultusunda, form başlangıcında katılımcılara araştırma hakkında bilgi sunulmuştur. 18 yaş altı katılımcı kriteri göz önünde bulundurularak önce veli sonra öğrenci için çevrimiçi formun giriş bölümüne bilgilendirilmiş onam formu eklenmiştir. Bu formda, araştırmaya katılımın gönüllülük esasına dayandığı, verilerin yalnızca bilimsel amaçlarla kullanılacağı, kişisel bilgilerin gizli tutulacağı ve herhangi bir zamanda çalışmadan ayrılacakları belirtilmiştir (Buchanan & Hvizdak, 2009). Katılımcılar onam formunu onaylamadan anketin diğer bölümlerine erişememiştir. Anketin linki, ilgili ortaöğretim okullarında görev yapan beden eğitimi öğretmenleri ile sınıf rehber öğretmenlerine sosyal medya platformları (WhatsApp vb.) ve e-posta aracılığıyla iletilmiştir. İlgili öğretmenlere, anket linkini öğrencilerle paylaşmadan önce araştırma hakkında öğrencilere bilgi verilmesi istenmiştir.

Verilerin analizi

Verilerin analizi SPSS (versiyon 27.0) ve Jamovi (versiyon 2.5.6) programları kullanılarak gerçekleştirilmiştir. Öncelikle tek değişkenli ve çok değişkenli normallik varsayımları test edilmiştir. Tanımlayıcı istatistikler kapsamında ortalama, standart sapma değerleri ile birlikte, tek değişkenli normallik için çarpıklık ve basıklık katsayıları incelenmiştir. R. B. Kline (2023)' a göre çarpıklık değerlerinin [3.0]' ten ve basıklık değerlerinin [10.0]' dan küçük olması tek değişkenli normallik varsayımının karşılandığını göstermektedir. Çok değişkenli normallik varsayımı için Mardia testi uygulanmış (Mardia, 1970) ve bu varsayımın karşılanmadığı tespit edilmiştir ($p < 0.05$).

Değişkenler arasındaki ilişkilerin incelenmesinde, verilerin ordinal yapısı ve çok değişkenli normallik varsayımının karşılanmaması nedeniyle Kendall's Tau korelasyon katsayısı kullanılmıştır. Kendall's Tau, özellikle Likert tipi ölçeklerle toplanan verilerin analizinde ve normallik varsayımının karşılanmadığı durumlarda tercih edilen parametrik olmayan bir korelasyon analizi yöntemidir (Field, 2013).

Verilerin Likert tipi ölçümle elde edilmesi ve çoklu normallik varsayımını karşılamaması nedeniyle DFA' da Diagonal Weighted Least Squares (DWLS) tahmin yöntemi tercih edilmiştir (Forero vd., 2009; Li, 2016). Model uyumunun değerlendirilmesinde, literatürde sıklıkla kullanılan uyum iyiliği indeks ($\chi^2/df \leq 5$, RMSEA $\leq .08$, CFI $\geq .90$, GFI $\geq .90$ ve AGFI $\geq .85$) değerleri göz önünde bulundurulmuştur (Hu & Bentler, 1999; R. B. Kline, 2023). Maddelerin faktör yük değerleri, t değerleri ve R² değerleri incelenmiştir. Yakınsak geçerlik için Ortalama Açıklanan Varyans (Average Variance Extracted-AVE) değerleri hesaplanmış ve 0.50' nin üzerinde olması kriteri dikkate alınmıştır (Hair vd., 2014). Ayırt edici geçerlik için Heterotrait-Monotrait Ratio (HTMT) değerleri incelenmiş ve 0.90' ın altında olması kriteri göz önünde bulundurulmuştur (Henseler vd., 2015). Güvenirlik analizleri kapsamında, iç tutarlılık katsayıları olan Cronbach alfa ve birleşik güvenirlilik (CR) Omega (ω) değerleri hesaplanmıştır. Hair vd. (2014)' ne göre bu değerlerin 0.70' in üzerinde olması güvenirlilik için yeterli kabul edilmektedir.

BULGULAR

Örneklem grubundan (N= 739) elde edilen bulguların tanımlayıcı istatistik ve Kendall's Tau korelasyon sonuçları Tablo 1'de gösterilmektedir. Anketin alt boyutlarında ortalamalar: Gurur için (M= 3.99, SS= 0.63); Keyif için (M= 4.03, SS= 0.58); Öfke için (M= 1.95, SS= 0.59); Kaygı için (M= 1.90, SS= 0.58); Umutsuzluk için (M= 1.78, SS= 0.55); Sıkılma için (M= 1.83, SS= 0.54) olarak gerçekleşmiştir. Verilerin dağılımına ilişkin çarpıklık değerlerinin 0.51 ile -1.77 arasında, basıklık değerlerinin 0.59 ile 4.92 arasında değiştiği görülmektedir. Bu değerler, verilerin tek değişkenli normallik varsayımını karşıladığına işaret etmektedir (R. B. Kline, 2023). Tüm boyutlar arasındaki korelasyonlar anlamlıdır ($p < .001$).

Tablo 1. Tanımlayıcı istatistik ve korelasyon analizi sonuçları

	Ort.	SS	Çarpıklık	Basıklık	1	2	3	4	5
1. Gurur	3.99	0.63	-1.23	3.04	—				
2. Keyif	4.03	0.58	-1.77	4.92	0.30***	—			
3. Öfke	1.95	0.59	0.51	0.61	-0.21***	-0.16***	—		
4. Kaygı	1.90	0.58	0.59	0.59	-0.12***	-0.08***	0.27***	—	
5. Umutsuzluk	1.78	0.55	1.10	2.97	-0.32***	-0.21***	0.49***	0.37***	—
6. Sıkılma	1.83	0.54	0.59	1.27	-0.24***	-0.17***	0.48***	0.47***	0.74***

*** $p < .001$

Betimsel istatistiklerin ardından, ölçeğin yapısal geçerlik ve güvenirliliğini test etmek amacıyla DFA' ya geçilmiştir. DFA sonucunda elde edilen model uyum indeksleri Tablo 2'de, ölçüm modelinin sonuçlarına ilişkin değerler Tablo 3'te gösterilmektedir.

Tablo 2. Beden eğitimi için başarı duyguları anketi uyum indeksleri

χ^2	df	χ^2/df	GFI	AGFI	CFI	NNFI	IFI	RMSEA	SRMR
902.97	237	3.81	0.90	0.87	0.97	0.97	0.97	0.069	0.037

Tablo 2'deki uyum indekslerine ($\chi^2/df = 3.81$ $p < .001$, RMSEA= 0.069, SRMR= 0.037, GFI=0.90, AGFI= 0.87, CFI= 0.97, NNFI= 0.97, IFI= 0.97) göre anketin altı boyutlu yapısı, modifikasyon işlemine gerek kalmaksızın modelle iyi düzeyde uyum sağlamıştır (R. B. Kline, 2023; Hu & Bentler, 1999). Tablo 3 bulguları ise anketin alt boyutlarına ilişkin maddelerin standardize faktör yük değerlerinin; gurur boyutunda 0.81 ile 0.84, keyif boyutunda 0.74 ile 0.87, öfke boyutunda 0.52 ile 0.81, kaygı boyutunda 0.73 ile 0.89, umutsuzluk boyutunda 0.74 ile 0.94, sıkılma boyutunda 0.72 ile 0.82 arasında değişerek istatistiksel olarak anlamlı olduklarını göstermektedir ($p < .001$). Anket boyutlarının her bir madde için açıkladığı varyans oranları (R²) 0.44 ile 0.79 arasında hesaplanmıştır. Maddeler ile örtük değişkenler arasındaki korelasyonlar anlamlı olarak tespit edilmiştir ($t > 1.96$, $p < .005$). Her bir boyutun açıkladığı ortalama varyans (AVE) değerleri 0.52 ile 0.70 arasında, birleşik güvenirlilik (ω) değerleri, 0.86 ile 0.91 arasında, Cronbach alfa iç tutarlılık katsayıları ise .85 ile .91 arasında değişmektedir.

Tablo 3. Maddelere ait faktör yükleri ve güvenirlilik değerleri

Alt boyut	Madde	β	z	R ²	AVE	ω	α
Gurur	gr1	0,81	15.40***	0,65	0.70	0.91	0.91
	gr2	0,88	17.55***	0,77			
	gr3	0,82	14.87***	0,68			

	gr4	0,84	15.98***	0,71			
Keyif	ky1	0,74	12.55***	0,55	0.64	0.87	0.88
	ky2	0,87	13.63***	0,76			
	ky3	0,78	13.13***	0,60			
	ky4	0,80	13.21***	0,64			
Öfke	öf1	0,81	20.14***	0,65	0.52	0.86	0.85
	öf2	0,71	16.25***	0,51			
	öf3	0,81	20.14***	0,65			
	öf4	0,52	18.50***	0,27			
Kaygı	kg1	0,83	21.65***	0,70	0.66	0.88	0.87
	kg2	0,79	15.36***	0,62			
	kg3	0,73	22.87***	0,54			
	kg4	0,89	22.13***	0,79			
Umutsuzluk	um1	0,84	19.87***	0,70	0.68	0.89	0.88
	um2	0,94	20.88***	0,88			
	um3	0,74	15.05***	0,54			
	um4	0,77	17.12***	0,59			
Sıkılma	sk1	0,84	23.41***	0,71	0.69	0.90	0.90
	sk2	0,87	24.39***	0,76			
	sk3	0,72	16.99***	0,52			
	sk4	0,87	24.26***	0,76			

*** $p < .001$

Ayrıca ankette ölçülen yapıların birbirinden yeterince ayrılıp ayrılmadıklarını değerlendirmek amacıyla Heterotrait-Monotrait Oranı (HTMT) analizi gerçekleştirilmiştir (Tablo 4). Analiz sonuçlarına göre HTMT değerleri 0.90' in altındadır.

Tablo 4. HTMT Analiz Sonuçları

Boyutlar	HTMT korelasyon oranı				
	1	2	3	4	5
1. Gurur					
2. Keyif	0.41				
3. Öfke	0.18	0.09			
4. Kaygı	0.12	0.03	0.37		
5. Umutsuzluk	0.33	0.14	0.54	0.48	
6. Sıkılma	0.26	0.12	0.56	0.58	0.87

Bulgular birlikte değerlendirildiğine AVE değerlerinin 0.50' nin üzerinde olması anketin yakınsak (Hair vd., 2014), HTMT değerlerinin 0.90' in altında kalması anketin ayırt edici geçerliklerini sağladığını göstermektedir (Henseler vd., 2015). Anket yapısını oluşturan boyutların ω (CR) ve Cronbach alfa değerlerinin ise 0.70' in üzerinde olması, anketin yüksek bir iç tutarlılıkla güvenilir olduğuna işaret etmektedir (Hair vd., 2014).

SONUÇ

Bu çalışmada, Fierro-Suero vd. (2020)' nin geliştirdiği "Achievement Emotions Questionnaire for Physical Education (AEQ-PE)" anketinin lise örnekleminde Türk kültürüne uyarlanması süreci ele alınmıştır. Geçerlik ve güvenilirlik analizleri sonucunda elde edilen "Beden Eğitimi için Başarı Duyguları Anketi-Lise (BEBDA-L)" Türkçe versiyonunun, psikometrik özelliklerinin yeterli düzeyde olduğu ve anketin orijinal yapısının Türk lise öğrencileri arasında geçerli olduğunu ortaya koymuştur. Anketin iç tutarlılığı, hesaplanan güvenilirlik katsayıları ile desteklenmiş ve bu değerlerin anketin güvenilir bir ölçme aracı olduğunu kanıtlamıştır. Ayrıca, yakınsak ve iraksak geçerlik analizleri, anketin ölçmek istediği kavramları doğru bir şekilde yansıttığını ve yapısal boyutlarının birbirinden yeterince ayrıştığını göstermiştir. Bu bulgular, anketin Türkçe versiyonunun orijinal anketle tutarlı bir yapı gösterdiğini ve güvenilir bir ölçme aracı olduğunu göstermiştir. Bu durum, ölçeğin temel yapı taşlarının farklı dillerde ve kültürlerde korunabildiğini ve bu bağlamda geçerliliğinin yüksek olduğunu desteklemektedir. Türkçe literatürde orijinal anketin ortaokul öğrencileri örnekleminde Türkçe versiyonuna ilişkin elde edilen bulgular (Ceylan & Karlı, 2024), örneklem grupları farklı olmakla birlikte bu çalışmanın sonuçları ile paralellik göstermektedir. Orijinal anketin (AEQ-PE), Malayca (İbrahim vd., 2021) ve Çince (Tian vd., 2023) uyarlamalarında da benzer yapısal özellikler ve güvenilirlik değerleri elde edilmiştir. Bu bulgular, AEQ-PE' nin ölçtüğü yapının evrensel bir nitelik taşıdığını ve farklı kültürel bağlamlarda da geçerli bir şekilde değerlendirilebileceğini göstermektedir. Literatürde, ölçeklerin farklı kültürlerle uyarlanması sürecinde yapısal özelliklerin korunmasının önemine dikkat çekilmektedir (Beaton vd., 2000; Hambleton & Patsula, 1999). Bu

açından, çalışmamızda elde edilen bulgular, ölçeğin Türkçe versiyonunun yanı sıra diğer kültürlerdeki versiyonlarının da orijinal ölçekle benzer psikometrik özellikler göstermesi, ölçeğin kültürler arası kullanımının uygunluğunu desteklemektedir.

Sonuç olarak BEBDA-L Türkçe versiyonunun, Türkiye’de lise düzeyinde beden eğitimi derslerinin önemini vurgulamak ve öğrencilerin başarı duygularını anlamak için kullanılabilecek geçerli ve güvenilir bir ölçme aracı olduğu değerlendirilmektedir. Beden eğitimi derslerinin öğrencilerin duygusal ve psikolojik gelişimindeki rolünü anlamak, beden eğitimi öğretim yöntemlerinin etkinliğini değerlendirmek ve öğrencilerin motivasyon düzeylerini incelemek amacıyla gelecekte yapılacak Türkçe araştırmalarda, ölçüm aracı olarak bu anketin kaynaklık sağlayacağı düşünülmektedir. Anketin uygulanması ve sonuçlarının değerlendirilmesi, eğitimcilerin ve araştırmacıların, öğrencilerin başarı duygularını daha iyi anlamalarına ve bu doğrultuda etkili stratejiler geliştirmelerine yardımcı olacaktır. Diğer taraftan bu çalışmanın sonuçları, belirli sınırlamalar çerçevesinde değerlendirilmelidir. Birincisi Türkiye popülasyonunda sonuçlar üreten bu çalışmanın bulguları her ne kadar kültürel arası çalışma bulguları ile örtüşse de örneklem grubu ve büyüklüğünün Türkiye ile sınırlı kalması, bulguların genellenebilirliğini kısıtladığı düşünülmektedir. İkincisi çalışmada kullanılan anket, belirli bir zaman diliminde uygulanmış olup, zamanla değişebilecek başarı duyguları hakkında sınırlı bilgi sunmaktadır. Üçüncüsü anketin kendisi öz bildirim temellidir; bu da katılımcıların duygusal durumlarını ve başarı duygularını doğru bir şekilde yansıtmada konusunda yanlışlık gösterebileceği anlamına gelir. Gelecek araştırmalarda, daha geniş ve çeşitli örneklerle çalışmak, farklı kültürel bağlamlarda geçerliliği test etmek ve uzunlamasına tasarımlar kullanmak, bu sınırlılıkların aşılmasına yardımcı olabilir.

KAYNAKLAR

- Beaton, D. E., Bombardier, C., Guillemin, F., & Ferraz, M. B. (2000). Guidelines for the process of cross-cultural adaptation of self-report measures. *Spine*, 25(24), 3186-3191. <https://doi.org/10.1097/00007632-200012150-00014>
- Bieleke, M., Gogol, K., Goetz, T., Daniels, L., & Pekrun, R. (2021). The AEQ-S: A short version of the achievement emotions questionnaire. *Contemporary Educational Psychology*, 65, 101940. <https://doi.org/10.1016/j.cedpsych.2020.101940>
- Brislin, R. W. (1986). The wording and translation of research instruments. In W. J. Lonner & J. W. Berry (Eds.), *Field methods in cross-cultural research* (pp. 137-164). Sage Publications.
- Brislin, R. W. (1970). Back-translation for cross-cultural research. *Journal of Cross-Cultural Psychology*, 1(3), 185-216. <https://doi.org/10.1177/135910457000100301>
- Buchanan, E. A., & Hvizdak, E. E. (2009). Online survey tools: Ethical and methodological concerns of human research ethics committees. *Journal of Empirical Research on Human Research Ethics*, 4(2), 37-48. <https://doi.org/10.1525/jer.2009.4.2.37>
- Camacho-Morles, J., Slemp, G. R., Pekrun, R., Loderer, K., Hou, H., & Oades, L. G. (2021). Activity achievement emotions and academic performance: A meta-analysis. *Educational Psychology Review*, 33(3), 1051-1095. <https://doi.org/10.1007/s10648-020-09585-3>
- Camacho-Morles, J., Slemp, G. R., Oades, L. G., Morrish, L., & Scoular, C. (2019). The role of achievement emotions in the collaborative problem-solving performance of adolescents. *Learning and Individual Differences*, 70, 169-181. <https://doi.org/10.1016/j.lindif.2019.02.005>
- Can, Y., & Güven, M. (2024). Adaptation of the short form of the achievement emotions scale (AEQ-S) into Turkish culture. *Anadolu Journal of Educational Sciences International*, 14(2), 548-575. <https://doi.org/10.18039/ajesi.1420676>
- Can, Y., Sarıkaya, E. E., & Bardakçı, S. (2020). Başarı duyguları anketinin Türk kültürüne uyarlanması. *Kastamonu Eğitim Dergisi*, 28(2), 673-693. <https://doi.org/10.24106/kefdergi.697110>
- Ceylan, M., & Karlı, Ü. (2024). Adaptation of the achievement emotions questionnaire for physical education (AEQ-PE) to the Turkish Language. *Spor Bilimleri Araştırmaları Dergisi*, 9(2), 132-148. <https://doi.org/10.25307/jssr.1416025>
- Cohen, L., Manion, L., & Morrison, K. (2017). Mixed methods research. In *Research Methods in Education* (pp. 31-50). Routledge.
- Feraco, T., Resnati, D., Fregonese, D., Spoto, A., & Meneghetti, C. (2023). An integrated model of school students' academic achievement and life satisfaction. Linking soft skills, extracurricular activities, self-regulated learning, motivation, and emotions. *European Journal of Psychology of Education*, 38(1), 109-130. <https://doi.org/10.1007/s10212-022-00601-4>
- Field, A. (2013). *Discovering statistics using SPSS*. Sage Publications.
- Fierro-Suero, S., Castillo, I., Almagro, B. J., & Saénz-López, P. (2023). The role of motivation and emotions in physical education: understanding academic achievement and the intention to be physically active. *Frontiers in Psychology*, 14, 1-12. <https://doi.org/10.3389/fpsyg.2023.1253043>

- Fierro-Suero, S., Fernández-Ozcorta, E. J., & Sáenz-López, P. (2022). Students' motivational and emotional experiences in physical education across profiles of extracurricular physical activity: The influence in the intention to be active. *International Journal of Environmental Research and Public Health*, *19*(15), 9539. <https://doi.org/10.3390/ijerph19159539>
- Fierro-Suero, S., Almagro, B. J., & Sáenz-López, P. (2020). Validation of the achievement emotions questionnaire for physical education (AEQ-PE). *International Journal of Environmental Research and Public Health*, *17*(12), 1-12. <https://doi.org/10.3390/ijerph17124560>
- Forero, C. G., Maydeu-Olivares, A., & Gallardo-Pujol, D. (2009). Factor analysis with ordinal indicators: A Monte Carlo study comparing DWLS and ULS estimation. *Structural Equation Modeling: A Multidisciplinary Journal*, *16*(4), 625–641. <https://doi.org/10.1080/10705510903203573>
- Fraschini, N., & Tao, Y. (2021). Emotions in online language learning: exploratory findings from an ab initio Korean course. *Journal of Multilingual and Multicultural Development*, *45*(5), 1305-1323. <https://doi.org/10.1080/01434632.2021.1968875>
- Hair, J. F., Sarstedt, M., Hopkins, L., & Kuppelwieser, V. G. (2014). Partial least squares structural equation modeling (PLS-SEM): An emerging tool in business research. *European Business Review*, *26*(2), 106-121. <https://doi.org/10.1108/EBR-10-2013-0128>
- Hambleton, R. K., & Patsula, L. (1999). Increasing the validity of adapted tests: Myths to be avoided and guidelines for improving test adaptation practices. *Journal of Applied Testing Technology*, *1*(1). Retrieved from: <https://jattjournal.net/index.php/atp/article/view/48345/39215>
- Hambleton, R. K., & Patsula, L. (1998). Adapting tests for use in multiple languages and cultures. *Social Indicators Research* *45*, 153-171 (1998). <https://doi.org/10.1023/A:1006941729637>
- Henseler, J., Ringle, C. M., & Sarstedt, M. (2015). A new criterion for assessing discriminant validity in variance-based structural equation modeling. *Journal of the Academy of Marketing Science*, *43*(1), 115-135. <https://doi.org/10.1007/s11747-014-0403-8>
- Hu, L. T., & Bentler, P. M. (1999). Cutoff criteria for fit indexes in covariance structure analysis: Conventional criteria versus new alternatives. *Structural Equation Modeling: A Multidisciplinary Journal*, *6*(1), 1-55. <https://doi.org/10.1080/10705519909540118>
- Ibrahim, M. F., Kuan, G., Hashim, H. A., Hamzah, N. A., & Kueh, Y. C. (2021). *Measuring achievement emotions questionnaire for physical education (AEQ-PE): A confirmatory study in Malay language*. *BMC Public Health*, *21*(1), 1-8. <https://doi.org/10.1186/s12889-021-11869-4>
- ITC. (2017). *The ITC guidelines for translating and adapting tests* (Second edition). Retrieved from: <https://www.intestcom.org/>
- Kline, R. B. (2023). *Principles and practice of structural equation modeling* (5th ed.). Guilford Press.
- Kline, P. (2013). *Handbook of psychological testing*. Routledge. <https://doi.org/10.4324/9781315812274>
- Lee, J.-Y., & Chei, M. J. (2020). Latent profile analysis of Korean undergraduates' academic emotions in e-learning environment. *Educational Technology Research and Development*, *68*(3), 1521–1546. <https://doi.org/10.1007/s11423-019-09715-x>
- Leisterer, S., & Jekauc, D. (2019). Students' emotional experience in physical education-A qualitative study for new theoretical insights. *Sports*, *7*(1), 1-15. <https://doi.org/10.3390/sports7010010>
- Li, C. H. (2016). Confirmatory factor analysis with ordinal data: Comparing robust maximum likelihood and diagonally weighted least squares. *Behavior Research Methods*, *48*(3), 936-949. <https://doi.org/10.3758/s13428-015-0619-7>
- Loderer, K., Pekrun, R., & Lester, J. C. (2020). Beyond cold technology: A systematic review and meta-analysis on emotions in technology-based learning environments. *Learning and Instruction*, *70*, 101162. <https://doi.org/10.1016/j.learninstruc.2018.08.002>
- Luo, Z., & Luo, W. (2022). Discrete achievement emotions as mediators between achievement goals and academic engagement of Singapore students. *Educational Psychology*, *42*(6), 749-766. <https://doi.org/10.1080/01443410.2022.2048795>
- Macías León, K., de las Heras Pérez, M. Á., Romero Fernández, R., González Castanedo, Y., & Sáenz-López, P. (2022). Validation of the achievement emotions questionnaire for experimental science education (AEQ-S). *Behavioral Sciences*, *12*(12), 1-10. <https://doi.org/10.3390/bs12120480>
- Mardia, K. V. (1970). Measures of multivariate skewness and kurtosis with applications. *Biometrika*, *57*(3), 519-530. <https://doi.org/10.1093/biomet/57.3.519>
- Pan, X., Hu, B., Zhou, Z., & Feng, X. (2022). Are students happier the more they learn? – Research on the influence of course progress on academic emotion in online learning. *Interactive Learning Environments*, *31*(10), 6869-6889. <https://doi.org/10.1080/10494820.2022.2052110>
- Pekrun, R. (2024). Control-value theory: From achievement emotion to a general theory of human emotions. *Educational Psychology Review*, *36*(3), 1-36. <https://doi.org/10.1007/s10648-024-09909-7>

- Pekrun, R., Marsh, H. W., Elliot, A. J., Stockinger, K., Perry, R. P., Vogl, E., Goetz, T., van Tilburg, W. A. P., Lüdtke, O., & Vispoel, W. P. (2023). A three-dimensional taxonomy of achievement emotions. *Journal of Personality and Social Psychology, 124*(1), 145-178. <https://doi.org/10.1037/pspp0000448>
- Pekrun, R., Lichtenfeld, S., Marsh, H. W., Murayama, K., & Goetz, T. (2017). Achievement emotions and academic performance: Longitudinal models of reciprocal effects. *Child Development, 88*(5), 1653-1670. <https://doi.org/10.1111/cdev.12704>
- Pekrun, R. (2014). *Emotions and learning* (Educational Practices Series, Vol. 24). Geneva, Switzerland: International Academy of Education (IAE). Retrieved from: <http://www.iaeed.org/>
- Pekrun, R., Goetz, T., Frenzel, A. C., Barchfeld, P., & Perry, R. P. (2011). Measuring emotions in students' learning and performance: The achievement emotions questionnaire (AEQ). *Contemporary Educational Psychology, 36*(1), 36-48. <https://doi.org/10.1016/j.cedpsych.2010.10.002>
- Pekrun, R. (2006). The control-value theory of achievement emotions: Assumptions, corollaries, and implications for educational research and practice. *Educational Psychology Review, 18*(4), 315-341. <https://doi.org/10.1007/s10648-006-9029-9>
- Pekrun, R., Goetz, T., Titz, W., & Perry, R. (2002). Academic emotions in students' selfregulated learning and achievement: A program of qualitative and quantitative research. *Educational Psychologist, 37*(2), 91-105. https://doi.org/10.1207/S15326985EP3702_4
- Pekrun, R. (2000). A social-cognitive, control-value theory of achievement emotions. *Advances in Psychology, 131*, 143-163. [https://doi.org/10.1016/s0166-4115\(00\)80010-2](https://doi.org/10.1016/s0166-4115(00)80010-2)
- Putwain, D. W., Wood, P., & Pekrun, R. (2022). Achievement emotions and academic achievement: Reciprocal relations and the moderating influence of academic buoyancy. *Journal of Educational Psychology, 114*(1), 108-126. <https://doi.org/10.1037/edu0000637>
- Roberts, L. D., & Allen, P. J. (2015). Exploring ethical issues associated with using online surveys in educational research. *Educational Research and Evaluation, 21*(2), 95-108. <https://doi.org/gft2bd>
- Scherer, K. R., & Moors, A. (2019). The emotion process: Event appraisal and component differentiation. *Annual Review of Psychology, 70*(1), 719-745. <https://doi.org/10.1146/annurev-psych-122216-011854>
- SHAPE. (2018). *PE metrics: Assessing student performance using the national standards & grade-level outcomes for K-12 Physical Education*. Human Kinetics.
- Simonton, K. L. (2019). *Conceptualizing emotion within physical education: Exploration of antecedents and outcomes using the control-value theory of achievement emotions* [Doctoral dissertations, Louisiana State University]. https://repository.lsu.edu/gradschool_dissertations/4818
- Simonton, K. L., & Garn, A. (2018). Exploring achievement emotions in physical education: The potential for the control-value theory of achievement emotions. *Quest, 71*(4), 434-446. <https://doi.org/10.1080/00336297.2018.1542321>
- Simonton, K. L., Garn, A. C., & Solmon, M. A. (2017). Class-related emotions in secondary physical education: A control-value theory approach. *Journal of Teaching in Physical Education, 36*(4), 409-418. <https://doi.org/10.1123/jtpe.2016-0131>
- Tabachnick, B. G., & Fidell, L. S. (2013). *Using multivariate statistics* (6th ed.). Pearson Education.
- Tang, D., Fan, W., Zou, Y., George, R. A., Arbona, C., & Olvera, N. E. (2021). Self-efficacy and achievement emotions as mediators between learning climate and learning persistence in college calculus: A sequential mediation analysis. *Learning and Individual Differences, 92*, 102094. <https://doi.org/10.1016/j.lindif.2021.102094>
- Tian, J., Liu, P., Zhang, Q., Song, S., An, S., & Yu, H. (2023). Reliability and validity of the Chinese version of the achievement emotions questionnaire for physical education in university students. *BMC Public Health, 23*(1), 1-11. <https://doi.org/10.1186/s12889-023-16759-5>
- Van de Vijver, F., & Tanzer, N. K. (2004). Bias and equivalence in cross-cultural assessment: An overview. *European Review of Applied Psychology, 54*(2), 119-135. <https://doi.org/10.1016/j.erap.2003.12.004>
- WMA. (2013). World medical association declaration of Helsinki: Ethical principles for medical research involving human subjects. *JAMA, 310*(20), 2191-2194. <https://doi.org/10.1001/jama.2013.281053>
- Wu, C., Jing, B., Gong, X., Mou, Y., & Li, J. (2021). Student's learning strategies and academic emotions: Their influence on learning satisfaction during the COVID-19 pandemic. *Frontiers in Psychology, 12*. <https://doi.org/10.3389/fpsyg.2021.717683>
- Yli-Piipari, S., Barkoukis, V., Jaakkola, T., & Liukkonen, J. (2013). The effect of physical education goal orientations and enjoyment in adolescent physical activity: A parallel process latent growth analysis. *Sport, Exercise, and Performance Psychology, 2*(1), 15-31. <https://doi.org/10.1037/a0029806>

BEDEN EĞİTİMİ ÖĞRETMEN ADAYLARININ UYGULAMA ÖĞRETMENLERİNİN YETERLİKLERİNE İLİŞKİN GÖRÜŞLERİ İLE MESLEKİ YETERLİK ALGILARI ARASINDAKİ İLİŞKİ

Mustafa Enes IŞIKGÖZ

Sakarya Üniversitesi Rektörlük Birimi, Sakarya, Türkiye
mustafaenesisikgoz@sakarya.edu.tr

ÖZET

Bu çalışmada, beden eğitimi öğretmen adaylarının uygulama öğretmenlerinin yeterliklerine ilişkin görüşleri ile mesleki yeterlik algıları arasındaki ilişkinin incelenmesi amaçlanmıştır. Çalışmaya 2023-2024 eğitim öğretim yılı bahar döneminde öğretmenlik uygulaması-II dersi kapsamında ortaokul ve liselerde öğretmenlik uygulamasına katılan 673 beden eğitimi öğretmeni adayı katılmıştır. Araştırmanın verileri; “Kişisel Bilgi Formu”, dört boyut 20 maddeden oluşan “Uygulama Öğretmeni Yeterlilik Ölçeği” ve altı boyut 28 maddeden oluşan “Öğretmen Adayları için Mesleki Yeterlilik Ölçeği” ile toplanmıştır. Çalışma, nicel araştırma paradigması temelinde ilişkisel tarama modelinde desenlenmiştir. Çalışmada betimsel istatistik tekniklerinin yanı sıra, korelasyon ve çoklu doğrusal regresyon analizinden yararlanılmıştır. Korelasyon analizi bulguları, beden eğitimi öğretmen adaylarının uygulama öğretmenlerinin yeterliklerine ilişkin görüşleri ile mesleki yeterlik algıları arasında pozitif yönlü güçlü düzeyde anlamlı ilişkilerin olduğunu göstermiştir. Çoklu doğrusal regresyon analizi ile elde edilen modelin anlamlı olduğu ($F(4, 668) = 109.89, p < .001$), beden eğitimi öğretmen adaylarının uygulama öğretmenlerinin yeterliklerine ilişkin görüşlerinin, mesleki yeterlik algılarındaki değişimin %39.3’ünü (Adj. $R^2 = .393$) açıkladığı görülmüştür. Yordama gücüne göre ise uygulama öğretmenlerinin sınıf yönetimi ($\beta = .37, p < .001, t = 6.22$) ve mesleki rehberlik ($\beta = .38, p < .001, t = 6.92$) boyutlarındaki yeterlikleri beden eğitimi öğretmen adaylarının mesleki yeterlik algılarını pozitif yönde anlamlı olarak yordamaktadır. Uygulama öğretmenlerinin gözlem ($\beta = -.08, p = 0.27, t = -1.10$) ve uygulamaya hazırlık ($\beta = .00, p = 0.96, t = .05$) boyutlarındaki yeterlikleri ise beden eğitimi öğretmen adaylarının mesleki yeterlik algılarını anlamlı olarak yordamamaktadır. Sonuç olarak öğretmenlik uygulaması eğitimine katılan beden eğitimi öğretmen adaylarının, uygulama öğretmenlerinde sınıf yönetimi ve mesleki rehberlik alanında gözlemledikleri yeterlikler, mesleki yeterlik algılarını şekillendirmede önemli rol oynamaktadır.

Anahtar Kelimeler: Beden eğitimi, öğretmen adayı, uygulama öğretmeni, mesleki yeterlik.

THE RELATIONSHIP BETWEEN PHYSICAL EDUCATION TEACHER CANDIDATES' VIEWS ON THE COMPETENCIES OF THEIR MENTOR TEACHERS AND THEIR PERCEPTIONS OF PROFESSIONAL COMPETENCE

ABSTRACT

The objective of this study was to examine the relationship between the views of pre-service physical education teachers regarding the competencies of mentor teachers and their perceptions of professional competence. In the spring semester of the 2023-2024 academic year, 673 prospective physical education teachers participated in teaching practice in secondary and high schools as part of the Teaching Practice II course. The data were collected via the following instruments: the Personal Information Form, the Mentor Effort Scale (20 items, four dimensions), and the Professional Qualification Scale for Pre-service Teachers (28 items, six dimensions). The study was designed in accordance with the relational survey model, which is based on the quantitative research paradigm. In addition to descriptive statistical techniques, the study employed correlation and multiple linear regression analysis. The results of the correlation analysis indicated the presence of robust, positive, and statistically significant relationships between the views of prospective physical education teachers regarding the competencies of their mentor teachers and their perceptions of professional competence. The model obtained by multiple linear regression analysis was found to be significant ($F(4, 668) = 109.89, p < .001$), indicating that pre-service physical education teachers' views on the competencies of their mentor teachers explained 39.3% (Adj. $R^2 = .393$) of the change in their perceptions of professional competence. In terms of predictive power, the competencies of mentor teachers in the dimensions of classroom management ($\beta = .37, p < .001, t = 6.22$) and professional guidance ($\beta = .38, p < .001, t = 6.92$) were found to positively predict pre-service physical education teachers' perceptions of professional competence. The competencies of mentor teachers in the dimensions of observation ($\beta = -.08, p = 0.27, t = -1.10$) and preparation for practice ($\beta = .00, p = 0.96, t = .05$) were not found to significantly predict the perceptions of professional efficacy held by pre-service physical education teachers. Therefore, the competencies observed by pre-service physical education teachers participating in teaching practice in the field of classroom management and professional guidance are of pivotal importance in shaping their perceptions of professional competence.

Keywords: Physical education, pre-service teacher, practicum teacher, professional competence.

GİRİŞ

Eğitim ve öğretim ile bununla ilgili yönetim görevlerini üzerine alan özel bir ihtisas mesleği olan öğretmenliğe hazırlık; genel kültür, özel alan eğitimi ve pedagojik formasyon/öğretmenlik meslek bilgisi dersleri ile öğretmen yetiştiren yükseköğretim kurumları tarafından sağlanır (*Öğretmenlik Meslek Kanunu, 2022*). Türkiye’de 1982 yılına kadar Millî Eğitim Bakanlığı (MEB)’e bağlı okulların bünyesinde olan öğretmen yetiştirme programları, daha sonra üniversitelere devredilmiş, başta 1997, 2006 ve 2009 yılları olmak üzere günümüze kadar geçen süreçte öğretmen yetiştirme lisans programlarında çeşitli düzenlemeler yapılmıştır. Son düzenlemede öğretmenlik lisans programlarındaki dersler, öğretmenlik meslek bilgisi (MB), alan eğitimi (AE) ve genel kültür (GK) dersleri olmak üzere üç grup altında oluşturulmuştur. Programlarda MB dersleri %30-35; GK dersleri %15-20 ve AE dersleri de %45-50 oranında yer almaktadır. Alan bilgisi; öğretmenin öğreteceği konularla ilgili bilgisini ifade ederken, pedagoji bilgisi; öğretmenin eğitim ve öğretime ilişkin genel ilke ve yöntemleri bilmesini içermekte, pedagojik alan bilgisi ise, alan bilgisi ve pedagojik bilgi arasında bir köprü görevi görmektedir (YÖK, 2018). Pedagojik alan bilgisi aynı zamanda bir konunun anlaşılmasını sağlayacak sunum yolları, örnekleri, betimlemeleri ve açıklamaları kapsayan bir bilgi çeşididir (Shulman, 1986).

Hizmet öncesi öğretmen yetiştirme sürecinin önemli sac ayaklarından biri, MB dersleri kapsamında yürütülen öğretmenlik uygulamalarıdır. Çünkü öğretmen adaylarının lisans eğitimleri süresince aldığı kuramsal eğitimlerin yanı sıra bu bilgileri gerçek ortamlarda kullanabileceği uygulama eğitimlerine de ihtiyaç vardır (Köse & Caner, 2022). Bu kapsamda öğretmen yetiştirme programlarında öğretmenlik uygulaması dersi bütün programlarda “Öğretmenlik Uygulaması 1” ve “Öğretmenlik Uygulaması 2” olmak üzere iki dönemde yer almıştır (YÖK, 2018). Öğretmenlik uygulaması: Uygulama öğrencilerine; eğitim gördüğü öğretmenlik alanında, yönetim ve ders dışı etkinliklerle birlikte bizzat sınıf içinde öğretmenlik becerisi kazandırmayı amaçlayan ve belirli bir dersi ya da dersleri planlı bir şekilde öğretmesini sağlayan, uygulama etkinliklerinin tartışılıp değerlendirildiği ders olarak tanımlanmaktadır (MEB, 2021).

Dünyanın her yerinde öğretmen eğitimi programı teorilerin öğrenilmesi ve ardından gerçek öğretmenlik dünyasına adım atmadan önce bunların uygulanması olarak iki bölüme ayrılırken, öğretmenlik uygulaması genellikle hizmet öncesi öğretmen yetiştirme programlarının kritik bileşeni olarak görülmekte ve öğrencilerin uygulamada daha fazla zaman geçirmesi istenmektedir (Grudnoff, 2011; OECD, 2019; Cochran vd., 2020). Öğretmenlik uygulaması sürecinde öğretmen adayları, edindikleri bilgi ve becerilerini uygulama imkânı bularak öğretmen eğitimi programının son yılındaki öğretmen olma yeterliklerini tamamlarlar (Kadir & Aziz, 2021). Uygulama süreci, öğretmen adaylarının öğretmenlik mesleğine ilişkin farkındalıklarını artırmalarına ve mesleki yeterliklerini geliştirmelerine katkıda bulunmakta ve mesleğe doğru ilerlerken bilgiyi uygulama, karar verme, performansları üzerine düşünme olanağı sağlayarak öğretmenliğe geçişlerini kolaylaştırmaktadır (Zeybek & Karataş, 2022). Bu nedenle öğretmenlerin günlük öğretim faaliyetlerine rehberlik ettiği kabul edilen öğretmenlik uygulaması, öğretmenlerin pratik bilgilerinin inşası için önemli bir araçtır (Allas vd., 2020; Shulman, 1986).

Türkiye’de öğretmen yetiştiren yükseköğretim kurumlarında öğrenim gören öğrenciler, MEB’e bağlı resmî eğitim kurumları ile özel öğretim kurumlarında öğretmenlik uygulaması çalışmalarına katılmaktadırlar. Öğretmenlik uygulaması, bir yılda iki dönemden az olmamak üzere güz ve bahar dönemlerinde, her bir dönem haftada altı ders saati olmak üzere toplam 12 hafta ve dönemlik 72 saat olmak üzere düzenlenir. Uygulamaya katılan öğrenciler her bir dönemde, uygulama öğretmenin gözetiminde en az sekiz farklı haftada olmak üzere ilgili dersin haftalık ders çizelgesinde ders saati bir-iki saat arasında olanlarda 10, üç saat ve üzeri olanlarda ise 20 ders saatinden az olmayacak şekilde fiilen ders anlatır (MEB, 2021). Bu süreçte kuramsal ve uygulamalı çalışmalar aracılığıyla uygulama öğrencilerine kazandırılması amaçlanan öğretmen yeterlikleri; dört ana başlık (1: Konu Alanı ve Alan Eğitime İlişkin Yeterlikler; 2: Öğretme Öğrenme Sürecine İlişkin Yeterlikler; 3: Öğrencilerin Öğrenmelerini İzleme, Değerlendirme ve Kayıt Tutma; 4: Diğer Mesleki Yeterlikler) altında yer alan birtakım yeterlik göstergeleri ile belirlenmektedir. Yeterlikler: eksiği var (E); kabul edilebilir (K) ve iyi yetişmiş (İ) şeklinde değerlendirilmekte ve sırasıyla E için bir, K için iki ve İ için üç olmak üzere not verilerek toplam puan hesaplanmaktadır (MEB, 2019).

Öğretmen adaylarının pedagojik bilgilerini uygulamaya koyduğu, eğitim ortamlarında deneyim kazandığı uygulama sürecinin etkili bir şekilde yürütülmesi için dikkate alınması gereken birçok faktör bulunmaktadır. Çeşitli teoriler altında yürütülen araştırmalarda bu faktörler genel olarak; mentor (uygulama öğretmeni) desteği (Ellis vd., 2020; McGraw & Davis, 2017), uygulama okulunun özellikleri (Darling-Hammond, 2017), kişisel ve mesleki gelişim (Ryan & Deci, 2000), geri bildirim ve değerlendirme (Hattie & Timperley, 2007), çeşitli öğretim yöntemleri ve stratejileri (Hattie, 2008), eğitim programının içeriği (Zeichner, 2010) ve sosyal ve kültürel bileşenler (Gay, 2018) başlıkları altında sıralanmaktadır. Bu faktörler genelinde yürütülen araştırmaların ise daha çok mentörlük (danışmanlık) süreci ve uygulama öğretmeni kavramları üzerinde yoğunlaşmıştır (Çakmak & Çelik, 2022). Uygulama öğretmenleri, öğretmen adaylarına rehberlik ederek onların pedagojik becerilerini

geliştirmelerine, sınıf yönetimi yeteneklerini artırmalarına ve genel olarak mesleki kimliklerini oluşturmalarında yardımcı oldukları için öğretmenlik uygulaması sürecinde önemli bir bileşen olarak görülmektedir (Mena & Clarke, 2021). Birçok öğretmen adayı uygulamaya, ders öğretmenin kendisi için iyi bir model olacağı beklentisi ile başlamakta, ancak öğretmen adayının üniversitede öğrendikleri ile uygulamada gördükleri değişiklik gösterebilmektedir (Memduhoğlu & Tan, 2023). Bu noktada uygulama öğretmenlerinin pedagojik yeterlikleri, iletişim becerileri, liderlik özellikleri ve geri bildirim verme gibi birtakım yeterlikleri ön plana çıkmaktadır. Öğretmenlik mesleği yeterliği, bir öğretmenin öğretim görevlerini başarıyla yerine getirme yeteneğine olan inancını belirtirken, uygulama öğretmeni yeterliği, kendisinden beklenen görev, rol ve sorumluluklarının yerine getirilmesidir (Uçar & Aksu, 2021).

Uygulama öğretmenlerinin, öğretmen adaylarıyla olan etkileşimlerinde belirleyici rol oynayan yeterlikleri aynı zamanda öğretmen adaylarının, öğretim sürecine hazırlıklarını ve meslek hayatlarındaki başarılarını etkileyerek mesleki yeterlik algılarını da şekillendirmektedir (Danielewicz, 2001). Bireylerin belirli bir meslek için gerekli bilgi, beceri ve tutumları ne ölçüde edindiklerine dair duygu ve düşüncelerini ifade eden mesleki yeterlik algısı, öğretmen adaylarının kendine güvenini ve mesleki kimliklerini şekillendirebilmektedir (Bandura, 1997; Darling-Hammond, 2020). Literatür incelendiğinde, öğretmenlerin genel ve kişisel öz yeterlik inançlarının geliştiği en önemli dönemin, hizmet öncesi eğitimde aldıkları dersler ve yaptıkları uygulamalar olduğu belirtilmektedir (Gürbüz vd., 2013; Kızılkapan & Kırmızıgül, 2021; Sevimele & Subasi, 2018; Yenen, 2022). Diğer taraftan öğretmenlik uygulaması dersi kapsamında ilgili tarafların birbirlerine karşı birçok noktada görev ve sorumluluklarını tam olarak yerine getiremedikleri (Sathasivam vd., 2024; Yakar vd., 2021), öğretmen adaylarının öğretmenlik uygulaması sırasında; zamanı yönetme (Takaoğlu, 2017), sınıf yönetimi (Komolafe vd., 2020) ve genel öğretim iş yüküyle başa çıkma (Mutlu, 2015) gibi konularda zorluklar yaşadığına ilişkin araştırma bulguları mevcuttur.

Kültürel arası bu araştırmalar, branş ayrımı gözetmeksizin genel olarak öğretmen adayları popülasyonuna ilişkin sonuçlar üretmiştir. Köse ve Caner (2022) ise 2015-2020 yılları arasında öğretmenlik uygulaması dersi üzerine Türkiye’de yapılan çalışmalarını içerik analizi ile inceledikleri araştırmalarında, öğretmenlik uygulaması dersinde; değişen eğitim programının uygulanması, uygulama öğretim elemanı, kılavuz ve dersin uygulandığı zamanın yanı sıra uygulama okulu, öğretmen adayı ve uygulama öğretmenlerine ilişkin sorunlar ve çözüm önerilerinin sunulduğu görülmüştür. Son beş yılın alan yazınında, bu araştırmanın da örneklem grubunu oluşturan beden eğitimi öğretmen adaylarının, web günlüğü (blog) kullanarak aktardıkları öğretmenlik uygulaması ve okul deneyimi yansımalarının (Karakoç & Semiz, 2023), uzaktan eğitim (çevrim içi) ile yürütülen öğretmenlik uygulaması dersine ilişkin görüşlerinin (Aygüneş vd., 2022; Eti & Karaduman, 2020; Kaya & Kösterelioğlu, 2023; Yancı & Can, 2024) incelendiği çalışmalar bulunmaktadır. Bu çalışmaların Covid-19 dönemine yoğunlaştığı görülmektedir. Ancak Türkiye’de beden eğitimi öğretmen adaylarının öğretmenlik uygulaması sürecinde, uygulama öğretmenlerinin yeterliklerine ilişkin görüşleri ile mesleki yeterlik algıları arasındaki ilişkiyi doğrudan ele alan güncel bir araştırmaya rastlanılmamıştır. Gerek Zaman içerisinde bireysel tutum ve davranışlarda meydana gelebilecek değişimler ve gerekse öğretmenlik eğitiminin dinamik süreci ve önemi göz önünde bulundurulduğunda, alan yazında yeni araştırmaların yapılması bir ihtiyaç olarak karşımıza çıkmaktadır. Bu çalışmanın da güncel araştırma bulguları ile alan yazındaki ihtiyacı karşılaması ve birer aktör olarak öğretmen yetiştirme paydaşlarına fikir sunması açısından önemli görülmektedir. Bu çalışmanın amacı; beden eğitimi öğretmen adaylarının uygulama öğretmenlerinin yeterliklerine ilişkin görüşleri ile mesleki yeterlik algıları arasında nasıl bir ilişki olduğunu ortaya koymaktır.

YÖNTEM

Araştırma deseni

Öğretmenlik uygulaması sürecinde beden eğitimi öğretmen adaylarının, uygulama öğretmenlerinin yeterliklerine ilişkin görüşleri ile mesleki yeterlik algıları arasındaki ilişkinin kesitsel olarak incelendiği bu çalışma, nicel araştırma yaklaşımı temelinde ilişkisel tarama modelinde desenlenmiştir. İlişkisel tarama modeli; iki ve daha çok değişken arasında ilişki olup olmadığını ve/veya ilişkinin derecesini belirlemeyi amaçlarken, kesitsel tarama araştırmaları hedef kitleden tek ölçümle bir anda veri toplamayı amaçlamaktadır (Fraenkel vd., 2011).

Çalışma grubu

Araştırmanın çalışma grubunu, basit rastgele örnekleme yöntemi ile 2023-2024 eğitim öğretim yılı bahar döneminde Beden Eğitimi ve Spor Yüksekokulları ile Spor Bilimleri Fakültelerinin; Beden Eğitimi ve Spor Öğretmenliği programı ile pedagojik formasyon dersleri alan Antrenörlük Eğitimi ve Spor Yöneticiliği programlarında öğretmenlik uygulamasına katılan 673 beden eğitimi öğretmeni adayı katılmıştır. Örneklem büyüklüğünün mevcut çalışma için yeterli güce sahip olup olmadığı G*Power (3.1.9.7) programı ile hesaplanmıştır (Faul vd., 2009). $f^2=0.15$ etki büyüklüğü, %95 güven düzeyi ve %5 güven aralığında hesaplanan örneklem büyüklüğü 129 olup, mevcut çalışmanın örneklem büyüklüğü (N= 673) araştırma sonuçlarının güvenilirliğini teyit

etmek için yeterli güce sahiptir. Çalışma grubunun demografik özellikleri Tablo 1’de sunulmuştur. Buna göre öğretmenlik uygulamasına katılan beden öğretmeni adaylarının 368’i (%54.7) erkek, 305’i (%45.3) kadındır. Katılımcıların 290’ı (%43.1) beden ve spor öğretmenliği, 195’i (%29.0) antrenörlük eğitimi, 188’i (27.9) spor yöneticiliği programında öğrenim görmektedir. Beden eğitimi öğretmeni adaylarının 296’sı (%44.0) ortaokullarda, 377’si (%56.0) liselerde öğretmenlik uygulamasını gerçekleştirmiştir. Uygulamaya rehberlik eden öğretmenlerin 384’i (%57.1) erkek, 289’u (%42.9) kadındır.

Tablo 1. Çalışma grubunun demografik özellikleri

Özellik	Grup	f	%
Cinsiyet	Erkek	384	57.1
	Kadın	289	42.9
Bölüm	Antrenörlük Eğitimi	195	29.0
	Beden Eğitimi ve Spor Öğretmenliği	290	43.1
	Spor Yöneticiliği	188	27.9
Uygulama okulu	Ortaokul	296	44.0
	Lise	377	56.0
Uygulama öğretmeni cinsiyeti	Erkek	384	57.1
	Kadın	289	42.9
Toplam		673	100.0

Veri toplama araçları

Uygulama Öğretmeni Yeterlilik Ölçeği

Uygulama öğretmeni yeterlilik ölçeği, uygulama öğretmenlerinin öğretmenlik uygulamaları sürecine ilişkin yeterliklerini ölçmek için Uçar ve Aksu (2021) tarafından geliştirilmiştir. Ölçeğin yapısal geçerliliğini açılımlı ve doğrulayıcı faktör analizi (DFA) ile inceleyen araştırmacılar, açılımlı faktör analizi (AFA) sonucunda; toplam varyansın %69.01’ ini açıklayan ve faktör yük değerleri .580 ile .839 arasında değişen her biri beş maddelik dört faktörden oluşan 20 maddelik bir ölçek elde etmişlerdir. Adından ölçeğin yapı geçerliliğine kanıt sağlamak amacıyla gerçekleştirdikleri doğrulayıcı faktör analizi (DFA) sonucunda; ölçeğin model uyum indekslerinin ($\chi^2/sd= 1.94$, NFI= .98, GFI= .92, NNFI= .99, CFI= .99, RMSEA= .051), ölçek yapısı ile mükemmel düzeyde uyum sağladığını belirlerken, faktörlerin Cronbach Alpha iç tutarlık katsayılarını .81 ile .93 arasında, ölçeğin tamamı için .94 olarak hesaplamışlardır. Ölçek maddeleri; yetersiz (1) ile çok yeterli (5) arasında beş’li Likert tipinde derecelendirilmiştir. Ölçekte sınıf yönetimi boyutu için: Sınıf yönetimi yaklaşımlarından etkili olarak yararlanabilme; gözlem boyutu için: Gözlem yapabilme konusunda uzman olma; Mesleki rehberlik boyutu için: Öğretmen adayının fakültede öğrendiklerini, sınıfta uygulamasına olanak sağlama ve uygulamaya hazırlık boyutu için: Uygulama öğretmenin, görev ve rolleri hakkında bilgili olma gibi maddeler örnek verilebilir.

Öğretmen Adayları için Mesleki Yeterlilik Ölçeği

Öğretmen adayları için mesleki yeterlilik ölçeği, öğretmen adaylarının mesleki yeterliklerine ilişkin algılarını değerlendirmek için Sarpkaya ve Altun (2021) tarafından geliştirilmiştir. Araştırmacılar AFA sonucunda; toplam varyansın %67.9’ unu açıklayan; kişisel ve mesleki değerler (5 madde); mesleki gelişim (4 madde); öğretimi ve gelişimi izleme ve değerlendirme (7 madde); okul ortamı (3 madde); okul-aile ilişkileri (4 madde); program ve içerik bilgisi (5 madde) olmak üzere altı faktörden ve toplam 28 maddeden oluşan bir ölçek yapısı elde etmişlerdir. Ardından ölçeğin altı faktörlü yapısına ilişkin gerçekleştirdikleri DFA sonucunda ölçeğin model uyum indekslerinin ($\chi^2/sd= 1.72$, NFI= .86, GFI= .87, CFI= .94, RMSEA= .054, SRMR= .06) ölçek yapısı ile kabul edilebilir bir uyuma sahip olduğunu belirlemişlerdir. Ölçeğin güvenilirliği belirlemek için hesapladıkları Cronbach alfa iç tutarlık katsayıları, her faktör için sırasıyla .81, .74, .87, .80, .86, .86, ölçeğin toplamı için ise .94 olarak gerçekleşmiştir. Ölçekteki her bir madde yeterlilik düzeyi olarak düşük dereceden (1)- yükseğe doğru (5) olmak üzere beşli Likert ölçeği ile betimlenmiştir. Ölçekte kişisel ve mesleki değerler boyutu için: öğrencilerimin her birinin önemli olduğunu onlara fark ettirme; mesleki gelişim boyutu için: kişisel gelişimimdeki eksiklikleri (eleştirel düşünme, problem çözme, iletişim, estetik anlayış gibi) saptama; öğretimi ve gelişimi izleme ve değerlendirme boyutu için: öğrencilerimin kazanımlarını değerlendirmeye uygun ölçme araçları hazırlama; okul ortamı boyutu için: okulunun bulunduğu çevrenin sosyo-kültürel özelliklerini analiz etme; okul-aile ilişkileri boyutu için: öğrencilerimin ailelerini tanımaya yönelik etkinlikler düzenleme; program ve içerik bilgisi boyutu için: branşımın/ alanımın öğretim programında yapılan değişiklikleri izleme gibi maddeler örnek verilebilir.

Verilerin toplanması

Araştırma için öncelikle Mardin Artuklu Üniversitesi Bilimsel Araştırma ve Yayın Etiği Kurulundan (05/06/2024 tarih; E-79906804-020-145782) gerekli etik izin alınmıştır. Araştırma, Helsinki Deklarasyonu'na ve sosyal bilimler

alanındaki etik ilkeler ve uygulamaları standartlarına uygun olarak yürütülmüştür (WMA, 2013; APA, 2002). Araştırmada veriler çevrimiçi ortamda Google Form uygulaması aracılığıyla toplanmıştır. Google Form, veri toplama sürecinde zaman ve kaynak tasarrufu sağlarken, katılımcıların yanıtlarını kolaylıkla iletmelerini de sağlamaktadır (Couper, 2000). Google Forms üç bölümden oluşturulmuştur. Bölümlere geçmeden önce araştırmanın amacı hakkında bilgi verilmiş ve toplanan verilerin yalnızca bilimsel amaçlarla kullanılacağı vurgulanarak araştırmanın herhangi bir aşamasında çalışmadan ayrılabilirlikleri açıkça belirtilmiştir. Ardından araştırmaya katılanların gönüllü onamları için bir onay kutusu (tik işareti) eklenmiştir. Katılımcılar, bu onayı işaretledikten sonra bölümlere geçiş yapabilmıştır. Birinci bölümde, katılımcıların demografik özelliklerine ilişkin dört soru; ikinci bölümde, katılımcıların öğretmenlik uygulamaları sürecinde, uygulama öğretmenlerinin yeterliklerine ilişkin görüşlerini, üçüncü bölümde ise mesleki yeterlik algılarını belirleyen ölçek maddelerine yer verilmiştir. Google Form'a yalnızca tek seferlik erişim sağlanmış, bu da veri toplama sürecinin güvenliğini ve katılımcıların verilerinin gizliliğini artırmıştır. Google Form linki, sosyal medya platformları ve katılımcıların e-posta adreslerine gönderilmiştir. Veriler 15 Haziran-30 Haziran 2024 tarihleri arasında toplanmıştır.

Verilerin analizi

Verilerin analizinde SPSS (version 27.0) ve JASP (versiyon 0.19) programları kullanılmıştır. Analizlerde betimsel istatistik teknikleri yanı sıra, DFA, korelasyon ve çoklu doğrusal regresyon analizlerinden yararlanılmıştır. Betimsel istatistikler kapsamında, örneklem grubundan toplanan verilerin ortalama ve standart sapmaları ile tek yönlü normallik dağılımları çarpıklık (Skness) ve basıklık (Kurtosis) incelenmiştir. DFA ile ölçeklerin yapısal geçerlikleri ve güvenilirlikleri test edilmiştir. Korelasyon ve çoklu doğrusal regresyon analizi ile değişkenler arasındaki ilişkiler incelenmiştir. DFA ve regersyon analizleri öncesinde gerekli varsayımlar kontrol edilmiştir. Analizlerden elde edilen bulgular %95 güven aralığı ve $p < 0.05$ anlamlılık düzeyinde yorumlanmıştır.

BULGULAR

Örneklem grubundan ölçeklerle elde edilen verilerin betimsel istatistik sonuçları Tablo 2'de gösterilmektedir. Aritmetik ortalama değerlendirme aralığına göre, katılımcıların genel olarak uygulama okulu öğretmenlerini yeterli gördükleri görülmektedir. Alt boyutların ortalamalarına göre ise katılımcılar, uygulama okulu öğretmenlerini en çok mesleki rehberlik ($M= 18.94$, $SS= 3.44$), en az gözlem ($M= 17.95$, $SS= 3.31$) boyutunda yeterli görmüşlerdir. Tüm alt boyutlarda verilerin tek değişkenli normallik dağılımı incelendiğinde, çarpıklık değerlerinin 0.07 ile -1.13 arasında, basıklık değerlerinin ise 0.04 ile 1.78 arasında değiştiği görülmektedir. Çarpıklık ve basıklık değerlerinin ± 2 aralığında olması, tek değişkenli normallik dağılımının sağlandığını göstermektedir (George & Mallery, 2011).

Tablo 2. Ölçeklerden elde edilen verilerin betimsel istatistik sonuçları

Veriler	Ort.	SS	Çarpıklık	Basıklık
Uygulama öğretmeni yeterlikleri				
<i>Sınıf yönetimi</i>	18,50	3.68	-0.95	0.54
<i>Gözlem</i>	17,95	3.31	-1.05	0.81
<i>Mesleki rehberlik</i>	18,94	3.44	-0.95	0.79
<i>Uygulamaya Hazırlık</i>	18,01	3.37	-0.97	0.18
Öğretmen adaylarının mesleki yeterlik algısı				
<i>Kişisel ve mesleki değerler</i>	18,21	3.05	-0.77	0.81
<i>Mesleki gelişim</i>	17,54	4.44	-0.84	0.04
<i>Öğretimi ve gelişimi izleme ve değerlendirme</i>	22,06	4.49	-1.13	1.78
<i>Okul ortamı</i>	14,08	2.27	0.07	0.99
<i>Okul-aile ilişkileri</i>	11,20	2.21	-0.75	0.38
<i>Program ve İçerik Bilgisi</i>	15,59	2.91	-0.82	0.56

Verilerin dağılımı incelendikten sonra DFA ile ölçeklerin yapısal geçerlilikleri analiz edilmiştir. Analiz öncesi DFA için gerekli varsayımlar kontrol edilmiştir. Her iki ölçek için bu varsayımlardan; örneklem yeterliliği ve tek yönlü normallik dağılımının sağlandığı, verilerde eksik ve/veya herhangi bir uç değer yer almadığı, ancak Mardia test katsayısı ile incelenen çok değişkenli normallik varsayımının karşılanmadığı görülmüştür. ($p < 0.01$). Gerek çok değişkenli normallik varsayımının karşılanamaması ve gerekse her iki ölçekteki verilerin Likert tipli ölçümle elde edilmesi nedeniyle DFA modelinde, Diagonal Ağırlıklandırılmış En Küçük Kareler (DWLS) tahmin metodu tercih edilmiştir (Brown, 2015). DFA sonucunda elde edilen uyum indekslerinin gerek uygulama öğretmeni yeterlilik ölçeği için ($\chi^2/sd= 2.83$, $CFI= .98$, $TLI=.99$, $NNFI= .98$, $RMSEA= 0.05$ 90%CI [0.05, 0.06] $SRMR= 0.06$) ve gerekse öğretmen adayları için mesleki yeterlik ölçeği için ($\chi^2/sd= 1.79$, $CFI= .99$, $TLI=.99$, $NNFI= .98$, $RMSEA= 0.03$ 90%CI [0.03, 0.04] $SRMR= 0.06$) çok iyi düzeyde olduğu görülmüştür (Hu & Bentler, 1999). Ayrıca ölçeklerin yakınsak geçerliliğine ilişkin açıklanan ortalama varyans (AVE) değerlerinin uygulama öğretmeni yeterlilik ölçeği için 0.53 ile 0.75, öğretmen adayları için mesleki yeterlik ölçeği için 0.61 ile 0.76 arasında

değiştirdiği ve her iki ölçeğin iraksak geçerliğine ilişkin Heterotrait-Monotrait Oran (HTMT) değerlerinin 0.90'dan küçük olduğu tespit edilmiştir. Bu sonuçlar ölçeklerin yapısal geçerliklerini desteklemektedir (Hair vd., 2010; Hancock & Mueller, 2001). Ölçeklerin güvenilirliğine yönelik Cronbach alfa iç tutarlık katsayıları; uygulama öğretmeni yeterlilik ölçeği için .84 ile .96 arasında, öğretmen adayları için mesleki yeterlik ölçeği için ise .86 ile .97 arasında hesaplanarak ölçeklerin oldukça güvenilir olduklarını göstermiştir (Nunnally & Bernstein, 1994).

Ölçeklerin yapısal geçerlik ve güvenilirlikleri sağlandıktan sonra beden eğitimi öğretmen adaylarının, alt boyutlarda uygulama öğretmenlerinin yeterliklerine ilişkin görüşleri ile toplam mesleki yeterlik algıları arasında ilişki, Sperman's rho korelasyon analizi ile incelenmiştir. Tablo 3'teki analiz sonuçlarına göre; beden öğretmen adaylarının mesleki yeterlik algıları ile uygulama öğretmenlerinin; sınıf yönetimi ($r = 0.63, p < 0.01$) alt boyutunda gözlemedikleri yeterlikleri arasında pozitif yönde yüksek düzeyde, gözlem ($r = 0.48, p < 0.01$), mesleki rehberlik ($r = 0.56, p < 0.01$) ve uygulamaya hazırlık ($r = 0.54, p < 0.01$) alt boyutlarında gözlemedikleri yeterlikleri arasında pozitif yönde orta düzeyde anlamlı ilişkilerin olduğu görülmektedir.

Tablo 3. Korelasyon analizi sonuçları

	Sınıf yönetimi	Gözlem	Mesleki rehberlik	Uygulamaya hazırlık
Mesleki yeterlik algısı	0.63**	0.48**	0.56**	0.54**

**p<0.01

Korelasyon analizi sonuçları, değişkenler arasında anlamlı ilişkilerin bulunduğunu göstermektedir. Bu bulguların ardından çoklu doğrusal regresyon analizine geçilmiştir. Analizde, bağımsız değişkenler arasında çoklu doğrusallık (multicollinearity) probleminin oluşmadığı (VIF<10; Tolerance >0.2), incelenen standartlaştırılmış kalıntılara ait grafiğe göre eşdeğişkenlik (homoscedasticity) varsayımının ihlal edilmediği görülmüştür (Field., 2013). Enter metodu ile yürütülen çoklu doğrusal regresyon analizi sonuçları Tablo 4'te sunulmuştur. Analizde, beden öğretmen adaylarının uygulama öğretmenlerinde sınıf yönetimi, gözlem, mesleki rehberlik ve uygulamaya hazırlık boyutlarında gözlemedikleri yeterlikler yordayan, mesleki yeterlik algıları ise yordanan değişken olarak yer almıştır. Analiz sonucunda elde regresyon modelinin anlamlı olduğu ($F(4, 668) = 109.89, p < 0.01$) ve beden eğitimi öğretmen adaylarının uygulama öğretmenlerinde gözlemedikleri yeterliklerin, mesleki yeterlik algılarındaki değişimin %39.3'ünü (Adj. $R^2 = .393$) açıkladığı tespit edilmiştir. Standardize edilmiş yordama gücü katsayılarına göre; ise uygulama öğretmenlerinin sınıf yönetimi ($\beta = .37, p < .001, t = 6.22$) ve mesleki rehberlik ($\beta = .38, p < .001, t = 6.92$) boyutlarında gözlemlenen yeterlikleri, beden eğitimi öğretmen adaylarının mesleki yeterlik algılarını pozitif yönde anlamlı olarak yordarken, gözlem ($\beta = -.08, p > 0.05, t = -1.10$) ve uygulamaya hazırlık ($\beta = .03, p > 0.05, t = .05$) boyutlarında gözlemlenen yeterlikleri anlamlı olarak yordamamaktadır.

Tablo 4. Çoklu doğrusal regresyon analizi sonuçları

	B	SH	β	t	p
Sabit	40.46	2.14		18.88	0.00
Sınıf yönetimi	1.21	0.19	0.37	6.22	0.00
Gözlem	-0.27	0.24	-0.08	-1.10	0.27
Mesleki rehberlik	1.32	0.19	0.38	6.92	0.00
Uygulamaya hazırlık	0.01	0.18	0.00	0.05	0.96

$F(4, 668) = 109.89, p < 0.01, R = .63, \text{Adj. } R^2 = .393$

SONUÇ

Bu araştırmanın bulguları beden eğitimi öğretmen adaylarının, öğretmenlik uygulaması sürecinde uygulama öğretmenlerinde gözlemedikleri yeterlikleri ile mesleki yeterlik algıları arasında bir ilişki olduğuna işaret etmektedir. Öğretmen yetiştirme sürecinin en kritik aşamalarından biri olan öğretmenlik uygulaması, öğretmen adaylarının teorik bilgilerini pratiğe dökme fırsatı buldukları önemli bir deneyimdir. Beden eğitimi öğretmen adayları yürütülen çalışmalar sınırlı kalsa da genel olarak öğretmenlik uygulamasına katılan öğretmen adayları ile yürütülen araştırmalarda, uygulama öğretmenlerinin danışmanlık rolüne vurgu yapılmaktadır. Bircan (2024) çalışmasında, öğretmen adaylarının %95'inin uygulama öğretmenlerinin rol model olduğunun bilincinde olmaları ve planlı ders anlatımını teşvik etmelerini beklediklerini belirlemiştir. Ünal ve Akdeniz (2024) nitel araştırmalarında, öğretmen adaylarının mesleğe yönelik tutumlarının etkilenme durumlarına ilişkin görüşlerini "olumlu etki" kategorisi altında, mesleğe yönelik tutumlarını etkileyen durumlara yönelik görüşlerini ise dört kategori altında toplamışlardır. Bu kategorilerden birinin, uygulama öğretmeniyle iletişim konusunda uygulama öğretmenleriyle ilgili durumlardır. Bir başka araştırmanın bulgularına göre (Çetin, 2018), öğretmen adaylarının uygulama öğretmenlerini, öğretmenlik uygulaması dersinin içeriği hakkında bilgili, mesleki iletişim becerisi yüksek, rehberlik rolünü üstlenmek için hazır ve istekli bulmakta, fakat okul içi gözlem ve öğretim süreci gerçekleştirme aşamalarında, öğretmen adaylarının rehberlik beklentilerinin ve ihtiyaçlarının, uygulama öğretmeni tarafından daha detaylı irdelenmesi gerektiği belirlenmiştir. Can ve Can (2024), beden eğitimi ve spor öğretmen

adaylarının öğretmenlik mesleğine karşı yaklaşımlarını inceledikleri çalışmalarında ise öğretmen adaylarının kişisel ilgileri temelinde ve eğitim hayatlarında karşılaştıkları öğretmenlerinin etkisi ile mesleki tercihlerini yaptıkları görülmüştür.

Öğretmen adaylarının, uygulama öğretmenleri ile yapılan iş birliği ve sağlanan geri bildirim yeterliklerini yüksek algıladıklarında, kendi mesleki yeterlik algılarının arttığını, öğretmenlik uygulamasıyla birlikte öğretmen adaylarının özellikle sınıf yönetimi inançlarının değişme eğiliminde olduğunu raporlayan çalışma bulguları da mevcuttur (İyson & Sezer, 2019; Horvath vd., 2018; Kösterelioğlu & Kösterelioğlu, 2008; Yılmaz & Çavaş, 2008). Alanda yürütülen bazı araştırmalarda ise, uygulama öğretmenlerinin ve öğretmen adaylarının etkili bir mentörlük süreci için sahip olmaları gereken özellikler ve gerçekleştirmeleri gereken roller açısından yeterli olmadığına ilişkin bulgular da mevcuttur (Canlı, 2023; Sarıkaya, 2019). Örneğin Kasap vd. (2022) çalışmalarında, aday öğretmenlerin neredeyse tamamının uygulama öğretmenlerinin kendilerine model olamayacak kadar yetersiz olduğunu ve aday öğretmenleri derse almaya istekli olmadıklarını çünkü ders için gerekli yöntem ve becerilerle sahip olmadıklarını ifade ettiklerini belirlemişlerdir. Shulman (1986), sınıf yönetimi ve etkili iletişim yeterliklerine sahip olmayan öğretmenlerin, uygulama sürecinde rol model olamayacağını öne sürmektedir. Bu nedenle bir mentör olarak uygulama öğretmenlerinin uygulama sürecinde gerekli pedagojik ve alan bilgisi yeterliklerine sahip olması gerekmektedir (Inzer & Crawford, 2005; Walshaw, 2004). Bu noktada Sarıkaya (2019), danışman/uygulama öğretmenlerinin tercihen deneyimli ve mesleğinde başarılı bulunan gönüllü öğretmenler arasından seçilmesi gerektiğini vurgulamaktadır. Çünkü uygulama öğretmenlerinin deneyim ve bilgi düzeyleri, öğretmen adaylarının kendilerine olan güvenlerini artırmakta ve mesleki yeterlik algılarını olumlu yönde etkilemektedir (Alptekin & Kingir, 2021; Uçar, 2017).

Sonuç olarak bu çalışmada, öğretmen adaylarının mesleki algıları ile uygulama öğretmenlerinin yeterlikleri arasında güçlü bir ilişki olduğu ve literatürdeki araştırma bulgularıyla uyum gösterdiği görülmüştür. Öğretmen adaylarının mesleki algıları, onların eğitim süreçlerine ve gelecekteki mesleklerine yönelik tutumlarını, öz-yeterlik inançlarını, motivasyonlarını ve beklentilerini şekillendirmesi nedeniyle, uygulama öğretmenlerinin; alan bilgisi ve pedagojik yeterlikler, sınıf yönetimi, iletişim ve rehberlik becerileri gibi mesleki gelişim süreçlerine ilişkin yeterliklerini artırmaları beklenmektedir (Bandura, 1997; Burke vd., 2009; Eti & Karaduman, 2020; Shields vd., 2021; Tschannen-Moran & Woolfolk Hoy, 2001). Öğretmen adaylarının mesleki algılarını güçlendirmek ve bu alandaki gelişimlerini desteklemek için şu öneriler dikkate alınabilir: (i) Öğretmen adaylarını deneyimli öğretmenlerle eşleştirecek mentörlük programları sunulabilir. (ii) Uygulama sürecinde etkileşimli eğitim yöntemlerine yer verilerek düzenli ve yapıcı geri bildirimler sağlanabilir. (iii) İmkânlar dahilinde öğretmen adaylarına yönelik sürekli mesleki gelişim atölyeleri ve seminerler düzenlenerek, adayların pedagojik yeterliklerini artırmaları ve mesleki algılarını geliştirmelerine katkı sağlanabilir. (iv) Öğretmen adaylarının, meslektaşları ve eğitimcileriyle etkileşimde bulunabilecekleri topluluklar oluşturulmaları teşvik edilebilir. (v) Öğretmen adaylarının, öğretim uygulamaları ve deneyimleri hakkında yansıtıcı günlükler tutmaları teşvik edilerek adayların kendi yeterlik algılarını değerlendirmelerine ve mesleki gelişimlerini izlemelerine yardımcı olunabilir.

Her çalışmada olduğu gibi bu çalışmanın da bazı sınırlılıkları bulunmaktadır. Öncelikle bu çalışma Türkiye bağlamında sonuçlar üretmiştir. Bu durum, bulguların uluslararası genelleştirilebilirliğini kısıtlamıştır. İkincisi, araştırma yalnızca beden eğitimi öğretmenleri adayları ile gerçekleştirilmiştir. Bu nedenle, farklı branşlardaki adayların mesleki algıları ile uygulama öğretmenlerinin yeterlikleri arasında ilişki, nicel ve/veya nitel yaklaşımlarla sistematik olarak yeni araştırmalarla incelenebilir. Üçüncüsü bu araştırma kesitsel sonuçlar üretmiştir. Boylamsal çalışmalarla araştırma konusu daha derinlemesine incelenebilir. Dördüncüsü veri toplama sürecinde kullanılan ölçeklerin geçerliliği ve güvenilirliği, katılımcıların öz bildirimlerine dayandığı için yanlılık riski taşıyabilir. Bu noktada katılımcıların, sosyal istenebilirlik etkisi nedeniyle gerçek algılarını yansıtmada konusunda tereddüt yaşayabilecekleri göz önünde bulundurulmalıdır. Bu sınırlamalar, elde edilen bulguların yorumlanmasında dikkate alınmalı ve gelecekteki araştırmalarda daha geniş ve çeşitli örneklerle çalışılması önerilmektedir.

KAYNAKÇA

- Allas, R., Leijen, Ä., & Toom, A. (2020). Guided reflection to facilitate student teachers' perception of their teaching to support the construction of practical knowledge. *Teachers and Teaching*, 26(2), 166-192. <https://doi.org/10.1080/13540602.2020.1758053>
- Alptekin, M. Y., & Kingir, S. (2021). Sınıf öğretmeni adaylarının mesleki kimlik algılarının incelenmesi. *Uludağ Üniversitesi Eğitim Fakültesi Dergisi*, 34(2), 778-812. <https://doi.org/10.19171/uefad.873791>
- APA (2002). Ethical principles of psychologists and code of conduct. *American Psychologist*, 57(12), 1060-1073. <https://doi.org/10.1037/0003-066X.57.12.1060>
- Aygüneş, A., Mirzeoğlu, D., & Güneş, B. (2022). Uzaktan eğitim ile yürütülen öğretmenlik uygulaması dersine ilişkin paydaş görüşleri. *Neşehir Hacı Bektaş Veli Üniversitesi SBE Dergisi*, 12(1), 271-292. <https://doi.org/10.30783/nevsosbilen.1064915>
- Bandura, A. (1997). *Self-efficacy: The exercise of control*. New York: W.H. Freeman.

- Burke, N. J., Bird, J. A., Clark, M. A., Rakowski, W., Guerra, C., Barker, J. C., & Pasick, R. J. (2009). Social and cultural meanings of self-efficacy. *Health Education & Behavior, 36*(5_suppl), 111S-128S. <https://doi.org/10.1177/1090198109338916>
- Bircan, T. Ş. (2024). Sosyal bilgiler ve tarih öğretmen adaylarının “öğretmenlik uygulaması dersi” ne ilişkin tutumları ve değerlendirmeleri. *Premium e-Journal of Social Sciences, 8*(43), 794-803. <https://doi.org/10.5281/zenodo.12603827>
- Brown, T. A. (2015). *Confirmatory factor analysis for applied research* (2nd ed.). The Guilford Press.
- Can, H. C., & Can, T. (2024). Beden eğitimi ve spor öğretmen adayları mesleklerine uzak mı?: Bir karma yöntem araştırması. *The Online Journal of Recreation and Sports, 13*(3), 250-261. <https://doi.org/10.22282/tojras.1400211>
- Canlı, S. (2023). Etkili mentörlükte mentör ve menti: Mentörlüğe bakış açısı, roller, mesleki ve kişisel özellikler. *Milli Eğitim Dergisi, 52*(238), 1187-1218. <https://doi.org/10.37669/milliegitim.1067292>
- Cochran, M. S., Alexandersson, M., Ellis, V., Grudnoff, L., Hammerness, K., Oancea, A., & Toom, A. (2020). Transforming Norwegian teacher education: The final report of the international advisory panel for primary and lower secondary teacher education (NOKUTS utredninger og analyse, Report 3/2020). Retrieved from <https://www.nokut.no/globalassets/nokut/rapporter/ua/2020/transforming-norwegian-teacher-education-2020.pdf>
- Couper, M. P. (2000). Web surveys: A review of issues and approaches. *The Public Opinion Quarterly, 64*(4), 464-494. <https://doi.org/10.1086/318641>
- Çakmak, M., & Çelik, Ö. C. (2022). Öğretmenlik uygulaması bağlamında “uygulama öğretmeni” ve “danışmanlık süreci” temalı araştırmalar üzerinde bir içerik analizi. *Ufuk Üniversitesi Sosyal Bilimler Enstitüsü Dergisi, 11*(21), 7-25.
- Çetin, A. (2018). *Öğretmenlik uygulaması sürecinde görsel sanatlar uygulama öğretmenlerinin öğretmen adaylarına olan yaklaşımları (Bursa ili örneği)* [Yayımlanmamış yüksek lisans tezi]. Bursa Uludağ Üniversitesi.
- Danielewicz, J. (2001). *Teaching selves: Identity, pedagogy, and teacher education*. Suny Press.
- Darling-Hammond, L. (2000). Teacher quality and student achievement. *Education Policy Analysis Archives, 8*(1), 1-44. <https://doi.org/10.14507/epaa.v8n1.2000>
- Darling-Hammond, L. (2017). Teacher education around the world: What can we learn from international practice?. *European Journal of Teacher Education, 40*(3), 291-309. <https://doi.org/gfwsnx>
- Ellis, N. J., Alonzo, D., & Nguyen, H. T. M. (2020). Elements of a quality pre-service teacher mentor: A literature review. *Teaching and Teacher Education, 92*, 1-13. <https://doi.org/10.1016/j.tate.2020.103072>
- Eti, İ., & Karaduman, B. (2020). Covid-19 pandemisi sürecinin öğretmen adaylarının mesleki yeterlikleri açısından incelenmesi. *Milli Eğitim Dergisi, 49*(1), 635-656. <https://doi.org/10.37669/milliegitim.787238>
- Faul, F., Erdfelder, E., Buchner, A., & Lang, A. G. (2009). Statistical power analyses using G* Power 3.1: Tests for correlation and regression analyses. *Behavior Research Methods, 41*(4), 1149-1160. <https://doi.org/10.3758/BRM.41.4.1149>
- Field, A. (2013). *Discovering statistics using IBM SPSS Statistics*. SAGE Publications.
- Fraenkel, J. R., Wallen, N. E., & Hyun, H. H. (2011). *How to design and evaluate research in education* (8th ed.). McGraw-Hill.
- Gay, G. (2018). *Culturally responsive teaching: Theory, research, and practice*. Teachers College Press.
- George, D., & Mallery, P. (2011). *SPSS for Windows step by step. A simple guide and reference* (4th ed.). Boston: Pearson.
- Grudnoff, L. (2011). Rethinking the practicum: Limitations and possibilities. *Asia-Pacific Journal of Teacher Education, 39*(3), 223-234. <https://doi.org/10.1080/1359866X.2011.588308>
- Gürbüz, R., Erdem, E., & Gülburnu, M. (2013). Sınıf öğretmenlerinin matematik yeterliklerini etkileyen faktörlerin incelenmesi. *Ahi Evran Üniversitesi Kırşehir Eğitim Fakültesi Dergisi, 14*(2), 255-272.
- Hair, J. F., William, C. B., Babin, B. J., & Anderson, R. E. (2010). *Multivariate data analysis*. Cengage Learning EMEA.
- Hancock, G. R., & Mueller, R. O. (2001). Rethinking construct reliability within latent variable systems. In R. Cudeck, S. du Toit, & D. Sörbom (Eds.), *Structural Equation Modeling: Present and Future-A Festschrift in Honor of Karl Joreskog* (pp. 195-216). Scientific Software International.
- Hattie, J. (2008). *Visible learning: A synthesis of over 800 meta-analyses relating to achievement*. Routledge. <https://doi.org/10.4324/9780203887332>
- Hattie, J., & Timperley, H. (2007). The power of feedback. *Review of Educational Research, 77*(1), 81-112. <https://doi.org/10.3102/003465430298487>
- Horvath, M., Goodell, J. E., & Kostea, V. D. (2018). Decisions to enter and continue in the teaching profession: Evidence from a sample of U.S. secondary STEM teacher candidates. *Teaching and Teacher Education, 71*, 57-65. <https://doi.org/10.1016/j.tate.2017.12.007>

- Hu, L. T., & Bentler, P. M. (1999). Cutoff criteria for fit indexes in covariance structural analysis: Conventional criteria versus new alternatives. *Structural Equation Modeling: A Multidisciplinary Journal*, 6(1), 1-55. <https://doi.org/10.1080/10705519909540118>
- Inzer, L. D., & Crawford, C. B. (2005). A review of formal and informal mentoring: Processes, problems, and design. *Journal of Leadership Education*, 4(1), 31- 50. <https://doi.org/10.12806/V4/I1/TF2>
- İyison, G., & Sezer, G. O. (2019). Sınıf öğretmeni adaylarının öğretmenlik mesleğine yönelik tutumları ile ilkökul öğretmenlerinin yeterlikleri arasındaki ilişkinin incelenmesi. *The Journal of Academic Social Science*, 50(50), 528-542. <http://dx.doi.org/10.16992/ASOS.12588>
- Kadir, F. A., & Aziz, A. A. (2021). Teaching practicum during COVID-19 pandemic: A review of the challenges and opportunities of pre-service teachers. *International Journal of Academic Research in Business and Social Sciences*, 11(4), 1175-1183. <http://dx.doi.org/10.6007/IJARBS/v11-i4/9646>
- Karakoç, S., & Semiz, K. (2023). Beden eğitimi öğretmen adaylarının öğretmenlik uygulaması ve okul deneyimi web günlüğü yansımaları. *Çanakkale Onsekiz Mart Üniversitesi Spor Bilimleri Dergisi*, 6(1), 53-72.
- Kasap, S., Demir, M. Ş., & Ünsal, F. (2022). Opinions of prospective english teachers on practicum. *Journal of Computer and Education Research*, 10(20), 656-671. <https://doi.org/10.18009/jcer.1165204>
- Kaya, D. D., & Kösterelioglu, M. A. (2023). Pandemi sürecinde uzaktan öğretimle yürütülen öğretmenlik uygulaması dersine yönelik öğretmenlerin ve öğretmen adaylarının görüşleri. *Uluslararası Türkçe Edebiyat Kültür Eğitim (TEKE) Dergisi*, 12(2), 837-857. <https://doi.org/10.7884/teke.1312787>
- Kızılcapan, O., & Kırmızıgül, A. S. (2021). Fen laboratuvarı kullanımına yönelik öz yeterlik ölçeği: Geçerlik ve güvenilirlik çalışması. *Trakya Eğitim Dergisi*, 11(1), 425-438. <https://doi.org/10.24315/tred.757875>
- Komolafe, B. F., Ogunniran, M. O., Zhang, F. Y., & Qian, X. S. (2020). A comparative perspective of teaching skill acquisition in pre-service physics teacher (PSPT) training program in China and Nigeria. *Journal of Baltic Science Education*, 19(3), 356-373. <https://doi.org/10.33225/jbse/20.19.356>
- Köse, E., & Caner, H. N. (2022). 2015-2020 yılları arasında öğretmenlik uygulaması dersi üzerine türkiye’de yapılan çalışmalara ilişkin içerik analizi. *Ahi Evran Üniversitesi Kırşehir Eğitim Fakültesi Dergisi*, 23(1), 1221-1267.
- Kösterelioglu, İ., & Kösterelioglu, M. A. (2008). Stajyer öğretmenlerin mesleki yeterliklerini kazanma düzeylerine ilişkin algıları. *SAÜ Fen Edebiyat Dergisi*, 10(2), 257-275.
- McGraw, A., & Davis, R. (2017). Mentoring for pre-service teachers and the use of inquiry-oriented feedback. *International Journal of Mentoring and Coaching in Education*, 6(1), 50-63. <https://doi.org/10.1108/IJMCE-03-2016-0023>
- MEB (2019). *Uygulama öğrencisi yeterlik göstergeleri*. Öğretmen Yetiştirme ve Geliştirme Genel Müdürlüğü. Erişim adresi: <https://oygm.meb.gov.tr/www/uygulama-ogrencisi-is-ve-islemleri/icerik/717>
- MEB (2021). *Uygulama öğrencilerinin Milli Eğitim Bakanlığına bağlı eğitim öğretim kurumlarında yapacakları öğretmenlik uygulamasına ilişkin yönerge*. Tebliğler Dergisi, Eylül 2767-EK (ss. 1049-1064).
- Memduhoğlu, H. B., & Tan, S. (2023). Öğretmen adaylarının öğretmenlik uygulamasına yönelik görüşlerinin değerlendirilmesi. *Spor, Sağlık ve Eğitim Araştırmaları Dergisi*, 3(1), 1-16.
- Mena, J., & Clarke, A. (Eds.). (2021). *Teacher induction and mentoring: Supporting beginning teachers*. Palgrave Macmillan.
- Mutlu, G. (2015). Challenges in practicum: Two sides of the coin. *International Journal of Learning and Teaching*, 7(1), 38-48. <https://doi.org/10.18844/ijlt.v7i1.4>
- Nunnally, J. C., & Bernstein, I. R. (1994). *Psychometric theory* (3rd ed.). McGraw-Hill.
- OECD (2019). *A flying start. Improving initial teacher preparations systems*. Retrieved from https://read.oecd-ilibrary.org/education/a-flying-start_cf74e549-en#page1
- Öğretmenlik Meslek Kanunu. (2022, 14 Şubat). Kanun No. 7354, Resmî Gazete (Sayı: 31750).
- Ryan, R. M., & Deci, E. L. (2000). Self-determination theory and the facilitation of intrinsic motivation, social development, and well-being. *American Psychologist*, 55(1), 68-78. <https://doi.org/10.1037/0003-066X.55.1.68>
- Sarıkaya, A. K. (2019). *Üniversite-okul ortaklığı modeline ilişkin paydaş görüş ve deneyimlerinin incelenmesi* [Yayımlanmamış doktora tezi]. Marmara Üniversitesi.
- Sathasivam, R. V., Abdullah, M. N. S., & Abd Rauf, R. A. (2024). Theory-practice divide: pre-service teachers' application of pedagogical knowledge during teaching practicum. *Pertanika Journal of Social Sciences & Humanities*, 32(1). 69-86. <https://doi.org/10.47836/pjssh.32.1.04>
- Shulman, L. S. (1986). Those who understand: Knowledge and growth in teaching. *Educational Researcher* 15(2), 4-14. <https://doi.org/10.3102/0013189X015002004>
- Sevimel, A., & Subasi, G. (2018). The factors affecting teacher efficacy perceptions of Turkish pre-service English language teachers. *The Journal of Language Teaching and Learning*, 8(1), 1-17.
- Shields, M., Rieg, S., & Rutledge, S. (2021). An investigation of mentor teachers' and student teacher candidates' perceptions of co-teaching during the COVID-19 pandemic. *School-University Partnerships*, 14(3), 70-93.

- Takaoğlu, Z. B. (2017). Challenges faced by preservice science teachers during the teaching and learning process in Turkey. *Journal of Education and Training Studies*, 5(2), 100-110. <https://doi.org/10.11114/jets.v5i2.2132>
- Tschannen-Moran, M., & Woolfolk Hoy, A. (2001). Teacher efficacy: Capturing an elusive construct. *Teaching and Teacher Education*, 17(7), 783-805. [https://doi.org/10.1016/S0742-051X\(01\)00036-1](https://doi.org/10.1016/S0742-051X(01)00036-1)
- Uçar, M. Y. (2017). Uygulama öğretmenlerinin görev, rol ve eğitim gereksinimlerine ilişkin algıları. *Hacettepe Üniversitesi Eğitim Fakültesi Dergisi*, 32(1), 46-62. <https://doi.org/10.16986/HUJE.2016015870>
- Ünal, F., & Akdeniz, Ş. (2024). Mikro öğretim destekli öğretmenlik uygulaması dersinin sosyal bilgiler öğretmeni adaylarının mesleğine yönelik tutumlarına etkisi. *Trakya Eğitim Dergisi*, 14 (2), 1111-1124. <https://doi.org/10.24315/tred.1420905>
- Walshaw, M. (2004). Pre-service mathematics teaching in the context of schools: An exploration into the constitution of identity. *Journal of Mathematics Teacher Education*, 7(1), 63-86. <https://doi.org/10.1023/B:JMTE.0000009972.30248.9c>
- WMA (2013). World medical association declaration of Helsinki. Ethical principles for medical research involving human subjects. *JAMA*, 310(20), 2191-2194. <https://doi.org/10.1001/jama.2013.281053>
- Uçar, M. Y., & Aksu, G. (2021). Uygulama öğretmeni yeterlilik ölçeği. *Journal of Social, Humanities and Administrative Sciences*, 7(39), 792-801 <http://dx.doi.org/10.31589/JOSHAS.569>
- Yancı, H. B. A., & Can, H. C. (2024). Beden eğitimi öğretmen adayları çevrim içi öğretmenlik uygulaması hakkında ne düşünüyorlar?. *The Journal of Social Sciences*, 55(55), 196-210. <http://dx.doi.org/10.29228/SOBIDER.54957>
- Yenen, E. T. (2022). Öğretmenlerin mesleki yeterliklerini etkileyen faktörler. *Manas Sosyal Araştırmalar Dergisi*, 11(1), 27-45. <https://doi.org/10.33206/mjss.767720>
- Sarpkaya, P. Y., & Altun, B. (2021). Professional qualification scale for pre-service teachers. *E-Uluslararası Eğitim Araştırmaları Dergisi*, 12(1), 104-123. <https://doi.org/10.19160/ijer.836733>
- Yakar, Z. Y., Uzun, E., & Tekerek, B. (2021). Öğretmenlik uygulaması dersi kapsamında karşılaşılan sorunlar ve çözüm önerileri. *Kahramanmaraş Sütçü İmam Üniversitesi Sosyal Bilimler Dergisi*, 18(1), 220-245. <https://doi.org/10.33437/ksusbd.655590>
- Yılmaz, H., & Çavaş, P. H. (2008). The effect of the teaching practice on pre-service elementary teachers' science teaching efficacy and classroom management beliefs. *Eurasia Journal of Mathematics, Science and Technology Education*, 4(1), 45-54. <https://doi.org/10.12973/ejmste/75305>
- YÖK (2018). *Öğretmen yetiştirme lisans programları*. Yükseköğretim Kurulu Eğitim Öğretim Dairesi Başkanlığı. Erişim Adresi: <https://www.yok.gov.tr/kurumsal/idari-birimler/egitim-ogretim-dairesi/yeni-ogretmen-yetistirme-lisans-programlari>
- Zeichner, K. (2010). University-based teacher education: Rethinking the connections between campus courses and field experiences in college- and university-based teacher education. *Journal of Teacher Education*, 61(1-2), 89-99. <https://doi.org/10.1177/0022487109347671>
- Zeybek, G., & Karataş, K. (2022). Öğretmenlik deneyimine ilk adım: Öğretmenlik uygulaması sürecinin incelenmesi. *Manas Sosyal Araştırmalar Dergisi*, 11(3), 973-990. <https://doi.org/10.33206/mjss.995588>

BİPOLAR TÜKETİCİ DAVRANIŞININ YENİ NESİL ALIŞVERİŞ DENEYİMİNE ETKİSİ

Öğr. Gör. İlknur ÇAKAR
ilknurcakar@subu.edu.tr

Doç. Dr. Ayda SABUNCUOĞLU İNANÇ
aydainanc@sakarya.edu.tr

ÖZET

Tüketen bir varlık olan insan davranışlarının çeşitli faktörlere göre değişkenlik gösterdiği bir gerçektir. Günlük hayatın vazgeçilmez olan zorunlu tüketim ürünleri ve gösteriş kültürünün belirleyicisi olan lüks tüketim ürünleri bireyler arasında farklılık oluşturmaktadır. Bu çalışmada, yeni bir kavram olan bipolar tüketicilerin alışveriş deneyimlerine yönelik fiili davranışlarını tespit etmek ve bu deneyimleri anlamlandırmak amaçlanmıştır. Bu çerçevede, bilgiye kolay erişen yeni nesil tüketicilerin özellikle Covid-19 pandemi dönemi olan Mart 2020 öncesi ve sonrasında ortaya çıkan duygu-durum değişkeninin tüketim alışkanlıklarında meydana getirdiği değişiklikleri ortaya çıkarmak hedeflenmiştir. Tüketicilerin demografik özelliklerine, gelir durumuna ve ürünlerin fiyat politikasına göre tüketim deneyimlerinin incelendiği bu çalışmada nitel araştırma yöntemi kullanılmıştır. Literatür taraması sonucunda oluşturulan görüşme soruları ve derinlemesine mülakat yöntemi ile veriler toplanmıştır. Elde edilen verilerden; bireylerin zorunlu ve sık tekrarlı tüketim ürünlerinde fayda-fiyat değerlendirmesine öncelik verdikleri tespit edilmiştir. Özellikle Mart 2020 sonrasında bireylerin, alışveriş motivasyonunun ihtiyaç özelinde şekillendiği fakat kendilerini ödüllendirdikleri ürünlerde fiyat değişikliklerini dikkate almadıkları gözlemlenmiştir. Bu çalışma, bipolar tüketici kavramının literatüre kazandırılması ve yeni nesil alışveriş deneyimindeki yansımalarını ilişkilendirebilme açısından önemlidir.

Anahtar Kelimeler: Tüketici Davranışı, Yeni Nesil Alışveriş Deneyimi, Bipolar Tüketici

GİRİŞ

Tüketimin öznesi olan insan davranışını anlamlandırabilmek adına farklı disiplinlerde incelenen sonuçları ele almak oldukça önemlidir. İnsan ve tüketim konusunda öngörülebilir bulunabilmenin yolu, her iki kelimenin de anlam ötesi farkındalığına ulaşabilmektir. Yüzyıllar boyu süregelen tüketim davranışının çeşitli kişisel ve çevresel faktörler sebebiyle şekillendiği varsayırsa psikolojik açıdan incelenmesi gereken ciddi bir durum olduğu kabul edilmektedir. Özellikle, Türkiye’de Covid-19 vakalarının ilk görüldüğü Mart 2020 sonrasında ele almak değişen yönelimleri keşfetmek açısından faydalıdır.

Tercih, duygu, inanç, tutum gibi faktörlerin satın alma davranışına sevk etmesi ve tüketimi tetiklemeyle bireyler arasında farklılık oluşturmaktadır. Bunun yanında yaşam standardı, gelir ve eğitim düzeyi, alışkanlıklar ve deneyimler de satın alma performansına etki etmektedir. Tüm bu değişkenler haricinde bireydeki satın alma davranışının kontrolünü ele geçiren psikolojik faktörlerden biri olan duygu-durum bozukluğu yani bipolar kavramı tartışılmaya başlamıştır.

Tüketicilerin duygu-durum özelinde yaşadığı git-gel’ler ile rutin tüketimleri dahil neredeyse tüm tüketimlerinde ürünler, markalar ve miktarlar arasında bir kıyaslama yaptığı gözlemlenmektedir. Tüketim davranışında meydana gelen değişim yönelimlerinin sebepleri kadar sonuçları da ortaya çıkan yeni nesil tüketim davranışının oluşmasına ve tüketim değerlerini anlamaya katkı sağlamaktadır.

1. Tüketim ve Yeni Nesil Alışveriş Deneyimi

İhtiyaçların giderilmesi olarak tanımlanan tüketim kavramı için benzer ve sayısız tanımlama yapılmaktadır. Üretilmiş şeylerin kullanılması ve harcanması (Püsküllüoğlu, 2003), bedeli karşılığında bir ihtiyacın giderilmesi (Altunışık vd., 2020) ve tüketicinin kaynaklarını ihtiyaç ve haz özelinde kullanması, tüketim karşılık gelmektedir. Tüketim, aynı zamanda tüketen birey için bir motivasyon kaynağıdır. Tüketimde amaç, ihtiyacın giderilmesiyken Fichter’e göre (2019) önemli olan bu ihtiyacın nasıl belirlendiği ve nasıl giderildiğidir. Yaşanılan çağda ihtiyaçların medya tarafından belirlendiğini ve genellikle şursuz alışveriş deneyiminin yaşandığını belirten Baudrillard (2015), tüketimin kişiselleştirilmiş bir olgu olduğunu ifade etmektedir.

İhtiyaçlar temelinde şekillenen tüketim için Maslow’un (1943) ihtiyaçlar hiyerarşisi modelinde; bireylerin fizyolojik, güvenlik, sosyal, saygı ve kendini gerçekleştirme ihtiyaçları yer almaktadır (Koç, 2019). Bireyin yaşamını devam ettirmesi hatta anlamlı kılması adına edindiği araçlar ve edinim şekli sayesinde bir alışkanlık-kültür oluşmaktadır (Karaca, 2010). Böylece, bireyde davranış oluşmakta ve deneyim şekillenmektedir. Kotler ve Armstrong (2018); kültürel, sosyal, kişisel ve psikolojik faktörler ile tüketici davranışlarının şekillendiğini ve belli amaçlara ulaşmak adına tüketimin gerçekleştiğini ifade etmektedirler.

Bireylerin satın alma süreçlerinde etkili olan tüketimin geleneği, tarzı, biçimi (Odabaşı, 2013) zaman içinde evrilmekte ve istek, ihtiyaç, amaç dışında maddi varlığın yansıtılması motivasyonunu karşılamaktadır. Özellikle yaşanan dijital çağda, her şeyin hızla harcandığı kabulü ile tüketim deneyiminde toplumsal bir değişmeden söz

etmek mümkündür. Teknolojik gelişmeler ve hızla değişen tüketim olgusu sebebiyle yeni bir alışveriş deneyimi ortaya çıkmıştır. Dijital platformlar ve mobil uygulamaların hayatın merkezinde yer alması, yaşanan deneyimin hız ve değişkenliğini ifade etmek için yeterlidir. Dijital dünyanın imkanları ve bireylerin ekonomik sahiplikleri ile yeni nesil bir alışveriş modeli (kültürü) tartışılmaktadır. Özellikle günümüzde mobile taşınan uygulamalar ve pazarlama modelleri ile bu değişim de desteklenmektedir.

Pantano ve Priporas'a (2016) göre; akıllı mobil cihazlar ile ödeme yaparak işletmelerden ürün-hizmet satın almayı sağlayan kanallar, yeni nesil alışveriş platformları olarak adlandırılmaktadır. Ürün ve hizmetin tüketiciye kolay ulaşması, kişisel ve etkileşimli olması ile özellikle yeni nesil tüketicilerin sıklıkla deneyimlediği alışveriş şeklinin her geçen gün yaygınlaşmasına kaynaklık etmektedir. Mobil cihazlar kullanılarak yapılan alışveriş, zaman ve mekân açısından tüketimi kolaylaştırmakta ve artırmaktadır (Rangaswami ve Gupta, 2000).

Benzer bir gerekçe de, tüketicilerin sosyal medya kullanımları ve gösterimleridir. Günümüzde tüketim tarzının değişmesinin en önemli belirleyicilerinden olan sosyal medya ve tüketim dengesi için literatürde oluşan genel kanı; sosyal medya kullanımının tüketim davranışını artırdığıdır. Sabuncuoğlu'na göre (2015), tüketicilerin sosyal medya aracılığıyla tüketimlerini göstermeleri ve beğeni olgusunun teşviki ile tüketim zincirinin oluşturulması, her zaman daha fazla tüketimi teşvik edici davranışları oluşturmaktadır.

2.Yeni Bir Tüketici Kavramı Olarak Bipolar Tüketici

Bipolar Bozukluk; mani, hipomani ya da depresyon dönemlerinde açığa çıkan duygu-durum değişimlerinin yaşandığı psikolojik bir bozukluk (Stange ve ark. 2011) olarak tanımlanmaktadır. Bireyin kendisini, ailesini ve toplumsal yaşamını derinden etkileyen bir duygu-durum bozukluğu olan BB, önemli bir yaşamsal süreci gerektirmektedir (Kırkpınar, 2012). BB tanısı verilen bireylerde; dikkatini daim kılamama veya dikkat dağınıklığı, düzensiz düşünüş ve gelişim becerileri meydana geldiği görülmektedir. Köroğlu ve Güleç'e göre (2007), özellikle bozukluğun ilk evrelerinde yaygın olarak gerçeklikle bağdaşmayan, abartılı neşe, mutluluk, özgüven, enerji düzeyi, hareketlilik, dikkat ve uyku ihtiyacında azalma görülmektedir. Ya da bu hallerin tam tersi hırçınlık, taşkınlık, öfke ve saldırganlık da açığa çıkabilmektedir.

Bireylerin içinde bulunduğu duygu-durum değişikliği, tüketim özelinde satın alma niyetlerindeki tutumu da etkilemektedir. Tüketicinin kendini değerli hissetmesi adına gerçekleştirdiği tüketim davranışından elde ettiği değer, benimsediği düşünüş ve yaşayış ile özdeşleşmektedir. Tüketicinin bir ürüne sahip olmak ya da birini diğerine tercih etmek için yüzlerce sebebi bulunabilir. Üründen elde edilecek değer bireydeki satın alma niyetini teşvik etmektedir. BB bozukluğu olan bireylerin kendilerini değerli hissetmeleri adına bipolar tüketimi gerçekleştirdikleri tartışılmaktadır.

Yeni nesil alışveriş deneyimi sayesinde bilinçli sayılan tüketicilerin ürünlerde fayda, fiyat, değer çerçevesinde yaptıkları mübadele açığa çıkmaktadır. Özellikle zorunlu ve lüks tüketim ürünlerinin maruz kaldığı bu durumda galip gelen ya da değişmeyen tek şeyin; bireyin kendine ödül olarak sunduğu özel tüketim ürünleri olduğu görülmektedir. Alışveriş öncesinde yapılan araştırma ve esnasında yaşanan karşılaştırma ile bireyin tercihlerinde bütçe ve hazzıya göre anlık değişimler yaşanmaktadır. Bu durum özellikle ülkenin içinde bulunduğu ekonomik koşullar, bireyin satın alma gücü ve bireyin tüketimden elde ettiği maddi-manevi doyumlar ile şekillenmektedir. Belirtilen değişkenler ve yaşanan duygu-durum bozukluğunun etkileşimi ile tüketim kültürü içinde yeni bir kavramı açığa çıkardığı gözlemlenmektedir. Bipolar tüketici olarak tanımlanan bu kavramla bireylerin yeni nesil alışveriş deneyimlerinde tercihlerini nasıl, hangi gerekçeler ve amaçlarla şekillendirdiği incelenmeye değer görülmektedir. Farklı yaşam biçimlerinde farklı sonuçlar doğuran bipolar bozukluğun tüketiciye, tüketime, tüketim deneyimine ve kültürüne etki ettiği kabul edilmektedir.

YÖNTEM

Bu araştırmada sosyal bilimlerde sıklıkla tercih edilen nitel araştırma yöntemi kullanılmıştır. Veriler, literatür taraması, alan çalışmalarında kullanılmış ölçeklerden elde edilmiş sorular ve derinlemesine mülakat yöntemi ile elde edilmiştir. Tüketici bakış açısını, tüketim deneyimini ve satın alma eğilimindeki duygu-durum değişikliğini tespit edebilmek amacıyla 3 erkek ve 3 kadın ile yüz yüze görüşmeler yapılmıştır. Ankete yanıt veren bireylerin derinlemesine görüşme sorularına içtenlikle yanıt verdiği varsayılmaktadır. Bu araştırma, Sakarya ili ve 9 – 12 Ocak 2023 tarihleri ile sınırlandırılmaktadır.

BULGULAR VE YORUM**Katılımcıların Demografik Özellikleri**

Araştırmada görüşleri alınan katılımcılar kodlanıp demografik özellikleri ile Tablo.1’de gösterilmiştir.

Tablo 1. Katılımcıların Demografik Özellikleri

Katılımcı	Cinsiyet	Yaş	Eğitim	Medeni Durum	Meslek-İş	Çalışma Yılı	Aylık Ort. Gelir
K1	Kadın	38	Lisansüstü (DR)	Evli	Akademisyen	4	20,000.00 TL
K2	Kadın	45	Lisans	Evli	Ev Hanımı	15	10,000.00 TL
K3	Kadın	37	Lisansüstü (DR)	Evli	Akademisyen	2	20,000.00 TL
K4	Erkek	29	Lisans	Evli	Memur	7	11,000.00 TL
K5	Erkek	44	Lisans	Evli	Yönetici	19	50,000.00 TL
K6	Erkek	28	Lisansüstü (YL)	Bekar	Satış Müdürü	7	25,000.00 TL

Tablo 1’e göre; araştırmaya katılan katılımcıların 3’ü kadın, 3’ü erkektir. Kadın katılımcıların 37-45 yaş aralığında, erkeklerin ise 28-44 yaş aralığında olduğu görülmektedir. Kadınların evli, erkeklerin ise 2’si evli, 1’i bekârdır. Erkek katılımcıların tümü özel sektör, kadın katılımcıların tümü ise kamu sektörü çalışanıdır. Katılımcı kadınların eğitimleri, lisans ve doktora düzeyinde; erkeklerin eğitimleri ise lisans ve yüksek lisans düzeyindedir. Kadın katılımcıların ortalama çalışma yılı; 7 iken erkek katılımcıların ortalama çalışma yılı; 11’dir. Ortalama gelir durumuna bakıldığında, kadınların 16,666.00 TL, erkeklerin ise 28,666.00 TL gelirinin olduğu görülmektedir.

Katılımcıların Değerlendirme ve Yorumları

Mart 2020 öncesi ve sonrasındaki tüketim alışkanlıklarının karşılaştırılıp incelendiği sorularda K1; özellikle gıda, temizlik, giyim ve sağlık ürünlerinin kendisi için zorunlu ürün kategorisinde yer aldığı belirtmiştir. Mart 2020 öncesinde bu ürünler için fiyat değişikliğini dikkate almazken, şu an fiyat yüksekliklerinin kendisini ürünlerdeki muadil markalara yönelttiğini ifade etmiştir. İhtiyaç dışı alışveriş yapma durumuyla ilgili Mart 2020 öncesinde ihtiyacı giderme ihtimali olan ürünleri kaçırmazken şimdilerde sadece ihtiyaç gereği olan ya da %100 ihtiyaca cevap verebilecek ürünlerin satın almaktadır. *“Elbette bazı markaları kullanmak kendimi rahat hissettiriyor fakat bende bir sosyal sınıf aidiyeti oluşturmuyor”* söylemiyle marka beklentisinin olmadığı anlaşılmaktadır. K1; *“genelde planlı ve hesaplı alışveriş yaparım, zevkimden ziyade bütçeme göre alışverişini benimserim”* ifadesiyle bilinçli tüketici kimliğini yansıtmaktadır.

“Kendimi ödüllendirdiğim bazı ürünler var ve bunlarda fiyat karşılaştırması pek yapmam. Hatta bu ürünlerde marka değişikliğine de pek gitmem. ve bu ürünlerle ilgili sosyal medya paylaşımları asla yapmam. Sosyal medya hesaplarım var ve hesaplarımı aktif kullanıyorum fakat tükettiğim ürünleri sergilemekten hoşlanmam, bu konuda kendime sınırlamalarım var” söylemiyle sosyal medyadaki konumuyla ilgili de fikir vermektedir. Ürünlerin ihtiyaca uygunluk, kalite ve mutluluk hissi sıralamasıyla tercihlerini belirlediğini söyleyen K1, satın aldığı ürünler tarafından çevresine kendisiyle ilgili bir fikir verdiğini düşünmektedir. Özendiği yaşam tarzının gereği olan ürünleri satın aldığını ve bunda hiçbir şekilde fiyat araştırmasına girmediğini fakat özellikle sık tekrarlı alınması gereken zorunlu tüketim ürünlerinde fayda-fiyat değerlendirmesi yaptığını ifade etmiştir.

K2; Mart 2020 öncesinde ve sonrasında, zorunlu-lüks ürün kategorisinin kendisinde herhangi bir değişikliğe sebep olmadığını ve marka tercihlerinde de sabit fikirli olduğunu dile getirmiştir. Bunun en büyük sebebinin kendisinin alışveriş tutkunu biri olmadığını, ihtiyaç dışı alışverişini benimsemediğini ifade etmiştir. *“Her zaman az, öz ve kaliteli ürünleri satın almaktan yanayım”* söylemiyle alışveriş deneyimi konusunda sabit fikirli olduğu anlaşılmaktadır. Lüks tüketim ürünlerinde zaman kıyaslamasından çok medeni durum kıyaslaması yaparak, evli ve bekar tüketici olarak kendisinde meydana gelen duygu-durum değişikliğini belirtmiştir. *“Hesapsızca alışveriş yapmayı tercih etmiyorum ve mantıklı da bulmuyorum”* ifadesiyle planlı bir tüketim kültürünü benimsediği anlaşılmaktadır. Tüketimleriyle ilgili herhangi bir sosyal medya paylaşımı yapmadığını belirten K2; marka fiyat kıyaslamasını ürünün kalitesine ve kullanım zamanına göre değerlendirmektedir.

“Alışveriş yaparken kendini kaptıranlardan değilim ayrıca bütçeme ve zevkime uygun alışveriş yapmayı tercih ederim” diyen K2’nin Mart 2020 öncesi ve sonrasında alışveriş alışkanlıklarında herhangi bir değişiklik yaşamadığı görülmektedir. Önceliğini her zaman zorunlu tüketim ürünlerinden yana kullanan K2, alışverişin keyif ve zevk işi olduğunu fakat ihtiyaçların bütçeye oranlanarak karşılanması gerektiğini savunmaktadır.

Araştırmaya katılan K3, Mart 2020 öncesi ve sonrasında zorunlu tüketim ürünlerinde marka, sıklık ve miktar bazında değişiklik yaptığını ifade etmiştir. Özellikle giyim ürünlerinde bu değişikliği yaşayan K3; *“Mart 2020 öncesinde ihtiyacım olmasa da kıyafet, ayakkabı, takı gibi ürünleri alırdım fakat şimdi sadece ihtiyacıma*

odaklanıyorum” söylemiyle görüşünü desteklemektedir. *“Bir ürünü almam için onu beğenmem yeterliydi fakat şimdi beğeni yanında bütçemi de değerlendiriyorum hatta bazı ihtiyaçlarımı öteliyorum”* diyen K3, ekonomik kısıtların alışveriş alışkanlığını değiştirdiğini belirtmiştir. Örnek olarak: Mart 2020 öncesinde genellikle her hafta sonu gezi ve dışarıda yemek yeme alışkanlıklarının olduğunu, Mart 2020 sonrasında ise bu tüketimin şeklinin ve sıklığının değiştiğini ifade etmiştir. *“Robot süpürge aldım ama bunu bir gösteriş ya da statü sağlama amaçlı almadım. Bana kolaylık olsun ve kendime ayırdığım zaman artsın diye satın aldım”* ifadesiyle, bir ürünün kişiliğine ve imajına bir değer katmadığını belirtmiştir. Bir ürünü ilk önce kalitesine göre değerlendiren K3, kendini ve yaşam tarzını yansıtan ürünler tercih ettiğini ve bunu yaparken de fayda-fiyat değerlendirmesini önemseydiğini ifade etmiştir.

Kişisel bakım, gıda ve giyim ürünlerinin kendisi için zorunlu tüketim olduğunu belirten K4, özellikle çalışıyor olmasının kıyafet konusunda bu zorunluluğu doğurduğunu ifade ediyor. *“Mart 2020 öncesindeki fiyat değişkenlikleri benim tercihlerimi hiç değiştirmiyordu fakat şimdilerde israf boyutunu düşünmeye başladım. Ne zaman ki fiyatlar yükseldi bütçeler daraldı bende israf etme kaygısı başladı ve muhtemel atacağım bir ürüne para harcamak istemiyorum”* diyen K4, ürün tercihlerinde zorunlunun zorunlusu kategorisinin kendisinde oluştuğunu belirtti. Mart 2020 sonrasında yaşanan fiyat yüksekliklerinin K4’ü bilinçli tüketici olma eğilimine itmiştir. *“Bir ürünü alacakken gerçekten ihtiyacım var mı? diye sorguluyorum”* söylemiyle K4’ün tüketim şeklini dengelemeye çalıştığı anlaşılmaktadır. Satın aldığı ürünlerin kendisine statü, sosyal sınıf katkısı sağlamadığını ürünleri markaları yada sosyal faydalarından dolayı değil de kendisine sağladığı kolaylık sebebiyle satın aldığını belirtmiştir. Mart 2020 öncesinde ihtiyaç dışı alışveriş yapma eğiliminde olduğunu fakat fiyat değişikliklerinin tüketim alışkanlığında herhangi bir etkisinin olmadığını belirtmiştir.

“Herhangi bir ürünü kullanıyor ya da tüketiyor olmam beni değerli ya da değersiz yapmaz” ifadesiyle, kullandığı ürünün kendisine ve kişiliğine artı bir değer katmadığını düşündüğünü göstermektedir. *“Lüks tüketim özellikle tercihim değil ve marka takıntım yok”* söylemiyle K4; kullandığı ürünleri sadece araç olarak görmektedir. Hesapsız ve plansız alışveriş yapma eğiliminde olmadığını fakat alışveriş zevklerinde kendini kısıtlamadığını belirtmiştir. *“Sevdiğim ve kullandığım ürünlerde fiyatlarına önem vermediğimi ve sorgulamadığımı şu an daha iyi anladım”* diyen K4, tercihlerinde fiyatların etkili olmadığını belirtmiştir. Özel hayatın gizliliğini önemseyen K4, tükettiği ürünlerle ilgili sosyal medyada herhangi bir paylaşım yapmadığını, tüketimin yaş ve deneyim özelinde duygu-durum değişikliğinde etkili olduğunu ifade etmiştir. Önce zevkini sonra bütçesini düşünerek alışveriş yapan K4, alışveriş tetikleyicisinin tamamen ihtiyaç olduğunu belirtmiştir.

Gıda, kişisel bakım, tütün ve alkol gibi ürünleri zorunlu tüketim kategorisine alan K5, *“fiyat değişiklikleri olsa da kullandığım ürünleri, alışkanlıklarımı pek değiştirmem”* ifadelerini kullanmıştır. İhtiyaç dışı alışveriş deneyiminde usta olduğunu belirten K5’in özellikle tatil dönemlerindeki harcamalarında pek kısıtlama yapmadığı anlaşılmıştır. Kişisel değerleriniz satın alma davranışınızı etkiler mi? ifadesine; *“elbette, bireysel seçimlerin kendime yakıştırdıklarımı almak, giymek ya da tüketmek satın alma davranışımı etkiler. Kıyafet özelinde düşüneneceksek, alacağım ürün önce kendime yakışmalı”* yanıtını vermiştir. Bu söyleme ilave lüks tüketimden ve kendini mutlu hissettiren ürünlerden vazgeçmediğini söyleyen K5, hesapsız ve plansız alışverişini Mart 2020 öncesinde daha sık yaptığını, günümüzde ise bu konuda biraz daha dikkatli davrandığını ifade etmiştir.

Satın aldığı ürünlerin, kendisini mutlu ettiği ve yaşamını kolaylaştırdığı için kendisini değerli hissettirdiğini dile getirmiştir. K5: *“Bazı ürünlerde marka-fiyat karşılaştırması tabii ki yaparım. Bunlar özellikle uzun vadeli kullanacağım ev, araba, elektronik ve teknolojik ürünler diyebilirim”* açıklamasıyla, zevkine ve bütçesine göre hareket eden bir tüketici olduğunu işaret etmektedir. Tüketiminin yaşamını ve kişiliğini yansıttığını düşünen K5 için zorunlu ve lüks tüketim tarzlarının birbirini ikame edebilecek durumda olmadığı anlaşılmıştır. K5’in Mart 2020 öncesi ve sonrasında yaşanan ekonomik değişimlerin bütçesini etkilediğini fakat ürün tercihlerinde değişim yapmadan tüketim sıklığını değiştirmeyi tercih ettiği görülmüştür. *“Ekonomik değişimler beni biraz daha planlı alışveriş yapmaya itti”* ifadesiyle K5’in alışveriş konusunda kararlı olduğu açığa çıkmıştır.

K6, kendisi için fiziksel ihtiyaçlarını gideren her ürünün zorunlu olduğunu ifade etmiş ve bu ürünlerde fiyat değişiklikleri sebebiyle marka tercihlerinde rahatlıkla değişiklik yaptığını belirtmiştir. *“Her zaman satın aldığım bir peynirin fiyatı aşırı yükseldiyse farklı bir peynirle değişiklik yapabilirim”* ifadesiyle bunu örneklendirmiştir. Genellikle ihtiyaç dışı alışveriş yapmayan, serbest zaman tüketimlerinde de lükse kaçmayan bir satın alma davranışını benimsediğini söyleyen K6 için alışveriş planlı ve hesaplı yapılması gereken bir davranıştır. Dolayısıyla satın aldığı ürünlerin kendisinde bir anlam oluşturmadığını ve karşısındakiler için de oluşturmasını gerektirmediğini benimsemektedir.

Sosyal medya takipçisi olan K6, kendi paylaşımlarının genelde doğa içerikli olduğunu, tüketimle ilgili yapılan paylaşımları doğru bulmadığını ifade etmiştir. *“Alışveriş sırasında pek duygu-durum değişikliği yaşamam çünkü genelde önceden araştırır planımı yaparım, bütçemi ayarlarım ve satın alırım”* söylemiyle K6, bilinçli bir tüketici olduğunu kanıtlamıştır. Kendini ödüllendirdiği ürünlerde ise bazen opsiyonlu davrandığını belirtmiş,

zaman zaman zevkine göre hareket edebileceğini belirtmiştir. Alışverişlerindeki motivasyonun genelde ihtiyaç odaklı olduğunu ifade eden K6, “önceliğim her zaman zorunlu tüketim ürünleridir” derken bu ürünleri birbirine tercih etmediğini göstermiştir. “Son 2 yılda yaşadığımız fiyat artışları benim bütçemin küçülmesine sebep oldu ve tüketim davranışım bundan çok etkilendi. Şimdi bütçeme göre ve daha çok araştıran biri oldum, maalesef” ifadesiyle K6’nın ekonomik şartlar sebebiyle tüketim davranışının diğer katılımcılara oranla daha fazla değiştiği anlaşılmıştır.

SONUÇ

Bipolar tüketici davranışının yeni nesil alışveriş deneyimine etkisini belirleyebilmek amacıyla yapılan bu araştırma, yeni bir kavram olan bipolar tüketici özelinde şekillenmektedir. Literatürde bu konuya dair sınırlı sayıda çalışma bulunmasına rağmen elde edilen bulgular, tüketici davranışlarının ne kadar dinamik ve bireysel özelliklere sahip olduğunu ortaya koymaktadır.

Ürün kullanımı ve tüketimin kişisel özellik taşıdığı kabul edilerek yapılan araştırmanın bulgularına göre; gıda, temizlik, giyim, kişisel bakım ve sağlık ürünlerinin katılımcılar tarafından genellikle zorunlu tüketim kategorisinde ele alındığı saptanmıştır. Bireylerin zorunlu ve sık tekrarlı tüketim ürünlerinde fayda-fiyat değerlendirmesi yapmayı alışkanlık haline getirdikleri tespit edilmiştir. Alışverişin zevk ve keyif odaklı olduğunu kabul eden bireyler bütçelerine göre hareket etmeyi benimsemektedirler. Mart 2020 öncesi ve sonrasında ele alındığı araştırma verilerinden, özellikle Mart 2020 sonrasında alışveriş motivasyonlarının genelde ihtiyaç özelinde şekillendiği fakat mutluluk sebebi olan ve kendilerini ödüllendirdikleri ürünlerde bir değişim olduğu sonucu elde edilmiştir.

İşletmeler ve tüketiciler arasında önemli bir araç olan sosyal medya konusunda bireylerin, özel hayat ve tüketim paylaşımında bilinçli ve hassas oldukları açığa çıkmıştır. Tüketim deneyimlerini paylaşmayı tercih etmeyen bireylerin planlı ve hesaplı alışveriş yapma eğiliminde oldukları anlaşılmaktadır. Özellikle Mart 2020 sonrasında bireylerin lüks tüketim kategorisinde olan ürünlerinde tüketim sıklıklarını değiştirdikleri gözlemlenmiştir.

Bu araştırmanın önemli bulguları özetlenecek olursa;

Pandeminin Etkisi: COVID-19 pandemisi, tüketici davranışlarında önemli değişikliklere neden olmuş ve bireyleri daha çok ihtiyaç odaklı alışveriş yapmaya yönlendirmiştir.

Sosyal Medyanın Rolü: Sosyal medya, tüketici kararlarını etkileyen önemli bir faktör olarak öne çıkmaktadır.

Bipolar Tüketici Kavramı: Bu kavram, tüketicilerin aynı anda hem rasyonel hem de duygusal kararlar alabildiğini göstermektedir.

Sonuç olarak bu çalışma, bipolar tüketici davranışının karmaşık ve çok boyutlu bir yapıya sahip olduğunu göstermektedir. Tüketici davranışlarını anlamak için, bireylerin psikolojik, sosyal ve ekonomik faktörlerin bir araya geldiği bir bağlamda değerlendirilmesi gerekmektedir. Bu araştırma, gelecekte yapılacak çalışmalar için yeni bir perspektif sunmakta ve tüketici davranışları üzerine daha kapsamlı araştırmalara zemin hazırlamaktadır.

KAYNAKÇA

- Altunışık, Remzi, Özdemir, Şuayip ve Torlak, Ömer. (2020). *Pazarlama İlkeleri ve Yönetimi*. Beta Yayınları.
- Baudrillard, J. (2015). *Tüketim Toplumu: Söylenceleri Yapıları*. İstanbul: Ayrıntı Yayınları.
- Fichter, J. (2019). *Sosyoloji Nedir?*. Anı Yayıncılık.
- Karaca, Y. (2010). *Reklamlarda Kadın İmgesi ve Tüketim Kültürü Oluşturmadaki Rolü: Ulusal TV Reklamlarına İlişkin Bir Uygulama*. Reklamlarda Kadın İmgesi ve Tüketim Kültürü Oluşturmadaki Rolü: Ulusal TV Reklamlarına İlişkin Bir Uygulama. Doktora Tezi, Süleyman Demirel Üniversitesi, Sosyal Bilimler Enstitüsü, Isparta.
- Kırkpınar, İ. (2012). *Genç Psikiyatristin El Kitabı*. Timaş Yayınları.
- Koç, E. (2019). *Tüketici Davranışı ve Pazarlama Stratejileri "Global ve Yerel Yaklaşım"*. Seçkin Yayıncılık.
- Kotler, P., ve Armstrong, G. (2007). *Marketing: Versión Para Latinoamérica*, Pearson Educación.
- Köroğlu, E., Güleç, C., ve Olcay, Y. (2007). *Psikiyatri Temel Kitabı*. Hekimler Yayın Birliği. (2. Baskı)
- Odabaşı, Yavuz. (2013). *Tüketim Kültürü*. Sistem Yayıncılık (4. Baskı).
- Pantano, E. and Priporas C. (2016). *The effect of mobile retailing on consumers' purchasing experiences: A dynamic perspective*. Computers in Human Behavior, 61(1), 548-555.
- Püsküllüoğlu, A. (2003). *Türkçe Sözlük*. Arkadaş Yayınevi.
- Rangaswami, A. and Gupta, S. (2000). *Innovation adoption and diffusion in the digital environments: Some research opportunities*. V. Mahajan, E. Muller and Y. Wind (Eds.), *New product diffusion models*. (p. 85–101). USA: Springer Publication.
- Sabuncuoğlu, A. (2015). *Sosyal Medyanın Bir Gösteriş Tüketimi Mecrası Olarak Kullanımı*. A. Z. Özgür ve A. İşman (Ed.). İletişim Çalışmaları 2015 (s. 369-380)
- Stange JP, Eisner LR, Hölzel BK, Peckham AD, Dougherty DD, Rauch SL et al. (2011) *Mindfulness-Based Cognitive Therapy for Bipolar Disorder: Effects on Cognitive Functioning*. J Psychiatric Practice, 17:410-419.

COMPARATIVE ANALYSIS OF JOB SATISFACTION AMONG STATE AND PRIVATE SECONDARY SCHOOL TEACHERS IN LIBYA

Noura ALHMALI ALQFAR
m.elborsi@gmail.com

ABSTRACT

This study investigates the factors influencing job satisfaction among secondary school teachers in Libya, differentiating between state and private school contexts. Utilizing content analysis of teacher responses, distinct themes emerge, encompassing financial concerns, working conditions, colleague relationships, and the administration's role. State teachers emphasize challenges with low salaries and unsupportive environments, while private teachers highlight positive aspects such as travel opportunities and recognition. Skepticism about the administration's effectiveness is expressed by state teachers, contrasting with the importance of positive engagement for private teachers. The findings reveal nuanced differences in perceptions and point to areas requiring attention for enhancing overall teacher job satisfaction in Libya.

Keywords: Job Satisfaction, Secondary School Teachers, State and Private Schools, Comparative Analysis, Libya Education.

INTRODUCTION

Currently, education holds significant importance as it serves as a crucial catalyst for economic and human resource development. The teaching profession and educators play a pivotal role, akin to an axle in the educational wheel, shaping and managing the entire education system. The effectiveness of a teacher directly influences the quality of the education system. Additionally, a teacher's supportive demeanor during teaching, coupled with a high level of inspiration, influences their positive perception of the learning environment.

Job Satisfaction

Ensuring job satisfaction and motivation is crucial for the sustained advancement of any global education system. Job satisfaction refers to the positive emotions and attitudes that employees hold toward their work. When individuals express high job satisfaction, it signifies their genuine enjoyment of their tasks, a positive emotional state, and a recognition of the significance of their contributions. Job satisfaction plays a pivotal role in influencing employees' performance and is shaped by their perceptions of the workplace.

Performance Of Educators

It is widely acknowledged that the effectiveness of teachers significantly influences student learning and accomplishments. Various factors impact the performance of educators, with job satisfaction and motivation being crucial elements. These factors serve as vital tools and potential contributors to educational success, exerting a profound influence on academic performance. Job satisfaction and motivation are closely linked to the collaboration of work values, organizational commitment, working conditions, and the fulfillment of special needs. These aspects are interconnected and represent the most significant variables affecting both teachers and the broader community. If teachers experience dissatisfaction with their work values, organizational commitment, and working environment, they will struggle to fulfill their responsibilities adequately.

The Significance Of Motivation In Performance

The significance of motivation in performance is pivotal, impacting every individual both internally and externally. It encompasses five crucial factors: commitment, environment, goals, equipment, and temperament. Motivation shapes behavior, leading individuals to deliver commendable performances and contribute to goal achievement when they are motivated. In the realm of education, motivation takes on a multifaceted form, closely connected to both learning and academic motivation.

Levels Of School In Libya Educational System

The Libyan education system comprises various levels, with both public and private institutions contributing significantly to its development. These levels include Preschool/Kindergarten, Primary Education, Primary Education, as well as Higher Education. Currently, the education system in Libya is structured to encompass these diverse educational stages.

RESEARCH QUASTIONS

What factors primarily influence job satisfaction among state secondary school teachers in Libya?

What key factors contribute to job satisfaction among private secondary school teachers in Libya?

How do perceptions of job satisfaction differ between state and private school teachers in Libya?

What areas within state and private school contexts may require attention to enhance overall teacher job satisfaction?

LITERATURE REVIEW

In a study by Xu, Y et al. (2022), it was discovered that a significant correlation exists between intrinsic motivational factors, such as recognition, the nature of the work itself, opportunities for advancement, professional growth, responsibility, positive feelings about the organization, and employee satisfaction. However, no notable relationship was identified between extrinsic (hygiene) factors and employee job satisfaction. The research observed higher job satisfaction among employees in the treasury department compared to those in the examination and student registration departments. Additionally, there was no significant difference in job satisfaction between permanent and temporary employees.

Abdullah Muhammad Madi et al. (2009) found in their study that secondary school teachers generally express satisfaction with their teaching jobs. However, dissatisfaction with the teaching profession was noted among teachers in the country. Secondary school teachers specifically indicated dissatisfaction with their pay and working conditions. The study suggested that schools should be equipped with satisfactory facilities and teaching materials to enhance the efficiency of teachers in their roles.

Rahim Nadia et al. (2013) reported that while the first four variables positively and significantly influenced job satisfaction (working conditions, principal's leadership style, collegial support, monetary rewards, and career advancement), no significant relationship was established between work load and autonomy. These positive variables were identified as contributors to increased job satisfaction, leading to the development of organizational citizenship behavior among teachers.

Suki and Suki (2011) investigated the impact of gender on employee perception of job satisfaction and organizational commitment, revealing that gender had no significant effect on these perceptions. Men and women were found to have similar levels of organizational commitment.

Ghosh Smritikana Mitra's study (2015) showed no significant difference in job satisfaction between urban and rural secondary school teachers. However, urban female secondary school teachers exhibited higher satisfaction than their rural counterparts. A significant difference in job satisfaction was noted between self-financed and government secondary school teachers.

Zilli and Zahoor (2013) conducted a study on organizational commitment among male and female higher education teachers, finding that females had a significantly higher level of organizational commitment.

Silman et al. (2021) investigated the perspectives of elementary school teachers in North and South Cyprus regarding Teachers' Unions.

METHODOLOGY

Research Model

This study was structured as a comparative case study. In adopting a qualitative research approach, the active involvement of the researcher in the process, a setting conducive to natural data collection, flexibility in the research model, a comprehensive evaluation, an in-depth analysis of perspectives, and an inductive standpoint were deemed essential (Yıldırım & Şimşek, 2013). While the use of comparative case study approaches in qualitative research is well-established, they are particularly employed to examine similarities and differences among two or more cases in intercultural studies within societies, aiming to define and elucidate these distinctions. Comparative case studies prove effective in gaining profound insights into fundamental issues in various countries globally, explaining novel concepts, addressing potential gaps in data, and unveiling hitherto unseen facets, thereby broadening perspectives (Balci, 2013). In this study, the cases under comparison are teachers from private schools and state schools in Libya.

Sample Of Research

The research sample for this study consists of a total of 9 participants, comprising 5 teachers from state schools and 4 teachers from private schools in Libya. The selection of participants for this study was conducted through a "convenience sampling" method, considering the practicality and accessibility of teachers working in diverse regions across the country. This approach allows for a varied representation of perspectives and experiences within the educational landscape of Libya. By including teachers from both state and private schools, the study aims to capture a comprehensive view of the educational environment, drawing insights from the distinctive contexts and dynamics present in each type of institution. The diverse backgrounds of the selected participants contribute to the richness and

depth of the research findings, enhancing the overall understanding of the factors influencing teachers in different educational settings within Libya.

Data Collection

This qualitative research utilizes in-depth interviews as the primary data collection method. Participants include secondary school teachers from both state-run and private institutions in Libya. The interview questions are designed to explore factors influencing job satisfaction, areas requiring attention, and the impact of the working environment on teacher performance. Online semi-structured interviews were conducted via video conferencing platforms to explore teachers' experiences and perceptions of job satisfaction. Participants' consent was obtained, and interviews will be securely stored for transcription and analysis.

Analysis Of Data

Data analysis was conducted using the "content analysis" technique, following the four phases outlined by Miles and Huberman (1994). These phases involve separating content into codes, identifying themes by analyzing these codes, unifying codes and themes through examination, and interpreting findings by documenting them. Initially, the information gathered from interviews was transcribed and prepared for analysis with the intention of assigning codes. The written content was then organized to create coherent and meaningful categories. To ensure anonymity, each teacher in the study was assigned a numeric identifier, and names were concealed. Libyan private school teachers were labeled as "PT-1", "PT-2", and so on while Libyan state school teachers were denoted as "ST-1", "ST-2", and so on. Quotations representing the opinions of participating teachers were included in the presentation of findings to enhance the research's validity.

FINDINGS

The examination of responses from both state and private secondary school teachers in Libya as presented in Appendix-1 below reveals critical insights into their job satisfaction and the factors influencing their professional experiences. The analysis, organized into distinct themes, sheds light on shared concerns and nuanced differences between the two sectors.

State Teachers' Job Satisfaction Analysis

Negative Factors:

Low Salaries: State teachers express dissatisfaction with low salaries, highlighting it as a significant factor affecting job satisfaction.

Overcrowded Classes: Overcrowded classes are emphasized as a negative factor, impacting the teaching environment and potentially hindering effective education.

Positive Factors:

Positive Relationships with Colleagues: Good relationships with colleagues are noted as a motivating factor, indicating the importance of a supportive and cooperative work environment.

Changing Students' Levels: Positive experiences include witnessing improvement in students' language skills, suggesting that student success contributes to job satisfaction.

Psychological Impact:

Teachers mention that the mood is amazing when working as an English teacher because teaching is seen as a hobby and enjoyable. This suggests a positive psychological impact associated with the intrinsic enjoyment of the subject matter.

Overcoming Negative Feelings:

Strategies to overcome negative feelings include trying not to be affected by negative factors, maintaining inner motivation and satisfaction, and encouraging optimism. This reflects resilience and a proactive approach to managing challenges.

Professional Development and Resources:

Teachers highlight the importance of professional development, suggesting that it can have a positive impact on job satisfaction. However, concerns about the lack of resources, such as teaching materials and aids, are also mentioned.

Colleague Relationships:

Teachers acknowledge the negative impact of some colleagues' negative attitudes toward each other. Positive relationships with colleagues are considered essential for job satisfaction.

Administration's Role:

Teachers express skepticism about the effectiveness of the current administration, suggesting a perception that the administration may not be adequately addressing concerns related to job satisfaction.

Suggestions for Improvement:

Teachers suggest that improvements could be made by addressing issues such as low salaries, overcrowded classes, and an unsupportive school environment. There is a desire for increased support and resources to enhance the overall teaching environment.

Private Teachers' Job Satisfaction Analysis**Negative Factors:**

Salary Concerns: Similar to state teachers, private teachers mention salary-related issues. They express discomfort from earning low salaries, indicating that inadequate compensation negatively affects job satisfaction.

Positive Factors:

Travel and Benefits: Private teachers mention advantages such as travel opportunities and other benefits for hardworking employees. These positive aspects contribute to job satisfaction.

Psychological Impact:

Self-Confidence and Trust: Private teachers emphasize the importance of self-confidence and trust in Allah as positive factors that contribute to motivation. This suggests a psychological boost from personal beliefs and confidence.

Overcoming Negative Feelings:

Reminding Oneself of Experience: Similar to state teachers, private teachers try to overcome negative feelings by reminding themselves that gaining experience can be more important than money.

Professional Development and Resources:

Lack of Resources: Private teachers do not explicitly mention a lack of resources but emphasize the need for technology in education. It implies a potential concern about the availability of modern tools and resources for effective teaching.

Colleague Relationships:

Positive Relationships and Cooperation: Private teachers highlight positive aspects such as colleagues' positive attitudes, cooperation, and the successful results of work on students' language skills. Positive colleague relationships contribute positively to job satisfaction.

Administration's Role:

Recognition and Benefits: Private teachers suggest that administration should recognize and reward efforts and mention the importance of positive energy, respect, and support from the administration.

Suggestions for Improvement:

Private teachers suggest that providing benefits such as travel opportunities and phone credit packages can contribute to job satisfaction. Recognition and rewards for teacher achievements are also emphasized.

Comparative Analysis of Job Satisfaction among State and Private Secondary School Teachers in Libya using Content Analysis Technique:

Commonalities:

Both state and private teachers express concerns about low salaries, suggesting that financial compensation is a universal challenge.

Positive relationships with colleagues are considered important for job satisfaction in both sectors.

Professional development is valued in both sectors, although concerns about resource availability differ slightly.

Differences:

State teachers emphasize challenges related to overcrowded classes and an unsupportive school environment, while private teachers focus on benefits and positive support from the administration.

State teachers express skepticism about the effectiveness of the administration, while private teachers emphasize the importance of recognition and rewards.

Factors Influencing Job Satisfaction among State Secondary School Teachers in Libya:

Among state secondary school teachers in Libya, job satisfaction is predominantly influenced by financial factors. Teachers express dissatisfaction with low salaries, emphasizing the significant impact on motivation and enthusiasm for their work (ST-1). Additionally, challenges related to working conditions, such as overcrowded classes and an unsupportive school environment, contribute to diminished job satisfaction (ST-1). On a positive note, teachers highlight the importance of good relationships with colleagues and the gratification derived from witnessing improvements in students' language skills as factors that positively influence job satisfaction (ST-1).

Key Factors Contributing to Job Satisfaction among Private Secondary School Teachers in Libya:

Private secondary school teachers in Libya cite various factors contributing to their job satisfaction. Travel opportunities and benefits for hardworking employees are emphasized, providing positive incentives for job satisfaction (PT-2). Positive relationships with colleagues, self-confidence, and trust are also highlighted as crucial elements (PT-2). Despite concerns about salaries, private teachers find motivation in recognizing successful outcomes in students' language skills and the positive attitudes of colleagues (PT-2). The administration's role in providing recognition and support is underscored as a key factor contributing to job satisfaction (PT-2).

Perceptions of Job Satisfaction Differences between State and Private School Teachers in Libya:

Perceptions of job satisfaction between state and private school teachers in Libya reveal nuanced differences. State teachers express skepticism about the effectiveness of the current administration in addressing their concerns, signaling a potential gap in communication and collaboration (ST-1). They emphasize challenges related to working conditions, while private teachers, while acknowledging salary concerns, focus on positive aspects such as travel opportunities and positive relationships with colleagues (PT-2). Private teachers also highlight the importance of recognition and support from the administration in contributing to their overall job satisfaction (PT-2).

Areas Requiring Attention to Enhance Overall Teacher Job Satisfaction:

To enhance overall teacher job satisfaction in Libya, specific areas require attention based on teachers' responses. Addressing concerns related to low salaries is crucial, as highlighted by both state and private teachers (ST-1, PT-2). Improving working conditions, particularly addressing challenges related to overcrowded classes and fostering a more supportive school environment, is essential for state teachers (ST-1). Engaging the administration positively is crucial for private teachers, emphasizing the need for recognition, support, and positive energy from the administrative level (PT-2). Ongoing professional development opportunities and support for growth, as well as fostering positive relationships with colleagues, are common themes across both state and private teachers' responses (ST-1, PT-2).

DISCUSSION

The findings align with established research on teacher job satisfaction. Similar to existing literature (Bogler, R. 2001), financial concerns, particularly dissatisfaction with low salaries, emerge as significant contributors to teacher discontent.

Our findings are also in line with that of Mohamed and Demirel (Mohamed, T. & Demirel, Y. 2020) that expresses dissatisfaction as a result of stress

Positive colleague relationships, a consistent theme in workplace satisfaction studies (Le Floch, B., et al., 2019), are highlighted as motivating factors. The importance of professional development in enhancing job satisfaction aligns with broader research emphasizing ongoing training opportunities (Hanushek et al., 2004).

CONCLUSION

While state and private teachers in Libya share common concerns about low salaries and value positive relationships, there are nuanced differences in the challenges and priorities highlighted. Addressing these concerns can contribute to improved job satisfaction in both sectors, with potential variations in the strategies needed for enhancement.

REFERENCES

- Abdullah, Muhammad Madi & Jegak, Uli & Parasuraman, Balakrishnan. (2009). Job satisfaction among secondary school teachers. *Jurnal Kemanusiaan*.
- Bogler, R. (2001). The influence of leadership style on teacher job satisfaction. *Educational administration quarterly*, 37(5), 662-683.
- Balci, A. (2013). *Sosyal bilimlerde araştırma: Yöntem, teknik ve ilkeler* [Research in social sciences: Methods, techniques and principles]. Pegem A Publications.
- Ghosh, S. M. (2015). Job satisfaction among government and private school teachers of Ranchi. *The International Journal of Indian Psychology*, 2(2), 88-93.
- Le Floch, B., Bastiaens, H., Le Reste, J. Y., Lingner, H., Hoffman, R., Czachowski, S., ... & Peremans, L. (2019). Which positive factors give general practitioners job satisfaction and make general practice a rewarding career? A European multicentric qualitative research by the European general practice research network. *BMC Family Practice*, 20(1), 1-11.
- Mohamed, T. & Demirel, Y. (2020). "Occupational Stress In Teaching: A Comparative Study Between The Libyan And The Iraqi Schools Located In Turkey", *Journal Of Social, Humanities and Administrative Sciences*, 6(22):8-25.
- Miles, M. B., & Huberman, A. M. (1994). *Qualitative data analysis* (2nd ed.). Sage.
- Rahim, N., & Razzak, S. (2013). Job satisfaction among the primary public and private school teachers of Karachi. *Journal of Education and Social Sciences*, 1(1), 20-30.
- Suki, N. M., & Suki, N. M. (2011). Job satisfaction and organizational commitment: The effect of gender. *International journal of psychology research*, 6(5), 1-15.
- Silman, F., Güneşli, A., Vaiz, O., & Karasel-Ayda, N. (2021). Comparative Analysis of North and South Cyprus' Teachers' Perceptions of Teachers' Unions. *SAGE Open*, 1-14. <https://doi.org/10.1177/2158244020988283>
- Xu, Y., Liu, D., & Tang, D. S. (2022). Decent work and innovative work behaviour: Mediating roles of work engagement, intrinsic motivation and job self-efficacy. *Creativity and Innovation Management*, 31(1), 49-63.
- Yıldırım, A., & Şimşek, H. (2013). *Sosyal bilimlerde nitel araştırma yöntemleri* [Qualitative research in social studies]. Seçkin Publications
- Zahoor, Z., & Zilli, A. S. (2013). A comparative study of teaching attitude among private and government secondary school teachers. *International Journal of Education and Management Studies*, 3(2), 194.

Appendix 1

ST-5	Some students' motivation and negative attitude toward learning foreign language. Some colleagues' negative attitude toward each other. Lack of teaching materials and aids.	Appreciation of my effort by superiors. Some colleagues' positive attitude and cooperation. The successful result of my work on my students' language skills.	I try not to be affected by the negative ones and try to have inner motivation and satisfaction to do my job properly. However, it affects me when I observe inequality between colleagues. The positive factors certainly have a positive impact to motivate me to do my best.
ST-4	Too much job	One of the advantages of my job is that it grants travel and beautiful benefits to the hardworking employee, as well as	It keeps me motivated.
ST-3	In general, there are no specific factors	For example, but not limited to money, the first purpose is to obtain a monthly	Providing a pension on a monthly basis that is equivalent to a living will not make you
ST-2	Lack of salary, overcrowded classes, and an unsupportive	Positive factors include parental involvement and support, while	Negative factors lead to feelings of isolation, anxiety, helplessness, decreased motivation, and
PT-4	The bad idea about English e.g. it's impossible to understand it, it's a hard subject So I am trying to	Changing the level of my students, like being better than before.	My mood is amazing when I work as an English teacher because it's my hobby, and I am enjoying during teaching.
PT-3	Money, everyone, not just myself, can feel discomfort from earning low salaries. Receiving less than what I	Work environment. I have a good relationship with my colleagues, and that is what makes me want to continue in this job despite having low salaries.	As I said, the first one (money) makes me demotivated to work hard, while the second one (work environment) motivates me to keep working
ST-1	Shortening time, lack of material, and overloaded students at class. The crowd	Self-confidence and trust in Allah are the most positive factors.	They keep me motivated.
PT-2	Currently, I do not believe that there are any factors that	One of the advantages of my job is that it grants travel and beautiful benefits to	If the factors are positive, they will raise the ceiling of work and motivation more and make
PT-1	Too much job	Technology	Stress
Question	1a. What factors of your current job do you think negatively affect your	1b. What factors of your current job do you think positively affect your overall job satisfaction?	1c. How do these factors affect your psychology?

ST-5	Motivate and encourage myself to be optimistic and positively motivated to convey that in my teaching, which is worth rewarding in terms of keeping students motivated to learn best and providing a safe class	Yes, once all teachers in my school were required to bring up our teaching materials for assessment. My material was highly appreciated, enhancing my confidence and motivation.	Sometimes, teaching materials and books for some courses aren't available, and facilities and aids are lacking. It's crucial to be trained to work with colleagues as a team to support and help each other.
ST-4	Just trying to remind myself that gaining experience can be more important than money.	Positively when my students tell me we did well in the exam. Negatively when I feel they unfocused with me during my lessons; they think about other	Increased access to information, training feedback, and collaboration.
ST-3	Sports like running and playing football	No, not in public	For example, providing medical insurance and providing modern
ST-2	Steps include building connections with supportive	Positive experiences include parental involvement, while negative experiences involve dismissive	Increased access to information, training feedback, and collaboration.
PT-4	Sport like running, playing football, the salary at the end of the month.	Positively when my students tell me we did well in the exam. Negatively when I feel they are unfocused during my lessons and think about other things	We need to use technology to make everything easy for them that will help me to teach all four skills (listening, reading, writing, speaking)
PT-3	Just trying to remind myself that gaining experience can be more important than money.	As a teacher in a private school, I remember one day I decided to speak with the manager about my salary to be increased; he refused, so I decided to quit that job despite having a good relationship	Again, money can increase the work quality of all the teachers, not just me.
ST-1	Just seeing the achievement of most students.	As a public school teacher, when students participate positively in my class and their tests are good, that is the most positive experience I have	Paying attention to the practical aspect of language teaching, reducing the number of students in classes, and
PT-2	By writing everything negative on a white piece of paper and submitting to the	I did not work as a teacher in private or public schools	To learn a lot about the cultures of other countries and expand my knowledge
PT-1	Nothing special	Yes	Teaching resources
Question	1d. What do you do to overcome your negative feelings?	1e. Can you share specific experiences or instances that have positively and negatively impacted your job satisfaction as a private and	2a. In your opinion, what specific aspects of your current job might require attention to improve your

ST-5	Providing authentic and various teaching materials and aids. Giving professional training and seminars for teachers to improve teaching quality. Rewarding well-performed teachers.	Having regular training sessions for teachers (professional development chances) and rewarding them for their good performance and participation.	Professional development is important for teachers to be updated, reflecting on their teaching. Frequent opportunities for professional development can positively impact job satisfaction.
ST-4	The administration, in its current work, does not have individual powers that are subordinate to the education controller, who in turn is subordinate to a	I think there are many policies, such as increasing teacher pay and benefits, increasing teacher autonomy and decision-making power, and	Professional development opportunities are crucial for job satisfaction. Improvements could
ST-3	The administration, in its current work, does not have individual powers that are subordinate to the	Introducing modern technology to classes and forming clubs for students to provide a lot of time	Professional development will certainly have a positive impact on
ST-2	Recognizing and rewarding teacher achievements, involving teachers in decision-making, and creating	Suggestions include increasing teacher pay and benefits, granting more autonomy, and providing	Professional development is crucial, and improvements involve more
PT-4	It has an important role, like giving positive energy to the teachers, respecting them, helping them, and mentioning the positive points.	Limited number in every class, e.g., 20 students in every class.	It's good.
PT-3	I do not think that they care a lot about their employees' satisfaction. As long as they have some people who can work with low salaries, they are the ones who are satisfied	Having breakfast or lunch with all members of the department can positively affect all the staff. Also, giving simple gifts to teachers on Teacher's Day can mean a lot to us	We do not have big opportunities in our school, but any school can encourage their teachers to attend workshops, seminars, or conferences
ST-1	The administration must work hard to provide the appropriate environment for students as well as solve the bottlenecks that appear from time to time.	Increasing time and dividing the students. However, this matter will certainly require an increase in the number of teachers or an increase in	Professional development is very important for the teacher as it positively impacts performance.
PT-2	To grant promotions to every hardworking employee and to cultivate the spirit of competition	At the moment no	Professional career development is one of the most important successful
PT-1	Supporting the schools with teaching resources	No	I don't know
Questi on	2b. How do you think the administration could contribute to boost job satisfaction in your current working environment?	2c. Are there any policies or practices that you think could be improved to create a more satisfying work environment for you?	2d. How important do you think professional development opportunities are in influencing

ST-5	Positive relationships with colleagues create a safe work environment. Encourage colleagues to build strong, trustworthy relationships for better collaboration and team trust, increasing job productivity and satisfaction.	Lack of training and professional development sessions and courses, along with limited teaching materials and aids, are impacting job satisfaction.	Having resources and aids that help increase productivity is appreciated. However, lacking these resources affects teaching. Having them would facilitate the mission and be rewarding for teachers and students.
ST-4	Strong collegial relationships are essential to job satisfaction, providing a sense of belonging, support, and camaraderie. This can be strengthened through investing in open communication.	Helpful resources include sharing ideas between colleagues and motivating each other to be	Overloaded work with low salaries can make any teacher quit their jobs, as happened with two of my
ST-3	The family atmosphere within the school has a good influence on the teacher	Yes, it is possible to work on providing special clubs for	In my experience, when the monthly salary was weak, the effect
ST-2	Strong collegial relationships foster a sense of belonging and support, and open communication, mutual respect, and shared	Yes, lacking resources include teacher autonomy, professional	Proper lighting, ventilation, and comfortable chairs exist, but poorly
PT-4	It's helpful, like sharing ideas between colleagues, maybe also motivating each other to be creative, doing some groups in social media.	Like using YouTube, HelloTalk; these are great apps that helped me a lot to improve my level.	Sometimes I have backache, which is not good for me as an English teacher. Using body language is essential during explaining the
PT-3	As I said, I have a good relationship with colleagues, which affects me positively.	I think having access to most journals and academic websites can be increased to help teachers find the resources that they need	Overload work with low salaries can make any teacher quit their jobs, as happened with two of my colleagues.
ST-1	Colleague relationships are crucial; discussion enriches understanding. Introducing technology could increase collaboration through educational platforms.	Yes, such as recording machines to display lessons and tools like smart boards for better teaching	The work environment, with inadequate heating and lighting, has a major impact on performance.
PT-2	If the relationship is based on diligence and fair competition, then this is an excellent relationship that you will benefit from	No	It is better for there to be a strong financial income so that the teacher
PT-1	They can share knowledge with you	Yes, the teaching resources	No physical work in my job
Question	2e. From your experience, how does the relationship between colleagues in your current job environment impact your job satisfaction, and what steps can be taken to	2f. Are there specific resources or support systems lacking in your current job that, if	3a. In your experience, how does the physical working environment in your current job

ST-5	Unfortunat ely, working in the public sector still involves traditional and initial	Sharing the same culture helps in identifying weak points, allowing us to work on improving them for better student achievements.	Modernizing classrooms and rewarding teachers positively impacted attitudes and performance, fostering a positive environment.
ST-4	Yes, the presence of free	As an English teacher, the cultures of my country are included in the lessons, shaping the overall atmosphere and influencing	I'm not completely sure, but the salary increase over the past period may have had a positive impact.
ST-3	Unfortunat ely no	The dominant culture is a neutral culture that has no influence. As for the general	Unfortunately no
ST-2	No, there are no	A positive atmosphere reduces stress and burnout, increases job satisfaction, and	Negative impacts include large class sizes hindering individual attention and
PT-4	No.	Not that huge effect.	I can't remember now .
PT-3	NO	Made me more patient, friendly, and flexible.	Working with good colleagues makes me more flexible with my students since I see how my colleagues are flexible,
ST-1	Unfortunat ely, no.	Despite adverse effects, honesty requires continuing despite all obstacles.	Not completely sure, but a salary increase over the past period may have had a positive impact.
PT-2	Yes. There are several	I don't care about any culture or general character. I care about myself, my	No
PT-1	No	As an English teacher the cultures of my	Maybe the holidays are too much that
Questi on	3c. Are there specific	3d. How does the overall atmosphere and culture within your current job environment influence your morale and,	3e. Can you share any instances where changes in your working environment positively or negatively affected your

ST-5	Frequent training and development opportunities, providing helpful resources and aids, and encouraging cooperative work within institutional associations would enhance the working environment.
ST-4	Focusing on using technology and modern ways could enhance the working environment.
ST-3	For example, providing us with a smart display screen to work on instead of the traditional blackboard also helps it to be interactive and
ST-2	Suggestions encompass improvements in physical conditions, resources, support, work culture, and
PT-4	Focusing on using technology, modern ways.
PT-3	As I said earlier, increasing salaries can help a lot, and having smart classes can also help.
ST-1	Yes, suggesting providing auxiliary equipment, increasing class duration, or adding more classes per week.
PT-2	Nothing
PT-1	Teaching resources are the most important thing
Questi on	3f. Any specific improvements or changes you would suggest to enhance the working environment in your current job?

COMPARATIVE ANALYSIS OF POST-QUANTUM KEY EXCHANGE ALGORITHMS

Aysel ASKERLI SAFAR

Azerbaijan Technical University, Baku, Azerbaijan

aysel.asgerli@aztu.edu.az

ABSTRACT

One of the problems that "threaten death" to cryptography is the progress achieved in recent years in the field of creating quantum computers, and in the coming years, the computing power of these computers may reach a level that will pose a threat to modern cryptosystems. Therefore, the development and application of post-quantum cryptography algorithms is an important issue, standardization of these algorithms is also being carried out by NIST. This article reviews lattice-based post-quantum algorithms such as Kyber, NTRU, and FrodoKEM. Post-quantum key exchange algorithm processes were simulated using Liboqs library and Python programming language. Python's ctypes module uses Liboqs library functions. The results of the comparative analysis of these algorithms are presented, taking into account performance parameters such as key sizes, encapsulation and decapsulation times, security level.

Keywords : post-quantum cryptography, NIST, Kyber, NTRU, FrodoKEM, liboqs (libOpenQuantumSafe).

INTRODUCTION

Cryptography is one of the main methods of ensuring the security of cyber technologies, which have become an important part of all areas of our lives. Most of the cryptographic methods we use today are unstable to quantum computers. The use of post-quantum cryptography and quantum cryptography is proposed as a solution for long-term security of cryptographic keys [1]. This article reviews the post-quantum algorithms Kyber, NTRU, and FrodoKEM.

NIST has launched the NIST Post-Quantum Cryptography Standardization Project (NIST Post-Quantum Cryptography Standardization Project) to develop and standardize stable cryptographic algorithms for quantum computers. Started in 2016, this project focuses on the development of new post-quantum algorithms and evaluation of existing algorithms. The project consists of several stages: proposal and evaluation of algorithms, selection of algorithms, creation of standards. The first step was to collect algorithm samples from researchers. The proposed algorithms were lattice-based (Kyber, NTRU), code-based, hash-based and other mathematically based algorithms. As of November 30, 2017, 82 algorithm examples were submitted, of which 69 met the minimum acceptance criteria and submission requirements. The next stage was the stage of evaluation of these algorithms. In the first phase, the proposed algorithms were evaluated according to criteria such as security, performance, efficiency and application suitability. After the evaluation phase, the list of 26 selected algorithms was announced. In the final phase of the standardization process, NIST conducted additional security testing and analysis of the algorithms selected in the final phase. In 2022, for Kyber key exchange, Dilithium was chosen as one of the leading algorithms for digital signature [2].

Cyber [3]. Kyber is a post-quantum secure key encapsulation mechanism (key-encapsulation mechanism -KEM) that provides IND-CCA2 (Indistinguishability under Adaptive Chosen Ciphertext Attack), one of the highest security levels for cryptographic protocols . It involves three basic operations: Key generation, encapsulation, and decapsulation.

Key generation: The receiver generates a public and private key pair. While the private key is kept secret, the public key is shared publicly.

Encapsulation: The sender uses the receiver's public key to encrypt their message and obtains the ciphertext.

Decapsulation: The receiver uses the secret key to decapsulate the ciphertext.

Kyber is offered in three variants based on security levels defined by NIST. These variants differ in module sizes and coefficient distributions, which affect safety and performance.

- Kyber-512: NIST security level 1 compliant.
- Kyber-768: NIST security level 3 compliant.
- Kyber-1024: NIST security level 5 compliant.

Internal Modes in Cyber:

- Pseudorandom Functions (PRFs): Kyber uses SHAKE256 to generate pseudorandom functions, which are important for generating polynomial coefficients.
- Hash functions:

- H: Implemented as SHA3-256.
- G: Implemented as SHA3-512.
- Key-Derivation Function (KDF): Kyber uses SHAKE-256 to derive keys from input values, providing secure conversion of random data into cryptographic keys.
- Polynomial Arithmetic: Kyber uses NTT (Number Theoretic Transform) to perform polynomial multiplication operations efficiently. Also supported for polynomial addition and subtraction.
- Samplers: In the context of the Kyber algorithm and similar post-quantum cryptographic systems, samplers are critical components used to generate random numbers or polynomials that are integral to the encryption and key encapsulation processes. It plays an important role in ensuring both the security and efficiency of the cryptographic process. A breakdown of the types of selectors used in Kyber:
 - Uniform sampler is used to generate open polynomials using the Parse algorithm . Generates equal random values from a specified range. This uniform distribution helps increase security by making it difficult for an attacker to guess or reverse engineer the public key.
 - Binomial sampler generates latent and error polynomials using CBD (Centered Binomial Distribution). This plays an important role in the security of a cryptographic scheme as it helps control the amount of noise we add to the calculations. Noise is essential to the security of lattice-based schemes like Kyber and makes it difficult for potential hackers to solve basic mathematical problems.
- Encode/Decode : This is important for converting polynomials to byte arrays for transmission and vice versa. They ensure that the mathematical structures used in cryptographic algorithms are effectively transmitted over channels that primarily operate on byte data, thereby protecting the integrity and security of the transmitted information.
- Compress/Decompress: These functions are important for reducing the size of ciphertext. Compression discards the low-level bits of the ciphertext without losing the underlying information needed for decryption. Decompression reconstructs the original ciphertext, or a close approximation, from the compressed form.
-

NTRU [4]. NTRU (N-th degree Truncated Polynomial Ring Units) was introduced in 1998 by Hoffstein, Pipher, and Silverman. NTRU is based on hard lattice problems such as short vector problem (SVP) and learning with error (LWE). It performs encryption and key exchange using polynomial arithmetic. This cryptosystem is based on three main parameters: N (polynomial degree), p and q (moduli). Here, the interdependence of p and q plays an important role in the security of NTRU. Cryptographic operations $Z[X]/(X^N - 1)$ are performed in a ring. This allows you to work with polynomials instead of working with very large numbers, thus improving performance. The main key components of the NTRU cryptosystem consist of three main steps: key generation, encryption and decryption.

Key generation: The key generation process in an NTRU system involves two basic polynomials: one used for the secret key and the other for the public key.

- Secret key polynomial (f): This polynomial is used as a secret key, which is secure as it is difficult to calculate over modules. This polynomial must have inverse elements for both mod q and mod p. This is necessary to recover the encrypted message. These reverse elements ensure that calculations are performed correctly in the process of decoding the message and, as a result, the original message is recovered. At the same time, the presence of Reverse elements indicates that the secret key is not chosen randomly and has a special structure, that is, the secret key takes special values when calculated according to mod q and mod p. This makes it difficult for malicious individuals to guess the key and find a weakness in the encryption system.
- Public key polynomial (h): The public key is derived from the inverse polynomial mod q of the secret key. More precisely, the public key is the product mod q of a randomly chosen polynomial (g) with a secret key polynomial:

$$h = f_q * g \pmod{q}$$

Encryption process: The message is converted to a certain degree of polynomial form and encrypted with the public key.

$$e = p * r + h * m \pmod{q}$$

$p * r$ to the expression $h * m$ makes the message even more confusing. The ciphertext sent m where e is a polynomial representation of the message, r a random polynomial.

Decryption process: The message is decrypted using the secret key (f).

$$a = f * e \pmod{q}$$

f_p message is retrieved using f . At this time, the noise value is cleared and the message is restored.

$$m = f_p * a \pmod{p}$$

Each of these processes allows messages to be securely encrypted and decrypted using polynomial arithmetic and a noise factor.

FrodoKEM [5]. FrodoKEM is a key encapsulation mechanism (KEM) based on random matrices and error terms, developed based on the LWE (Learning With Errors) problem. Its main operation consists of three main stages: key generation, encapsulation, decapsulation.

Key generation : The receiver obtains a matrix containing the secret key and another matrix containing the public key by generating random elements.

Encapsulation: The sender encrypts the message using the receiver's public key. The message is modified with a randomly selected noise value. This ensures that the data can only be retrieved using the secret key.

Decapsulation: The receiver decrypts the data using a secret key. The secret key is used to clear the noise value created during encapsulation.

The FrodoKEM family is designed in three variants based on the security levels defined by NIST.

- FrodoKEM-640: AES-128 equivalent, NIST level 1 compliant.
- FrodoKEM-976: AES-192 equivalent, NIST level 3 compliant.
- FrodoKEM-1344: AES-256 equivalent, NIST level 5 compliant.

In this paper, using the Python programming language and the liboqs library, the effectiveness of all three algorithms is evaluated according to various metrics. The liboqs library facilitates the implementation of post-quantum KEMs such as Kyber, NTRU, and FrodoKEM. Algorithms were compared using the functions of liboqs library by Python's ctypes module.

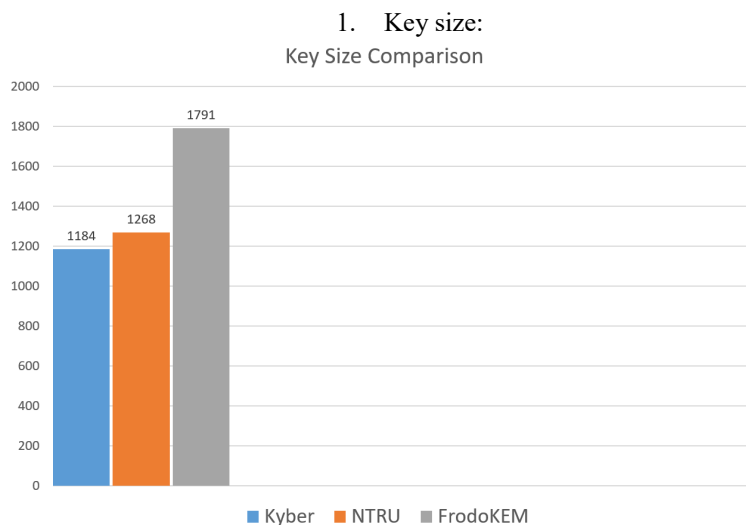


Figure 1. Comparison of key sizes

Smaller key sizes result in lower memory usage and faster processing. Kyber and NTRU have relatively small key sizes, making them more efficient in terms of storage and memory usage. FrodoKEM, on the other hand, has larger key sizes, making it highly secure (Figure 1).

2. Key generation :

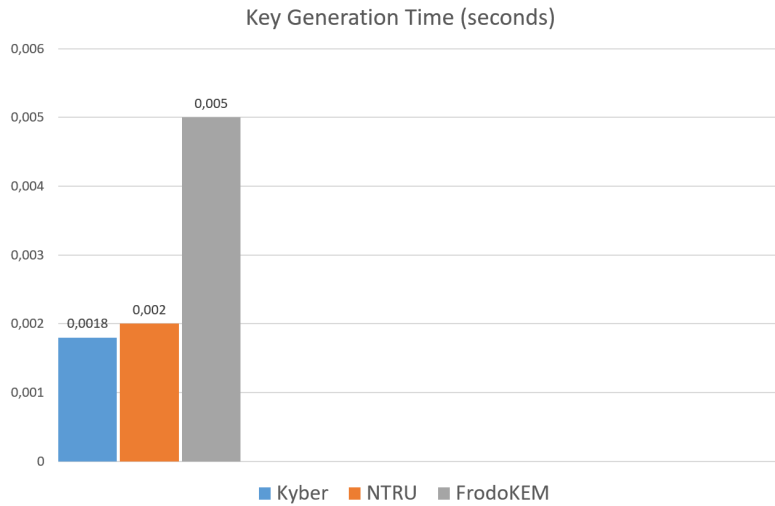


Figure 2. Key generation time

Less time required to generate key pairs of each algorithm has a positive effect on the speed of the system. Kyber demonstrated an effective key generation time of approximately 0.0018 seconds in simulation. Almost close performance is also shown in NTRU. However, FrodoKEM is significantly different from other algorithms. Due to the complex structure, the key generation time is 2-3 times longer than others. Therefore, FrodoKEM performs poorly in terms of speed (Figure 2).

3. Encapsulation:

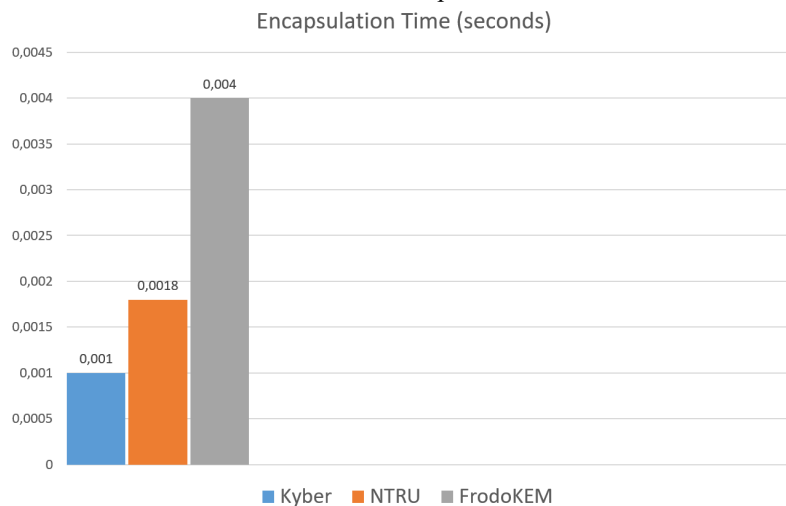


Figure 3. Key encapsulation time

Encapsulation time is the time required to encrypt user data. Due to its high index, FrodoKEM differs from other algorithms. This makes its key generation time longer (Figure 3).

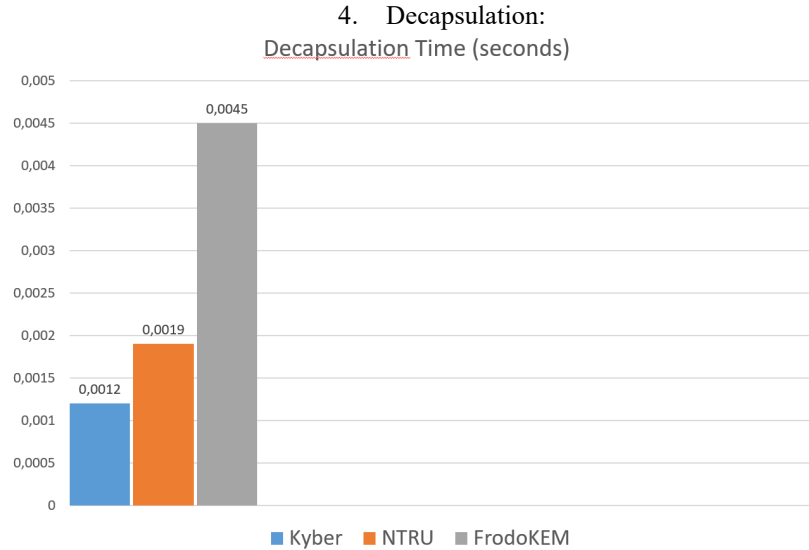


Figure 4. Decapsulation time

Decapsulation is the reverse process where the receiver decrypts the message. Kyber performs well with a decapsulation time of around 0.0012 seconds. NTRU is a bit slow but still efficient. FrodoKEM still gets the highest value (Figure 4).

THE RESULT

I was able to compare the performance of post-quantum algorithms such as Kyber, NTRU and FrodoKEM using the liboqs library and the Python programming language. Each algorithm has its strengths. Kyber has a small key size and transaction time. This makes it suitable for high-speed applications. NTRU strikes a balance between both security and performance. That is, it is the optimal choice in situations where both speed and safety are important. FrodoKEM has the highest level of security, although it has larger key sizes and slower performance values. Therefore, it is used in situations where safety is a priority.

The choice of algorithm depends on the specific needs of the system in question, balancing security, performance, and resource availability.

REFERENCE

- Mosca, M. (2018). Cybersecurity in an era with quantum computers: Will we be ready?. *IEEE Security & Privacy* , 16 (5), 38-41.
- Alagic, G., Alagic, G., Alperin-Sheriff, J., Apon, D., Cooper, D., Dang, Q., ... & Smith-Tone, D. (2019). Status report on the first round of the NIST post-quantum cryptography standardization process.
- Aikata, A., Mert, AC, Imran, M., Pagliarini, S., & Roy, SS (2022). KaLi: A crystal for post-quantum security using Kyber and Dilithium. *IEEE Transactions on Circuits and Systems I: Regular Papers* , 70 (2), 747-758.
- Hofstein, J. (1998). NTRU: A Ring Based Public Key Cryptosystem. *Algorithmic Number Theory (ANTS III)* .
- Alkim, E., Bos, JW, Ducas, L., Longa, P., & Mironov, I. (2021). Michael Naehrig Valeria Nikolaenko Chris Peikert Ananth Raghunathan Douglas Stebila June 1, 2021.

CODES**Cyber**

```

import ctypes
import time

# Load the liboqs shared library
liboqs = ctypes.cdll.LoadLibrary('liboqs.so')

# Define constants for Kyber-768
OQS_KEM_alg_kyber_768 = b"Kyber768"

# Define OQS_KEM structure
class OQS_KEM(ctypes.Structure):
    _fields_ = [
        ("method_name", ctypes.c_char_p),
        ("alg_version", ctypes.c_char_p),
        ("claimed_nist_level", ctypes.c_uint8),
        ("ind_cca", ctypes.c_uint8),
        ("length_public_key", ctypes.c_size_t),
        ("length_secret_key", ctypes.c_size_t),
        ("length_ciphertext", ctypes.c_size_t),
        ("length_shared_secret", ctypes.c_size_t),
    ]

# Initialize the Kyber-768 KEM
liboqs.OQS_KEM_new.restype = ctypes.POINTER(OQS_KEM)
liboqs.OQS_KEM_free.argtypes = [ctypes.POINTER(OQS_KEM)]

# Create Kyber-768 instance
kem = liboqs.OQS_KEM_new(OQS_KEM_alg_kyber_768)

# Measure Key Generation Time
start_time = time.time()
public_key = (ctypes.c_uint8 * kem.contents.length_public_key)()
private_key = (ctypes.c_uint8 * kem.contents.length_secret_key)()
liboqs.OQS_KEM_keypair(kem, public_key, private_key)
keygen_time = time.time() - start_time

```

```

# Allocate memory for shared secrets and ciphertext
shared_secret_alice = (ctypes.c_uint8 * kem.contents.length_shared_secret)()
shared_secret_bob = (ctypes.c_uint8 * kem.contents.length_shared_secret)()
ciphertext = (ctypes.c_uint8 * kem.contents.length_ciphertext)()

# Measure Encapsulation Time (Alice encapsulates Bob's public key)
start_time = time.time()
liboqs.OQS_KEM_encaps(kem, ciphertext, shared_secret_alice, public_key)
encaps_time = time.time() - start_time

# Measure Decapsulation Time (Bob decapsulates the ciphertext)
start_time = time.time()
liboqs.OQS_KEM_decaps(kem, shared_secret_bob, ciphertext, private_key)
decaps_time = time.time() - start_time

# Compare the shared secrets
if shared_secret_alice[:] == shared_secret_bob[:]:
    print("Key exchange successful! Shared secrets match.")
else:
    print("Key exchange failed. Shared secrets do not match.")

# Print key size and timings
print(f"Key size: {kem.contents.length_public_key} bytes")
print(f"Kyber Key Generation Time: {keygen_time:.6f} seconds")
print(f"Kyber Encapsulation Time: {encaps_time:.6f} seconds")
print(f"Kyber Decapsulation Time: {decaps_time:.6f} seconds")

# Clean up
liboqs.OQS_KEM_free(kem)

```

NTRU

```

GNU nano 7.2                                ntru_s.py
import ctypes
import time

# Load the liboqs shared library
liboqs = ctypes.cdll.LoadLibrary('liboqs.so')

# Define NTRU algorithm
NTRU_ALG = b"NTRU"

# Define OQS_KEM structure
class OQS_KEM(ctypes.Structure):
    _fields_ = [
        ("method_name", ctypes.c_char_p),
        ("alg_version", ctypes.c_char_p),
        ("claimed_nist_level", ctypes.c_uint8),
        ("ind_cca", ctypes.c_uint8),
        ("length_public_key", ctypes.c_size_t),
        ("length_secret_key", ctypes.c_size_t),
        ("length_ciphertext", ctypes.c_size_t),
        ("length_shared_secret", ctypes.c_size_t),
    ]

# Function to perform key exchange simulation for NTRU
def simulate_ntru():
    # Create a KEM instance for NTRU
    kem = liboqs.OQS_KEM_new(NTRU_ALG)

    # Measure Key Generation Time
    start_time = time.time()
    public_key = (ctypes.c_uint8 * kem.contents.length_public_key)()
    private_key = (ctypes.c_uint8 * kem.contents.length_secret_key)()
    liboqs.OQS_KEM_keypair(kem, public_key, private_key)
    keygen_time = time.time() - start_time

```



```

# Allocate memory for shared secrets and ciphertext
shared_secret_alice = (ctypes.c_uint8 * kem.contents.length_shared_secret)()
shared_secret_bob = (ctypes.c_uint8 * kem.contents.length_shared_secret)()
ciphertext = (ctypes.c_uint8 * kem.contents.length_ciphertext)()

# Measure Encapsulation Time (Alice encapsulates Bob's public key)
start_time = time.time()
liboqs.OQS_KEM_encaps(kem, ciphertext, shared_secret_alice, public_key)
encaps_time = time.time() - start_time

# Measure Decapsulation Time (Bob decapsulates the ciphertext)
start_time = time.time()
liboqs.OQS_KEM_decaps(kem, shared_secret_bob, ciphertext, private_key)
decaps_time = time.time() - start_time

# Compare the shared secrets
if shared_secret_alice[:] == shared_secret_bob[:]:
    print("Key exchange successful! Shared secrets match.")
else:
    print("Key exchange failed. Shared secrets do not match.")

# Print key size and timings
print(f"NTRU Key Size: {kem.contents.length_public_key} bytes")
print(f"NTRU Key Generation Time: {keygen_time:.6f} seconds")
print(f"NTRU Encapsulation Time: {encaps_time:.6f} seconds")
print(f"NTRU Decapsulation Time: {decaps_time:.6f} seconds")

# Clean up
liboqs.OQS_KEM_free(kem)

# Run the simulation for NTRU
simulate_ntru()

```

FrodoKEM

```

GNU nano 7.2                                frodo_s.py
import ctypes
import time

# Load the liboqs shared library
liboqs = ctypes.cdll.LoadLibrary('liboqs.so')

# Define FrodoKEM algorithm
FRODO_KEM_ALG = b"FrodoKEM"

# Define OQS_KEM structure
class OQS_KEM(ctypes.Structure):
    _fields_ = [
        ("method_name", ctypes.c_char_p),
        ("alg_version", ctypes.c_char_p),
        ("claimed_nist_level", ctypes.c_uint8),
        ("ind_cca", ctypes.c_uint8),
        ("length_public_key", ctypes.c_size_t),
        ("length_secret_key", ctypes.c_size_t),
        ("length_ciphertext", ctypes.c_size_t),
        ("length_shared_secret", ctypes.c_size_t),
    ]

# Function to perform key exchange simulation for FrodoKEM
def simulate_frodo():
    # Create a KEM instance for FrodoKEM
    kem = liboqs.OQS_KEM_new(FRODO_KEM_ALG)

    # Measure Key Generation Time
    start_time = time.time()
    public_key = (ctypes.c_uint8 * kem.contents.length_public_key)()
    private_key = (ctypes.c_uint8 * kem.contents.length_secret_key)()
    liboqs.OQS_KEM_keypair(kem, public_key, private_key)
    keygen_time = time.time() - start_time

```

```

# Allocate memory for shared secrets and ciphertext
shared_secret_alice = (ctypes.c_uint8 * kem.contents.length_shared_secret)()
shared_secret_bob = (ctypes.c_uint8 * kem.contents.length_shared_secret)()
ciphertext = (ctypes.c_uint8 * kem.contents.length_ciphertext)()

# Measure Encapsulation Time (Alice encapsulates Bob's public key)
start_time = time.time()
liboqs.OQS_KEM_encaps(kem, ciphertext, shared_secret_alice, public_key)
encaps_time = time.time() - start_time

# Measure Decapsulation Time (Bob decapsulates the ciphertext)
start_time = time.time()
liboqs.OQS_KEM_decaps(kem, shared_secret_bob, ciphertext, private_key)
decaps_time = time.time() - start_time

# Compare the shared secrets
if shared_secret_alice[:] == shared_secret_bob[:]:
    print("Key exchange successful! Shared secrets match.")
else:
    print("Key exchange failed. Shared secrets do not match.")

# Print key size and timings
print(f"FrodoKEM Key Size: {kem.contents.length_public_key} bytes")
print(f"FrodoKEM Key Generation Time: {keygen_time:.6f} seconds")
print(f"FrodoKEM Encapsulation Time: {encaps_time:.6f} seconds")
print(f"FrodoKEM Decapsulation Time: {decaps_time:.6f} seconds")

# Clean up
liboqs.OQS_KEM_free(kem)

# Run the simulation for FrodoKEM
simulate_frodo()

```

CONFLICTS BETWEEN TEACHERS AT A LIBYAN SCHOOL: CAUSES AND ITS MANAGEMENT STRATEGIES (QUALITATIVE STUDY)

Yousa MOFTAH ELDAIK
yousaeldaik@gmail.com

Prof. Dr. Fatoş SILMAN
y.eldaik@zu.edu.ly

ABSTRACT

The purpose of this study is to investigate the reasons behind conflict and the techniques that teaching staff members and managers use to resolve it. This study used the descriptive case study method and qualitative research. The research involved eight Libyan primary school teachers and managers. Semi-interviews were used to collect the data, which was then analyzed by thematic analysis. The result reveals that task conflict is the most prominent type of conflict. After investigating the reasons behind the disputes between teachers and managers, the findings show misunderstanding, breaking the principles, work overload, individual differences, and poor communication are the primary causes of their disagreement. The finding also shows that the strategies that are used to handle these conflicts are dominating, avoidances, collaboration, effective communication, accommodation, and compromising. This study has crucial implications: while dominating and avoidance might be better not used or used wisely, collaboration, effective communication, accommodation, and compromising should be used widely for their effectiveness

Keywords: Primary teachers, managers, conflict management strategies

INTRODUCTION

The word "conflict" often evokes negative feelings in our thoughts. When we hear the word conflict, we often think of various conflicts, such as global wars or disputes between people over minor or major matters. However, conflict is a multifaceted phenomenon that can happen anywhere and in a variety of ways. Conflict is defined simply as the emergence of differences in ideas, viewpoints, and interests (Wallensteen, 2015). Rahim 2023 defines it as an interacting process that results in incompatibility, disagreement, or inconsistency inside or between social entities. Conflict is inevitable and can arise in homes, workplaces, and educational institutions. Normally, an organization has many employers and employees, and there is a possibility of conflict between them. Every interaction between two or more individuals has the potential to result in conflict. Due to conflict, members may find it difficult to communicate with one another, which will reduce commitment to completing duties and advancing the business. As a result, workers may become anxious and distrustful, which may affect their productivity. Recently, conflict has been shown to have positive impacts if it is managed in the right way.

Many recent studies carried out in many countries around the world study conflict on multiple perspectives (Anderson, 2023; Ashraf at all., 2023; and Whincup at all, 2023). However, there is no study about the conflict in primary schools in Libya. Therefore, this study will fill the gap and be a valuable resource for researchers who are interested in studying conflict in schools in general. It tries to investigate the reasons of conflict between primary teachers and managers and how they address this issue through various strategies.

LITERATURE REVIEW

Handling any problem effectively using different styles is called a conflict management strategy. These approaches are employed to resolve a dispute in a way that prevents unfavourable outcomes. The purpose of conflict management is to prevent threatening impacts within the organization (Abdulraheem, 2020). When conflicts are handled properly, they can inspire creative thought, which makes them both beneficial and important (Kim and Leung, 2012). While it is crucial to be aware of each aspect of a conflict and to use an appropriate style of conflict management, it is just as crucial to understand how people view conflict, accurately diagnose and comprehend its types and causes, and choose a response strategy (Shanka & Thuo 2017). Each of these three important matters is discussed, respectively.

Types of Conflict

Any kind of organization may have some kind of dispute. These are task conflict, relationship conflict (Daft and Marcic, 2013), and process conflict (Robbins, 2014). The first type is task conflict. It has to do with both the goals and the topic of the task. It happens when there are disagreements between individuals over the objectives to be met or the nature of the duties that must be done. The second type is relationship conflict: Interpersonal interactions are

the main focus of relationship conflict. It relates to the arguments that happen between different managers. When they are not compatible with one another, it leads to interpersonal conflict and personal dislike. The last type is process conflict. It refers to the process of completing a task. Surprisingly, these types of conflicts might be functional or dysfunctional. Both task conflict and process conflict are functional. They are generally thought to be advantageous since they improve decision-making as well as problem-solving skills. When conflict leads to better decisions, it is beneficial because it provides an opportunity for the discussion of issues and the release of anxieties, creates an atmosphere suitable for self-evaluation and development, and inspires imaginative thinking in group members. Conversely, the existence of relationship conflict is considered dysfunctional because it is believed that the previously stated results have been greatly decreased (Daft and Marcic, 2013).

Causes of conflict

Conflict can arise from various sources. A major contributing factor is inadequate communication. Communication problems can lead to conflict (Daft and Marcic, 2013). Any team can experience poor communication while they are discussing different matters related to their work. This may lead to a dispute between them. In addition, conflict can appear due to individual differences and cultural differences (White, 2008). In one working place, many individuals might be from different areas with different cultures, thoughts, experiences, and beliefs. Such a reason probably might lead to an argument between them. Moreover, Dai and Chen (2017) add that misunderstandings and misperceptions cause some issues in the majority of interpersonal disagreements. Instead of making an effort to comprehend the viewpoints of others, people frequently assume what others mean by their actions and intentions without really knowing them. They also add that competition over resources like funds, services, or products causes arguments between different managers. Conflict is almost unavoidable when people or teams have to fight for limited or diminishing resources. The last reason might be due to different goals. Each employee and employer have their own goals connected to their job. These differences might lead to a dispute between them in their organization. Conflict between a manager and a subordinate, for instance, can arise when the subordinate's job is unclear and each side understands it differently (Whitlam & Cameron, 2012). To sum up, conflict can result from poor communication, competition, individual and cultural differences, goal differences, misunderstandings, competition over resources, and others.

Conflict management strategies

There are many approaches for handling and resolving disputes. These are conflict management strategies and conflict resolution, and both of them are similar. They might be different on four faces. Firstly, while "conflict resolution" is the process of ending conflict, "conflict management" aims to lessen the detrimental effects of disputes. (Redpath et al., 2013). Secondly, conflict strategies vary from forcing to the other extreme of conflict avoidance. Conversely, conflict resolution refers to a scenario in which parties involved in a conflict reach a mutual understanding to resolve their fundamental differences, acknowledge each other's ongoing status as parties, and put an end to any violent actions taken against one another. Thirdly, conflict management can occur prior to, during, or following a disagreement, but conflict resolution frequently occurs "after" the conflict arises (Wallensteen, 2015). Finally, negotiation, arbitration, bargaining, and mediation fit under the heading of conflict resolution. On the other hand, conflict management strategies have five main strategies. Skilled individuals adapt their approach to the particular circumstance. There are situations where each of the five styles is acceptable. When someone disagrees with others, these conflict resolution techniques are often helpful. (Daft and Marcic, 2013). These strategies are:

1- Avoiding style

It is characterized by low care for oneself and others. It is described as uncooperative (Wilmot and Hocker, 2001); it is ineffectual and unsuitable (Gross and Guerrero, 2000). When the administrator wishes to stay out of the conflict, they utilize this style. Under such a style, the administrator is neither interested in imposing his own behavior nor in assisting others in reaching their aims. When the issue is unimportant to the administrators, they will employ this approach, which is called the passive approach. Administrators who adopt an avoidance strategy don't feel satisfied with themselves or the other person (Farooqi et al. 2013). Rahim (2002) stated that using this method to make rash decisions is improper. If success is impossible to achieve, this approach is appropriate.

2 - The dominating styles

It is also called forcing or competing strategy. Conducting this strategy shows that one has a high regard for oneself and a low regard for others. Rahim (2002) asserts that this is behaviour that is forced in order to win. When managers utilize a dominant style, they use harsh tactics to attain their aims and satisfy their own worries while also acquiring authority, all without regard for others. This style might not be suitable and effective in a democratic society (Wilmot and Hocker, 2001).

3- The collaboration style

It is called integrating, or problem solving. This strategy's outcome is win-win. Both parties are winners. The collaborative style is crucial. When diverse viewpoints must be combined to create a comprehensive solution and when commitment from all parties is required for a consensus. It is suitable and effective because it gives both parties access to the other person's perspectives on incompatible aims, allowing them to work together to find a solution that meets their requirements and achieves their goals. By using style, managers can generate positive results. Managers are able to generate positive results by incorporating style. However, it is believed that the diversity of human behavior and interests makes it challenging to implement an integrated style due to their differences (Griffin & Moorhead, 2007).

4 The compromising style.

It is considered a medium ground when self- and other-care concerns are almost prominent. Depending on its nature, compromise can be either active or passive. Additionally, this tactic is seen as appropriate, successful, and relatively direct (Griffin & Moorhead, 2007). It is appropriate in situations where both parties have equally vital aims, when opponents are equally powerful and both sides wish to make a compromise, or when quick decisions must be made. Furthermore, some professionals believed it to be more giving up than desired. It is a mixture of agreeable connections between the parties. Rahim (2023) asserts that this approach works well when both sides have significant objectives to meet.

5 The accommodating style.

It shows a high level of concern for others and a low level of concern for oneself. Put differently, it's a tactic used by people to give up on their own demands and comply with the desires of others. It denotes a high degree of cooperation; the main goal of this strategy is to preserve the relationship. People who employ this tactic are seen as suitable but ineffective (Griffin & Moorhead, 2007).

Different studies from literature

In literature, there are different studies conducted in different countries, and these studies relate to the conflicts that happen in schools. This research investigates this issue from different perspectives and using different methods.

The study of Shanka and Thou (2017) examines the various strategies taken to handle and settle disputes between teachers and administrators in Wolaita government primary schools in Ethiopia. Their study is a quantitative study. Their data were collected using 146 questionnaires and 70 interviews. Their findings show that primary school conflicts can be categorized into three areas: institutional, work, and leadership. Institutional conflicts include inadequate resource distribution and infrastructure, work issues like low performance, lack of competence, and absenteeism. Work conflicts involve low performance, work overload, and poor implementation of policies. The research highlights issues with leadership, including false reports, poor rule implementation, poor communication, and a lack of involvement in decision-making, as well as training opportunities. They also found that conversations, force, punishment, compromise, avoidance, and ignorance are different strategies used to handle their conflict. In another study conducted in two Greek regions (Saiti, 2015), the findings demonstrated that interpersonal and organizational factors are the primary causes of school conflicts, which frequently occur in educational settings. Furthermore, the findings indicated that, compared to other areas, urban schools have a higher likelihood of experiencing these disputes. This study backs up the idea that developing a positive conflict management approach and improving student performance require integration, teamwork, and coherence.

Throughout their study, Morake and others (2019) found that the primary reason for conflict between teachers in Botswana's southern regions is personality conflicts, a communication breakdown, and scarce or nonexistent resources. Depending on the nature of the disagreement, the educational managers suggested using cooperation, avoiding, competing, and compromising techniques to resolve it. The finding implies that there is an issue when educational administrators take on leadership roles without receiving sufficient preparation previously. Another study's investigation was to ascertain how conflict management approaches relate to secondary school teachers' effectiveness. The study's target population consisted of male and female secondary school students in the Punjab Province. The results of the investigation showed a strong correlation between secondary school teachers' performance and their conflict management approaches. Additionally, data showed that teachers' success was positively correlated with integrating, obliging, and dominant styles, but that avoided and compromised styles had a negative impact on the effectiveness of teachers. They also found that the integrating, dominating, and accommodating styles have a favorable correlation with output. Teachers in secondary schools perform better at work when they use these dispute resolution techniques. Conversely, the avoidance and compromising approach to dispute resolution has a negative impact on teachers' performance (Faroqi et al., 2016).

The case study

Before revealing the finding of the study, the explanation of the organizational structures is provided making certain that readers are fully aware of the background circumstances. The data was collected from three different public schools in Libya. These public school are administered by the Libyan ministry of education which focuses on the management and organizational structure of the schools. The majority of participants in this study are from the same public school while the two participants from two different schools. All the three schools from the same city, Al_Zawia, and they are not far away from each other. All the three schools have only primary level (1-6) and preparatory level (7-9). They do not have secondary levels. Each school has a hierarchical organizational structure and is led by a director. Each level has their own director. The leader of primary level is different from the leader of the preparatory level. Before 2020, the system of administration consists only from one department relate to the director and two secretaries. However, recently there are many departments and many mangers cooperate together with the teachers, such as financial supervisor, store keeper, library manager, the manager of information technology and social workers. It is significant to note that the primary school level was chosen for this study's focus on investigating the conflicts that happen in these schools between teachers and managers.

The research's objective

The purpose of this study is to investigate ‘How do teaching staff members and mangers manage their conflicts?’. In order to address the primary research issue, the following questions were developed:

1. What types of conflicts usually happen between teaching staff members and mangers?
2. What are the common sources of conflict between teachers and mangers?
3. What strategies do teachers and managers use to solve their conflicts?

The study is an original research. It allows the reader to view and read the subject in all of its aspects. It's believed that the research will contribute to the subject of education management. The findings, the recommendations and implementation will provide insight for researchers, teachers, and school administrators.

METHOD

Research design

This research is a qualitative study and it was designed as a descriptive case study. A qualitative study is a collection of methods for gathering and analyzing data that seeks to understand and explore real-world issues. It also helps in generating a new hypothesis. In addition, participants' views, behaviors, feelings, and experiences are gathered in qualitative research (Tonon, 2015). Conversely, it is not like a quantitative study that addresses quantity or number, and which starts with hypotheses in order to support or refute them (Gray et al., 2007).

As a descriptive case study, this research was planned. An in-depth examination of a single person or small sample size is used in a qualitative descriptive case study, which limits its conclusions to that person or group in a particular context (Glesne, 2016). In order to investigate a particular aspect of a complicated phenomenon, this descriptive-qualitative methodology is employed. Case studies that are descriptive attempt to fully explain in detail an event within its specific context (Ayton, 2023). The descriptive case in this research is teachers from different primary schools and the study topic is conflict management. This topic is examined deeply and the findings only present the teachers who were included in this study.

Sample of the Research

The sample for this study consists of eight teachers and managers who work at different schools in Al-Zawia, Libya, during the autumn term of 2023–2024. One could argue that the research project's time frame restricts the number of participants, which could have an impact on the study's reliability (Bryman & Bell, 2011). Maylor and Blackmon (2005) argue that a qualitative multiple participant study could have eight individuals in order for the results to be generally applicable. Purposive sampling and criterion sampling was used to select the sample. Purposive sampling is based on the evaluation of the researcher who will provide the greatest amount of data to achieve the study's objectives. criterion sampling allows for the acquisition of rich data and detailed information (Etikan and Bala, 2017). As a result, the study's requirement is that teachers had to experience conflict in their school in order to share their opinions about the causes of conflicts and how to handle them. The aim of this research paper is to investigate how mangers and teachers manage conflict between them. In order to address such a matter, the researcher decided to choose teaching staff members who have been teaching for more than two years. Although the conflict is inevitable, the researcher believes that having experienced members will absolutely help in addressing the objectives of this study in detail.

Data Collection Tool and Collection of Data

The tool that is used in this study is a semi-structured interview. Some of the open-ended questions were initially prepared by the researchers, while the rest were asked during the interview to explore the matter in more detail (Newcomer et al, 2015). Galletta (2013) states that semi-structured interviews are ideal for many valuable tasks, especially when several of the open-ended questions call for additional questioning. Semi-structured data collection is used in the majority of qualitative descriptive studies since it is a dependable method compared to other qualitative research. The data analysis techniques are typically more categorical and less conceptual. Thus, student researchers would find this study design ideal for their research. The investigations can be carried out more quickly than with other study designs because of their simple methodology (Ayton, 2023).

The authors' interview questions were intended to investigate the causes and the types of conflicts that the teachers face with their colleagues, with their boss and with the rules of their schools. In addition, the teachers were asked how to manage the dispute that they had with their supervisors, their coworkers, and the regulations of their educational institutions. Two management professionals were asked for their thoughts in order to assess the internal validity of the research's questions. Following that, the pilot study was carried out using two primary school teachers to investigate the effectiveness of the questions. The investigation of the pilot study shows that two questions were not effective, so they were rephrased to obtain further details.

To confirm the validity and reliability of the study, two research experts looked over the data at each stage. The research findings were presented in detail, and the data were presented exactly as they were. In order to guarantee consistency, the researcher applied the data's coding and theming. The researcher was able to generate themes and analyze the data more easily by labeling and grouping comparable types of data using this technique.

Interviews with participants were conducted using different social media platforms. This tool was used because the researcher is not in the study context. Each teacher was met individually after finishing their work and when we agreed on a specific time. During the interview, the answers were written, and then the answers were translated from Arabic to English by the researcher, who specializes in this topic. Each participant was seen individually to conduct a detailed exploration of the matter, and interviews typically lasted between forty and fifty minutes.

Analysis of Data

The "thematic analysis" (TA) methods were used to analyze the data. It is defined as a technique for determining, evaluating, and understanding "themes," or meaningful patterns, in qualitative data. TA is used in experiential research to identify patterns in data related to participants' experiences, perspectives, and behaviors (Clarke & Braun 2017). According to Braun and Clarke (2013), there are six stages of TA. These are: 'familiarisation with the data', coding, searching for themes, reviewing themes, defining and naming themes and writing up'. Firstly, the interaction was thoroughly transcribed and read multiple times for a comprehensive understanding of the content. Then, the codes were tentatively identified. These codes correspond to the aspects of the data that seem significant and fascinating. These codes give an idea of the conversation's context, although they are more numerous and detailed than themes. The third step was finding the themes and connecting them with codes. Later, the themes are reviewed, defined, and named. In the last step, the analysis was used to address the research question, how do teachers and managers handle their conflicts?'

Each teacher was given a unique number to represent their ideas in the survey; names were kept secret to ensure participant privacy. The first teacher was presented as T1, and the tenth teacher as T8. In an effort to give the research validity, the participating teachers' comments were given as quotes.

Ethical considerations

Confidentiality and anonymity were ensured, and all participants were made aware of the study's aim. The informed consent form that participants signed stated that they were under no obligation to continue with this study and that their participation was entirely optional.

FINDINGS

Three research questions listed in the research introduction served as the foundation for the presentation of the research findings. To answer the main question; how Libyan teachers and managers manage their conflicts? three main themes are presented respectively in this part: types of conflicts, causes of conflicts and strategies they use for managing their conflicts.

Theme one: types of conflicts

Under this theme, there are three subthemes according to three different types of conflict: task conflict, relationship conflict, and process conflict. According to the result, the majority of conflicts are task conflicts in which teachers

have a dispute with other teachers regarding their work. Under the first subtheme, there are four subthemes. First subtheme, the majority of problems relate to ‘problems from the teachers whom their children are taught by other teachers’. Secondly, issues relate to the ‘attendance record’. Thirdly, issues relate to the class time. Fourthly, other issues relate to different contexts.

Firstly, five teachers mention that they have a dispute with ‘the teachers whom they teach their children’. These are teachers T1, T4, T6, T7, and T8. They say:

I had many problems with teachers who taught their daughters. If they find out that their daughters do not understand the lesson, they would like me to teach them in order to teach their daughters at home. I mean that the teachers come to me and ask me to explain something that they do not understand. **T1**

They come up to me in class and nervously inquire about their children's missing marks. Why did you reduce their children's marks even though they got a perfect mark on the exam? **T6**

They like to get into everything. During this year, approximately 7 to 8 teachers come to me to ask about their children whom I teach. Most of their questions are: Why did you give my son an incomplete mark in the English language subject that I teach? And every time I have to explain to them the reason, **T7**

It may occur as a result of a complaint from the teacher's son or daughter, telling the teacher's mother that one of the teachers is not good at teaching and giving information. **T8**

Second subtheme, four teachers state that most of the disputes that happen between teachers relate to ‘attendance record’. These are T2, T3, T6, and T8. During the interview, they say

Being responsible for the attendance and absence record, most of the problems happen to me regarding this matter. Some teachers come late to the school and I prevent them from signing. **T2**

Each teacher should come on time and leave on time. These are some of the principles of the school, and we should apply them. These principles are established by the Ministry of Education in order to carry on the education process; neglecting these principles will absolutely lead to corrupting our school. **T8**

Third subtheme, disagreements relate to the ‘class time’. This problem is mentioned by T1 and T5.

Yes, another problem happened, and it still happens sometimes between me and the teacher who has a lesson before me. Her lesson should finish, but most of the time she takes five minutes from the limited time of my lesson. **T1**

There was a problem that happened between me and a teacher last semester. The whole semester, on Wednesday, she took the time for my lesson. She told me that ‘this is her time, and it is not mine’. **T1**

Most of the problems occur when another teacher takes my class time. Most of the time, she takes 10 minutes, and I may have 35 minutes left for explaining my lesson, and this time may not be enough. This actually makes me annoyed. **T5**

Fourth subtheme, there are other disagreements that occur between teachers. These relate to the task type of conflict and relate to different contexts, as they were mentioned by many participants:

When I heard it, I was upset. I went to her, and I told her why you let the inspector get inside my class and evaluate my students instead of me. What you did is against the rule of the education ministry. **T1**

The only problem that bothered me was with the Islamic education teacher who teaches in the other classrooms. She had a circumstance, and as a result, I taught on her behalf. It took days, and I was exhausted, to do her job. **T3**

The problem that occurred between me and the teacher was because of the exam topic. We put the questions together, but our typical answers were different. It became problematic to determine which answers would be accepted. **T3**

Problems from some colleagues who are teaching the sixth grade primary students in the same academic year. When I ask about something in the curriculum or when I ask them to clarify some points for me, they do not give an answer and do not like to help me. This makes me hesitate to speak with them or ask them any questions. **T7**

Under the second subtheme, 'relationship conflict', there are a few cases that show that the conflict that happened between them relates to the social relationship between them and does not relate to their work. These are mentioned by two participants, T7 and T8.

Sometimes problems may occur between teachers as a result of their presence in their room during rest periods between lessons. **T7**

Some problems may also occur as a result of their presence and dialogue in one room, especially for female teachers, during their free time. These problems may be social and not related to the work. **T8**

Under the third subtheme, 'process conflict', there is only one case where a teacher and the boss mention it. This appears at the beginning of the study and during the conference between teachers when they discuss the distribution of the subjects. In other words, what each teacher is going to teach and how many classes will be taught by them. One teacher mentions it, and the boss talks about the same dispute:

Teachers who have experience do not argue or oppose the distribution of schedules, and this causes us to suffer psychologically. They force us to teach more classes than others under the claim that we are experienced teachers, and this creates discussion and debate between us. We are often not satisfied about that. I am also forced to teach mathematics, which is not my specialty. My specialty is science. Due to a shortage of mathematics teachers, I am forced to teach it. **T5**

Most problems occur at the beginning of the semester, when the schedule is distributed. Some teachers are dissatisfied with the division of subjects and the study schedule. They have disputes with each other, especially when they compare their work. **T8**

Theme two: causes of conflicts

Most of the conflicts that happen between the teaching staff members and the managers are identified as having five main causes: misunderstanding, breaking the regulation, **work overload**, individual differences, and poor communication. These are classified into five main subthemes according to the results.

Starting with the misunderstanding subtheme, many cases show a misunderstanding between the teachers. The majority of teachers ask other teachers (T1, T4, T6, T7) who teach their children about reducing their marks. The teachers who teach have to explain and clarify the reason. For example, as with what happened with teachers 6 and 7, They come up to me in class and nervously inquire about their children's missing markets. Why did you reduce their children's markets even though they got a perfect mark on the exam? I have to clarify to them that participation in the class is the most important part of evaluation. **T6**

They like to get into everything. During this year, approximately 7 to 8 teachers come to me to ask about their children whom I teach. Most of their questions are: Why did you give my son an incomplete mark in the English language subject that I teach? And every time I have to explain to them why **T7**

Another subtheme: 'breaking the regulation' and the laws of the school is another reason behind the conflict between managers and teachers. This relates to breaking three main principles: 'attendance record, class time', and 'breaking the rules'. Many teachers and managers state that most of the disputes that happen between them relate to 'attendance records'. Many teachers, as stated, do not come on time. They come late. The manager T2 and the boss T8 clarify the point by saying:

Being responsible for the attendance and absence record, most of the problems happen to me regarding this matter. Some teachers come late to the school, and I prevent them from signing. **T2**

Each teacher should come on time and leave on time. These are some of the principles of the school, and we should apply them. These principles are established by the Ministry of Education in order to carry on the education process; neglecting these principles will absolutely lead to corrupting our school. **T8**

Not following the principle of ‘class time’ causes disagreement between teachers. This problem is mentioned by T1 and T5.

Yes, another problem happened, and it still happens sometimes between me and the teacher who has a lesson before me. Her lesson should finish, but most of the time she takes five minutes from the limited time of my lesson. **T1**

There was a problem that happened between me and a teacher last semester. The whole semester, on Wednesday, she took the time for my lesson. She told me that ‘this is her time, and it is not mine’. **T1**

Most of the problems occur when another teacher takes my class time. Most of the time, she takes 10 minutes, and I may have 35 minutes left for explaining my lesson, and this time may not be enough. This actually makes me annoyed. **T5**

The teacher, the boss, and the inspector—all of them might ‘break the rules’ and this is what happened in case T1. T1 left the school on party day, and she should stay till the end of departure time according to the rules of the education ministry. Here is what she says:

When I heard it, I was upset. I went to her, and I told her why you let the inspector get inside my class and evaluate my students instead of me. What you did is against the rule of the education ministry. **T1**

Under the subtheme of work overload, the participants’ speech may indicate that. This is clear from the speeches of teachers T3, T5, and their boss T8:

The only problem that bothered me was with the Islamic education teacher who teaches in the other classrooms. She had an urgent circumstance, and as a result, I taught on her behalf. It took 2 weeks, and I was exhausted to do both my job and her job as well. **T3**

Teachers who have experience do not argue or oppose the distribution of schedules, and this causes us to suffer psychologically. They force us to teach more classes than others under the claim that we are experienced teachers, and this creates discussion and debate between us. We are often not satisfied about that. I am also forced to teach mathematics, which is not my specialty. My specialty is science. Due to a shortage of mathematics teachers, I am forced to teach it. **T5**

Some teachers are dissatisfied with the division of subjects and the study schedule. They argue because they took more subjects than others. I do not divide equally and fairly because some teachers have more experience than others in the field of teaching, and the rest of the teachers do not have experience or competence, especially in teaching students in advanced stages. **T8**

Under another subtheme, individual differences as a reason for a conflict emerge from the data. This might be clear from the speeches of participants T3, T7, and T8.

The problem that occurred between me and the teacher was because of the exam topic. We put the questions together, but our typical answers were different. It became problematic to determine which answers would be accepted. **T3**

Sometimes problems may occur between teachers as a result of their presence in their room during rest periods between lessons. **T7**

Some problems may also occur as a result of their presence and dialogue in one room, especially for female teachers, during their free time. These problems may be social and not related to the work. **T8**

Finally, poor communication is only presented in one case that shows that one teacher asks other teachers for help but they prevent it. This might also show competition and grudges between them.

Problems from some colleagues who are teaching the sixth grade primary students in the same academic year. When I ask about something in the curriculum or when I ask them to clarify some points for me, they do not give an answer and do not like to help me. This makes me hesitate to speak with them or ask them any questions. **T7**

Theme three: strategies are used.

The majority of the strategies that are known to solve the conflict are used by the participants in different contexts. Under this theme, there are six subthemes: dominating, avoidances, collaboration, effective communication, accommodation, and compromising.

Starting with the dominating or forcing strategy, this strategy was mentioned by three participants. It was used by participant T1 in a suitable and appropriate manner with another teacher. It is mentioned by Manager 8 to enforce the principles and rules of the school. Conversely, it was used forcedly against participant 5, which led her to leave the school, and against participant 3 as well, instead of finding another solution to solve the problem, such as having substitute teachers, and here is what they say:

The first and second times, I knocked on the door, and I told her that it was my time now. But later, I started to get into the class and put my bag on the table inside the class. She does not understand. I have to do that. **T1**

Each teacher should come on time and leave on time. These are some of the principles of the school, and we should apply them. These principles are established by the Ministry of Education in order to carry on the education process, neglecting these principles will absolutely lead to corruption and the collapse of our school. **T8**

I was given more classes compared to other teachers, in addition to being forced to teach mathematics, which is not my specialty. My specialty is science. Due to a shortage of mathematics teachers, I am forced to teach it. **T5**

They force us to teach more classes than others under the claim that we are experienced teachers, and this creates debate between us, and we are often not satisfied about that. Last year, I had to transfer from one school to another as a result of these problems that happened to me. I am now at another school teaching science, and I am in a better situation. **T5**

The only problem that bothered me was with the Islamic education teacher who teaches in the other classrooms. She had an urgent circumstance, and as a result, I taught on her behalf. It took weeks, and I was exhausted from doing her job. **T3**

The second subtheme is avoidance. Although it is believed that using this strategy might not be effective and the person might not be satisfied, as what happened with participants 7, 4, and 5, the manager's speech T8 indicates that avoidances might be used effectively if it is not his duty. As stated by them:

Problems from some colleagues who are teaching the sixth grade primary students in the same academic year. When I ask about something in the curriculum or when I ask them to clarify some points for me, they do not give an answer and do not like to help me. This makes me hesitate to speak with them or ask them any questions. **T7**

I always tell him about the problem that happened to me. He just listened to me, and he has never put any solution forward. I saw him listen to the other teachers and give solutions to the others, but he did not give any solutions to me. He started to avoid me each time. I really feel upset and annoyed. **T4**

It may occur as a result of a complaint from the teacher's son or daughter, telling the teacher's mother that one of their teachers is not good at teaching and conveying information. As an administrator, this is not my work. This is the work of the educational inspection. He is the one who evaluates the teacher, and his evaluation is taken into consideration. **T8**

The third subtheme is collaboration. It is used by many participants to solve the problems that they face.

We met the director after the discussion. We decided that it is necessary to adhere to the attendance time, and only five minutes of delay are permitted. **T2**

Last year, we faced this problem, and we tried to solve it. We told the students to print the books themselves. In the middle of the school year, we identified the students who did not have books, and we copied the books at the school using the teachers' budget. **T7**

I had a problem as a result of uploading a photo of my son on the school's social media page. This is because his notebook was perfect and organized. The parents of another student who attended the school said that you put the teachers' children at the top and neglected our children. Problems always arise as a result of comparing teachers' children with other students. We solved the problem by stopping the publication of photos of students on social media sites. We only published a photo of their note books with their names on it. **T4**

The fourth subtheme is effective communication. It is used by many teachers to handle their conflicts. They state:

At first, they refused to give me a record of attendance and absence, but when I explained the reason to them, they agreed and gave me the record to sign. **T6**

They come up to me in class and nervously inquire about their children's missing markets. Why did you reduce their children's markets even though they got a perfect mark on the exam? I have to clarify to them that participation in the class is the most important part of evaluation. **T6**

Most of the problems arise from teachers who teach their children. They like to get into everything. During this year, approximately 7 to 8 teachers come to me to ask about their children whom I teach. Most of their questions are: Why did you give my son or daughter an incomplete mark in the English language subject that I teach? And every time I have to explain to them the reason, **T7**

There was a problem that happened between me and a teacher last semester. The whole semester, on Wednesday, she took the time for my lesson. She told me that this is her time and not mine. I told her this was my lesson time, but she did not believe me, so I took her under the stairs to look at the time table to convince her that she took the time for my lesson. **T1**

The fifth subtheme is accommodation. Two participants in two different situations show a low level of concern for themselves and a high level of concern for the other teachers.

I don't like problems. I often knock on the door and wait until she finishes and goes out. I have to wait. **T5**

I had many problems with teachers who taught their daughters. If they find out that their daughters do not understand the lesson, they would like me to teach them in order to teach their daughters at home. I mean that the teachers come to me and ask me to explain something that they do not understand. The first time, when she called me at 11 p.m., I responded. **T1**

The sixth subtheme is compromising. This strategy is believed to be an effective technique for solving conflict. It is also called a win-win strategy. It consists of a moderately balanced area where self- and other-care are present. The participant says,

The problem that occurred between me and the teacher was because of the exam topic. We put the questions together, but our typical answers were different. It became problematic to determine which answers would be accepted. After the dialogue, it was agreed to take the two answers into consideration. **T3**

DISCUSSION

This part is divided into three main parts connected to the research question: types of conflicts, causes of conflicts and strategies used to handle them.

Types of conflicts

The finding reveals that task or work conflict is the most prominent type of conflict. It means that most conflicts that happen between teachers and managers relate to their work. Other disputes that occur are identified as relationship and process conflicts, but these are minor compared with task conflicts. The results of this prominent type of study are consistent with those of Shanka and Thuo's study (2017). Their results show that work is one of the main factors in conflict. Their study looked into different conflict management and resolution techniques employed in government primary schools in the Wolaita zone between teachers and school administrators. They found out that the sources of conflict that relate to work are pressure at work, unfair timetable scheduling, teachers' unhappiness with their jobs, and poor responsibility. All of these sources are similar to the causes of conflicts that happen between teachers and managers in Libya.

Conversely, another study shows that relationships or interpersonal factors are the main types of conflicts in Greek (Saiti, 2015). The main difference between task conflict and relationship conflict is that while task conflicts are functional, relationship conflicts are dysfunctional. When conflict leads to better decisions, it is beneficial because it provides an opportunity for the discussion of issues and the release of anxieties, creates an atmosphere suitable for self-evaluation and development, and inspires imaginative thinking in group members. Conversely, the existence of relationship conflict is considered dysfunctional (Daft and Marcic, 2013) because it has been shown to be disruptive in professional environments (Henkin and Holliman, 2009). Some researchers also noted that task conflict fosters creativity in interorganizational teams and improves team learning in areas like cooperative problem solving and interorganizational interactions (Garcia et al., 2018). However, an excessive amount of task conflict might result in cognitive strain or a negative mood, both of which are harmful to the creativity of the team (Ayoko, 2016). Therefore, it can be stated that task conflicts might be useful for Libyan schools as an organization if they do not occur excessively.

Causes of conflicts

Identifying the causes of conflict that happen inside any organization is helpful and useful for both leaders and managers. It helps them initially understand the nature of the source of conflict (Eslamdoost et al., 2020; Bajwa et al., 2020; Shanka & Thuo, 2017). In this study, most of the conflicts that happen between the teaching staff members and the managers are identified as having five main causes: misunderstanding, breaking the regulation, work overload, individual differences, and poor communication.

The study's findings are partially in agreement with the study that was conducted in schools in Bostana. This study was carried out to investigate the difficulties facing managers in handling disagreements (Morake et al., 2011). The results show communication breakdown, clash of personalities, and lack of resources lead to conflict in Bostana's school. While miscommunication and clash of personalities are similar causes to this research's result, lack of resources is not. Most of the Libyan participants mention they don't lack resources this year; they mention that they lacked books last year, and this did not cause any dispute between them because they were able to find a solution due to discussion on this issue.

Regarding poor communication, many studies have confirmed that miscommunication and misunderstandings are sources of disputes between teachers (Barmao, 2012; Isabu, 2017; Shanka & Thuo, 2017; Antwi, 2013; Sintapertiwi & Andika, 2023). According to Saiti (2015), effective communication is the most crucial element in ensuring increased effectiveness in school teacher performance within the teaching team. He also adds that high levels of understanding are needed to reduce disruptive conflicts and for better communication, and the rules can be applied more easily inside the schools and between the managers and teachers. Thus, it can be said that misunderstanding and poor communication are sources of conflicts that emerge between teachers and managers in different contexts.

Breaking the regulations and work overload that are practised in Libyan schools is another source of conflict. The investigation of the data reveals that most of the teachers do not obey the rules of their schools. The rules of the 'attendance record' and 'class time' are the most prominent rules that are not followed by the teachers. The data also shows that the leader might not follow other rules that are conducted by the Ministry of Education. The results of the investigation are consistent with the study of Shanka and Thuo (2017). The data in their study was collected from ten different schools in Ethiopia. They stated that poor implementation of education policies by teachers and poor implementation of rules and regulations by leaders produce conflicts in schools. Therefore, they suggest that teachers, managers, and leaders should implement and follow the rules. In addition, their finding in terms of work overload is also in line with this study, and it agrees with Antwi's study (2013), which was conducted in high schools in Ghana. The data from the semi-interview of Libyan teachers and managers show, for instance, that experienced teachers have more classes compared with non-experienced teachers. It also shows that if teachers have urgent circumstances, other teachers, who have their own work, take the absent teachers' work and become overloaded with work. This is unfair and probably makes them tired and exhausted from their work. Therefore, their performance

might not be effective. To sum up, breaking the rules and work overload are possible sources that lead to disagreement, and these two sources are similar to other studies.

Individual differences seem to be another source behind the conflicts between teachers. However, the investigation of the data only shows one case where two teachers argue about identifying the typical answers to the final exam. They dispute because each has their own beliefs and knowledge. Individuals might be different in their languages, cultures, beliefs, thoughts, and knowledge, and this might lead to conflict while they are communicating. Most of the participants in this study are from the same place. They live near each other, they have the same language, and they nearly have the same culture. This might explain the reason behind the investigation: there is no significant dispute connected to their individual differences. There are also other studies that show that conflicts occur because of individual differences (Shanka & Thuo, 2017; Isabu, 2017; Yaras & Gunduzalp, 2021). The conflict that appears between two individuals in their school does not only affect them. According to Ward (2017, whenever two individuals do not get along with each other, such interpersonal conflict can affect everyone in the organization and their performance as well.

In addition to the five main causes that occurred in this study, there are various sources mentioned in other research. These are limited resources, overlapping authority (Isabu, 2017), inequality in the distribution of school resources, poor infrastructure, lack of competence in teaching, intolerance among workers, lack of responsibilities, lack of training, lateness and absenteeism, lack of involvement in decision-making, lack of clarity in the educational training policies and guidelines, lack of leadership skills (Shanka & Thuo, 2017), lack of reward systems (Antwi, 2013), unfair treatment (Sintapertiwi & Andika, 2023). In addition, it was added that school size is a probable source behind the conflict. As schools grow in size, teacher disagreements are more likely to occur. Saiti (2015) clarifies that small schools have better flexibility in making decisions. What he means is that teaching staff members can meet and make their decisions easily. Conversely, those school-limited members may lack information and knowledge and this might lead to difficulty to find solution to their conflict.

In addition to the causes that appeared from comparing and contrasting this study with different studies, the data shows four harmful effects on Libyan participants. One of the participants feels annoyed and upset by the avoidance of the leader. Another participant feels unwilling to communicate with others due to poor communication from others. The third case feels stressed and tired, and the fourth case is unable to work anymore. The fourth effect led the teacher to leave the school. This is a spurious loss to the school, especially if these teachers are qualified teachers. Other researchers show other negative effects of not handling the conflicts. Turan (2014) states that improperly managed disagreements have the potential to be quite harmful. In actuality, an improperly handled conflict process can result in unfavorable emotions and circumstances, including interdependence, reduced collaboration, jealousy among group targets, and instability. Ertürk (2022) mentions some destructive effects, some of which are similar to those described in this study, such as stress and anxiety, refusal to work, and the desire to leave school. The results of his study also add to the tiring and exhausted state of teachers due to conflict, burnout, decline in productivity and performance, decline in organizational commitment, loneliness, dissatisfaction, cynicism, lack of motivation, disappearance of moral behavior, withdrawal, and anger. Although the aim of this study is not to investigate the negative or positive effects of conflicts, the destructive and harmful effects of conflicts on Libyan participants make the researcher highlight them. It is aimed at warning leaders, teachers, and managers about the damaging effects of conflicts inside schools in order to know how to manage their conflicts.

Conflict management strategies

The majority of the strategies that are known to manage the conflict are used by the participants in different contexts. These are dominating, avoidances, collaboration, effective communication, accommodation, and compromising. Other studies have similar results. For example, the study's findings by Isabu (2017) show that their participants use avoidance, competition accommodation, and collaboration to manage their conflicts. Another study shows that teachers and managers use avoidance, punishing, compromising, forcing, ignorance, and discussions (Shanka & Thuo, 2017). The study of Morake and others (2011) states that most of his individuals use competing accommodations, avoidance, and compromising. From these results, it can be seen that most of the schools' leaders, managers, and teachers use similar strategies between them in their schools.

However, it is argued that using these strategies is seen as effective or destructive. Starting with the dominating or forcing strategy, this strategy was used by three participants. It was used by participant T1 in a suitable and appropriate manner with another teacher. when she gets into the class to force her to leave the class because it was her class time. It is practised effectively by the manager, the administrator, to enforce the principles and rules of the school. Conversely, it was used forcefully against participant 5, which led her to leave the school, and against participant 3 as well. Using the forcing strategy makes her overloaded with work and upset. Instead of finding another solution to solve the problem, such as having substitute teachers, she is overloaded with work. From this

finding, it can be inferred that dominating strategies can be effective if used properly and destructive if they are practised improperly. In contrast, the researchers Farooqi and others (2016) argue that if the forcing style is used by heads, effective output in terms of teachers' work will be gained. The data from his study shows a positive correlation between using a forcing style and teachers' performance. Another study also reveals that forcing style can change workers' performance effectively (Rouzbahani et al., 2013). However, both of these studies use quantitative studies and do not use qualitative studies. In other words, both of them deal with numbers and neglect the feelings of the participants. Thus, dominating style should be utilized carefully when thinking about its negative, harmful, and destructive effects.

Avoidance is another strategy that is used to manage the disagreement between Libyan participants. Although it is believed that using this strategy might not be effective and the person might not be satisfied, as happened with many Libyan teachers, the boss's speech indicates that avoidances might be used effectively if it is not his duty. Although it is not his duty, it is believed that effective communication should be used to clarify that to the teachers instead of feeling upset and dissatisfied due to his avoidances. Another study shows the relationship between the avoidance style and the low performance of teachers (Abdulraheem et al., 2020). It implies that teachers' performance will suffer if heads follow this approach (Farooqi et al., 2016). It is also added that decision-making and creativity can be negatively affected if this style is dominantly used in organizations (Abdulraheem et al., 2020). Moreover, individuals who employ this method are viewed as being unfit to handle a situation that requires attention, and they are unlikely to be able to comprehend and resolve the issues of others due to their lack of concern for others and themselves (Jehn et al., 2015). To sum up, using this approach seems to be destructive. Therefore, leaders, managers, and teachers should take care when they use them inside their organizations.

Using collaboration, accommodation, and effective communication is helpful in managing conflicts. This present study and other studies confirm that using these methods is effective in handling problems. It is also believed that using these essential strategies can enhance school performance (Sailti, 2015). In addition, by using collaboration and integration, leaders, managers, and teachers will be able to solve the problems that they face and reach the aims of their schools (Momanyi, 2011). By applying accommodation style, individuals display a low degree of self-interest and a great degree of concern and respect for others. This shows the sacrifices made by some for others in order not to cause conflicts. Some matters might be simple and not cause conflicts. Moreover, using effective communication is a suitable strategy to handle conflicts. In order to resolve disagreements, communication is crucial. It is ensured that conflicts can be addressed in a way that benefits the schools by having open communication with all parties involved (Yaras and Gunduzalp, 2021). Ertürk (2022) states that effective communication helps the administrator and employees work in harmony. They don't refuse when work is given to them, and they cooperate together to achieve the mission and vision of their schools. Thus, collaboration, accommodation, and effective communication should be widely used inside schools.

CONCLUSION

This study revealed three main findings. It shows that task- or work-related conflict is the most prominent type of conflict. It means that most of the conflicts that happen between teachers and managers relate to their work. Other disputes are identified as relationship and process conflicts, but these are minor compared with task conflicts. After investigating the reasons behind the disputes between teachers and managers, the findings show that misunderstanding and breaking the principles that relate to record attendance and class time are the most prominent causes that lead to disputes between managers and teachers. In addition, work overload, individual differences, and poor communication are other reasons that lead to disagreement. Furthermore, the strategies that are used to handle these conflicts are various. These are dominating, avoidances, collaboration, effective communication, accommodation, and compromising.

It should be stated that this study has certain limitations and that more research would be beneficial in the field of school conflict management in Libya. Additional data from other parts of Libya that function in distinct socioeconomic contexts might be required for a more comprehensive inquiry and to confirm the findings and analysis of the present study. The present study did not examine the impact of personal characteristics of Libyan school leaders, including gender, age, family status, educational background, and total years of service in public primary education. Thus, more investigation is required. Additionally, the personality and features of the school environment have a significant impact on how effective school leaders are, so more research on these factors and how they affect managing conflict in school would undoubtedly provide a deeper understanding of the factors that influence conflict management techniques. Finally, finding the best dispute resolution strategy for each educational level is a crucial area of study.

IMPLICATION

The finding implies that most of the problems that happen between teachers and managers relate to their work. This suggests that leaders, managers, and teachers should pay more attention to their work and should follow the principles and laws of their schools. Teachers should be consistent with the regulations of 'register record' and 'class time'. The study reveals that misunderstanding is another reason behind their disagreement, and it can be solved by effective communication. In addition, individual differences should be clarified to all of them in order to respect their beliefs, opinions, and thoughts. Moreover, work overload seems to be a serious issue not only for Libyan teachers but also in other countries, and the leaders of the schools should pursue solutions to solve this problem. Finally, and the most important is the implying of using conflict management strategies. While dominating and avoidance might be better not used or used wisely, collaboration, effective communication, accommodation, and compromising should be used widely for their effectiveness.

REFERENCES

- Abdulraheem, I., Zekeri, A., Mohammed, A., & Salau, A. A. (2020). A Qualitative Analysis of Conflict Management Style and Employees' Performance of Organizations in Northern Region of Ghana. *International Journal of Technology and Management*, 5(2), 1-21.
- Ashraf, F., Zareen, G., & Yildirim, M. (2023). Religious self-regulation, self-determination, resilience, and conflict management strategies in a community sample of international Muslim students in Pakistan. *Journal of Religion & Spirituality in Social Work: Social Thought*, 1-23.
- Anderson, R. (2023). The Conflict in Education: Catholic Secondary Schools (1850-70): A Reappraisal. In *Conflicts in French Society* (pp. 51-93). Routledge.
- Antwi, A. K. (2013). *Conflict management practices in senior high schools in the Akuapem south municipality of eastern region of Ghana* (Doctoral dissertation, university of cape coast).
- Ayoko, O. B. (2016). Workplace conflict and willingness to cooperate: The importance of apology and forgiveness. *International Journal of Conflict Management*, 27(2), 172-198.
- Bajwa, N. M., Bochatay, N., Muller-Juge, V., Cullati, S., Blondon, K. S., Junod Perron, N., ... & Nendaz, M. R. (2020). Intra versus interprofessional conflicts: implications for conflict management training. *Journal of interprofessional care*, 34(2), 259-268.
- Barmao. C. (2012) Causes and effects of conflict on teacher morale in public primary schools in Eldoret Municipality, Kenya department of educational management and policy study Moi University. *Journal of Education & Human Development*, 1(1), 22-29.
- Bryman, A., & Bell, E. (2011). *Business Research Methods*. 3rd edition. Oxford, UK: Oxford University Press.
- Clarke, V. & Braun, V. (2013) Teaching thematic analysis: Overcoming challenges and developing strategies for effective learning. *The Psychologist*, 26(2), 120-123
- Clarke, V., & Braun, V. (2017). Thematic analysis. *The journal of positive psychology*, 12(3), 297-298.
- Dai, X., & Chen, G. M. (Eds.). (2017). *Conflict management and intercultural communication: The art of interprofessional harmony*. UK: Henry Ling Limited.
- Eslamdoost, S., King, K. A., & Tajeddin, Z. (2020). Professional identity conflict and (re) construction among English teachers in Iran. *Journal of Language, Identity & Education*, 19(5), 327-341.
- Etikan, I., & Bala, K. (2017). Sampling and sampling methods. *Biometrics & Biostatistics International Journal*, 5(6), 00149.
- Ertürk, R. (2022). Conflict in schools: A qualitative study. *Participatory Educational Research*, 9(1), 251-270.
- Farooqi, M. T. K., Arshad, F., Khan, H. M. A., & Ghaffar, A. (2016). Interplay of conflict management styles with teachers' performance. *International Journal of AYER*, 1(2), 305-320.
- Farooqi, M.T.K., Akhtar, M.M.S., Islam, M.U., and Iqbal, A., (2013). Conflict Management Styles implemented by the administrators in the public sector universities of Punjab, Pakistan. *Scottish Journal of Arts, Social Sciences and Scientific Studies*, 10(2), 28-41.
- Galletta, A. (2013). *Mastering the semi-structured interview and beyond: From research design to analysis and publication* (Vol. 18). NYU press
- Garcia, R. B., Gonzales, A. A., & Orence, A. (2018). Conflict Resolution Styles Among Filipino Seafarers: Inputs to a Conflict Management Program. *Asia Pacific Journal of Maritime Education*, 4(1), 13-19.
- Glesne, C. (2016). *Becoming qualitative researchers: An introduction*. Pearson. One Lake Street, Upper Saddle River, New Jersey 07458.
- Gray, P. S., Williamson, J. B., Karp, D. A., & Dalphin, J. R. (2007). *The research imagination: An introduction to qualitative and quantitative methods*. Cambridge University Press.

- Griffin, R. W., & Moorhead, G. (2007). *Organizational behavior: Managing people and organizations* (8th ed.). Houghton Mifflin Co.
- Gross, M. A., & Guerrero, L. K. (2000). Managing conflict appropriately and effectively: An application of the competence model to Rahim's organizational conflict styles. *The International Journal of Conflict Management*, 11(3), 200-226.
- Henkin, A. B., & Holliman, S. L. (2009). Urban teacher commitment: Exploring associations with organizational conflict, support for innovation, and participation. *Urban Education*, 44(2), 160-180.
- Isabu, M. O. (2017). Causes and Management of School Related Conflict. *African Educational Research Journal*, 5(2), 148-151.
- Jehn, K. A., De Wit, F. R., Barreto, M., & Rink, F. (2015). Task conflict asymmetries: effects on expectations and performance. *International Journal of Conflict Management*, 26(2), 172-191.
- Joshua, Q, Dickson, A. Akwasi, Y. & Akua, A. (2017). Efficient conflict management strategies adopted by some heads of educational institutions in Ghana. *International Journal of Scientific Research*, 6(7), 532 – 538.
- Kim, M. S., & Leung, T. (2012). A multicultural view of conflict management styles: Review and critical synthesis. *Communication yearbook 23*, 227-269.
- Maylor, H., & Blackmon, K. (2005). *Researching Business and Management*. 1st edition. Hampshire: Palgrave Macmillan
- Momanyi, L. K. (2011). Effects of principals' conflict management styles on performance of teachers' duties in public secondary schools in Masaba South area, Kisii County, Kenya (Doctoral dissertation, University of Nairobi, Kenya).
- Morake, N. M., Monobe, R. J., & Dingwe, S. (2011). Challenges Facing Managers in Managing Conflict in Schools in the South and South Central Regions of Botswana. *Online Submission. Eric*.
- Newcomer, K. E., Hatry, H. P., & Wholey, J. S. (Eds.). (2015). *Handbook of practical program evaluation*. San Francisco, CA: Jossey-Bass & Pfeiffer Imprints, Wiley.
- R. Daft and D. Marcic (2013). *Management The New Workplace*. 8th ed. USA: Cengage Learning
- Rahim, M.A., (2002). Toward a theory of managing organizational conflict. *International Journal of Conflict Management*, 13(3), 206-235.
- Rahim, M. A. (2023). *Managing conflict in organizations*. 5thed. UK: Newgen Publishing
- Redpath, S. M., Young, J., Evelyn, A., Adams, W. M., Sutherland, W. J., Whitehouse, A., ... & Gutierrez, R. J. (2013). Understanding and managing conservation conflicts. *Trends in ecology & evolution*, 28(2), 100-109.
- Robbins, S. P. (2014). *The Truth about Managing People: Proven Insights to Get the Best from Your Team*. FT Press.
- Saiti, A. (2015). Conflicts in schools, conflict management styles and the role of the school leader: A study of Greek primary school educators. *Educational Management Administration & Leadership*, 43(4), 582-609.
- Saragih, S. P. T. I., & Harisno, H. (2015). Influence of knowledge sharing and information technology innovation on employee's performance at Batamindo industrial park. *CommIT (Communication and Information Technology) Journal*, 9(2), 45-49.
- Shanka, E. B., & Thuo, M. (2017). Conflict Management and Resolution Strategies between Teachers and School Leaders in Primary Schools of Wolaita Zone, Ethiopia. *Journal of Education and Practice*, 8(4), 63-74.
- Sintapertiwi, D., Ali, A. I., & Andika, M. (2023). Examining effective management and leadership strategies in conflict resolution: A case study of conflict management in private secondary schools. *Muslim Education Review*, 2(1), 164-189.
- Wallensteen, P., 2015. *Understanding conflict resolution*, 4th ed. Sage, London, UK
- Ward II, A. L. (2017). *Exploring conflict management: A qualitative study on the lack of compromise and collaboration in historically black colleges and universities in Mississippi* (Doctoral dissertation, Northcentral University).
- White, R. V. (2008). *From teacher to manager: Managing language teaching organizations*. Cambridge University Press.
- Wilmot, W., & Hocker, J. (2001). *Interpersonal Conflict*. New York: McGrawHill
- Whincup, V. A., Allin, L. J., & Greer, J. M. (2023). Challenges and pedagogical conflicts for teacher-Forest School leaders implementing Forest School within the UK primary curriculum. *Education 3-13*, 51(1), 1-12.
- Tonon, G. (2015). *Qualitative studies in quality of life: Methodology and practice*. London: Springer International Publishing.

DETERMINATION OF PHYSICAL EDUCATION TEACHERS' SELF-EFFICACY BELIEFS TOWARDS EDUCATION FOR SUSTAINABLE DEVELOPMENT: DİYARBAKIR PROVINCE CASE*

Elvan BİLAL

Mevlut İlgin Secondary School. Lice / Diyarbakır, Türkiye
hevidarbilal@icloud.com

Mustafa Enes İŞIKGÖZ

Rectorate Department, Sakarya University. Türkiye
m.ensisikgoz@gmail.com

ABSTRACT

The objective of this study is to examine the self-efficacy beliefs of physical education teachers employed in public secondary and high schools in the Diyarbakır province with regard to education for sustainable development. Furthermore, the study aims to determine whether these beliefs manifest any discernible differences according to the teachers' demographic characteristics. The study group comprises 291 physical education teachers from public secondary and high schools in the city center of Diyarbakır, enrolled in the spring semester of the 2022-2023 academic year. The research was designed using a descriptive survey model based on quantitative research methods. The data were gathered for the study using the Personal Information Form and the Education for Sustainable Development Self-Efficacy Belief Scale. The data were analyzed using the SPSS 27.0 software package. The findings of the study indicate that physical education teachers recognize the significance of education for sustainable development; however, they exhibit ambivalence in their self-efficacy beliefs. With regard to the demographic variables, no significant differences were observed in the self-efficacy beliefs of physical education teachers in education for sustainable development according to gender, school level, or knowledge level of education for sustainable development. However, significant differences were identified with regard to educational level and professional seniority. The findings indicated that teachers with postgraduate education and those with six to ten and 11 to 15 years of seniority exhibited elevated self-efficacy beliefs in education for sustainable development. It is of the utmost importance that physical education teachers cultivate their self-efficacy beliefs in education for sustainable development and integrate these beliefs into their pedagogical practices with resolve. It is thus recommended that the professional development of physical education teachers be provided at the point of education for sustainable development, with the development process being subject to continuous and systematic monitoring.

Keywords: Physical education teachers, Sustainability, Education for sustainable development, Self-efficacy beliefs

INTRODUCTION

The sustainability challenges that humanity currently faces are the result of complex, frequently non-linear interactions between humans and the natural environment. Our comprehension of these issues is frequently inadequate and, to some extent, obscured by significant uncertainty (Voulvoulis & Burgman, 2019). It is widely acknowledged that human behavior is the underlying cause of the majority of sustainability challenges, regardless of whether it is deliberate or inadvertent. The actions of individuals and collective entities have the potential to exacerbate environmental, economic, and social problems (De Pauw et al., 2015). It is therefore evident that fundamental changes are required in our conceptualization of, actions toward, and behaviors with respect to other biotic and abiotic systems. This necessitates a transformation in sustainability. Such a transformation must be systemic, societal, and cultural (Linnér & Wibeck, 2019). Researchers from a multitude of scientific disciplines have addressed a plethora of sustainability challenges. However, despite this extensive research, sustainable solutions to these challenges have yet to be identified (Lotz-Sisitka et al., 2015). Teachers exert a profound influence on future generations, which is why it is of the utmost importance that they receive the best possible training. It is of the utmost importance that educators who possess the necessary competencies in sustainability be invested in the future of our children. It is therefore imperative that teachers be equipped with the requisite skills, knowledge, and competence to fulfill their role of promoting sustainable values and actions from the earliest stages of education, namely primary school. The learning outcomes targeted in sustainability education encompass knowledge, skills, motivation, attitudes, and values. In this context, the "skills and competencies" that individuals are expected to acquire occupy a pivotal position among the outcomes targeted by sustainable education (Uslu & Özdemir, 2023). Competence is defined as a set of skills, attitudes, and knowledge that are necessary for the successful completion of tasks and the resolution of problems. Recently, it has emerged as a subject of interest,

*This study is based on research conducted by the first author as part of their master's thesis.

particularly in the context of teaching, course, and curriculum planning with a competence-based perspective. Researchers and academic institutions are developing sustainability-focused competency-based training programs with clearly defined assessment objectives and learning goals (Brundiens et al., 2021).

It is beyond dispute that education has the capacity to reshape worldviews and values, and thus holds considerable potential for addressing the sustainability challenges facing humanity. It is of the utmost importance that educators facilitate their students' comprehension of the concept of sustainability in the context of development, education, the environment, and other domains. Furthermore, educators must encourage their students to adopt this concept as a guiding principle in their daily lives. (IIASA, 2018; Rauch & Steiner, 2013; UNFCCC, 2015). However, lifestyle choices are frequently the consequence of external pressures exerted by institutions, structures, and practices that are beyond the control of the individual. In light of these considerations, it becomes evident that an individual's sense of personal responsibility must be situated within a dialectical relationship with the notion of collective responsibility (Wals, 2015). The concept of sustainability competence in education has been the subject of study in the context of basic education (Vesterinen & Ratinen, 2023). However, an analysis of students' learning data indicates that the objective of education for sustainable development at the university level has not been fully achieved. The integration of the sustainability competence framework at the higher education level is not yet fully evident at the basic education level, indicating that there is still scope for enhancement in teacher education (Sánchez-Carracedo et al., 2021). The planning, implementation, and assessment of education for sustainability frequently entails the consideration of five core competencies, as outlined by Wiek et al. (2011). The aforementioned competencies are as follows: (i) Systems thinking competence is defined as "the ability to collectively analyze complex systems in different domains (e.g., society, environment, economy, etc.) and at different scales (local to global) in order to identify cascading effects, inertia, feedback loops, and other systemic influences relevant to sustainability issues and sustainability problem-solving frameworks." (ii) Anticipatory/future thinking competence is defined as "the ability to collectively analyze, evaluate, and foresee the future in relation to complex sustainability issues." (iii) Normative/values thinking competence The ability to grasp the intrinsic values associated with sustainability. (iv) Strategic Thinking Competence: The capacity to collectively delineate, identify, implement, reconcile, and negotiate sustainability interventions, transitions, and transformative governance strategies. (v) Interpersonal and collaborative competence: The capacity to motivate, enable, and facilitate collaborative and participatory sustainability research and problem-solving. In conclusion, sustainability competence is comprised of these interrelated clusters of competencies (Brundiens et al., 2021).

The concept of self-efficacy, as defined by Bandura (1977), pertains to an individual's confidence in their capacity to plan, execute, and evaluate actions, including the ability to solve problems or to achieve desired outcomes. In this study, the term "teachers' self-efficacy beliefs about emotions, feelings, and empathy" is defined as "teachers' confidence in their ability to understand their own and others' emotions and feelings, to express their emotions in a meaningful manner, and to regulate and utilize their emotions" (Sleurs, 2008). The efficacy beliefs held by teachers exert an influence on the achievements of their students. Each efficacy belief comprises a set of dispositions that are indispensable for the successful completion of a task. In order to achieve success in these dispositions, it is essential to possess the ability to speak, listen, motivate, influence, read body language, feel, and learn the atmosphere of the conversation (Brundiens et al., 2021; Caprara et al., 2006; Wiek et al., 2016). Malandrakis et al. (2018) examined the relationship between education for sustainable development and self-efficacy. The results of the self-efficacy scale for teachers indicated a significant correlation between the teachers' perceived sustainability knowledge and their perceived sense of self-efficacy. The acquisition of knowledge is related to systems thinking and, more generally, to sustainability efficacy (Wiek et al., 2016). At this juncture, Ho (2021) proposes that self-efficacy can exert a beneficial influence on sustainability efficacy through the acquisition of knowledge. In their study investigating the link between self-efficacy and changeability beliefs in one's behavior related to motivating environmentally sustainable behavior, Schutte and Bhullar (2017) found that participants with high self-efficacy for sustainable behavior and changeability reported engaging in such behaviors more frequently than those with low self-efficacy for sustainable behavior and changeability. In a study conducted by Wiek et al. (2016), it was found that enhancing self-efficacy beliefs regarding sustainable purchases had the greatest impact on sustainable purchase intentions. These findings indicate that self-efficacy beliefs are a significant factor in strategic competence.

The capacity to apply ethical values and critical thinking skills is indispensable for addressing sustainability-related issues (Warren et al., 2014). Education is regarded as an inherently ethical and values-based endeavor (Sutrop, 2015). The existing literature illustrates that values are a crucial factor influencing sustainable behavior and action. However, a discrepancy has been identified between environmental attitudes and behaviors, with values failing to consistently translate into action (Leiserowitz et al., 2006). Moreover, the relationship between future thinking competence and self-efficacy among potential entrepreneurs (Fuller et al., 2018) and the relationship between collaborative educational approaches and sustainability competence are regarded as pivotal (Bassachs et al., 2020).

Akça (2019) found that pre-service teachers' self-efficacy beliefs were a significant predictor of their solution-focused skills and their beliefs about education for sustainable development, accounting for 29% of the variance. As demonstrated by Alibakhshi et al. (2020), the self-efficacy of teachers has been extensively examined, and the findings indicate that those with elevated self-efficacy are more inclined to undertake challenging tasks. Moreover, there has been a recent increase in interest in the development and validation of scales for measuring student teachers' self-efficacy beliefs and their capacity to engage in education for sustainable development (Handtke et al., 2022; Malandrakis et al., 2018). In the extant literature, the competencies and attitudes of teachers toward the teaching profession are regarded as an integral aspect of the teaching profession itself (Yeşilyurt, 2014).

In the contemporary era, a multitude of global preventive objectives are being established and operationalized with the objective of addressing a plethora of social issues, particularly those pertaining to vital and environmental concerns. One such overarching measure is the Sustainable Development Goals (SDGs), which the United Nations (UN, 2015) has established as a conceptual framework for all countries. The SDGs are comprised of three interrelated components: the environment, society, and the economy. The aforementioned goals are designed to facilitate the development of innovative technologies and methodologies that will create new employment opportunities, thereby enabling future generations to enhance the quality of life in economic, environmental, and social dimensions (Blewitt, 2015). It is thus apparent that teachers' attitudes, competencies, and beliefs about the concept of sustainable development play a pivotal role within the educational process, beginning at the elementary level and continuing until higher education. It is imperative that educators possess a high level of awareness and self-efficacy in order to achieve the objectives set forth for sustainable development. While studies have been conducted on teachers in various disciplines within the scope of the subject, the lack of a comprehensive study on physical education teachers underscores the importance of this research. The objective of this study is to examine the self-efficacy belief levels of physical education teachers employed in public secondary and high schools in the Diyarbakır province with regard to education for sustainable development. Moreover, the study aims to ascertain whether these belief levels exhibit variation in accordance with various demographic variables. In alignment with this objective, the following research questions (RQ) were posed for investigation:

RQ 1: What are the self-efficacy beliefs of physical education teachers with regard to education for sustainable development?

RQ 2: Are there significant variations in the self-efficacy beliefs of physical education teachers with regard to education for sustainable development as a function of their demographic characteristics?

METHOD

Research model

The research was designed in accordance with the descriptive survey model, which is one of the quantitative research methods. Descriptive research is a methodology that seeks to investigate, define, and explain events, phenomena, and relationships in their natural state. Survey models are research approaches that seek to describe a past or current situation in its actual state, taking into account the existing situation or phenomenon (Karasar, 2007).

Population and sampling of the study

The study population comprises 420 physical education teachers employed in official secondary and high schools affiliated with the Ministry of National Education in the province of Diyarbakır during the spring semester of the 2022-2023 academic year. Given the impracticality of reaching the entire population in terms of time and cost, a sample of a size deemed representative of the target population was selected. To facilitate the determination of the requisite sample size, the table of sample sizes presented by Yazıcıoğlu and Erdoğan (2004) was utilized. As indicated in the table, a sample size of 278 participants would be sufficient to achieve a 95% confidence interval and ± 0.05 sampling error. A total of 291 physical education teachers were included in the study sample. Table 1 presents the distribution of participants according to their demographic characteristics. It was thus determined that 40.2% of the teachers participating in the study were female, 59.8% were male, 48.5% of them were employed in secondary schools and 51.5% in high schools. In terms of educational level, 83.5% of the teachers had obtained an undergraduate degree, 16.5% had pursued postgraduate studies, 75.3% of the teachers had between one and five years of professional seniority, 5.2% had between six and ten years of professional seniority, 9.3% had between eleven and fifteen years of professional seniority, and 10.3% had sixteen or more years of professional seniority. Furthermore, 76.3% of the teaching staff demonstrated an understanding of the principles of education for sustainable development.

Table 1. Demographic characteristics of the participants

Demographic characteristic	Group	f	%
Gender	Female	117	40.2
	Male	174	59.8
School level	Middle School	141	48.5
	High School	150	51.5
Education level	Undergraduate	243	83.5
	Postgraduate Education	48	16.5
Professional seniority	1-5 years	219	75.3
	6-10 years	15	5.2
	11-15 years	27	9.3
	16 years and above	30	10.3
Knowledge of sustainable development	Yes	222	76.3
	No	69	23.7
	Total	291	100.0

Data collection

The data for this study were collected using two instruments: the Personal Information Form and the Education for Sustainable Development Self-Efficacy Belief Scale. The instruments were developed by the researcher. The Personal Information Form includes inquiries pertaining to the participants' gender, educational level, professional seniority, and familiarity with the concept of education for sustainable development. The "Education for Sustainable Development Self-Efficacy Belief Scale," developed by Stants (2014) and adapted into Turkish by Gürbüz (2020), is unidimensional and consists of 13 items. The confirmatory factor analysis conducted by Gürbüz (2020) to verify the original structure of the scale yielded fit index values that fell within the acceptable range ($\chi^2/df = 2.02$, RMSEA = .070, AGFI = .873, GFI = .910, CFI = .960, NNFI = .910, NFI = .900, SRMR = .071). Moreover, the Cronbach alpha coefficient was determined to be 0.92, indicating high internal consistency. In this study, the Cronbach alpha coefficient was determined to be 0.74, indicating satisfactory internal consistency. The scale items were rated on a five-point Likert scale, with values ranging from 1 (strongly disagree) to 5 (strongly agree). The scale items are comprised of the following statements: "I consistently identify novel and enhanced pedagogical approaches for teaching sustainable development," "Despite my best efforts, I do not teach sustainable development in a manner that is consistent with my approach to most other subjects," and "I am cognizant of the essential steps to effectively teach sustainable development concepts." The scale allows for a maximum score of 65 and a minimum score of 13. The requisite permissions were duly obtained from the Scientific Research and Publication Ethics Committee of Mardin Artuklu University on June 19, 2023, with the decision numbered E-79906804-020-100143. Furthermore, the educators provided their consent to participate in the study.

Data analysis

The data were analyzed using the SPSS 27 software package, which is designed for the statistical analysis of quantitative data. Prior to commencing the analysis, the data were examined to ascertain the presence of any missing or extreme values. It was thus determined that no such values were present. Subsequently, an examination was conducted of the skewness and kurtosis coefficients, which revealed that the data did not exhibit a normal distribution. In this context, in addition to descriptive statistical techniques, non-parametric tests were employed in the analysis. The Mann-Whitney U test was employed for bivariate groups, the Kruskal-Wallis H test was utilized for multivariate groups, and Tamhane's T2 test was applied to ascertain the discrepancy between groups. All findings were evaluated at the p 0.05 level of statistical significance.

RESULTS

Table 2 presents the descriptive statistical results of physical education teachers' educational self-efficacy beliefs regarding sustainable development. The findings indicate that physical education teachers' educational self-efficacy beliefs about sustainable development are predominantly positive, with an average rating of 3.11 on a 5-point scale (SD = 0.54). Moreover, the data set exhibits a lack of normal distribution, as evidenced by the skewness (-0.43) and kurtosis (2.80) values falling outside the range of ± 1.50 (Tabachnick & Fidell, 2013).

Table 2. Descriptive statistics results of physical education teachers' self-efficacy beliefs in education for sustainable development

	M	SD	Skewness	Kurtosis
Self-efficacy beliefs in education for sustainable development	3.11	0.54	-0.43	2.80

The results of the Mann-Whitney U test regarding the self-efficacy beliefs of physical education teachers in relation to education for sustainable development, stratified by gender, school level, educational level, and the possession

of sustainable development education knowledge, are presented in Table 3. The findings indicate that there is no statistically significant difference in physical education teachers' self-efficacy beliefs about education for sustainable development according to gender ($U=9450.00$, $p>0.05$), school level ($U=10228.50$, $p>0.05$), or knowledge about sustainable development education ($U=7393.50$, $p>0.05$). Nevertheless, a notable discrepancy is apparent in the self-efficacy beliefs regarding education for sustainable development, contingent on the educational level of the physical education teachers ($U=3118.50$, $p=0.05$). The mean rank of teachers with an undergraduate education level ($MR = 134.83$) was found to be lower than that of teachers with a graduate education level ($MR = 202.53$). The findings indicate that physical education teachers with postgraduate qualifications exhibit heightened levels of self-efficacy beliefs in education for sustainable development.

Table 3. Comparison of physical education teachers' self-efficacy beliefs for education for sustainable development by gender, school level, education level, and knowledge of sustainable development

Demographic characteristic	Group	N	MR	RS	U	Z	p
Gender	Female	117	152.23	17811.00	9450.00	-1.04	0.30
	Male	174	141.81	24675.00			
School level	Middle School	141	143.54	20239.50	10228.50	-0.48	0.63
	High School	150	148.31	22246.50			
Education level	Bachelor's	243	134.83	32764.50	3118.50	-5.11	0.00
	Postgraduate	48	202.53	9721.50			
Knowledge of sustainable development	Yes	222	144.80	32146.50	7393.50	-0.44	0.66
	No	69	149.85	10339.50			

The results of the Kruskal–Wallis H test, which was conducted to assess the hypothesis that self-efficacy beliefs regarding sustainable development vary according to the number of years of professional seniority, are presented in Table 4. The findings indicate a statistically significant difference in self-efficacy beliefs regarding education for sustainable development according to years of professional seniority ($\chi^2 = 7.25$, $p = 0.05$). The mean ranks according to professional seniority are as follows: The mean ranks according to professional seniority were as follows: The mean ranks for the respective groups are as follows: The mean ranks for the respective groups were as follows: 1-5 years ($MR= 140.43$), 6-10 years ($MR= 189.00$), 11-15 years ($MR= 187.83$), and 16 years and above ($MR= 141.50$). The PostHoc Tamhane's T2 test, conducted to ascertain the discrepancy between the groups, revealed that teachers with 6-10 years and 11-15 years of seniority exhibited elevated self-efficacy beliefs in education for sustainable development relative to teachers with 1-5 years and 16 years or more seniority.

Table 4. Comparison of physical education teachers' self-efficacy beliefs in education for sustainable development according to their professional seniority

Professional seniority	N	MR	χ^2	df	p	Tamhane's T2
1-5 years	219	140.43				
6-10 years	15	189.00	7.25	3	0.04	2,3>1,4
11-15 years	27	187.83				
16 years and above	30	141.50				

DISCUSSION and CONCLUSION

The study yielded two principal findings. Firstly, physical education teachers demonstrated a predominantly positive outlook with respect to their educational self-efficacy beliefs pertaining to sustainable development. However, a comprehensive analysis of the items representing each belief level revealed a discrepancy between the professed knowledge, attitude, behavior, and skills of teachers and their actual capacity to teach sustainable development. Another outcome of the study was that no significant differences were observed in the self-efficacy belief levels of physical education teachers with regard to sustainable development education according to their gender, school level, educational level, or knowledge of sustainable development education. However, a notable discrepancy was identified with respect to the participants' educational backgrounds and years of professional experience. The study demonstrated that physical education teachers with postgraduate qualifications and intermediate seniority in the profession (6-10 years and 11-15 years) exhibited elevated levels of self-efficacy beliefs in education for sustainable development. It is of the utmost importance that physical education teachers possess robust self-efficacy beliefs about education for sustainable development, as this directly impacts both their pedagogical practices and the development of their students' awareness of sustainability. The concept of sustainable development has a direct impact on an individual's educational experience, knowledge base, interest in current affairs, and motivation. This indicates that when an individual comprehends and is inclined towards a phenomenon, they will engage with it willingly (Atasay & Ertürk, 2008). While studies in this field have yielded disparate results, there is a general consensus that there are shortcomings in the domain of sustainable development self-efficacy (Cross, 1998; Gil-Perez et al., 2003; Spiropoulou et al., 2007). Teksöz et al. (2010) discovered that,

despite the fact that pre-service teachers from various universities exhibited environmental literacy and environmental awareness, their environmental knowledge remained inadequate. Similarly, Demirbaş (2015) found that pre-service teachers demonstrated high levels of awareness regarding environmental ethics and social-societal factors, as well as medium levels of awareness regarding environmental economic factors. Some studies have indicated that pre-service teachers demonstrate positive awareness, perceptions, and attitudes toward sustainable development; however, their achievement scores remain low (Çobanoğlu & Türer, 2015; Gökmen et al., 2017; Soysal, 2016).

A review of the literature reveals that physical education teachers' self-efficacy beliefs are shaped by a multitude of factors and are manifested in their pedagogical practices. Self-efficacy beliefs represent an individual's perception of their capacity to successfully complete a specific task. For educators, this conviction has a significant impact on their selection and implementation of instructional strategies. Bandura's (1997) self-efficacy theory underscores the influence of teachers' self-perceptions on the enhancement of instructional quality and student engagement. For those engaged in the teaching of physical education, these beliefs are of significant consequence with respect to encouraging students to participate in physical activity and developing healthy life habits. A number of factors, including gender, level of education, experience, and school culture, have been identified as influencing the development of these beliefs. The effect of gender on physical education teachers' self-efficacy beliefs has been addressed in the existing literature with a variety of findings. In his study, Tekin (2021) found no statistically significant difference in teachers' beliefs about education for sustainable development according to gender. In contrast, Tuncer (2008) identified a significant discrepancy in the perceptions of sustainable development held by university students according to gender. Saracaloğlu et al. (2012) discovered that female physical education teachers exhibited higher degrees of self-efficacy with respect to sustainable development than their male counterparts. This was associated with the observation that female teachers demonstrate greater sensitivity to environmental issues and are more adept at integrating sustainability practices into the classroom environment. This may be attributed to the observation that male teachers have accumulated more experience in physical activity and sports. However, it was also emphasised that female teachers are capable of developing more sophisticated and inclusive pedagogical approaches towards their students (Huang, 2013). Nevertheless, some studies indicate that gender does not exert a substantial influence on self-efficacy beliefs in the context of education for sustainable development. This finding suggests that self-efficacy beliefs are more influenced by factors such as education, experience, and personal interest than by gender.

The self-efficacy beliefs of teachers in education for sustainable development were found to remain unchanged when the school level variable was taken into account, indicating that this variable does not significantly influence these beliefs. However, this finding is not consistent with those reported in the existing literature. Annelin and Boström (2024) discovered that, despite high school teachers' comprehensive subject-specific knowledge regarding education for sustainable development, they perceive themselves to be less proficient in sustainability issues that necessitate an interdisciplinary approach. Conversely, Yang et al. (2024) discovered that instructors at vocational high schools exhibited heightened self-efficacy in integrating sustainability concerns with practical applications. It is also noteworthy that studies have been conducted on teachers working in preschool education institutions. Köklü Yaylacı and Olgan (2021) discovered that preschool educators exhibited elevated levels of self-efficacy in integrating education for sustainable development into their routine activities. However, they also expressed reservations about their ability to effectively convey complex sustainability concepts in a way that is understandable to children. The education and professional experience of physical education teachers have been identified as significant determinants of their self-efficacy beliefs. A study conducted on physical education teachers revealed a correlation between practical training experiences and increased self-efficacy beliefs (Braksiek, 2022). This finding indicates that teachers' acquisition of experience in a genuine classroom setting enhances their self-assurance. In a study conducted by Işıkgöz et al. (2022), it was determined that the self-efficacy beliefs of pre-service teachers regarding sustainable development education were directly correlated with the pedagogical training they had received. Moreover, the study revealed that experienced teachers exhibited higher levels of self-efficacy beliefs regarding sustainable development than those with less experience (Durmuşoğlu & Yamak, 2022). In a study conducted by Berglund et al. (2020), it was demonstrated that the formal education received by pre-service teachers on sustainability education had a positive effect on their self-efficacy beliefs. Similarly, Evans et al. (2019) discovered that in-service training reinforced the self-efficacy beliefs of teachers in regard to education for sustainable development. It is similarly important to consider the impact of professional experience on self-efficacy beliefs related to education for sustainable development.

Moreover, self-efficacy beliefs impact the pedagogical practices employed by physical education instructors. A study conducted by Lee et al. (2024) demonstrated that physical education teachers with high self-efficacy beliefs were more successful in increasing students' participation in physical activity. This has a beneficial effect on students' interest and participation in physical education classes. This enables educators to deploy their expertise

in sustainable development in an efficacious manner. Moreover, the school culture and the administrative support available to physical education teachers are significant factors that influence the self-efficacy beliefs of these educators. Martínez-Borreguero et al. (2020) discovered that educators employed in institutions with a supportive school culture on sustainable development demonstrated elevated self-efficacy beliefs. This finding underscores the significance of school administrations offering assistance for teachers' professional growth and development. The relationship between teachers' academic majors and their self-efficacy beliefs in education for sustainable development is also a topic of investigation in the research literature. In a study conducted by Nousheen et al. (2022), it was demonstrated that science teachers exhibited higher levels of self-efficacy than teachers in other disciplines. It is evident that the degree of support provided by the school culture and management also has an impact on the self-efficacy beliefs of teachers in the field of education for sustainable development. In conclusion, the preceding discussions encapsulate the findings of the research on the self-efficacy beliefs of physical education teachers in the context of education for sustainable development. Moreover, they underscore the implications of these findings for educational practice.

In conclusion, it can be stated that a holistic approach should be adopted in the development of physical education teachers' self-efficacy beliefs in education for sustainable development. It is of the utmost importance to reinforce pre-service and in-service training programs, foster a supportive school culture, and promote interdisciplinary collaboration. In this context, the development of strategies for the professional development of physical education teachers will prove beneficial for both teachers and students. In the context of sustainable development, it is of the utmost importance that state authorities, the media, non-governmental organizations, industry, sports institutions, and other relevant entities, particularly state authorities, prioritize sustainable development and facilitate the implementation of sustainable practices at the societal level. It is anticipated that all individuals, particularly those engaged in the education and training sector, will assume a significant responsibility in disseminating information and fostering awareness about sustainable development among students and the broader public. This will require the acquisition of knowledge, skills, and competencies related to sustainable development. In light of the aforementioned factors, the following recommendations have been formulated: It is recommended that the principles of sustainability be integrated into the curricula of physical education and sports activities in academic institutions. It is recommended that physical education teachers assume a proactive and leading role in considering sustainability as an integral component of their educational activities. It is recommended that all stakeholders in the field of sports integrate sustainability into their organizations and activities.

In order to gain a more nuanced understanding of the findings of this study, it is essential to consider the limitations of the study itself. As the study was confined to physical education teachers in the city center of Diyarbakır, the findings are not readily generalizable to other contexts. In future research, it would be beneficial to expand the sample group to include physical education teachers from a greater number of regions, thus enhancing the generalizability of the findings. This will enhance the generalizability of the findings. It is possible that participants may have exhibited a tendency to present themselves in a socially desirable manner or may have demonstrated other forms of bias when responding to the questionnaire. Furthermore, as the research was confined to a singular semester (spring semester 2022-2023), any alterations or advancements occurring outside the parameters of this semester were not taken into account. A similar study conducted in different semesters would be beneficial for monitoring changes over time. A longitudinal study can facilitate a more nuanced understanding of trends and changes over time. The use of mixed methods (quantitative and qualitative) can facilitate the acquisition of more comprehensive data sets. This will enhance the depth and validity of the research findings. It is recommended that these suggestions be taken into account in order to enhance the quality of the research and ensure that the findings are more reliable and valid. It is recommended that future studies endeavor to surmount these limitations in order to gain a more profound understanding of the experiences of physical education teachers.

REFERENCES

- Akça, F. (2019). Sustainable development in teacher education in terms of being solution oriented and self-efficacy. *Sustainability*, *11*(23), 1-16. <https://doi.org/10.3390/su11236878>
- Alibakhshi, G., Nikdel, F., & Labbafi, A. (2020). Exploring the consequences of teachers' self-efficacy: A case of teachers of English as a foreign language. *Asian-Pacific Journal of Second and Foreign Language Education*, *5*(23), 1-19 <https://doi.org/10.1186/s40862-020-00102-1>
- Annelin, A., & Boström, G. O. (2024). Interdisciplinary perspectives on sustainability in higher education: a sustainability competence support model. *Frontiers in Sustainability*, *5*, 1416498. <https://doi.org/gt53pf>
- Atasay, E., & Ertürk, H. (2008). A field study about environmental knowledge and attitudes of elementary school students. *Erzincan University Journal of Education Faculty*, *10*(1), 105-122.
- Bandura, A. (1977). Self-efficacy: Toward a unifying theory of behavioural change. *Psychological Review*, *84*(2), 191-215. <https://doi.org/10.1037/0033-295X.84.2.191>
- Bandura, A. (1997). *Self-efficacy: The exercise of control*. W. H. Freeman.

- Bassachs, M., Cañabate, D., Serra, T., & Colomer, J. (2020). Interdisciplinary cooperative educational approaches to foster knowledge and competences for sustainable development. *Sustainability*, 12(20), 1-17. <https://doi.org/10.3390/su12208624>
- Berglund, T., Gericke, N., & Chang Rundgren, S. N. (2020). The implementation of education for sustainable development in Sweden: Investigating the sustainability consciousness among upper secondary teachers. *Research in Science & Technological Education*, 32(3), 318-339. <https://doi.org/f247c3>
- Blewitt, J. (2015). *Understanding sustainable development*. Routledge.
- Braksiek, M. (2022). Pre-service physical education teachers' attitude toward, and self-efficacy in, inclusive physical education: Measurement invariance and influence factors. *Teaching and Teacher Education*, 109, 103547. <https://doi.org/10.1016/j.tate.2021.103547>
- Brundiers, K., Barth, M., Cebrián, G., Cohen, M., Diaz, L., & Doucette-Remington, S., Dripps, W., Habron, G., Harré, N., Jarchow, M., Losch, K., Michel, J., Mochizuki, Y., Rieckmann, M., Parnell, R., Walker, P., & Zint, M. (2021). Key competencies in sustainability in higher education-toward an agreed-upon reference framework. *Sustainability Science* 16, 13-29. <https://doi.org/10.1007/s11625-020-00838-2>
- Caprara, G. B., Barbaranelli, C., Steca, P., & Malone, P. S. (2006). Teachers' self-efficacy beliefs as determinants of job satisfaction and students' academic achievement: A study at the school level. *Journal of School Psychology*, 44(6), 473-490. <https://doi.org/10.1016/j.jsp.2006.09.001>
- Cross, R. T. (1998). Teachers' views about what to do about sustainable development. *Environmental Education Research*, 4(1), 41-52. <https://doi.org/10.1080/1350462980040103>
- Çobanoğlu, O., & Türer, B. (2015). The awareness of science and social science prospective teachers regarding to sustainable environment. *International Journal of Turkish Education Sciences*, 2(5), 235-247.
- Demirbaş, Ç. (2015). Sustainable development awareness levels of teachers pre-service. *Marmara Geographical Review*, 31, 300-316.
- De Pauw, J. B., Gericke, N., Olsson, D., & Berglund, T. (2015). The effectiveness of education for sustainable development. *Sustainability*, 7(11), 15693-15717. <https://doi.org/10.3390/su71115693>
- Durmuşoğlu, M. V., & Yamak, B. (2022). Examination of communication skills and self-efficiency of physical education teachers with other branch teachers. *Journal of Sports and Performance Researches*, 13(3), 353-363. <https://doi.org/10.17155/omuspd.1207839>
- Evans, N., Stevenson, R. B., Lasen, M., Ferreira, J. A., & Davis, J. (2019). Approaches to embedding sustainability in teacher education: A synthesis of the literature. *Teaching and Teacher Education*, 63, 405-417. <https://doi.org/10.1016/j.tate.2017.01.013>
- Fuller, B., Liu, Y., Bajaba, S., Marler, L., & Pratt, J. (2018). Examining how the personality, self-efficacy, and anticipatory cognitions of potential entrepreneurs shape their entrepreneurial intentions. *Personality and Individual Differences*, 125, 120-125. <https://doi.org/10.1016/j.paid.2018.01.005>
- Gil-Perez, D., Vilches, A., Edwards, M., Praia, J., Marques, L., & Oliveira, T. (2003). A proposal to enrich teachers' perception of the state of the world: First results. *Environmental Education Research*, 9(1), 67-90. <https://doi.org/10.1080/13504620303465>
- Gökmen, A., Solak, K., & Ekici, G. (2017). Education for sustainable development: The factors in relation to preservice teachers' attitudes. *The Journal of Kesit Academy*, 3(12), 462-480.
- Gürbüz, A. (2020). Sınıf öğretmenlerinin sürdürülebilir kalkınma için eğitim'e yönelik öz-yeterlik inançlarının ve görüşlerinin belirlenmesi [Yayımlanmamış yüksek lisans tezi]. Fırat Üniversitesi.
- Handtke, K., Richter-Beuschel, L., & Bögeholz, S. (2022). Self-efficacy beliefs of teaching ESD: A theory-driven instrument and the effectiveness of ESD in German teacher education. *Sustainability*, 14(11), 1-32. <https://doi.org/10.3390/su14116477>
- Ho, B. Q. (2021). Effects of learning process and self-efficacy in real-world education for sustainable development. *Sustainability*, 13(1), 1-11. <https://doi.org/10.3390/su13010403>
- Huang, C. (2013). Gender differences in academic self-efficacy: A meta-analysis. *European Journal of Psychology of Education*, 28, 1-35. <https://doi.org/10.1007/s10212-011-0097-y>
- IIASA. (2018). *Transformations to achieve the sustainable development goals. Report prepared by The World in 2050 initiative*. International Institute for Applied Systems Analysis (IIASA), Laxenburg, Austria (pp. 1-157). <https://doi.org/10.22022/TNT%2F07-2018.15347>
- Işıkgöz, M. E., Deveci, M. E., & Gürbüz, P. G. (2022). An analysis of pedagogical knowledge and skill levels of physical education teachers. *Dumlupınar University Graduate School of Education Journal*, 6(1), 62-79.
- Karasar, N. (2007). *Bilimsel araştırma yöntemi*. Nobel Yayınları.
- Köklü Yaylacı, H., & Olgan, R. (2021). Investigating early childhood preservice teachers' personal teaching efficacy and outcome-expectancy beliefs regarding education for sustainable development in Turkey. *The Teacher Educator*, 56(1), 4-24. <https://doi.org/10.1080/08878730.2020.1767742>.
- Lee, S. H., Kim, J. H., Hodge, S. R., Kim, K., & Geidner, J. (2024). South Korean adapted physical education majors' self-efficacy. *International Journal of Kinesiology in Higher Education*, 8(2), 97-111. <https://doi.org/10.1080/24711616.2023.2278778>

- Leiserowitz, A., Kates, R., & Parris, T. (2006). Sustainability values, attitudes, and behaviors: a review of multinational and global trends. *Annual Review of Environment and Resources*, 31(1), 413-444. <https://doi.org/10.1146/annurev.energy.31.102505.133552>
- Linnér, B. O., & Wibeck, V. (2019). *Sustainability transformations. Agents and drivers across societies*. Cambridge University Press. <https://doi.org/10.1017/9781108766975>
- Lotz-Sisitka, H., Wals, A. E., Kronlid, D., & McGarry, D. (2015). Transformative, transgressive social learning: Rethinking higher education pedagogy in times of systemic global dysfunction. *Current Opinion in Environmental Sustainability*, 16, 73-80. <https://doi.org/10.1016/j.cosust.2015.07.018>
- Malandrakis, G., Papadopoulou, P., Gavrilakis, C., & Mogias, A. (2018). An education for sustainable development self-efficacy scale for primary pre-service teachers: construction and validation. *The Journal of Environmental Education*, 50(1), 1-18. <https://doi.org/10.1080/00958964.2018.1492366>
- Martínez-Borreguero, G., Maestre-Jiménez, J., Mateos-Núñez, M., & Naranjo-Correa, F. L. (2020). Analysis of environmental awareness, emotions and level of self-efficacy of teachers in training within the framework of waste for the achievement of sustainable development. *Sustainability*, 12(6), 2563. <https://doi.org/10.3390/su12062563>
- Nousheen, A., Zia, M. A., & Waseem, M. (2022). Exploring pre-service teachers' self-efficacy, content knowledge, and pedagogical knowledge concerning education for sustainable development. *Environmental Education Research*, 30(3), 321-333. <https://doi.org/10.1080/13504622.2022.2128055>
- Rauch, F., & Steiner, R. (2013). Competences for education for sustainable development in teacher education. *CEPS Journal* 3(1), 9-24. <https://doi.org/10.25656/01:7663>
- Sánchez-Carracedo, F., Moreno-Pino, F. M., Romero-Portillo, D., & Sureda, B. (2021). Education for sustainable development in spanish university education degrees. *Sustainability* 13(3), 1-24. <https://doi.org/10.3390/su13031467>
- Saracaloğlu, A. S., Certel, Z., Varol, R. S., & Bahadır, Z. (2012). The investigation of the physical education teachers' self-efficacy beliefs and focus of control levels. *Adnan Menderes Üniversitesi Eğitim Fakültesi Eğitim Bilimleri Dergisi*, 3(2), 54-65.
- Schutte, N. S., & Bhullar, N. (2017). Approaching environmental sustainability: perceptions of self-efficacy and changeability. *The Journal of Psychology*, 151(3), 321-333. <https://doi.org/nrqf>
- Sleurs, W. (Ed.). (2008). *Competencies for ESD (Education for sustainable development) teachers*. Comenius 2.1 project 118277-CP-1-2004-BE-Comenius-C2.1. <http://www.csct-project.org/>
- Soysal, N. (2016). *Pre-service classroom teachers' perceived competencies on education for sustainable development* [Unpublished doctoral dissertation]. Middle East Technical University.
- Spiropoulou, D., Antonakaki, T., Kontaxaki, S., & Bouras, S. (2007). Primary teachers' literacy and attitudes on education for sustainable development. *Journal of Science Education Technology*, 16, 443-450. <https://doi.org/10.1007/s10956-007-9061-7>
- Stants, N. B. (2014). *Understanding the education for sustainable development knowledge and teacher self-efficacy of middle level preservice teachers* [Unpublished doctoral dissertation]. Indiana University of Pennsylvania.
- Sutrop, M. (2015). Can values be taught? The myth of value-free education. *Trames: Journal of the Humanities and Social Sciences*, 19(2), 189-202. <https://doi.org/10.3176/tr.2015.2.06>
- Tabachnick, B. G., & Fidell, L. S. (2013). *Using multivariate statistics* (Sixth edition). Pearson Education.
- Tekin, Z. (2021). *An investigation of teachers' values and beliefs regarding education for sustainable development* [Unpublished master's thesis]. Bursa Uludağ University.
- Teksöz, G., Şahin, E., & Ertepinar, E. (2010). Environmental literacy, pre-service teachers, and a sustainable future. *H. U. Journal of Education*, 39(39), 307-320.
- Tuncer, G. (2008). University students' perception on sustainable development: A case study from Turkey. *International Research in Geographical and Environmental Education*, 17(3), 212-226. <https://doi.org/10.1080/10382040802168297>
- UN. (2015). *General Assembly Resolution A/RES/70/1. Transforming Our World, the 2030 Agenda for Sustainable Development*. [cited 2023 Feb 10]. Available from: <https://sdgs.un.org/2030agenda>
- UNFCCC. (2015). *Adoption of the Paris Agreement. Conference of the parties twenty-first session Paris, 30 November to 11 December 2015*. Retrieved from: <https://unfccc.int/sites/default/files/l09r01.pdf>
- Uslu, S., & Özdemir, O. (2023). Life skills framework for sustainability education. *The Journal of Buca Faculty of Education*, 57, 1996-2011. <https://doi.org/10.53444/deubefd.1302801>
- Vesterinen, M., & Ratinen, I. (2023). Sustainability competences in primary school education: a systematic literature review. *Environmental Education Research*, 30(1), 56-67. <https://doi.org/10.1080/13504622.2023.2170984>
- Voulvoulis, N., & Burgman, M. A. (2019). The contrasting roles of science and technology in environmental challenges. *Critical Reviews in Environmental Science and Technology*, 49(12), 1079-1106. <https://doi.org/10.1080/10643389.2019.1565519>

- Wals, A. E. (2015). *Beyond unreasonable doubt. Education and learning for socio-ecological sustainability in the Anthropocene*. Wageningen University. <https://edepot.wur.nl/365312>
- Warren, A., Archambault, L., & Foley, R. (2014). Sustainability education framework for teachers: developing sustainability literacy through futures, values, systems, and strategic thinking. *Journal of Sustainability Education*, 6(4), 23-28.
- Wiek, A., Bernstein, M. J., Foley, R. W., Cohen, M., Forrest, N., Kuzdas, C., Kay, B., & Keeler, L. W. (2016). Operationalising competencies in higher education for sustainable development. In *Routledge Handbook of Higher Education for Sustainable Development* (Eds.), M. Barth, G. Michelsen, M. Rieckmann, & I. Thomas (pp. 241-260). Routledge. <https://doi.org/10.4324/9781315852249>
- Wiek, A., Withycombe, L., & Redman, C. L. (2011). Key competencies in sustainability: a reference framework for academic program development. *Sustainability Science*, 6(2), 203-218. <https://doi.org/10.1007/s11625-011-0132-6>
- Yang, W., Chinedu, C. C., Chen, W., Saleem, A., Ogunniran, M. O., Ñacato Estrella, D. R., & Vaca Barahona, B. (2024). Building capacity for sustainability education: An analysis of vocational teachers' knowledge, readiness, and self-efficacy. *Sustainability*, 16(9), 3535. <https://doi.org/10.3390/su16093535>
- Yazıcıoğlu, Y., & Erdoğan, S. (2004). *SPSS uygulamalı bilimsel araştırma yöntemleri*. Detay Yayıncılık.
- Yeşilyurt, E. (2014). Teacher's competency and self-efficacy beliefs as the predictor of attitude towards teaching profession. *Mevlâna International Journal of Moral and Values Education*. 1(2), 1-20.

DETERMINING THE RELATIONSHIP BETWEEN THE READING UNDERSTANDING LEVELS OF PRIMARY SCHOOL 4TH GRADE STUDENTS AND THE SUCCESS OF MATHEMATICS COURSE

Yeliz ÇELEN

Assist. Prof. Department of Education, Amasya University
Yeliz.celen@amasya.edu.tr

Gülay VAY

Department of Education, Amasya University
gulay_vaay@outlook.com

ABSTRACT

In this study, it was aimed to determine the relationship between primary school 4th grade students' reading comprehension level and mathematics course success. The study group of the research consists of 80 students selected by purposive sampling method, studying in the 4th grade of official institutions in the Pazar district of Tokat province. The research was prepared using the relational survey model in the perspective of quantitative research methods. The research data were obtained through the Reading Comprehension Level Determination Test and the Mathematics Achievement Test. SPSS program was used in the analysis of the data obtained as a result of the research, Pearson Product-Moment Correlation Coefficient was used to determine the relationship between reading comprehension and mathematics achievement, and unrelated sample t-test was calculated to determine the significance between students' reading comprehension level and mathematics course success according to gender variable. In this context, in the study, a positive and significant high-level relationship was found between the reading comprehension level of 4th grade students and their success in mathematics courses. According to the gender variable, a significant difference was found in favor of female students when both the reading comprehension levels and mathematics course achievements of the students were compared.

Keywords : Reading, reading comprehension, mathematics achievement.

INTRODUCTION

When the Turkish Education System is examined, it is possible to say that students of different ages and education levels experience problems at almost every stage of the education system, especially in the field of mathematics. As a matter of fact, the PISA (Programme For International Student Assessment) results, which evaluated the achievements of students in the 15-year-old group in some basic fields, in which 79 countries participated in 2018, confirm the assertion we have put forward above. When the research results are examined, although Turkey has progressed 8 steps in the ranking among OECD (Organization for Economic Co-operation and Development) countries in the field of mathematics, according to the previous research, it could only find itself in the 42nd place (Ministry of National Education, [MEB], 2019).

In addition to this research conducted at the international level, the statistical information shared with the public by ÖSYM (Student Selection and Placement Center) of the Higher Education Institutions Examination, which is held every year for student admission to universities in our country, shows that the students taking the exam experience some problems in the field of mathematics. In the Higher Education Institutions Exam, which consists of two different sessions: Basic Proficiency Test and Field Proficiency Test, the correct answer averages in the two tests of 40 questions in the field of mathematics applied to students are 5.54 and 5.29, respectively. (Student Selection and Placement Center, [ÖSYM], 2022) Recently, the data put forward by students, whom we can consider as the most important part of the education system in Turkey, regarding the field of mathematics, has begun to be responded to by the competent authorities. In this context, we see that some projects have been put forward by the Ministry of National Education with the concern that the undesirable attitudes and anxiety that students at different grade levels may develop regarding mathematics course may negatively affect the students' course success in this field. The Mathematics Digital Education Platform, developed by the Ministry of National Education, aims to associate life and mathematics, to endear mathematics to students with various games that vary according to grade and age levels, and to increase curiosity in the field of mathematics with interesting hypotheses.

Likewise, Support and Training Courses, which are carried out by the Ministry of Education (Ministry of National Education) and enable secondary and secondary school students to receive additional training in basic courses, especially mathematics, aim to improve students' mathematical skills. Although we accept that all the studies carried out will definitely have positive reflections on the students, we can say that the mathematical skills of students, especially those with low socio-economic levels, are not at the desired levels, based on our conversations and observations with education stakeholders working in the field. It is very easy to observe the academic status of students who have completed their primary school education in educational institutions that include primary and secondary school levels during their secondary school education. The opinions of the

teachers who taught mathematics to 5th grade students in these schools were that the problems experienced by the students in reading comprehension negatively affected their mathematics success. Again, the same teachers stated that especially the question styles that are described as new generation questions, in which the questions are associated with daily life and contain more than one outcome in their structure, cannot be understood by the students; Accordingly, he expresses his opinion that the questions cannot be answered by the students. In addition, mathematics teachers working in secondary schools argue that some students who have moved from primary school to secondary school level have problems in reading, and that some children who are learning to read have problems understanding what they read.

As a result, considering the opinions of education stakeholders, it is thought that students who have problems with reading comprehension experience failure in mathematics lessons, and the problem of reading comprehension begins at the primary school level and continues. Therefore, determining the relationship between 4th grade students' reading comprehension levels and mathematics course success constitutes the problem part of this research.

PURPOSE OF THE RESEARCH

This study aims to find out whether there is a relationship between the reading comprehension levels of 4th grade primary school students and their mathematics success, and if there is a relationship between two variables (reading comprehension and mathematics success), in which direction (+, -) this relationship is.

Within the framework of the above main purpose, answers were sought to the questions regarding the following sub-objectives.

- 1) Is there a significant relationship between 4th grade primary school students' reading comprehension levels and mathematics course success?
- 2) Is there a significant relationship between 4th grade primary school students' reading comprehension levels and mathematics course success according to gender?

IMPORTANCE OF RESEARCH

According to Deniz (2013), students whose reading comprehension skills are not developed cannot achieve success in mathematics classes. For this reason, it is very important for students to read correctly and interpret what they read correctly in terms of understanding the problems in mathematics lessons.

In this study, it is thought that the relationship between 4th grade primary school students' reading comprehension levels and mathematics course success will be determined, and the results obtained will contribute to other researchers. The results obtained from the study will benefit from redefining the vision of Turkish teaching in primary schools, examining the reading comprehension processes of primary school students, and investigating the relationships between the reading comprehension levels of the same students and other courses and fields.

RELATED LITERATURE

Read

According to Aytas (2003), reading is a complex activity that includes various activities of the five senses and the brain's attempts to make sense of it. In order for the act of reading to occur, five sense organs must be used effectively. Of course, in addition to directly associating the act of reading with the visual sense organ, it should not be forgotten that other sense organs also play an important role in making sense of concepts in the learning process. Based on this, the complex mental process mentioned must be completed with a holistic approach. As a matter of fact, it is very important to have a purpose that motivates the mind in order to increase the efficiency of reading and to achieve success in this action. Because it is of great importance that the reading meets the needs determined by the human mind at that moment. A reading action in which the mind is not included in the process will not achieve its purpose. In this context, the most important purpose of reading is to see objects, shapes, texts, numbers, visuals, etc. It means making sense of and comprehending all kinds of stimuli in the mind. Then, it is possible to say that the acts of reading and understanding are a whole and that the mental process that begins with reading continues with understanding.

Reading Comprehension

According to Kanmaz (2012), reading comprehension is the completion of two different processes, reading and comprehension, with a cause-effect relationship. Reading comprehension has an important place in the realization of learning. In purposeful learning activities, the act of reading comprehension contributes greatly to the success of the process. As a matter of fact, it is not possible to say that information that is not given meaning in the mind has been learned. In this context, it is critical to provide students with reading comprehension skills in order to achieve their teaching goals. Reading comprehension skill constitutes one of the learning areas of the Turkish course, and it is aimed to provide students with this skill in the Turkish course. However, when we consider the impact of reading comprehension skills on learning, it would not be an exaggeration to say that it is

wrong to limit reading comprehension skills only to Turkish lessons. As a matter of fact, when the literature is examined, many studies show that reading comprehension skills directly or indirectly affect students' success in other courses, especially mathematics.

In Erdem's (2016) study to determine the relationship between mathematical reasoning and reading comprehension in 8th grade students, he found a significant positive relationship between the two variables.

In his research, Yılmaz (2011) concluded that there was a positive relationship between the reading comprehension skills of fourth grade primary school students and their mathematics achievement, and determined that students who could understand what they read well received better scores in mathematics.

METHOD

In this study, the relational screening model, one of the quantitative research methods, was used to determine the relationship between the reading comprehension skills and mathematics achievements of 4th grade primary school students. These research models aim to determine the existence or degree of relationship between two or more variables. The relationship scan model includes two types: correlation type relationship scan and comparison type relationship scan. (Köse, 2017: 113) While the study examined whether there was a significant relationship between the reading comprehension skills and mathematics achievements of 4th grade primary school students, the reasons for the possible positive or negative relationship between these two variables were not focused on. In this context, the correlation type relational screening model was used in the research.

Population and Sample

This research was completed by focusing on the 4th grade students of primary school in Pazar district of Tokat province. The population of the research consists of 4th grade students studying in Pazar district of Tokat province, and the sample consists of 80 students determined by purposeful sampling method, which is one of the non-probability sampling methods. According to Ural (2011: 43), in the purposeful sampling method, the researcher determines the units to be tested based on prior knowledge, experience and observation, according to the purpose of the research, at his own discretion. Since the researcher bases his judgments and judgments on the sample determination process, he must have an idea about the universe.

The distribution of the 80 students who participated in the research in Pazar district of Tokat province according to their gender is shown in Table 1.

Table 1: Distribution of students included in the sample by gender

Gender	f	%
Female	48	60
Male	32	40
Total	80	100

When Table 1 is examined, out of a total of 80 students included by the purposeful sampling method, 48 are girls and 32 are boys, and 60% of the total number of students are girls and 40% are boys.

Data Collection Tools

In the research, the Reading Comprehension Level Determination Test and the Mathematics Achievement Test, consisting of 20 multiple-choice questions, were prepared in order to determine the relationship between the reading comprehension levels of primary school 4th grade students and their mathematics course success. While preparing these tests, 4th grade primary school Turkish and mathematics textbooks were used.

Reading Comprehension Level Determination Test

While preparing the Reading Comprehension Level Determination Test, the reading comprehension questions in the End of Theme Evaluation Studies in the last parts of the eight units in the primary school 4th Grade Turkish textbook were examined and the ones suitable for the purpose of the study were determined. In the relevant test, which included five different texts, four multiple-choice questions were selected for each text, resulting in a total of 20 multiple-choice questions. While selecting reading comprehension questions suitable for the purpose of the study from the End of Theme Evaluation Studies of the Turkish textbook, expert opinions were taken from two Turkish teachers and one classroom teacher.

Mathematics Achievement Test

While preparing the Mathematics Achievement Test, the topics that should be covered until the date of the research were determined according to the united annual plan from the themes in the primary school 4th grade curriculum. In this context, 20 multiple-choice questions that require problem-solving skills on related topics have been prepared.

The topics that should be covered in the 4th grade Mathematics course until the date of the research and the question distribution of the topics are shown in Table 2.

Table 2: Distribution of topics and number of questions in the mathematics achievement test

Topics	Question Number
Addition	4
Subtraction Process	4
Multiplication	4
Division	4
Fractions	4
Total	20

When Table 2 is examined, it can be seen that in the Mathematics Achievement Test, 4 questions were taken from each of the subjects of addition, subtraction, multiplication, division and fractions with natural numbers, and a total of 20 questions were reached.

During the preparation of the questions in the Mathematics Achievement Test, expert opinions of two mathematics teachers and two classroom teachers were consulted, and care was taken to include intermediate level questions appropriate to the student's level, which include problem-solving skills, in the test.

Determining Reading Comprehension Level and Scoring Mathematics Achievement Test

The tests used in the study were evaluated independently of each other. In two tests consisting of 20 questions, "1" point was given for each correct answer, and "0" point was given for each incorrect or unanswered question. In this context, the minimum score that can be obtained from the Reading Comprehension Level Determination Test and Mathematics Achievement Test is 0; The maximum score is 20.

Reliability and Validity Procedures for Determining Reading Comprehension Level and Mathematics Achievement Test

Reliability

According to Kabakçı Yurdakul (2013), reliability is an indicator of how precisely a measurement tool measures the feature or features it measures. According to Karasar (2012), Kr-20 is used when analyzing items such as item difficulty and item discrimination in the test. According to some studies, a reliability coefficient of 0.70 and above in performance tests indicates a good reliability coefficient. In this context, both tests were tested on ten 4th grade students who were not included in the sample in order to calculate the reliability coefficients before the data collection phase, and the reliability coefficient of the reading comprehension level determination test was found to be 0.91, and the reliability coefficient of the mathematics achievement test was found to be 0.70. In light of these data, it is possible to say that both tests are safe.

Item difficulty (p) is the percentage of correct answers. Questions with a difficulty level of 0.81 and above are considered very easy, between 0.61-0.80 are considered easy, 0.41-0.60 are considered medium, 0.21-0.40 are considered difficult, and below 0.20 are considered very difficult. It is desirable for the estimated correct answer rate to be around 0.50, and both relatively easy and difficult questions can be included (Baştürk, 2014). According to Büyüköztürk (2012), item discrimination is the capacity to distinguish between people who have the characteristic measured by the test at the maximum level and those who have it at the minimum level. According to Baştürk (2014), items with an item discrimination index of 0.40 or higher are considered very good, while items with an item discrimination index between 0.30 and 0.39 are considered quite good. Items with an item discrimination index between 0.20 and 0.29 should be developed and added to the test. . However, those with an item discrimination index below 0.20 should be excluded from the test without even being subjected to the development process.

Item difficulty and item discrimination values of the reading comprehension level determination test and the mathematics test are given in Table 3.

Table 3: Item difficulty and discrimination of the reading comprehension level determination test and the mathematics test

Reading Comprehension Level Determination			Mathematics Achievement Test		
Questions Item	Difficulty Item	Discrimination	Questions Item	Difficulty Item	Discrimination
M1	.73	.51	M1*	.44	.19
M2	.78	.36	M2	.65	.47
M3*	.80	.24	M3*	.63	.27
M4	.78	.32	M4*	.63	.21
M5*	.80	.29	M5	.70	.31
M6	.79	.31	M6*	.64	.25
M7	.74	.42	M7	.65	.44
M8*	.79	.23	M8	.53	.30
M9*	.80	.23	M9	.61	.35
M10	.75	.40	M10	.64	.31
M11	.80	.40	M11	.59	.50
M12	.81	.47	M12	.53	.50
M13	.74	.45	M13	.68	.59
M14	.78	.63	M14	.68	.43
M15	.80	.35	M15	.70	.51
M16	.83	.53	M16	.74	.57
M17	.86	.49	M17	.73	.31
M18	.83	.32	M18*	.78	.21
M19*	.86	.21	M19*	.69	.29
M20	.84	.53	M20	.65	.37

When Table 3 is examined, the questions M3=.24, M5=.29, M8=.23, M9=.23 and M19=.21, which had a discrimination value of less than 0.30 in the reading comprehension level determination test, were developed to increase the discrimination value and were used in the test. . In the Mathematics Achievement Test, the questions M1=.19, M3=.27, M4=.21, M6=.25, M18=.21, M19=.29 were developed and used in the test to increase the discrimination value.

VALIDITY

Expert opinion was taken for the reading comprehension level determination test and mathematics achievement test developed by the researcher; A specification table was prepared to determine the content validity of the tests. A preliminary application was made to determine the validity of the prepared tests; Students included in the preliminary application were not included in the determined sample.

Collection of Data

The data obtained from the research were collected from 80 primary school 4th grade students in the Pazar district of Tokat province. Before the data collection process, Pazar District Directorate of National Education was informed. The schools included in the sample of the previously determined research were visited one by one and all necessary explanations were made to the school principals and 4th grade teachers about the Reading Comprehension Level Determination and Mathematics Achievement Test to be applied to the students and the way the tests were applied. During the application phase of the tests, students were given 40 minutes for each test. The tests were administered to students by classroom teachers. It was specifically requested from the classroom teachers that the students should be informed that the tests to be applied will be used for a research and that there is no purpose of grading. In this way, it was aimed to prevent any test anxiety that may occur in students.

Analysis of Data

In the study, correct answers in the Reading Comprehension Level Determination Test and Mathematics Achievement Test applied to the students were coded with the value "1" and the items that were incorrect or left

blank were coded with the value "0" and converted into numerical data. The answers given to two tests by 80 students included in the sample for the research were entered into the SPSS (Statistical Packet For Social Studies) program, taking into account the gender variable.

Pearson Product Moment Correlation ("r") was used to determine the relationship between students' reading levels and mathematics achievement. According to Şahin (2017), the Pearson Product Moment Correlation coefficient, which is used when the relationship between two variables is desired to be determined, indicates that there is a relationship between two variables ranging between -1.00 and +1.00, while a coefficient of .00 indicates that there is no significant relationship between the two variables.

To determine how the relationship between students' reading levels and mathematics achievement changes according to the independent variable gender; The t test, one of the parametric tests, was used. The t test is used to find out whether there is a significant difference between two unrelated groups.

RESULTS

As a result of the data obtained from the study, the average scores of the students from the Reading Comprehension Level Determination Test and Mathematics Achievement Test are given in Table 4.

Table 4: Average scores from the reading comprehension level determination test and mathematics achievement test

Test	Mean (X)	Standart Deviation (S)	N
OADBT	15,96	3,08	80
MBT	12,92	3,55	80

When Table 4 is examined, it is seen that the students' average OADBT score is 15.96 and their MBT score average is 12.92. According to the results in Table 4, it can be said that the general averages of the students in OADBT and MBT are at the medium level. These averages, which are thought to be close to the same level (average level), show that there may be a relationship between students' reading comprehension levels and mathematics skills. In this context, the Pearson Moment Multiplication Coefficient (r) obtained as a result of the correlation analysis to reveal the relationship between students' reading comprehension levels and mathematics skills is shown in Table 5.

Table 5: Correlation between students' reading comprehension levels and mathematics course success

Reading Comprehension Level	Pearson Moment Multiplication Coefficient (r)	Mathematics Achievement
		** .72
	p	.00
	N	80

**Correlation is significant at the .01 level. $p < .01$

Looking at Table 5, it was observed that there was a high-level positive relationship ($r = .72 > .70$) at the level of $r = .72$ ($p < .01$) between the reading comprehension levels of the fourth grade primary school students and their success scores in the mathematics course. Based on the research findings, we can say that students who have a good reading comprehension level at the fourth grade level of primary school reflect this on their mathematics course success and, accordingly, they are also successful in mathematics. Regarding the second sub-problem of the research, an unrelated groups t-test was applied to determine whether the reading comprehension levels and mathematics course success of fourth grade students differed significantly according to the gender variable. Findings regarding how students' reading comprehension levels change according to gender are shown in Table 6.

Table 6: T test results of reading comprehension levels by gender

Gender	N	X	ss	t	df	p
Female	48	16.75	3.15	2.92	78	.005
Male	32	14.78	2.59			

p<0,05

When Table 6 is examined, the reading comprehension level scores of the students included in the sample indicate a significant difference in favor of female students according to the gender variable ($t=2.92$, $p<.05$). In addition, when the arithmetic averages of the scores of the two groups from the reading comprehension level test are examined, it is seen that the scores of female students ($X = 16.75$) are higher than those of male students ($X = 14.78$).

Findings regarding how students' mathematics course success varies according to gender are shown in Table 7.

Table 7: T-test Results of Mathematics Course Achievement by Gender

Gender	N	X	ss	t	df	p
Female	48	13.93	3.15	3.31	78	.001
Male	32	11.40	3.61			

p<.05

When Table 7 is examined, the mathematics course success scores of the students included in the sample indicate a significant difference in favor of female students according to the gender variable ($t=3.31$, $p<0.05$). In addition, when the arithmetic averages of the scores of the two groups in the mathematics achievement test are examined, it is seen that the scores of female students ($X = 13.93$) are higher than those of male students ($X = 11.40$).

DISCUSSION AND CONCLUSION

The aim of the study was to reveal how the reading comprehension levels of 4th grade primary school students affect their mathematics course success and the relationship between these two variables. As a result of the analyses, it was concluded that there was a positive, highly significant relationship ($r=.72$ $p=.000$) between students' reading comprehension levels and mathematics course success. This result is similar to the positive significant relationship between mathematical reasoning and reading comprehension found in Erdem's (2016) study. In Deniz (2013)'s study, a moderately positive relationship was found between reading comprehension and mathematics performance in fifth grade primary school students. Again, in Yılmaz's (2011) study, a highly positive relationship was found between fourth grade students' reading comprehension levels and mathematics scores. When looked at, it can be said that the results of the research are similar to similar studies in the literature. When all studies are examined, it is possible to say that there is a consistent relationship between reading comprehension skills and mathematics course success.

Regarding the second sub-problem of the research, it was concluded that the reading comprehension levels and mathematics course achievements of 4th grade students differ according to the gender variable. As a result of the analyses, it was seen that both the reading comprehension level scores and mathematics achievement scores of female students were higher than male students, and after the necessary analyses, it was determined that the reading comprehension levels and mathematics achievement scores differed significantly in favor of female students. In this context, when the results of other studies are examined, we can say that Deniz (2013) and Boz (2018) reached similar results in their studies. However, in their study where Özyılmaz and Alıcı (2011) examined the effect of teaching reading comprehension strategies on seventh grade reading comprehension success, they could not find a significant difference between students' reading comprehension success according to the gender variable. When the studies are examined, it is not possible to say that the gender variable positively affects reading comprehension skills and mathematics course success.

SUGGESTIONS

Based on the results obtained from the research, the following suggestions can be made:

1) In this study, a positive, highly significant relationship was determined between the reading comprehension level of 4th grade students and their mathematics course success. In this context, since students' reading

comprehension levels directly affect their mathematics course success, reading comprehension studies should be included in Turkish lessons in order to increase mathematics course success.

2) Educational institutions can include studies that will improve students' book reading skills in order to increase their reading comprehension levels.

3) Classroom teachers can organize different activities to understand the problem, especially in problem solving, during mathematics teaching. They may use different methods to understand the problem.

4) In the research, when students' reading comprehension levels and mathematics achievements were compared according to the gender variable, a significant difference was found in favor of female students. Therefore, problem statements regarding the reasons for this difference can be determined in academic studies.

5) Academic studies based on this research can include research on how the level of reading comprehension affects the academic success of students in different courses or fields.

6) In academic studies, achievement tests can be developed at different grade levels and research can be conducted to determine whether students' reading comprehension levels affect their mathematics course success.

REFERENCES

- Aytaş, G. (2003) Okuma Gelişiminde Çocuk Edebiyatının Rolü, Türklük Bilimi Araştırmaları, Niğde.
- Baz, B. (2018) Okuduğunu Anlama Üzerine Bir Derleme Çalışması. Yıldız Sosyal Bilimler Enstitüsü Dergisi, 02 (01) 28-41.
- Baştürk, Ş. (2014). Ölçme Araçlarının Taşınması Gereken Nitelikler. Eğitimde Ölçme ve Değerlendirme. Ankara : Nobel Yayınları
- Boz, İ. (2018) İlkokul 4.sınıf Öğrencilerinin Okuduğunu Anlama Düzeyi ile Matematik Problemlerini Çözme Başarısı Arasındaki İlişkinin İncelenmesi. İnsan ve Sosyal Bilimler Dergisi, 1 (1) 40-53.
- Büyükoztürk, Ş. ve vd. (2012). Bilimsel Araştırma Yöntemleri Ankara : Pegem Akademi.
- Deniz, M. (2013). İlköğretim Beşinci Sınıf Öğrencilerinde Okuduğunu Anlama Becerisi İle Matematik Dersindeki Akademik Başarıları Arasındaki İlişkinin İncelenmesi. Yayımlanmamış Yüksek Lisans Tezi, Mustafa Kemal Üniversitesi, Hatay.
- Erdem, E., (2016) Matematiksel Muhakeme ile Okuduğunu Anlama Arasındaki İlişki: 8.Sınıf Örneği. Necatibey Eğitim Fakültesi Elektronik Fen ve Matematik Eğitimi Dergisi. 10(1), 393-414.
- Kabakçı Yurdakul, I. (2013). Bilimsel Araştırma Yöntemleri. Veri Toplama Araçlarında Bulunması Gereken Nitelikler. Ankara: Anadolu Üniversitesi Yayını
- Kanmaz, A., (2012). Okuduğunu Anlama Stratejisi Kullanımının, Okuduğunu Anlama Becerisi, Bilişsel Farkındalık, Okumaya Yönelik Tutum Ve Kalıcılığa Etkisi. Adnan Menderes Üniversitesi, Aydın
- Karasar, N. (2012). Bilimsel Araştırma Yöntemi. Kavramlar, İlkeler, Teknikler. Ankara : Nobel Yayınları
- Köse, E., (2017) . Bilimsel Araştırma Yöntemleri . R.,Y. Kıncal (ed). Bilimsel Araştırma Modelleri. (ss.99-121) içinde. İstanbul : Nobel Yayınları.
- Milli Eğitim Bakanlığı. (2019). “PISA 2018 Sonuçlarına Göre Türkiye, Her 3 Alanda Performansını Arttıran Tek Ülke” (Erişim : 10/03/2023) <https://www.meb.gov.tr/pisa-2018-sonuclarina-gore-turkiye-her-3-alanda-performansini-artiran-tek-ulke/haber/19842/tr> adresinden alınmıştır.
- Öğrenci Seçme Ve Yerleştirme Merkezi. (2022). “ 2022- YKS Sonuçlarına İlişkin Sayısal Bilgiler” (Erişim : 12/03/2023) <https://www.osym.gov.tr/TR,23867/2022-yks-sinav-sonuclarina-iliskin-sayisal-bilgiler.html> adresinden alınmıştır.
- Şahin, Ç., (2017) . Bilimsel Araştırma Yöntemleri . R.,Y. Kıncal (ed). Verilerin Analizi. (ss.183-217) içinde. İstanbul : Nobel Yayınları.
- Türk Dil Kurumu (2005) Türkçe sözlük (10.bs) Ankara:Türk Dil Kurumu.
- Ural, A., Kılıç, İ., (2011) Bilimsel Araştırma Süreci ve SPSS ile Veri Analizi., Evren ve Örneklem. (ss.29-44) içinde., Ankara : Detay Yayıncılık.
- Yılmaz, M., (2011). İlköğretim 4.Sınıf Öğrencilerinin Okuduğunu Anlama Seviyeleri İle Türkçe, Matematik, Sosyal Bilgiler, Fen ve Teknoloji Derslerindeki Başarıları Arasındaki İlişkinin Belirlenmesi. Mustafa Kemal Üniversitesi, Hatay

DETERMINING THE SATISFACTION STATUS OF PATIENTS IN THE INTERNAL MEDICINE INTENSIVE CARE UNIT WITH NURSING CARE

Evrım SAHAN
evrimsahan97@gmail.com

Uzm. Dr. Hüseyin CENKLER
hcenkler@yahoo.com

Yrd. Doç. Dr. Azmiye YINAL
azmiye.yinal@akun.edu.tr

ABSTRACT

This study, which examines the satisfaction of patients hospitalized in the internal medicine intensive care unit with nursing care, was designed as a quantitative research. The population of the study consisted of patients hospitalized in the internal medicine intensive care unit in public/private hospitals in the Turkish Republic of Northern Cyprus (TRNC) between 01.01.2023 and 01.05.2023. The sample consisted of 278 patients who volunteered to participate in the study. The Newcastle Satisfaction with Nursing Care Scale was used to evaluate the quality of nursing care in the hospital. The data obtained were analyzed with SPSS for Windows 28.0 package program. At the end of the study; satisfaction levels were given according to nursing care parameters. It was determined that the majority of the patients were "satisfied and very satisfied" with the care they received. The highest mean level of "satisfaction" was found to be with "the nurses' respect for your privacy", whereas the lowest level of satisfaction was found to be with "the amount of freedom given to you in the ward". It was seen that the difference between the groups in the scores of the Satisfaction with Nursing Care Scale according to gender was significant. According to this, it can be said that the satisfaction status of female patients is higher than male patients. It was seen that the difference between the groups according to the age of the scale scores was not significant. It was seen that the difference between groups according to marital status of the scale scores was significant. Accordingly, it can be said that the satisfaction level of married patients is higher than single patients. It was seen that the difference between groups according to the educational level of the Satisfaction with Nursing Care Scale scores was significant. Accordingly, it can be said that the satisfaction level of patients with a master's degree is higher than that of patients with other education levels. It is seen that as the level of education increases, the level of satisfaction also increases. On the other hand, it was observed that the difference between the scale scores according to occupation was not significant. In addition, it was seen that the difference between the groups according to the previous hospitalization status of the scale scores was not significant.

Keywords: Internal medicine, Intensive care, Patient, Nurse, Satisfaction.

1. INTRODUCTION

1.1. Problem

Internal medicine busy care in the unit lying down patients nursing in terms of satisfaction situations, many to the factor connected aspect It changes. Nurses with patient effective communication establishment , patients your concerns to listen And understand , clear And understandable One way relating to doctorate information to give It is important . sick and family treatment process about informed , planned procedures , treatment methods like clear information on relevant topics , doctor by by taking to the patient Giving patient satisfaction increases (Aktaş and Arabacı, 2016) .

patients emotional your needs aware be them _ comfort And to support It is important. of nurses with patients empathy establishing , understanding And kind to be , emotional support to provide and patient focused One approach Demonstrating patient satisfaction positive effects (Onganer et al., 2014) . Patients , busy care in the unit trustworthy And comfortable to feel whether...or . Cleanliness , hygiene , noise control like factors ensuring patient comfort increases . Additionally , patient safety for suitable measures receiving And infection under control attention It is also important to do so (Akalın, 2005) .

Busy care units , multidisciplinary One team his work requires . of nurses other health with its employees effective One way communication establishment , collaboration to do And coordination inside work , patient care effective And productive One way execution provides . Busy care patients often with pain struggle (Ozkan, 2017). Of nurses the pain effective One way assessment, appropriate pain management strategies application And patients to relax to provide It is important. Of nurses patients and their families treatment to the process including, patient education to ensure and the patient is discharged when continue will care And treatment about informative resources to present It is important (Yinal, Kalkan et al., Çakıcı, 2022). Sick and family of treatment at home to do the one which in the section by being informed And by being trained to treatment active participation, patient satisfaction increases (Kara, 2007) . Patient satisfaction, patients experiences and to your

expectations connected aspect It changes. Every patient is different and needs difference shows. Therefore, nurses individualized one approach to adopt and patients special needs to understand It is important. Patients back notifications listen, dissatisfaction in cases problems to solve and improvements It is also important to do (Kummbasar, 2016). Additionally , patient satisfaction to evaluate for surveys And back notification mechanisms is used . patients , nursing with care relating to your thoughts And experiences to share encouragement is done . this back notifications , nursing services improving And more Good a patient experience by providing important informations get is done And to the patient positive contribution provides (Akdere et al., 2020).

Conclusion as , internal medicine busy care in the unit lying down patients nursing in terms of satisfaction situations , communication , empathy , security , comfort , team work , pain management and patient education like to factors It depends . Nurses are patient- oriented One approach exhibit , patients to your needs sensitive to be And effective One communication establishing , patients your satisfaction increases And more positive One health experience provides .

1.2. Aim

The aim of this study is to determine the satisfaction level of nursing care patients in the internal medicine intensive care unit.

1.2.1. Hypotheses

The research hypotheses are given below:

H₁: Patients' gender and satisfaction with nursing care There is a significant relationship between

H₂: Patients' age and satisfaction with nursing care There is a significant relationship between .

H₃: : Patients' marital status and satisfaction with nursing care There is a significant relationship between

H₄: Patients' satisfaction with education level and nursing care There is a significant relationship between

H₅: Patients' satisfaction with their profession and nursing care There is a significant relationship between

H₆: Patients' satisfaction with previous hospitalization and nursing care There is a significant relationship between

1.2.2. Assumptions

The assumptions of the research are listed below;

- The method preferred in the research was assumed to be suitable for the purpose of the research.
- The scales and questions chosen to collect data were assumed to be reliable and valid.
- The data obtained were assumed to be valid and reliable.

1.2.3. Researched Areas

This research; In the Turkish Republic of Northern Cyprus (TRNC) It is limited to patients hospitalized in the internal medicine intensive care unit in public/private hospitals between 01.01.2023 and 01.05.2023 . The resources used and the scale questions were limited to the participants to whom the survey was applied.

1.2.4. Definitions

Intensive care unit (Intensive resort unit): It is one of the medical units and is a department where patients with serious health problems or life-threatening conditions are intensively followed, treated and monitored (Orucu and Geyik, 2008).

Internal medicine intensive care unit: The care unit is an intensive care unit specialized in internal medicine (Hintistan et al., 2009).

Patient: It refers to a person who has a health problem or illness (Atıcı, 2007) .

Nurse satisfaction: It expresses the level of satisfaction of patients with the care service provided by nurses (Gülen and Zaybak, 2023) .

1.3. Importance of the Study

Nurses in intensive care units constantly monitor patients' vital signs (pulse, blood pressure, respiratory rate, body temperature, blood oxygen value, etc.) and other vital functions. Additionally, it performs the correct use and management of medical devices such as respirators, heart monitors, enteral or parenteral nutrition systems for patients in intensive care units. Nurses also plan patients' medication treatments, administer medications in the correct doses and on time, and perform smart medication administration. They work carefully to prevent medication errors, keeping patient safety at the forefront. Intensive care nurses ensure the comfort and hygiene of patients, take precautions to prevent bedsores, and assist with patient posture . Additionally, they communicate with patients and their families, providing them with information about the treatment process and providing support such as a social worker. Based on all this information, it is thought that this study will not only contribute to other colleagues but also guide nurses in achieving its goal.

2. CONCEPTUAL FRAMEWORK

2.1. Intensive Care and Intensive Care Unit

Busy care (MS), serious diseases or injuries because of vital functions unable to sustain patients busy surveillance, treatment and of your care is provided. One health service is the area. Busy care units (ICU) are usually in hospitals is found and high to technology owner medical with equipment is equipped. Busy care, life threatening who makes situations managing vital functions to support and patients improvement to their processes helper to be for the purpose of It was designed (Güler, 2018). Busy care patients Generally severe respiratory distress, serious heart failure, organ failure, severe burns, intense surgical operations post- or serious infections like with situations they apply (Kutlu, 2000).

Busy care process, patients on both physical and psychological to the effects owner it could be. patients, long duration bed rest, mechanical ventilation or other invasive transactions due to muscle weakness, joint hardness and coordination problems like physically problems They can live. Therefore, physiotherapists and work therapists, patients your strength and movement ability again to win helper It is possible. Speech therapists, respiratory support area to patients respiratory exercises and speech rehabilitation provides. Busy care process Moreover in patients anxiety, depression, trauma post- stress disorder and other psychological Problems are also on the way can open. psychosocial support and consultancy services, patients and their families This tough by process start over to come out helper It is possible. psychologists or psychiatrists, patients emotional their kindness supports and when necessary medicine treatment provides (Foreword, 2013).

Busy care of the process Then, patients discharged to be made or more low One care to the level to pass may be required. At this stage, follow-up services It is important. patients organised checks, medication management, health of their situation monitoring and when necessary support ensuring is provided. In this process, patients and family, health with his team partnership by doing improvement in the process to the requirements suitable way is directed. Busy care, vital danger supply who makes situations to manage for critical One health service presents. However, this period same in time patients and families for stressful and compelling it could be. Therefore, patients and family for holistic One approach should be adopted, information, communication and support must be provided. Busy care units, expertise, technology and experience requiring One team his work requires and patients health their situation to improve for various disciplines between partnership does (Özdemir and Biçer 2019).

2.2. Patient Satisfaction

Patient satisfaction can be defined as the harmony between the patient's expectations and perception of the services during the treatment process. However, it should not be forgotten that diversity in the field of health also manifests itself in expectations, and it should be remembered that different expectations make satisfaction difficult. Different expectations and wishes should not be ignored, but everything that needs to be done is for the treatment and well-being of the patient, there should be no other expectations. The biggest disadvantage of health services compared to other branches of service is that it is a field that does not accept errors, is of vital importance and requires advanced expertise, and the buyer of the service has insufficient knowledge about the service he receives. In the health sector, it is very difficult for patients to make scientific or technical evaluations of the service and its providers, both during the service delivery and after benefiting from the service. Since technical quality cannot be made by the consumer society, technical quality evaluation in health care services remains among the experts (Kamakshaiyah and Venugopal, 2018). In other words, in the field of health, since the patient does not have sufficient knowledge and skills about his health, he cannot decide what kind of treatment or examination will benefit him, or cannot participate consciously in the decision. Technical and scientific quality in the field of health is related to the abilities of personnel to demonstrate their knowledge. For example; Issues such as a physician's presentation of knowledge in the clinic or during an operation, a nurse's understanding of the diagnosis, recognition of medications, a laboratory technician's ability to perform and transmit tests, infection rates, and the duration of a patient's hospital stay are within the scope of technical quality (Devebakan, Aksaraylı 2003).

In healthcare institutions, patient satisfaction is expressed as providing service above expectations. Considering this statement, it can be seen that two factors determine patient satisfaction. The first element is buyers' expectations. Expectations in healthcare businesses include what patients want to find in the organization in terms of scientific, managerial and behavioral features (Derin and Demirel, 2013). However, these expectations vary depending on the individual's age, gender, education level, socio-economic characteristics and past experiences in the field of health. The second factor that determines patient satisfaction is the individual's perception of the service he receives. During the evaluation phase of this service, patients differ in terms of their demographic characteristics and experiences. The person who benefits from health services decides whether or not to purchase the same service again, depending on their satisfaction with the service provided. The patient compares his decision with other institutions where he has received treatment before and expresses his satisfaction if he is satisfied. (Kavuncubaşı 2000).

3. METHOD

3.1. Research Model

This study was designed as research. The relational screening model, which is considered as a research method, was used in the study. The relational screening model is one of the research methods and is used by the researcher to examine the relationships between variables. In this model, the researcher conducts statistical analysis to determine the relationship between two or more variables and explain this relationship. In the relational screening model, the researcher determines variables on the basis of a hypothesis or research question and collects data to test the relationship between these variables (Karasar , 2011).

3.2. Sampling Method

The population of the research is in the Turkish Republic of Northern Cyprus (TRNC). It consisted of patients hospitalized in the internal medicine intensive care unit in public/private hospitals between 01.01.2023 and 01.05.2023. The purpose of the study was selected using the sampling method. In this method, researchers determine and select the sample in line with the sampling objectives and research questions (Kılbaş and Cevahir, 2023). The sample consisted of 278 patients who volunteered to participate in the study.

3.3. Collection of Data

Newcastle test used to evaluate the quality of nursing care in hospitals. Satisfaction with Nursing Care Scale (NHMSS), Thomas et al. (1996) by evaluating, through individual and group-based interviews, how 150 patients hospitalized in internal medicine and surgery clinics in a hospital in England perceived nursing care as "good" or "bad". In their study to measure patients' satisfaction with nursing care, Walsh and Walsh (1999) tested the use of NHBMS in practice and stated that using NHBMS to create nursing standards is a useful measurement tool. With NHBMS, the patient's satisfaction with nursing care is evaluated as long as he stays in the patient room. Patients describe their satisfaction with various aspects of nursing care using a 19-item, 5-point Likert scale. In the scoring used to determine the degree of satisfaction; The following statements are included: "1- I was not at all satisfied," 2- "I was rarely satisfied," 3- "I was satisfied," 4- "I was very satisfied," 5- "I was completely satisfied." In our country, Uzun studied 280 patients in 2003 and concluded that the scale can be safely applied to Turkish people and surgical patients. Chronbach's alpha coefficient of the Nursing Care Satisfaction Scale was determined as $r = 0.94$ (Uzun, 2003).

3.4. Analysis Method

In this study, which examined the satisfaction levels of nursing care patients in the internal medicine intensive care unit, the data obtained as a result of the application of measurement tools for the size were analyzed with the SPSS for Windows 28.0 package program.

Percentage, frequency, mean and standard deviation statistics were used to determine the descriptive characteristics of the findings regarding demographic variables. Reliability analysis of the scales was applied. Kruskal Wallis test was applied when comparing the scale scores according to age and educational status variables . In case of differences, Mann Whitney U tests with Bonferroni correction were used.

The error rate ($\alpha=0.05$) was determined in all tests, and the difference between comparisons was considered statistically significant when $p<0.05$. Ms -Excel 2010 and SPSS Statistics 28.0 were used for statistical analysis and calculations .

4. FINDINGS

4.1. Demographic Information of Participants

Table 1. Frequency and Percentage Values of Participants' Demographic Variables

		N	%
Gender	Woman	127	45.0
	Male	155	55.0
Age	22-30 years old	11th	3.9
	31-40 years old	52	18.4
	41-50 years old	88	31.2
	51+ years old	131	46.5
marital status	Married	191	67.7
	Single	91	32.3
Educational background	Primary-Secondary Education	63	22.3
	High school	140	49.6

	Licence	39	13.8
	Degree	40	14.2
Job	Employee	57	20.2
	Officer	26	9.2
	Housewife	90	31.9
	Small business	13	4.6
	Self-employment	15	5.3
	Retired	70	24.8
	Student	11th	3.9
Previous Hospitalization Status	Yes	245	86.9
	No	37	13.1
	Total	282	100.0

When Table 1 is examined, 55% of the participants are male; 45% are women. 46.5% of the participants are in the age group of 51 and over, while 49.6% are high school graduates. 31.9% of the participants are housewives, 24.8% are retired and 20.2% are workers. It was observed that 86.9% of the participants had been hospitalized before.

4.2. Analysis of Satisfaction Status with Nursing Care

Table 2. Distribution of Satisfaction with Nursing Care (N=282)

Nursing Care Parameters	SATISFACTION LEVELS									
	I was not happy at all		I was rarely satisfied		I was satisfied		I was very pleased		I was completely satisfied	
	n	%	n	%	n	%	n	%	n	%
The amount of time nurses devote to you			78		129	45.7	75	46.6		
Nurses' skill in their work	13	4.6	80	28.4	148	52.5	41	14.5		
Having a nurse nearby to take care of you at all times					190	67.4	92	32.6		
The level of knowledge nurses have about your care			93	33	72	25.5	117	41.5		
Nurses come immediately when you call					190	67.4	92	32.6		
feel like you're at home.			50	17.7	151	53.5	81	28.7		
Ensuring that nurses give you adequate information about your condition and treatment			48	17	157	55.7	77	27.3		
Make sure nurses check you are okay frequently enough			15	5.3	164	58.2	103	36.5		
Nurses helping you					131	46.5	149	52.8	2	0.7
The way nurses explain things to you					127	45	155	55		
The way nurses comfort relatives and friends	38	13.5	52	18.4	116	41.1	76.27			
Nurses' attitudes towards doing their job			11th	3.9	118	41.8	153	54.3		
The adequacy of the information the nurses give you regarding your condition and treatment.			11th	3.9	116	41.1	155	55		

treat you like an important person	131	46.5	151	53.5
nurses listen to your concerns and fears	130	46.1	152	53.9
The amount of freedom given to you in the service	126	44.7	156	55.3
voluntary response to your requests regarding your care and treatment.	16	5.7	169	59.9
Nurses' respect for your privacy	48	17	196	69.5
are aware of your needs regarding your care and treatment	115	40.8	167	59.2

Satisfaction levels according to nursing care parameters are given in Table 2. It was determined that the majority of patients were "satisfied and very satisfied" with the care they received. The highest average "satisfaction" rate It was observed that the lowest satisfaction was with "The respect that nurses show to your privacy" with 69.5% (n=196), whereas the lowest satisfaction was with "The amount of freedom given to you in the service" with 44.7% (n=126).

4.3. Average Scores of Satisfaction Level with Nursing Care

Table 3 shows the distribution scores of the average scores of satisfaction level with nursing care.

Table 3. Distribution of Average Scores of Satisfaction Level with Nursing Care (N= 282)

Nursing Care Parameters	Minimum	Maximum	mean	Ss .
The amount of time nurses devote to you	2	4	2.9894	0.73781
Nurses' skill in their work	one	4	2.7695	0.74989
Having a nurse nearby to take care of you at all times	3	4	3.3262	0.46967
The level of knowledge nurses have about your care	2	4	3.0851	0.86027
Nurses come immediately when you call	3	4	3.3262	0.46967
feel like you're at home.	2	4	3.1099	0.67384
Ensuring that nurses give you adequate information about your condition and treatment	2	4	3.1028	0.65896
Nurses check you are okay frequently enough	2	4	3.3121	0.56763
Nurses helping you	3	5	3.5426	0.51313
The way nurses explain things to you	3	4	3.5496	0.49841
The way nurses comfort relatives and friends	one	4	2.8156	0.98098
Nurses' attitudes towards doing their job	2	4	3.5035	0.57373
The adequacy of the information the nurses give you regarding your condition and treatment.	2	4	3.5106	0.57364

treat you like an important person	3	4	3.5355	0.49963
nurses listen to your concerns and fears	3	4	3,539	0.49936
The amount of freedom given to you in the service	one	2	1.5532	0.49805
voluntary response to your requests regarding your care and treatment.	2	4	3.2872	0.5651
Nurses' respect for your privacy	2	4	2.9645	0.55208
are aware of your needs regarding your care and treatment	2	3	2.5922	0.4923
Satisfaction Level Score with Nursing Care (Evaluated out of 5)			3.12	0.60

Table 3 shows the average score distribution of satisfaction level with nursing care. Accordingly, the average satisfaction level calculated out of five was determined to be 3.12 ± 0.60 . Since I am completely dissatisfied was scored as "1" and completely satisfied was scored as "5", the highest satisfaction rate (3.5496 ± 0.49) was " The way the nurses explained to you ", whereas the lowest satisfaction rate (1.5532 ± 0.49) was " In the service ". It was determined that the amount of freedom given to you was.

4.4. Descriptive Analyzes Between Demographic Variables and Nursing Care Satisfaction Scale

, " H1 : Patient satisfaction with nursing care based on gender The analysis carried out to test the hypothesis " There is a significant relationship between " is given in Table 4.

Table 4. Satisfaction Scale with Nursing Care Comparison of Scores by Gender

Gender	N	Median (IQR)	Group Comparison
Woman	127	60.11 (4.03)	Z= 30.09; p=0.000
Male	155	58.84 (2.62)	

p <0.05

Satisfaction with Nursing Care It was tested whether the difference in the scale scores between the groups according to the gender variable was significant or not, and it was found that the difference in the scale scores between the groups according to gender was significant (p <0.05). Accordingly, it can be said that the satisfaction level of female patients is higher than male patients (60.11 ± 4.03). In this case, H₁ hypothesis was accepted.

In the study, "H₂ : Patients' age and satisfaction with nursing care" The analysis performed to test the hypothesis " There is a significant relationship between " is given in Table 5.

Table 5. Satisfaction Scale with Nursing Care Comparison of Scores by Age

Age	n	Median (IQR)	Group Comparison
22-30 years old	11th	60.18 (1.16)	$\chi^2 = 0.568; p=0.636$
31-40 years old	52	59.53 (4.51)	
41-50 years old	88	59.62 (2.93)	
51+ years old	131	59.16 (3.27)	

p >0.05

Satisfaction with Nursing Care It was tested whether the difference in the scale scores between the groups according to the age variable was significant or not, and it was found that the difference in the scale scores between the groups according to age was not significant (p>0.05). Accordingly, it can be said that the satisfaction levels of patients in all age groups are close to each other. In this case, the H₂ hypothesis was rejected. In the study, "H₃ : Patients' marital status and satisfaction with nursing care The analysis performed to test the hypothesis "There is a significant relationship between" is given in Table 6.

Table 6. Satisfaction Scale with Nursing Care Comparison of Scores by Marital Status

marital status	n	Median (IQR)	Group Comparison
Married	191	59.83 (3.58)	Z= 7.822; p=0.006
Single	91	58.53 (2.73)	

p <0.05

Satisfaction with Nursing Care It was tested whether the difference in the scale scores between the groups according to the marital status variable was significant or not, and it was found that the difference in the scale scores between the groups according to the marital status was significant (p <0.05). Accordingly, it can be said that the satisfaction level of married patients is higher than single patients (59.83 ± 3.58). In this case, H₃ hypothesis was accepted.

In the study, "H₄ : Satisfaction of patients with education level and nursing care The analysis performed to test the hypothesis "There is a significant relationship between" is given in Table 7.

Table 7. Satisfaction Scale with Nursing Care Comparison of Scores by Education Level

education level	n	Median (IQR)	Group Comparison
Primary-Secondary Education	63	58.80 (3.20)	□□ ² = 5, 639; p=0.001
High school	140	59.75(3.73)	
Licence	39	57.92 (2.15)	
Degree	40	60.62 (2.70)	

p <0.05

Satisfaction with Nursing Care It was tested whether the difference in the scale scores between the groups according to the education level variable was significant or not, and it was seen that the difference between the groups in the scale scores according to the education level was significant (p <0.05). Accordingly, it can be said that the satisfaction level of patients with a master's degree is higher than patients with other education levels (60.62 ± 2.70). It is seen that as the level of education increases, the level of satisfaction also increases. In this case, H₄ hypothesis was accepted.

In the research, "H₅ : Satisfaction of patients with their profession and nursing care The analysis performed to test the hypothesis "There is a significant relationship between" is given in Table 8.

Table 8. Satisfaction Scale with Nursing Care Comparison of Scores by Profession

Job	n	Median (IQR)	Group Comparison
Employee	57	59.35 (4.55)	□□ ² = 2.564; p=0.20
Officer	26	57.92 (1.29)	
Housewife	90	60.07 (3.48)	
Small business	13	57.15 (0.80)	
Self-employment	15	59.46 (0.74)	
Retired	70	59.45 (3.26)	
Student	11th	60.18 (1.16)	

p >0.05

Satisfaction with Nursing Care It was tested whether the difference in the scale scores between the groups according to the profession variable was significant or not, and it was found that the difference in the scale scores between the groups according to the profession was not significant (p>0.05). In this case, H₅ hypothesis was rejected.

In the study, "H₆ : Patients' satisfaction with previous hospitalization and nursing care The analysis performed to test the hypothesis "There is a significant relationship between" is given in Table 9.

Table 9. Satisfaction Scale with Nursing Care Comparison of Scores According to Previous Hospitalization Status

Previous hospital stay	n	Median (IQR)	Group Comparison
Yes	245	59.31 (3.50)	Z= 5.169; p=0.24
No	37	60.05 (2.41)	

p >0.05

Satisfaction with Nursing Care Previous hospitalization status of the scale scores It was tested whether the difference between the groups was significant according to the variable and the scale scores were determined according to previous hospitalization. It was observed that the difference between groups was not significant ($p>0.05$). In this case, hypothesis H6 was rejected.

CHAPTER 5. CONCLUSION AND RECOMMENDATIONS

5.1. Conclusion

At the end of this study, which examined the satisfaction levels of nursing care patients in the internal medicine intensive care unit; Satisfaction levels were given according to nursing care parameters. It was determined that the majority of patients were "satisfied and very satisfied" with the care they received. It was observed that the highest level of "satisfaction" average was "With the respect that nurses show to your privacy", whereas the lowest satisfaction was with "The amount of freedom given to you in the service". The average satisfaction level was determined to be 3.12 ± 0.60 . Since completely dissatisfied was scored as "1" and completely satisfied as "5", it was determined that the highest satisfaction rate was "The way the nurses explained to you", while the lowest satisfaction rate was "The amount of freedom given to you in the service".

It was observed that the difference between the groups in Nursing Care Satisfaction Scale scores according to gender was significant. Accordingly, it can be said that the satisfaction levels of female patients are higher than male patients. It has been observed that the difference in scale scores between groups according to age is not significant. It was observed that the difference in scale scores between groups according to marital status was significant. Accordingly, it can be said that the satisfaction levels of married patients are higher than single patients.

It was observed that the difference between the groups in the Satisfaction with Nursing Care Scale scores according to the education level was significant. Accordingly, it can be said that the satisfaction level of patients with a master's degree is higher than patients with other education levels. It is seen that as the level of education increases, the level of satisfaction also increases. On the other hand, it was observed that the difference in scale scores between groups according to profession was not significant. In addition, it was observed that the difference in scale scores between groups according to previous hospitalization was not significant.

5.2. Suggestions

The following suggestions have been developed to increase the satisfaction of nursing care of patients in the intensive care unit:

- Communication and Empathy: It is important for nurses to communicate effectively with the patient, understand the patient's needs and provide emotional support. Taking time to show empathy to the patient and his family, listening to their concerns and providing open communication can increase satisfaction.
- Patient Safety: Patient safety is of great importance in the intensive care unit. To ensure the safety of patients, nurses must act in accordance with infection prevention protocols, be careful to prevent medication errors, and take measures to reduce the risk of falls.
- Providing Information and Education: Informing patients and their families about the treatment process is among the duties of nurses. Nurses should help patients understand the treatment plan and procedures and provide education about medication use and care instructions.
- Pain Management: Patients in intensive care units often struggle with pain. Nurses must follow pain management protocols, regularly assess patients' pain, and provide appropriate analgesic treatments.
- Comfort and Hygiene: Patients' comfort and hygiene are important. To prevent bedsores, nurses should practice regular turning and changing beds, provide a hygienic environment, and meet the cleaning needs of patients.
- Patient Participation: Active participation of patients in the treatment process can increase satisfaction with nursing care. Nurses should inform patients about treatment options, involve them in decision-making processes, and consider patients' preferences as part of the treatment plan.
- Psychosocial Support: It is important for patients in the intensive care unit to receive psychological and emotional support. Nurses must understand patients' concerns, provide moral and emotional support, and help patients cope with stress and anxiety.

REFERENCE

- Akalın, HE (2005). Patient safety in intensive care units. *Journal of Intensive Care*, 5 (3), Akalın, H. E. (2005). Yoğun bakım ünitelerinde hasta güvenliği. *Yoğun Bakım Dergisi*, 5(3), 141-146.
- Akdere M., Top M. ve Tekingündüz S. (2020). Examining patient perceptions of service quality in Turkish hospitals: The SERVPERF model. *Total Quality Management and Business Excellence*, 1-11
- Aktaş, Y., & Arabacı, L. B. (2016). Yoğun bakımda hasta ve ailesiyle iletişim. *İzmir Kâtip Çelebi Üniversitesi Sağlık Bilimleri Fakültesi Dergisi*, 1(3), 39-43.

- Atıcı, E. (2007). Hasta-hekim ilişkisi kavramı. *Uludağ Üniversitesi Tıp Fakültesi Dergisi*, 33(1), 45-50.
- Derin N.ve Demirel E. (2013). Sağlık hizmetlerinde kalitenin göstergesi olan hasta memnuniyetine yönelik ölçek geliştirme çalışması. *The Journal of Academic Social Science Studies*, 1111-1130.
- Devebakan N. ve Aksaraylı M. (2003). Sağlık işletmelerinde algılanan hizmet kalitesinin ölçümünde servqual skorlarının kullanımı ve Özel Altınordu Hastanesi Uygulaması. *Dokuz Eylül Üniversitesi Sosyal Bilimler Enstitüsü Dergisi*, 42-43
- Ersoy, 2003
- Gülen, D., & Zaybak, A. (2023). Hemşirelik Bakım Kalitesinin Hasta ve Hemşireler Tarafından Algılanması: Tanımlayıcı Çalışma. *Türkiye Klinikleri Journal of Nursing Sciences*, 15(1).
- Güler E.A. (2018). Yoğun bakım ünitelerinde yatmakta olan hastaların yakınlarının öfke düzeyi ve öfke ifade tarzının değerlendirilmesi, Yüksek Lisans Tezi. Çukurova Üniversitesi Sağlık Bilimleri Enstitüsü.
- Hintistan, S., Nural, N., & Öztürk, H. (2009). Yoğun bakım ünitesinde yatan hastaların deneyimleri. *Yoğun Bakım Hemşireliği Dergisi*, 13(1), 40-46.
- Kamakshaiyah M. and Venu G., R. (2018). A Study on impact of hospital service quality on patients behavior with special reference to private diabetic clinics. *Sumedha Journal of Management*, 171-191.
- Kara, B. (2007). Hemodiyaliz hastalarında tedaviye uyum: çok yönlü bir yaklaşım. *Gülhane Tıp Dergisi*, 49(2), 132-136.
- Karasar, N. (2011). *Bilimsel araştırma yöntemleri*. Ankara: Nobel Yayınları.
- Kavuncubaşı, Ş. (2000). *Hastane ve sağlık kurumları yönetimi*. Ankara: Siyasal Kitabevi.
- Kılbaş, E. P. K., & Cevahir, F. (2023). Bilimsel araştırmalarda örneklem seçimi ve güç analizi. *Journal of Biotechnology and Strategic Health Research*, 7(1), 1-8.
- Kumbasar, B. (2016). Hasta odaklı sağlık hizmetlerinde iletişim. *Sağlık Bilimleri ve Meslekleri Dergisi*, 3(1), 85-90.
- Kutlu, K. (2000). Yoğun bakım ünitelerindeki hastaların aile bireylerinin sorunları. *Yoğun Bakım Hemşireleri Dergisi*, 4(2), 86-88
- Onganer, E., Bozkurt, B., & Kılıç, M. (2014). Hastalar için hasta güvenliği. *J Kartal Tr*, 25(2), 171-174.
- Orucu, M., & Geyik, M. F. (2008). Yoğun bakım ünitesinde sık görülen enfeksiyonlar. *Duzce Medical Journal*, 10(1), 40-43.
- Önsöz, S. B. (2013). *Yoğun bakım hemşirelerinin ölüme karşı tutumları ile ruhsal durumları arasındaki ilişkinin incelenmesi*, Yüksek Lisans Tezi. Ege Üniversitesi Sağlık Bilimleri Enstitüsü.
- Özdemir H. ve Biçer E. B. (2019). Algılanan hizmet kalitesinin yatan hasta memnuniyeti üzerine etkisi: bir üniversite hastanesi örneği. *Turkish Journal of Marketing*, 242-264.
- Özkan, 2017).
- Uzun Ö. (2003). Hemşirelik Bakım Kalitesi İle İlgili Newcastle Memnuniyet Ölçeğinin Türkçe Formunun Geçerlilik Ve Güvenilirliğinin Saptanması, *Türk Hemşireler Dergisi*, 54 (2): 16- 24.
- Yımal, A., Kalkan, F., & Çakıcı, M. (2022). A qualitative study on violence against women and the impact of printed media in the Turkish Republic of Northern Cyprus. *Alpha psychiatry*, 23(3), 128.

DEZENFORMASYON VE MİSENFORMASYON EKSENİNDE KADIN VE ERKEKLERDE TIK TUZAĞI KULLANIMI ÜZERİNE DEĞERLENDİRME

Batuhan KÖSE

Sakarya Üniversitesi Sosyal Bilimler Enstitüsü Gazetecilik Anabilim Dalı YL Öğrencisi
batuhan.kose3@ogr.sakarya.edu.tr

Nesrin AKINCI ÇÖTOK

Sakarya Üniversitesi İletişim Fakültesi
nakinci@sakarya.edu.tr

Mustafa ÖZTUNÇ

Sakarya Üniversitesi İletişim Fakültesi
oztunc@sakarya.edu.tr

ÖZET

Çalışmanın temelini oluşturan araştırma sorusu, “dezenformasyon ve misenformasyon ekseninde kullanılan tık tuzağının sosyal medya kullanıcıları üzerindeki etkisi nedir?” şeklindedir. Bu problem çevresinde literatür taraması yapılarak önceden yapılan çalışmalar incelenmiştir. İnternetin ortaya çıkmasıyla birlikte geleneksel medya internet ortamında yerini almaya başlamıştır. Gazetelerin internet ortamına girişiyle birlikte rekabet internet ortamına taşınmıştır. Özellikle tık alma isteği etik olmayan yöntemleri beraberinde getirmiştir. Bu yöntemler her geçen gün internete daha fazla erişim sahibi olan kullanıcıları olumsuz etkilemeye başlamıştır. Kullanıcılara uygulanan bu yöntemlerin nedenlerinden bir tanesi sarı gazeteciliğin ortaya çıkışıdır. Sarı gazeteciliğin yanı sıra, dezenformasyon, misenformasyon ve tık tuzağı kendisini çok fazla hissettiren yöntemlerdendir. Bu yöntemlerin kullanılmaya başlanması internet ortamında habere olan güveni sarsmaya başlamıştır. Dezenformasyon ve misenformasyon sosyal medya kullanıcılarını olumsuz etkilemektedir. Yanlış habere ve yanlış algılara sebebiyet veren tık tuzağları dezenformasyon ve misenformasyonu yaygınlaştırmakta ve bu kavramlar üzerine daha fazla çalışma yapma zorunluluğu oluşturmaktadır. Birçok etiğe uymayan kaynak dezenformasyonun ortaya çıkmasında etkilidir. Tık tuzağı sarı gazeteciliğin ortaya çıkışıyla başlamıştır ve kullanıcıların merakı sayesinde sürekli kullanılır hale gelmiştir. Tık tuzağı sarı gazetecilik ile ortaya çıkan sansasyonel haber biçiminin sorunlu yanlarını içerisinde barındırmaktadır. Bu çalışma dezenformasyonu ve misenformasyonu ele almakla birlikte sosyal medya kullanıcılarına uygulanan tık tuzağı konusunda kadın ve erkek kullanıcıların ayrı ayrı misenformasyon ve dezenformasyon ile ilgili bilinç düzeylerini belirlemek, kullanıcıların tık tuzağlarına maruz kalma sıklığını ve farkındalıklarını incelemek, tık tuzağının kullanıcıların düşünce ve davranışlarına etkisini değerlendirmek amacıyla yapılmıştır. Araştırmanın evreni, interneti kullanan ve tık tuzağıyla karşılaşabilecek olan kadın ve erkeklerdir. Araştırmaya katılacak kişiler nicel araştırma yöntemi olan basit rastlantısal örnekleme yöntemi kullanılarak seçilmiştir. Sosyal medyayı aktif kullanan 10 kadın ve 10 erkek öğrenciye söz konusu kavramlar ve bu kavramlar hakkındaki farkındalıklarını ölçmek için sorular yöneltilmiştir. Veriler betimsel analiz yöntemiyle incelenmiştir. Erkek ve kız öğrenciler arasında bu kavramlara ve tık tuzağına ait algı düzeyi farklılık göstermektedir.

Anahtar Kelimeler: Misinformasyon, Dezenformasyon, Tık Tuzağı, Sosyal Medya

ABSTRACT

The research question that forms the basis of the study is “what is the impact of clickbait used in the axis of disinformation and misinformation on social media users?”. Within the framework of this problem, a literature review was conducted and previous studies were examined. With the emergence of the Internet, traditional media started to take its place in the Internet environment. With the entry of newspapers into the Internet environment, competition has moved to the Internet environment. Especially the desire to get clicks has brought unethical methods. These methods have started to negatively affect users who access the Internet more and more every day. Another reason for this unethical method applied to users is the emergence of the concept of yellow journalism. In addition to yellow journalism, disinformation, misinformation and clickbait are among the methods that make themselves felt very much. The use of these methods has shaken the trust in news on the Internet. Disinformation and misinformation negatively affect social media users. Clickbait, which causes false news and false perceptions, popularizes disinformation and misinformation and creates the necessity to study more on these concepts. There are many sources of ethical violations. Clickbait emerged with yellow journalism and has become a method of constant use thanks to the curiosity of users. Clickbait contains the problematic aspects of the sensationalist news format that emerged with yellow journalism. The study was conducted to determine the level of awareness of male and female social media users about disinformation, to examine the frequency and awareness of users exposure to clickbait, and to evaluate the impact of clickbait on users thoughts and behaviors. The population of the research is men and women who use the Internet and may encounter

clickbait. The participants were selected using simple random sampling method, which is a quantitative research method. Questions were asked to 10 male and female students who actively use social media to measure their awareness of these concepts and their awareness of these concepts. The data were analyzed by descriptive analysis method. The level of perception of these concepts and clickbait differed between male and female students.

Keywords: Misinformation, Disinformation, Clickbait, Social Media

GİRİŞ

İletişim, insanlığın ortaya çıkışı ve yükselişi boyunca önemli bir yere sahiptir. Sosyal bir varlık olan insan daima çevresinde olan biteni öğrenmek, yaşadıklarını başkalarına duyurmak, bunlar üzerine düşünmek ve düşündüklerini de diğer insanlara iletmek istemiştir. İşte bu ihtiyaç, yani yaşananları, olup bitenleri öğrenme merakı haberleşme eylemini yaratmıştır. Bu eylemin oluşumunda sırası ile yazının icadı, kâğıdın icadı, matbaanın icadı ve on dokuzuncu yüzyılda basım, haberleşme ve dağıtımını geliştiren birçok icadın eklenmesiyle bugünkü çağdaş basın meydana gelmiştir (Vural&Sütcü, 2019, s.20). Günümüzde ise iletişim disiplinlerarası bir bilim dalı olarak varlığını sürdürmektedir. İletişim bilimi çalışmalarından önce iletişim, telgraf, mektup ve telefon gibi araçlarla gerçekleştirilen bireylerarası bilgi alışverişi olarak görülüyordu. Daha sonralarında iletişim üzerine çalışmalar gerçekleştirilerek iletişim olgusu incelenmeye başlanmıştır. Chicago Okulu'na göre iletişim olgusu sosyolojiktir ve birçok sürece tabiidir. Bu süreçleri, duysal, ruhsal ve zihinsel şeklinde sıralayabiliriz. Elektronik iletişim, teknolojinin gelişmesi ve elektriğin hayatımıza girmesiyle birlikte gelişimini sürdürmüştür. Elektronik iletişim alanında birçok çalışma yapılmıştır. Bunlara bir örnek olarak Nobert Wiener'in elektronik bilgi aktarım sistemi gösterilebilir. Wiener'in çalışmalarında iletişim siberetik kuramla analiz edilmiştir. Siberetik kurama göre, iletişim matematiksel ve teknik bir bilgi aktarım sürecidir. Shannon ve Weaver matematiksel modelin temsilcileridir. Bu modele göre iletişimde birçok öge yer alır. Bunlar, gönderici, alıcı, ileti, kanal, kodlama, kod açımı, geri besleme şeklindedir. Günümüz teknolojisiyle birlikte internet ve sosyal medya hayatımızda önemli bir yere sahip hale gelmiştir. Haberlere ulaşmak kolaylaşmış, enformasyon akışı hızlanmıştır. Bilgi ücretsiz hale gelmiştir ancak bilginin doğruluğu tartışma konusu olmaya başlamıştır. Günümüzde değişen ve hızlı şekilde gelişen teknoloji internet kullanımını arttırmış, geleneksel medya kullanıcılarının internet ortamıyla tanışması hızlanmıştır. İnternet haberciliği 90'lı yılların başından itibaren özellikle Türkiye'de kullanılmaya başlanmıştır. Bireyler de artık haber almak amacıyla sosyal medyayı ve internet gazetelerini tercih etmeye başlamıştır. Günlük basılı gazeteler dünün haberini verirken internet basını ve sosyal medya anlık olarak her türlü olayı aktarmaktadır. Bu durum gazetelerin tirajlarını da etkilemektedir. Yoğun bilgi akışı tık tuzaklarını, dezenformasyon ve misenformasyonu beraberinde getirmiştir. Sarı gazetecilik önemli bir sorun haline gelmiştir. Dezenformasyon ve misenformasyon konusu günümüz dijital dünyasında çok önemli bir sorundur. Dezenformasyonun amacı yanlış, doğruluğu bilinmeyen ancak bireyleri etkilemek amacıyla kasıtlı olarak bilgi yaymaktır. Dezenformasyonda bilgiler çarpıtılır ve bu bilinçli şekilde yapılmaktadır. İnternetin bu denli hızlı yükselişi dezenformasyon ve misenformasyonu ortaya çıkardığı gibi tık tuzağı kullanımını da en üst düzeye taşımıştır. Daha fazla para kazanma ve tık alma hırsı, dezenformasyonun uygulanma nedenleri arasında gösterilebilmektedir. Özellikle sosyal medya kullanımının bu denli fazlalaşması dezenformasyon ve misenformasyon ile karşılaşılma sıklığını arttırmakla kalmayıp ayna zamanda tık tuzağı ile karşılaşılma oranını da ciddi boyutlara yükseltmiştir. Bilgiler çarpıtılmaya başlanmış, sarı gazetecilik yükselmiş ve üzerinde oynanmış görseller yayılmaya başlamıştır. Bu durum kullanıcıların vaktinin çalınmasına, duygularının sömürülmesine neden olmaktadır. Dijital okuryazarlık ve medya okuryazarlığı bilgisine sahip olmak bu durumlarla karşılaşıldığına aksiyon almak açısından çok önemlidir. Yapılan literatür taramasında dezenformasyon, misenformasyon ve tık tuzağı konusunda birçok araştırma yapıldığı görülmüştür. Gerçekleştirilen çalışmanın dezenformasyon ve misenformasyon ekseninde tık tuzağı kullanımının kadın ve erkeklerde oluşturduğu etkinin belirlenmesi ve literatüre katkı sunması hedeflenmiştir.

İnternet Gazeteciliği ve Gelişim Süreci

Bireysel ve toplumsal bilgilerin sonraki nesillere aktarımında, kamuoyu oluşturmada önemli bir yeri olan geleneksel türdeki gazetelerin yanına, gelişen teknolojiyle ortaya çıkan internet kullanımıyla birlikte yeni bir gazetecilik türü eklenmiştir (Akman&Yedig, 2002: 30). Bu yeni gazetecilik türü dijital gazetecilik, sanal gazetecilik ya da çevrim içi (online) gazetecilik gibi adlarla anılmaktadır. Bu çalışma boyunca "internet gazeteciliği" terimi kullanılacaktır. İnternet gazeteciliği, teknolojinin ilerlemesiyle birlikte ortaya çıkmıştır. İnternet öncesinde haberlere ulaşmak için gazetelere yoğun ilgi gösterilmiştir. 1990'lı yıllarından başından itibaren ortaya çıkan World Wide Web ile birlikte gazeteler internet ortamına taşınmaya başlamıştır. İnternetin çok hızlı bir şekilde yayılmaya başlamasıyla birlikte basılı gazeteler elektronik ortama taşınmaya başlamıştır. Elektronik ortama geçen ilk online gazete, 1994 yılında İngiltere'de yayınlanan The Sunday Telegraph gazetesidir. Geleneksel gazetecilikte haberler basılı gazetelerden ve televizyondan yayınlanır, aynı zamanda radyo ve dergiler de tercih edilirdi. Ancak basılı gazeteler bir önceki günün haberlerini verdikleri için son dakika kavramından kopuk olmuştur. Gün içinde olan olaylar ise televizyon haberlerinden öğrenilmiştir fakat bunun

için haber saatlerini beklemek gerekmektedir. İnternet gazeteciliğiyle birlikte bu durum değişmiş ve haberlerin anlık olarak yayımlanması sağlanmıştır. İnternet gazeteciliğinin amacı geniş kitlelere daha hızlı ulaşmaktır. İnternet basını aynı zamanda içeriklerini çevrimiçi platformlarda yayımlayarak okurlarını da arttırmıştır. World Wide Web ile haber siteleri ve bloglar ortaya çıkmıştır. İnternet gazeteciliğinin tercih edilmesindeki en büyük nedenlerden bir tanesi hızlı habercilik ve anlık olarak yayın yapma ihtiyacıdır. Haberler internet ile birlikte kamuoyuna hızlı bir şekilde ulaştırılabilmektedir. Sadece bununla kalmayıp gazetelerde sağlanamayan sesli ve videolu haberler de internet medyası sayesinde gerçekleştirilebilmektedir. Tüm dünyada aynı zamanda aynı haberlere ulaşmak mümkündür. Bu nedenle okuyucu etkileşimi internet haberciliği ile en üst noktaya ulaşmıştır. Okurlar, haberler hakkında yorumlarını ve kanaatlerini en kolay şekilde dile getirebilir hale gelmiştir. Bunun ortaya çıkışında sosyal medyanın rolü de büyüktür. Sosyal medya platformlarının ortaya çıkması ve haber sitelerinin bu platformlara giriş yapmasıyla birlikte haber akışı daha hızlı gelmiştir. Haberler artık daha geniş kitlelere ulaşmakta ve ses getirmektedir. Her ne kadar hızlı bir haber akışı olsa da bu durum her zaman mükemmel değildir. Hızlı haber akışı nedeniyle doğru haber yapmak, etik ilkeleri gözetmek her zaman mümkün olmamaktadır. Hızlı bilgi akışı sağlamak ve internet üzerinde ilk sıraya çıkmak için teyit yapılmadan paylaşılan haberler nedeniyle bilgi kirliliği okurları yanlış yönlendirmektedir. Koloğlu'na göre (Koloğlu, 2013: 179), internet gazeteciliği alanında ilk girişimin ABD'de 1979 yılında yapılmıştır ancak başarılı olunamamıştır. Medyanın ve iş çevrelerinin kitle halinde internete ilk girişi 1993 yılında gerçekleşmiştir. İnternet sitelerinin ortaya çıkışıyla birlikte ortaya çıkan gelişmeler hemen yayına verilmeye başlanmıştır. Bununla birlikte anlık haberler dönemi başlar ancak hız nedeniyle, geleneksel gazeteciliğin haberleri kaynağından doğrulama ve bütün unsurlarını tamamlama ilkesi, dijital mecrada hakkıyla yerine getirilemez; yeterince araştırılmamış haberler yayına verilir (Bildirici, 2018, 296-297). Etik ilkeler gazetecilikte önemli bir konuma sahiptir. Bu ilkeler haber yapım aşamasında her zaman göz önünde bulundurulmalıdır. Etik ilkelerin göz önünde bulundurulması medyayı daha güvenli bir ortam haline getirebilir. İnternet gazeteciliği, her zaman hızlı ve pratik bir haber ortamı oluşturmaktadır. Ayrıca eski, hiyerarşik, bir kişiden birçok kişiye doğru yönelmiş iletişim yapısı yerine, interneti ve onun sunduğu olanakları kullanarak yeni, birçok kişiden yine birçok kişiye doğru yönelmiş bir iletişim biçimi sunmaktadır (Putman, 2000'den aktaran Törenli, 2005: 208). Bu yeni iletişim biçimi, hızla gelişmekte ve gün geçtikçe daha geniş kitlelerin kullanım alanına girmektedir (Aral, 2019, s. 156).

Türkiye'de İnternet Gazeteciliği

Türkiye'de internet 1990'lı yılların sonlarında yaygınlaşmaya başlamıştır. İnternet kullanımının başlangıcı biraz geç olsa da internet gazeteleri faaliyete geçmeye başlamıştır. Türkiye'de internet ortamına yayınlarını taşıyan ilk kuruluş Aktüel Dergisi olmuştur. 1995 yılının Temmuz ayında Aktüel Dergisi geleneksel basından internet medyasına geçen ilk kuruluş olarak tarihe geçmiştir. Aktüel Dergisi'ni Ekim ayında internet yayıncılığına başlayan Leman Dergisi izlemiştir. Türkiye'de ilk internet gazetesi ise Zaman Gazetesi'dir. 2 Aralık 1995 yılında internet yayınına başlayan gazete 27 Temmuz 2016'da kapatılmıştır. Bu dergiler ve gazeteler Türkiye'de internet ortamına ilk giriş yapanlar olarak gösterilebilmektedir. Aral'ın çalışmasına göre (Aral, 2019: 158) bilgisayarın ve internetin Türkiye'ye yıllarca rötarlı gelmesine karşın, internet gazeteciliği kavramı ve uygulamaları Amerika ve Avrupa ile aynı zamanda Türkiye'de de kendinden söz ettirmeye başlamıştır. Özellikle 1990'lı yılların ikinci yarısında tüm dünyada olduğu gibi, Türkiye'de de internet gazeteleri açılmış ve okuyucular internet üzerinden de gazetelerini okuma şansını yakalamıştır. Batı'da yaşanan sanal dönüşümün Türkiye'deki yankıları kısa sürede duyulmaya başlamıştır. Geleneksel ortamlarda yayın yapan bu kuruluşların internet gazeteciliği yapmaya başlamaları teknik ve finansal açıdan pek zor olmamıştır. Günümüzde ise bu gazetelerin sayısı artmaya devam etmektedir. Neredeyse tüm gazeteler internet üzerinden yayın yapabilmektedir. Özellikle gerek amatör gerek uzman gazeteciler tarafından birçok site ve blog kurulmuştur. İnternet gazeteciliği Türkiye'de son yıllarda çok hızlı bir şekilde gelişmiştir. Mobil cihazların yaygınlaşması ve Türkiye'deki altyapının geliştirilmesi sayesinde internete ulaşım kolay bir hale gelmiştir. Bu durum Türkiye'de internet gazeteciliğinin tercih edilme nedenidir. Geleneksel medya kuruluşları haber sitelerini kurarak daha fazla kullanıcıya ulaşmayı hedeflemektedir. Bu nedenle haberler çevrimiçi platformda yayınlanmaktadır. İnternet gazeteleri Türkiye'de sosyal medya platformlarını da etkin bir şekilde kullanmaktadır. Haberler sosyal medyada yayınlandıkça internet gazeteleri daha fazla tık elde etmektedir. Aynı zamanda haberlere kullanıcıların tepki göstermesi daha kolay hale gelmiştir. Zaman zaman internet gazetelerine sansür uygulanabilmektedir. İnternet gazetelerine erişim yasağı verilebilmektedir. Birçok gazete, okurları için ücretli abonelikler çıkartmıştır. Bu abonelikler sayesinde alternatif medya olarak varlıklarını sürdürebilmektedirler. Bu durum internet üzerindeki varlıklarını sürdürebilmelerine de katkı sağlamaktadır. Ancak etik, ifade özgürlüğü, sansür gibi konular hala tartışılmaktadır. İnternet gazeteciliğinde okur da çok önemli bir yere sahiptir. İnternet gazeteciliği sayesinde etkileşim artmıştır. Gazetelerin sosyal medya hesaplarından paylaşılan haberlere okurlar hızlı bir şekilde yorum yapabilirler. Bu durum geribildirim sağlanmasını da ön plana çıkarır. Aynı zamanda haberlerin, özellikle X'te, yeniden gönderilmesiyle birlikte haberler daha fazla kullanıcıya ulaşır. Bununla birlikte haberin okunurluğu artar ve daha fazla kullanıcı haberdar olur. Okurların kendi düşüncelerine uygun haberleri seçme şansı internet gazeteciliğinin artı yönü olarak ortaya çıkmaktadır. Herkes kategorilere ayırarak okumak istediği haberi seçebilir, görmek

istemedikleri haberleri kısıtlayabilmektedir. Yurttaş gazeteciliği de kendisini hissettirmeye başlamıştır. Yurttaşlardan gelen haberler internet gazetelerinin sosyal medya hesaplarından paylaşılmaktadır. Böylelikle kamuoyu haber üretim sürecinde aktif bir rol almaya başlamıştır. Türkiye’de televizyon ve radyo kuruluşları da 1997 yılından itibaren internette yerlerini almaya başlamıştır. Televizyon kanalları içinde Kanal D, 12 Haziran 1997’de internete giren ilk televizyon kanalı olmuştur. Kanal D’yi, ATV, Show TV, Star, NTV ve diğer kanallar izlemiştir. Televizyon kanallarının web siteleri, günlük ve haftalık olarak yayın programlarının ve çeşitli haberlerin yer aldığı bir içerikle kullanıcıya ulaşmıştır. Radyoların internet sitelerinde ise yine benzer olarak günlük ve haftalık program akışı, program ve programcı tanıtımları yer almıştır (Balcı, 2010, s.160).

Misenformasyon ve Dezenformasyon

Çağımızda internet büyük bir bilgi kaynağı olmasının yanı sıra yanlış bilginin yayılmasını da kolaylaştırmıştır. Misinformasyon (misinformation) medya aracılığıyla gerçek bilginin eksik veya yanlış şekilde sunulması olarak ifade edilir. Oxford İngilizce sözlüğünde “yanlış ya da yanıltıcı bilgiler” olarak tanımlanan misinformasyon kavramı üzerinde yeterli çalışma yapıldığını söylemek zordur (Toprak, 2015, s.36). Misinformasyon bilmeden veya bilerek ortaya çıkarılmış yanlış bilgilerdir. Özellikle internet haber medyasında ve sosyal medyada misinformasyon sıklıkla ortaya çıkmaktadır. Ortaya çıkmasının birçok nedeni vardır ve bunlardan en önemlileri; bilginin yetersiz olması, bilgi kirliliği, doğruluğundan emin olunmayan kaynakların kullanılması ve elde edilen bilginin yanlış yorumlanması şeklinde sıralanabilmektedir. Misinformasyonun bir diğer önemli kaynağı ise hükümetler ve politikacılarıdır. Örneğin, 2003 yılında ABD yetkililerinin Saddam Hüseyin’in kitle imha silâhi sahibi olduğuna dair kesin deliller sunması üzerine, ABD öncülüğünde Irak’ın işgal edilmesi ve işgal sonunda bu tür silâhlara hiçbir şekilde rastlanmaması bilgisi gösteriyor ki, hükümetler tarafından kullanıldığında misinformasyon etkin bir silâha dönüşebilmektedir. (Toprak, 2015, s.38) Ancak unutulmamalıdır ki misinformasyonun ortaya çıkışı bilerek veya bilmeyerek de olabilmektedir. Sosyal medya aracılığıyla misinformasyonun neden olduğu yanlış bilgi hızlı bir şekilde yayılmaktadır. İnsanlar algısı yönlendirilir ve kamuoyunun yanlış düşüncelere sahip olmasına neden olunmaktadır. Aynı zamanda kargaşa da ortaya çıkabilmektedir. Günümüz dünyasında internet ve sosyal medya kullanımı çok fazlaşmıştır. Sosyal medya misinformasyonun yayılmasına etkili bir araç haline almıştır. Özellikle günümüzde bilgiler sosyal medya aracılığıyla kullanıcılara hızlı bir şekilde aktarılmaktadır. Ancak yanıltıcı bilgilerin çok hızlı paylaşılması ve milyonlarca kullanıcıyı etkilemesi mümkün hale gelmiştir. Misinformasyondan korunmak için medya okuryazarlığı eğitimi çok önemlidir. Teyit platformları da okurlar için önemli bir yer tutmaktadır. Gazetecilik meslek etiğinin gözetilmesi de misinformasyonun vurucu gücünü düşürebilmektedir. Güvenilir haber kaynaklarını taramak ve onları tercih etmek misinformasyondan korunmak için en etkili yöntemlerden bir tanesidir.

Dezenformasyon, bilinçli şekilde yanlış bilgilerin yayılması ve kitlelere ulaştırılabilmesidir. Dezenformasyonun amacı kitleleri etki altına alıp algı yönetimi yapmak ve fikirleri değiştirebilmektir. Dezenformasyonun tipik örnekleri içine aldıkları reklâm, hükümet propagandası, kötü içerikli fotoğraflar, sahte belgeler ve haritalar, internet dolandırıcılığı, sahte web siteleri girer. Dezenformasyon çok tehlikelidir çünkü temelinde yalan yer almaktadır. Haberlerin ekonomi, tıp, siyaset, kültür alanlarında yanlış ve yanıltıcı bilgi içermesi, insanda ciddi anlamda duygusal, finansal, hatta fiziksel tahribata sebep olabilmektedir (Toprak, 2015, s. 38). Sosyal medya platformları dezenformasyon uygulanan yerler arasında en çok dikkat çeken platformlardır. Dezenformasyon yalnızca sosyal medya ile sınırlı kalmamakla birlikte geleneksel medya, haber siteleri ve diğer platformlar nedeniyle de ortaya çıkabilmektedir. Sosyal medyada ortaya çıkan dezenformasyon geniş kitlelere hızlı bir şekilde ulaşmaktadır. Dezenformasyon kamuoyunun karar verme şeklini etkileyebilmektedir. Aynı zamanda kutuplaşmalara da neden olabilmektedir. Özellikle Türkiye’de seçim dönemlerinden sıklıkla rakipler hakkında dezenformasyon haberler yapılarak itibar zedelenmesi yaşatmak istenilmektedir. Misinformasyon konusunda olduğu gibi dezenformasyonda da medya okuryazarlığının yeri çok önemlidir. Medya okuryazarlığının artması dezenformasyondan korunmak için etkili bir araçtır. Dezenformasyon sosyal medya kullanıcılarını olumsuz etkilemektedir. Birçok kaynak dezenformasyonun ortaya çıkmasında etkili olmaktadır. Bu kaynakların amacı hedef kitle olan sosyal medya kullanıcılarını etki altına almaktır.

Dijital iletişim ortamları da dezenformasyon yayımı için de eşsiz fırsatlar sunmaktadır. Dezenformasyon her ne kadar bir organizasyon ya da kişi eliyle üretilse de zaman zaman bazı haber kanalları ve gazeteler de kasıtlı üretilmiş bilgiyi referans kabul ederek gerçek dışı haberler üretebilmektedir. Medya burada asli dezenformasyon kaynağı olmamakla birlikte, bu maksatla üretilmiş bilgiyle taşıyıcılık ve kitle geneline yayıcılık görevini yapabilmektedir (Erkan&Ayhan, 2018, s. 206). Şüphesiz bilginin bir çeşidi olan misinformasyon eksik bilgi olarak ifade edilebilir. Diğer taraftan bilgileri saklamak, çarpıtmak, bilgiler üzerinde oynama yapmak da misinformasyon kavramıyla açıklanabilir. Eksik ve konu dışı gibi görünen bilgiler hâlâ doğru, güncel ve bilgilendirici olabilir (Toprak, 2015, s.37). İnternet haberciliğinde etik, misinformasyon ve dezenformasyon ön plana çıkmaktadır. Bu durumlar haberlerin üretim ve dağıtım süreçlerini ilgilendirmektedir. Misinformasyon yanlış bilgilendirme, dezenformasyon ise bilgi kirliliği anlamına gelmektedir. Habercilikte etik unsuru ise önemli bir yere sahiptir. Haberlerin doğru şekilde yazılarak kamuoyuna ulaştırılması bir zorunluluktur. Tarafsızlık her ne

kadar pratikte tartışılrsa da haber yazımında uygulanması gereken bir etik ilke olarak karşımıza çıkmaktadır. Orhan Koloğlu çalışmasında (Koloğlu, 2006, s. 160) basın güvenilirliliğinin diğer kurumların gerisine düştüğünü belirtmiştir. Koloğlu'na göre gazeteciler rakipleriyle yarışmak ve iktidarlara uyumlu olmak istemektedir. Gazeteciler propaganda yapmaya başlamıştır. Bunun sonucu olarak basının güvenilirliliğinin diğer kurumların gerisine düştüğü, gazetecilerin kendilerinin yayınladıkları kamuoyu araştırmalarıyla saptanmıştır. Aynı zamanda haberlerde kamu yararı gözetmek ve objektif olmak haberin doğruluğu açısından önem taşımaktadır. Gazeteciler haber kaynaklarının seçiminde tüm bu unsurları göz önünde bulundurmalı ve güvenilir haber kaynaklarına ulaşmalıdır. Unutulmaması gereken nokta ortaya çıkan haberlerin toplum yararına hizmet etmesi gerektiğidir. Haberlerin yanıltıcı olmaması da kamuoyunun etkilenmesi açısından önemlidir. Misinformasyon kelimesinin anlamı yanlış bilgilendirme şeklinde açıklanabilmektedir. Özellikle internet haberciliğinin bu denli yaygınlaşmasıyla birlikte misinformasyonun ortaya çıkması fazlaşmıştır. Misinformasyonu dezenformasyondan ayıran en önemli unsur, misinformasyonun kasıtlı veya bilmeden yapılabilmesi ancak dezenformasyonun istenerek yapılmasıdır. Misinformasyon ortaya çıktığına istemsizce veya isteyerek yanıltıcı bilgi haberle birlikte dolaşıma sokulmuştur. Bu haberin doğruluğu ve güvenliği tartışma konusu haline gelmiştir. Dezenformasyonda ise amaç bilerek ve isteyerek yanlış bilgilerin yayılması ve kamuoyunu etkilenmesinin sağlanmasıdır. Dezenformasyonun yayılması çok hızlı bir şekilde gerçekleşmektedir ve büyük bir okur kitlesini etki altına almaktadır.

Şüphesiz enformasyon ve iletişim teknolojilerine bağlı olarak özellikle son yıllarda tüm dünyada yapısal ve toplumsal bir dönüşüm yaşanmaktadır. Bilgi teknolojilerinin temelinde gerçekleşen bu dönüşüm genel olarak "ağ toplumu" kavramıyla ifade edilmektedir (Erkan&Ayhan, 2018, s. 205). Van Dijk'e göre ağ toplumu sosyal ve medya ağlarından oluşan bir yapının toplumun her seviyesindeki bireysel, grupsal/örgütsel ve sosyal-örgütlenme tarzını belirlediği modern bir toplum türüdür. Bu ağlarla beraber toplum her birimi ve parçası birbirine bağlanmaya başlamıştır. Asparagas haberlerle toplumu galeyana getiren, yetkilileri zan altında bırakabilen, toplumda önemli bir role sahip olan insanların hayatlarını kaybettiği yönünde içeriklerle sıkça karşılaştığımız sosyal medyada etik ilkelere uygun habercilik için önemli adımlar atılması gerekmektedir. Yegen'in aktardığına göre (Yegen, 2018, s.107) sosyal medyada uygulanan dezenformasyona karşı kullanıcılar gördükleri içerikleri başat konvansiyonel medya organlarını referans olarak doğrulamaktadır. Bu durum, haber söz konusu olduğunda, konvansiyonel medyaya duyulan güvenin sosyal medyaya duyulan güvenden daha fazla olduğunu göstermektedir. Dezenformasyon ve misinformasyon aslında çeşitli propaganda faaliyetlerinin kampanya görünümüdür. Doğruluk ve güvenilirlik önemli olduğundan kullanıcı, içeriği anlamak ve dezenformasyondan kaçınmak için araştırmakta, doğrulama yapmaya çalışmakta, doğru bilgiye erişmek adına bireysel çaba sarf etmektedir. Sosyal medya kullanıcıları kimi zaman gerçek kişiler bile olmayabilir. Örneğin "sosyal botlar" (socialbots), bir bilgisayar yazılımı tarafından kontrol edilen ve otomatik mesaj üretebilen sosyal medya hesaplarıdır; bunların bazıları yalan haber üretip yaymak amacıyla özel olarak tasarlanmaktadır (Taş&Taş, 2018, 196). Misinformasyon ve dezenformasyon kamuoyunu etkilemek için kullanılmıştır ve kullanılmaya devam etmektedir.

Tık Tuzağı ve Uygulanma Şekli

Tık tuzağı merak uyandıran başlıklar ve görseller kullanılarak yayımlanan içeriklere verilen isimdir. Tık tuzağının amacı kullanıcıların ilgisini çekerek içeriği tıklamalarını sağlamaktır. Kullanıcıları etkileyip tık tuzağına neden olduğu zaman genellikle tıklanılan içerikte önemli bir bilgiye rastlanılmamaktadır. Kullanıcıların dikkatini çeken haber başlıkları tık tuzağı için vazgeçilmezdir. Bu tür başlıklar kullanıcıların merak duygularının kabarmasına ve tıklamak için hevesli hale gelmesine neden olmaktadır. Aynı zamanda kullanılan görseller de kullanıcıyı etkilemektedir. İlginç Photoshop ürünleri, görsel dezenformasyon gibi durumlar kullanıcının ilgisini çekmektedir. Genellikle görseller üzerinde oynanılarak merak duygusunun daha fazla hale gelmesi de amaçlanmaktadır. Fotoğraf üzerine yazılan açıklamalar da kullanıcıyı etki altına almaktadır. Tık tuzağının amacı dikkat çekmek ve daha fazla tık almaktır. Her ne kadar daha fazla tık alınmak istense de içeriğin değeri oldukça düşük kalmaktadır. Tık tuzağı ile sansasyon içermeyen haberler bile sansasyonel hale getirilmektedir.

Tık tuzağı haberlerin ortaya çıkması gazetecilik meslek ilkelerini görmezden gelmektir. Bu tür haberler yalnızca fazla tık almak için yapılmaktadır. Bu nedenle etik ilkelerle çatışmaktadır. Clickbait içeriklerde en önemli özellik haber içeriğinde yer alan görsellerin ve başlıkların kitleyi harekete geçirebilecek şekilde uyarlanabilmesidir. Clickbait odaklı haber sunumlarında vurgu genellikle haber başlıklarında olsada haber sunumunun hazırlanma sürecinde kullanılan görsel ve multimedya fonksiyonları da clickbait odaklı habercilik açısından önemlidir. Haber başlığına iliştirilen görüntüler haber konusundaki anlaşmazlığı, aşırılığı ve merak uyandırıcılığı haberin tıklanma amacına başlık metni ile beraber hatta çoğu zaman yalnız başına hizmet etmektedir. Bu kullanım sayesinde zayıf bir içerik dahi kolaylıkla haber haline getirilmekte ya da haber değeri düşük bir içerik en fazla okunan habere dönüştürebilmektedir. Clickbait odaklı haber sunumunda genellikle haberlerle ilgili yanıltıcı, ilgisiz ve abartılı başlıklarda kullanılan kelime oyunlarına uygun görüntüler tercih edilmektedir (Kortak, 2020, s. 54).

İnternet gazeteciliğiyle birlikte habercilik değişime uğramaya başlamıştır. Tık tuzağı haberlerde okuyucuyu etkilemek ve tık almak amacıyla anlaşılması zor ancak dikkat çeken ve merak uyandıran başlıklar ve görseller kullanılmaktadır. Meraklanan okur kitlesi bu sitelere tıklayarak sayfaları ziyaret etmektedir. Ancak bu yöntemde başlıklar ve görseller yanlış bilgiler içermektedir. Tık tuzağı haberler abartılı ve gerçeklikten uzak başlıklar kullanılarak, kullanıcıların ilgisini çekmek ve tık almak amacıyla yapılan haberlerdir. Bu durum gazetecilik etiğine aykırı olsa da birçok haber sitesi sosyal medya hesaplarında bu duruma yer vermektedir.

Haber siteleri, sosyal medya hesapları üzerinden haberlerin başlığını paylaşarak okurların haberin geri kalanını okuyabilmeleri için web sitesine yönlendirmektedirler. Ayrıca web sitesine giriş yapan ziyaretçilere okudukları haberlere benzeyen veya dikkat çeken başka haber başlıkları da gösterilmekte ve böylece okuyucuların web sitesinde daha fazla zaman geçirecek bu haberleri de tıklamaları sağlanmakta ve böylece ziyaretçi sayısının artırılması amaçlanmaktadır (Kortak, 2020, s. 58).

Haber sitelerinin sosyal medya hesaplarında yayınlanan bu tür fotoğraflı tık tuzağı başlıklar kullanıcıların dikkatlerini çekmekte ve merak uyandırmaktadır. Haberin içeriğini merak eden kullanıcılar linklere tıklayarak web sitelerine giriş yapmaktadır.

Sarı gazetecilik, bilinen gazetecilik etiklerine uymamakla birlikte çarpıtılmış ve manipülatif haberlerin yapılması şeklindedir. Sarı gazeteciliğin amacı para kazanmak ve geniş çaplı bir kullanıcı kitlesinin ilgisini çekmektir. Amaç büyük bir izleyici kitlesini hiçbir gazetecilik etiğine uymadan etki altına alarak ticari kazanç elde etmektir. Sansasyonel haber başlıkları sarı gazetecilik için kullanılmaktadır. Bu başlıklar abartılı bir şekilde yazılmaktadır. Başlıklarda gerçeklik yoktur ve amaç dikkat çekmektedir. Görsellerde yine etik ilkelere uyulmamaktadır. Manipülatif görsellere sıklıkla yer verilmektedir. Bu görseller genellikle abartılıdır ve kullanıcıyı yanıltma amacı güdülmektedir. Etik kurallar gözetilmediği gibi kaynak konusunda da tartışmalı bir durum bulunmaktadır. Sarı gazetecilikle haberler yazılırken kaynaklar doğrulanmaz ve objektiflik gibi ilkeler göz ardı edilmektedir. Haberler tıpkı tık tuzağında olduğu gibi tık almak amacıyla üretilmektedir. Amaç büyük bir kitleye hakim olmak ve dikkatini çekmektir. Haberlerin ortaya çıkarılma amacı, bu kitle üzerinden daha fazla tık alma arzusudur. Sarı gazetecilik herhangi bir gazetecilik etiğiyle uyum sağlamadığı için gazeteciliğe en çok zarar veren yöntemlerden bir tanesidir. Sarı gazetecilik toplumu yanlış yönlendirebilir ve sorunlara neden olabilir. Gazetecilikte objektiflik ve doğruluk ilkeleri çok önemlidir. Bu ilkelere uyulmaması kamuoyunu yanlış yönlendirmektedir. Daha fazla merak uyandırma adına haber dilinde ve sunumunda; haber materyallerine mozaikleme yapma, çeşitli semboller kullanma, sesleri değiştirme, hareketli resim kullanma ve görüntüyle oynama (fotomontaj) gibi genellikle yanıltıcı uygulamalar yapılmaktadır (İnce, 2018: 311). Dolayısıyla okuyucunun daha fazla kâr elde etmek uğruna manipüle edilmesi, bugüne özgü olmasa bile bu sorunu günümüz yeni medya eko-sistemi içerisinde kritik bir noktaya taşımaktadır. Haber siteleri tarafından diğer haber sitelerinin önüne geçebilmek ve daha fazla kâr elde edebilmek adına kasıtlı biçimde üretilen yalan, aldatıcı, düşük kalitedeki içeriklerin üretim ve dağıtımının 'gazetecilik mesleği' adına gerçekleştiriliyor olması ise üzerinde durulması gereken bir başka önemli noktadır (Çavuş&Ede, 2021: 48).

YÖNTEM

Gerçekleştirilen çalışmanın problem cümlesi, “dezenformasyon ve misenformasyon ekseninde kullanılan tık tuzağının sosyal medya kullanıcıları üzerindeki etkisi nedir?” şeklindedir. Bu problem çerçevesinde daha önceden yapılmış çalışmalar literatür taraması yapılarak incelenmiştir.

Çalışma nitel araştırma yönteminden yararlanılarak gerçekleştirilmiştir. Nitel araştırmada, soyut fikirleri araştırma sürecinin erken aşamalarında kuramsal tanımlar şeklinde rafine etmek yerine, tam gelişmemiş “fikir taslaklarını” veri toplama ve analiz süreçlerinde rafine ederiz. Kavramlaştırma; verilere ve verilerle ilgili ön fikirlere “anlam vermek” ya da bir düzen kazandırmak için mücadele ederken tutarlı kuramsal tanımlar oluşturma süreci halini alır (Neuman, 2022, s. 348). Bu kapsamda çalışmada Sakarya Üniversitesi okumakta olan 20 öğrenciyle derinlemesine görüşme yapılmıştır. Araştırmanın evreni belirli bir dijital okuryazarlık düzeyine sahip olduğu düşünülen ve internet kullanarak tık tuzağına maruz kalabilecek sosyal medya kullanıcılarıdır. Gerçekleştirilen çalışmada örnekleme yöntemi olarak basit rastlantısal örnekleme kullanılmıştır. Bu yöntem ile yola çıkılarak, Sakarya Üniversitesi’nde öğrenim gören, rastgele seçilen üniversite öğrencileriyle derinlemesine görüşme yapılmıştır. Nitel yöntemlerden olan derinlemesine görüşme yapılarak toplanan veriler analiz edilirken betimsel analiz tekniği kullanılarak veriler yorumlanmıştır. Gerçekleştirilen araştırma sosyal medya kullanıcılarını kapsamaktadır.

BULGULAR

Çalışmanın gerçekleştirilmesi için Sakarya Üniversitesi’nden nitel araştırma yöntemlerinden olan basit rastlantısal örnekleme ile 10 kadın ve 10 erkek öğrenci seçilmiştir. Katılımcılarla derinlemesine görüşme tekniğiyle sorular yöneltilmiştir. Bu öğrencilerin demografik bilgileri ve araştırma sorularına verdikleri cevaplar şöyle betimlenebilir.

Erkek katılımcıların 3'ü 19, 2'si 21, 4'ü 22, 1'i 24 yaşındadır. Kadın katılımcıların ise 1'i 19, 2'si 21, 5'i 22, 2'si 24 yaşındadır.

Yaşlar	Erkek	Kadın
19	3	1
21	2	2
22	4	5
24	1	2
Toplam	10	10

Tablo 1: Katılımcıların Yaşları

Erkek katılımcıların 9'u lisans, 1'i ön lisans öğrencisidir. Kadın katılımcıların 7'si lisans, 2'si ön lisans ve yalnızca 1'i yüksek lisans öğrencisidir.

Eğitim Düzeyi	Erkek	Kadın
Ön Lisans	1	2
Lisans	9	7
Yüksek Lisans	0	1
Toplam	10	10

Tablo 2: Katılımcıların Eğitim Düzeyi

Erkek katılımcılara sorulan “dezenformasyon ve uygulanış şekli hakkında bilginiz var mı?” sorusuna, katılımcıların 3'ü “biliyorum”, 4'ü “daha önce duydum ama tam olarak bilmiyorum”, 3'ü “bilmiyorum” cevabını vermiştir.

Kadın katılımcılara aynı soru sorulduğunda, 5'i “biliyorum”, 3'ü “daha önce derslerde duydum”, 2'si “bilgim yok” cevabını vermiştir.

Verilen cevaplar incelendiğinde erkek katılımcıların 7'si dezenformasyondan ve uygulanış şekline haberdarken, kadınlarda bu sayı 8'dir.

Erkek katılımcılara sorulan bir diğer soru olan “misenformasyon ve uygulanış şekli hakkında bilginiz var mı?” sorusuna, katılımcıların 7'si “ilk kez duyuyorum”, 3'ü “daha önce internette görmüştüm” cevabını vermiştir.

Kadın katılımcılara aynı soru sorulduğunda, katılımcıların 8'i “ilk kez duyuyorum” cevabını verirken, 1'i “misenformasyondan haberdarım ve uygulanış şeklini biliyorum” cevabını vermiştir. Diğer katılımcı ise “misenformasyon ifadesini duymuştum” cevabını vermiştir.

Misenformasyon hakkında farkındalığın ölçülmesi amacıyla sorulan soruya katılımcıların verdiği cevaplar incelendiğinde erkek katılımcıların 7'si ilk kez duyduğunu ifade ederken, kadın katılımcıların 8'i ilk kez duyduğunu belirtmiştir.

Erkek katılımcılara sorulan diğer soru “Tık tuzağından haberdar mısınız? Hangi sıklıkta karşılaşıyorsunuz?” şeklindedir. Katılımcıların 8'i “haberim var, her gün görüyorum” cevabını verirken 2'si “pek karşılaşmıyorum” cevabını vermiştir.

Kadın katılımcılara aynı soru sorulduğunda, katılımcıların 6'sı “haberim var, her gün karşılaşıyorum” şeklinde cevap verirken, 3'ü “haberim var ama pek karşılaşmıyorum”, 1'i “haberim yok ve karşılaşp karşılaşmadığımı bilmiyorum” cevabını vermiştir.

Tık tuzağı farkındalığı ve karşılaşma sıklığının ölçüldüğü diğer bir soruya cevap veren erkeklerin 8'i haberdar olduğunu ve her gün tık tuzağıyla karşılaştığını belirtmiştir. Kadınlarda tık tuzağı konusunda farkındalığı olanların sayısı 9 iken tık tuzağıyla sıklıkla karşılaşanların sayısı 6'dır. Kadın katılımcılardan yalnızca 1'i tık tuzağından habersizdir ancak erkek katılımcıların tümü tık tuzağından haberdardır.

Erkek katılımcılara sorulan “Tık tuzağı sosyal medya kullanım davranışlarınızı etkiliyor mu?” sorusuna verilen cevaplar incelendiğinde, katılımcıların 4'ü “Evet etkiliyor, Teyit platformlarına yöneliyorum”, 3'ü “Evet

etkiliyor, diğer haber sitelerini ziyaret ediyorum”, 2’si “Evet etkiliyor, sosyal medyada daha güvenilir hesapları takip ediyorum”, 1’i “Hayır etkilemiyor, sosyal medyayı her zamanki gibi kullanıyorum” cevabını vermiştir. Kadın katılımcılara aynı sorular sorulduğunda, 3’ü “Evet etkiliyor, Google üzerinden araştırma yapıyorum”, 2’si “Evet etkiliyor, güvendiğim televizyon kanallarını izliyorum”, 2’si “Evet etkiliyor, yazılı basına yöneliyorum”, 2’si “Evet etkiliyor, güvenilir hesapları takip ediyorum”, 1’i “Hayır etkilemiyor” cevabını vermiştir.

Tık tuzağının sosyal medya kullanım davranışlarını ne şekilde etkilediğinin ölçüldüğü bir diğer soruda, erkek katılımcıların 9’u ve kadın katılımcıların 9’u tık tuzaklarından etkilendiklerini ve haber alma davranışlarını değiştirdiklerini belirtmiştir. Erkek katılımcıların 1’i ve kadın katılımcıların 1’i tık tuzağından etkilenmediğini belirtmiştir.

Erkek katılımcılara sorulan diğer bir soru, “Tık Tuzağı ile karşılaştığımızda tepkiniz nasıl oluyor?” şeklindedir. Katılımcıların 3’ü “şikayet ediyorum”, 3’ü “hesabı engelliyorum”, 2’si “tık tuzağı olduğuna dair yorum yapıyorum”, 2’si “hiçbir şey yapmıyorum” cevabını vermiştir. Aynı soru kadın katılımcılara sorulduğunda, 4’ü “şikayet ediyorum”, 3’ü “hesabı engelliyorum”, 3’ü “hiçbir şey yapmıyorum” cevabını vermiştir.

Tık tuzağına karşı kullanıcı tepkilerinin ölçüldüğü bir diğer soruya erkek katılımcıların 3’ü ve kadın katılımcıların 4’ü şikayet ettiklerini belirtirken, erkek katılımcıların 3’ü ve kadın katılımcıların 3’ü hesabı engellediklerini belirtmiştir. Erkek katılımcıların 2’si hiçbir şey yapmadığını ifade ederken bu sayı kadınlarda 3 olarak ölçülmüştür.

Tık tuzaklarının sosyal medyadaki haberler hakkındaki düşüncelerine olan etkilerinin anlaşılmasına çalışıldığı bir diğer soruya erkek katılımcıların 5’i “daha fazla araştırma yapmaya ihtiyaç duyuyorum”, 3’ü “güvendiğim hesapları takip ederek bilgiye doğrudan ulaşıyorum”, 1’i “sosyal medyada sitelerine güvendiğim haber platformlarını takip ediyorum”, 1’i de “fikrim yok” cevabını vermiştir. Aynı soru kadın katılımcılara yöneltildiğinde, 4’ü “gazetelere karşı bakış açım değişiyor”, 3’ü “güvendiğim gazetecileri takip ediyorum”, 2’si “haberleri televizyondan takip ediyorum”, 1’i “haberler düşüncelerimi etkilemiyor” cevabını vermiştir.

Katılımcıların tık tuzaklarının sosyal medyadaki haberler hakkında düşüncelerine etkilerinin sorulduğu soruya verdikleri cevaplar incelendiğinde erkeklerin 5’i daha fazla araştırma yaptığını belirtmiş, kadınların 4’ü gazetelere karşı bakış açılarının değiştiğini söylemiştir. Erkeklerin 3’ü ve kadınların 3’ü güvendikleri haber kaynaklarına yönelmektedir.

Öte yandan tık tuzaklarının öğrencileri sosyal medya kullanımına dair davranışsal bir farklılık yaratmadığı sonucu görülmektedir. Öğrencilerin tamamı yanlış haber yayılımına karşı ‘olabilirlik, yeni medyanın güvensizliği, algı yönetimi vb. şekilde yeni medyada dolaşımda olan içeriklere olan güvensizliklerini ifade etmişlerdir.

SONUÇ

Gerçekleştirilen araştırmanın bulguları incelendiğinde, araştırmaya katılanların 10’u kadın, 10’u da erkektir. Araştırmaya katılan kişi sayısı toplam 20’dir. Nitel araştırma kapsamında açık uçlu sorular sorulduğu çalışmada alınan cevaplar titizlikle incelenmiş ve birbirine yakın olan cevaplar birleştirilerek anlamlı bir sonuç elde edilmiştir. Katılımcılara sorulan ilk soruda, dezenformasyon ve uygulanış şekli açısından bilgilerinin ölçülmesi amaçlanmıştır. Erkek katılımcıların 3’ü dezenformasyon ve uygulanış şekli hakkında haberdarken, kadın katılımcıların dezenformasyon bilinci konusunda daha hassas oldukları ve 5 kişinin bu durumdan haberdar olduğu görülmüştür. Erkek katılımcıların 4’ü ise dezenformasyon ifadesine daha önce rastlamıştır ancak kadın katılımcıların yalnızca 3’ü önceden duymuştur. Erkek katılımcıların 3’ü dezenformasyon konusunda bilgisinin olmadığını ifade ederken, bu sayı kadın katılımcılarda yalnızca 2’dir. Kadın katılımcıların dezenformasyondan daha fazla haberdar olduğu söylenebilmektedir. Bununla birlikte kavramın kullanımına dair bilgi sahibi olunmasa da yalan haber ve onun yayılımı konusunda farkındalık mevcuttur.

Katılımcılara sorulan bir diğer soru ise misenformasyon ve uygulanış şekli hakkında bilgilerinin olup olmadığıdır. Erkek katılımcıların 7’si bu soruya “ilk kez duyuyorum” cevabını verirken kadın katılımcıların 8’i ilk kez duyduklarını belirtmiştir. Erkek katılımcıların 3’ü misenformasyon ifadesi ile daha önce karşılaştığını belirtirken, bu sayı kadınlarda 1’dir. Ancak kadın katılımcılardan yalnızca 1 tanesi misenformasyon ifadesiyle daha önce karşılaştığını belirtmiştir. Verilen cevaplar incelendiğinde misenformasyon konusunda erkek katılımcıların daha fazla haberdar olduğu aşikardır.

Diğer bir soruda, katılımcılara tık tuzağıyla karşılaşma sıklıkları sorulmuştur. Erkek katılımcıların 8’i “haberim var, her gün görüyorum” cevabını verirken, kadın katılımcıların 6’sı “haberim var, her gün görüyorum” cevabını

vermiştir. Erkeklerin 2'si "pek karşılaşmıyorum" cevabını verirken, kadın katılımcılardan 3'ü "haberim var ama pek karşılaşmıyorum", 1'i de "haberim yok ve karşılaşıp karşılaşmadığımı bilmiyorum" cevabını vermiştir. Verilen cevaplar incelendiğinde erkek katılımcıların tık tuzağıyla çok daha fazla karşılaştığı ve 1 kadın katılımcının tık tuzağı konusunda herhangi bir bilgisinin olmadığı gözlenmiştir.

Bir diğer soruda, tık tuzağının katılımcıların sosyal medya kullanım davranışlarını nasıl etkilediği incelenmiştir. Erkek katılımcıların 4'ü "evet etkiliyor, teyit platformlarına yöneliyorum", 3'ü "Evet etkiliyor, diğer haber sitelerini ziyaret ediyorum", 2'si "Evet etkiliyor, sosyal medyada daha güvenilir hesapları takip ediyorum", 1'i de "Hayır etkilemiyor, sosyal medyayı her zamanki gibi kullanıyorum" cevabını vermiştir.

Kadın katılımcılara aynı soru sorulduğunda 3'ü "Evet etkiliyor Google üzerinden araştırma yapıyorum", 2'si "Evet etkiliyor, güvendiğim televizyon kanallarını izliyorum", 2'si "Evet etkiliyor, yazılı basına yöneliyorum", 2'si "Evet etkiliyor, güvenilir hesapları takip ediyorum, 1'i "Hayır etkilemiyor" cevabını vermiştir.

Katılımcıların verdiği cevaplar incelendiğinde erkek ve kadın katılımcıların tık tuzaklarından etkilendikleri görülmüştür. Katılımcılara sorulan diğer bir soruda tık tuzağı ile karşılaştıklarında tepkilerinin ne yönde olduğunu öğrenmek amaçlanmıştır. Erkek Katılımcıların 3'ü "şikayet ediyorum", 3'ü "hesabı engelliyorum", 2'si "tık tuzağı olduğuna dair yorum yapıyorum", 2'si "hiçbir şey yapmıyorum" cevabını vermiştir. Aynı soru kadın katılımcılara sorulduğunda, 4'ü "şikayet ediyorum", 3'ü "hesabı engelliyorum", 3'ü "hiçbir şey yapmıyorum" cevabını vermiştir.

Cevaplar incelendiğinde, erkek ve kadın katılımcıların tık tuzağından rahatsız oldukları ve karşılaşmamak için gerekli adımları attıkları gözlenmiştir.

Tık tuzaklarının sosyal medyadaki haberler hakkındaki düşüncelerine olan etkilerinin anlaşılmasına çalışıldığı bir diğer soruya erkek katılımcıların 5'i "daha fazla araştırma yapmaya ihtiyaç duyuyorum", 3'ü "güvendiğim hesapları takip ederek bilgiye doğrudan ulaşıyorum", 1'i "sosyal medyada sitelerine güvendiğim haber platformlarını takip ediyorum", 1'i de "fikrim yok" cevabını vermiştir. Aynı soru kadın katılımcılara yöneltildiğinde, 4'ü "gazetelere karşı bakış açım değişiyor", 3'ü "güvendiğim gazetecileri takip ediyorum", 2'si "haberleri televizyondan takip ediyorum", 1'i "haberler düşüncelerimi etkilemiyor" cevabını vermiştir.

Verilen cevaplar incelendiğinde erkek katılımcıların tık tuzaklarıyla karşılaştıklarında daha fazla araştırma yapmaya yöneldikleri gözlenmiştir. Kadın kullanıcılar ise güvendikleri haber kaynaklarına yönelmektedir.

İnternetin yaygın kullanımı sosyal medya platformlarının aktif kullanımı ve sarı gazeteciliğin ortaya çıkmasıyla birlikte tık tuzağı habercilik de etkili bir şekilde yapılmaya başlanmıştır. Özellikle sosyal medya platformlarında kullanıcılar hemen her geçen gün fazlasıyla tık tuzağına, dezenformasyona ve misenformasyona maruz kalmaya başlamıştır. Gerçekleştirilen bu çalışmada dezenformasyon ve misenformasyon ekseninde sosyal medyada tık tuzağına maruz kalan kadın ve erkek kullanıcılara sorular sorulmuş ve cevaplar analiz edilmiştir. Katılımcıların çoğunluğu dezenformasyondan haberdarken, misenformasyon konusunda aynı durum geçerli değildir. Çoğunluk misenformasyondan haberdar değildir ve nasıl ortaya çıktığını bilmemektedir. Araştırmaya katılan katılımcılar incelendiğinde tık tuzağı konusunda kullanıcıların çoğunun haberdar olduğu gözlenmiştir. Sosyal medya kullanıcıları kendilerine karşı uygulanan clickbait içeriklerden haberdardır. Aynı zamanda tık tuzağının sosyal medya kullanma davranışlarını nasıl etkilediği de katılımcılara sorulmuştur. Tık tuzağı ile karşılaşan katılımcılar teyit platformlarına, yazılı basına ve televizyon haberlerine yöneldiklerini söylemiştir. Tık tuzaklarıyla karşılaşan katılımcılar rahatsız olduklarını ve bu durumla karşılaştıklarında hesapları engellediklerini ve şikayet ettiklerini dile getirmiştir. Katılımcıların cevapları incelendiğinde dezenformasyon, misenformasyon ve tık tuzağının sosyal medya kullanıcılarının ortak sorunu haline geldiği söylenebilmektedir. Bu durumlardan korunmak amacıyla medya okuryazarlığı eğitiminin gerekli olduğu söylenebilir. Kullanıcılara medya okuryazarlığı eğitiminin verilmesi hem interneti daha güvenli hale getirebilir hem de kullanıcıların yanlış yönlendirilmesine engel olabilir. Kullanıcıların tık tuzağı, dezenformasyon ve misenformasyon durumlarından haberdar olması internet haberlerine daha sorgulayıcı şekilde yaklaşmalarını sağlayabilir. Aynı zamanda doğru haberlere ulaşmalarını da kolaylaştırabilir.

KAYNAKÇA

- Aral, E. (2019). Yeni Bir Haber Mecrası Olarak İnternet Gazeteciliği: Facebook ve Twitter Kullanımları Üzerine Bir Araştırma, Maltepe Üniversitesi İletişim Fakültesi Dergisi, 5 (2), 153-175.
- Balcı, E. V., (2010). Haber Değeri Etmenleri Açısından Geleneksel ve İnternet Gazeteciliğinin Karşılaştırılması, Yüksek Lisans Tezi, Konya.
- Bildirici, F. (2018). Günahlarımızla Yıkandık Örneklerle Gazetecilik Meslek Etiği, İstanbul, Ayrıntı Yayınları.
- Çavuş, S. & Ede, N. (2021). Tık Odaklı Habercilik: Türk İnternet Haber Medyası Üzerine Bir İçerik Analizi. Selçuk İletişim Dergisi (14), 23-54.
- Erkan, G., & Ayhan, A. (2018). Siyasal İletişimde Dezenformasyon ve Sosyal Medya: Bir Doğrulama Platformu Olarak Teyit.Org. Akdeniz Üniversitesi İletişim Fakültesi Dergisi(29. Özel Sayısı), 202-223.
- İnce, M. (2018). İnternet Haberciliğinde Çok Tıklanma Beklentisi ve Tuzak Başlıklar. Karabük Üniversitesi Sosyal Bilimler Enstitüsü Dergisi, 297-313.
- Koloğlu, O. (2013). Osmanlı'dan 21. Yüzyıla Basın Tarihi, İstanbul: Pozitif Yayınları.

- Kortak, N. (2020). İnternet Gazeteciliğinde Tık Tuzağı Bağlamında Etik Sorunlar: Clickbait Haberler. Yüksek Lisans Tezi, Antalya.
- Neuman, W.L. (2022). Toplumsal Araştırma Yöntemleri Nicel ve Nitel Yaklaşımlar. Ankara: Siyasal Kitabevi.
- Taş, O. & Taş, T. (2018). Post-Hakikat Çağında Sosyal Medyada Yalan Haber ve Suriyeli Mülteciler Sorunu. Ankara Üniversitesi İletişim Fakültesi, 184-207.
- Toprak, N. (2015). İnternet Gazeteciliğinde Haber Etiği, Misinformasyon ve Dezenformasyon. Yüksek Lisans Tezi, Afyon.
- Vural, N. E., & Sütçü, C. S. (2019). Çevrimiçi Gazetelerde Ziyaretçi Trafiki ve Ziyaretçi Süresini Artırmaya Yönelik Metotlar. Ege Üniversitesi İletişim Fakültesi Yeni Düşünceler Hakemli E-Dergisi(11), 19-34.
- Yedig, A. & Akman, H. (2002). İnternet Çağında Gazetecilik, İstanbul: Metis Yayınları.
- Yegen, C. (2018). Doğru Haber Alma Hakkı ve Sosyal Medya Dezenformasyonunu Doğruluk Payı ve Yalansavar ile Tartışmak. Erciyes İletişim Dergisi, 101-121.

DIFFUSION OF INNOVATION IN TECHNOLOGICAL PLATFORMS

Ahmed Ibrahim AL QAUD

Aytekin İŞMAN
isman@sakarya.edu.tr

Feyman APTULA, M.A.
Dr. Fazıl Küçük Primary School, Ministry of Education, TRNC
feyman_359@hotmail.com

Cemre Bekir MAHMUTLAR

ABSTRACT

The research paper aims to extensively investigate how customers of Uber in Jordan have been using innovation in the theory of diffusion. The major purpose researchers noticed is that the diffusion process needs a platform which is peer-to-peer and the balance that is examined on the required difference. The technology platform will be investigating the Uber case if the diffusion process was over to peer balance. Uber is in many countries besides Jordan and is having a robust network which is spreading every time. The purpose of the study is to get the views on technology and innovation from drivers and passengers of Uber, on how diffusion of the technology of innovation has brought efficient services in transport and Uber's business.

The study will use a qualitative research approach through online interviews which constitute a combined 10 participants of both clients of Uber taxis and the drivers. The data instrument data collection method through interviewing participants aims to receive 9 valid responses out of 10 which will be a 90.0 per cent response rate.

The expected results on the diffusion of innovation in technological platforms, the Uber cases in Jordan show a significant positive relationship between technological innovation and the Uber users in utilizing the app platform. The findings of the study showed that the majority of Uber taxi users are comfortable with the innovative platforms provided by the organization's services and the convenience at a cost-saving benefit. Above 90.0 per cent of Uber clients had to convince their friends and relatives to use the same services and close to 85.0 per cent of the Uber drivers interviewed online convincingly testified that the services Uber is providing are miles ahead of the ordinary metered taxis as far as innovation and technological advancement is concerned.

Keywords: Diffusion of innovation, Uber, Jordan

1. INTRODUCTION

Efficient urban transportation has become a perennial problem in Jordan's urban cities due to the high cost of meter-reading taxis, which used to charge exorbitant fees to their clients. Meter reading taxis for decades in Jordan had no other competitor, which gave them fertile ground for taxi fare increases whenever they felt it was necessary for them. This study will explore how Uber, as a new product, entered the taxi business in Jordan. The research will also unpack the level of acceptance from the clients, who at first were socially hesitant to switch from the traditional transport system to the newly affordable, efficient, and convenient Uber taxi system.

Diffusion of Innovation in Technological Platforms

Innovation diffusion is the process through which new products are either embraced or rejected by their target markets. It is advantageous for manufacturers and marketers to investigate the elements that influence the success of some products and the failure of others, especially extraordinary products. When something is successfully absorbed into a new concept or social system, as was the case with Jordan's Uber cabs, this is known as diffusion. The process is finished in a series of steps after a set length of time. Usually, one person transfers the procedure to a different one (Ferreira et al., 2021). Diffusion often occurs when a person influences a close friend or relative. At first, not everyone in Jordan felt comfortable switching to and using Uber, therefore some people choose to disregard the innovations and stick with the outdated procedures. The innovation will decrease adoption risk and increase accumulation. However, when the innovation is spread, diffusion will increase. Uber is one of the technological platforms that are spreading because of diffusion. The technological platform was causing the transportation markets to end up not functioning well since the time it appeared. The mobility of urban areas was also affected by the technological platform. People have to deal with the resources available because the transport market was affected. Many countries are now using the Uber network because it is available in most countries. There are platforms like peer-to-peer where users are connected directly. The consumers and drivers are transacted by diffusion, and they end

up winning the trade effects. The diffusion is sometimes complicated because of peer-to-peer. The technological platform of peer-to-peer is facing challenges in designing the system. The clients and supplies must balance so that they bring continuity to the system without collapsing.

Diffusion of innovation

An intriguing case study of how innovation theory is applied is the adoption of Uber in Jordan. The year 2015 saw the launch of Uber in Jordan, and the company has grown significantly since then. The company had more than 80,000 registered users and 3,000 drivers in the country as of 2019 (Jordan Times). The elements of the diffusion of innovation theory can be utilized to analyse the adoption of Uber in Jordan. Uber's ability to provide a more trustworthy and affordable transportation option as compared to traditional taxis is one of its primary advantages in Jordan. Users in Jordan claim that Uber is more comfortable, convenient, and safe than traditional taxis (Lamm and Lamm 2019). In Jordan, Uber complies with customary practices to a rather high degree. Jordanians are early adopters of new technology and are accustomed to ride-sharing services like Careem, which is comparable to Uber in the Middle East (Min et, al, 2019). Due to its integration with frequently used payment methods like credit cards and mobile wallets, Uber is also now more easily accessible to users. In Jordan, Uber is relatively easy to use, and the app is easy to browse. However, there have been some challenges due to language barriers and the need to instruct both drivers and passengers on how to use the platform. Uber's trialability in Jordan has been impeded by regulatory barriers. Due to the government's procrastination in passing new legislation for ride-sharing businesses, there have been clashes with traditional taxi drivers and intermittent service interruptions. Uber is widely known in Jordan thanks to its popularity in big cities and substantial media coverage. This has helped to increase platform utilization and motivate new users to use it. The diffusion of innovation theory can be used to better understand how technology platforms like Uber are being adopted in Jordan (Silva and Jannuzzi, 2019).

Uber

Uber was first made available by the government in the US, later it was done in Jordan. The majority of Uber users are between the ages of 18 and 65, and both drivers and customers routinely use the site. When Uber first arrived in Jordan in 2018, locals there had some time to adapt to the new technological phenomenon, much less adopt it. Innovation is the development of anything new that is more conventional than the status quo. It acts as the starting capital for new projects. When innovation is done, there will be new ideas that are practical and benefit most people in the community. Innovation counts as the new resources that were implemented through ideas and knowledge. However, if innovation is done, new products can be introduced, and many discoveries will be made. At the same time, diffusion is the communication that occurs when innovation is done so that members can share and begin to practice (Min, et, al, 2019). Many researchers utilize the term diffusion. One of the researchers suggested a concept for the process of diffusion and new products. The management of technological platforms and how they develop and spread is called diffusion. Diffusion has many different meanings when a technological platform is old and new technology is replaced; that's diffusion. When a company introduces new systems that are upgraded with technology, it is called diffusion. It can speed up innovation, which can be intense in the market. Sometimes people forget that innovation can be used in small groups, but after some time it can be abandoned because of diffusion. Innovation can have a great impact if it is considered a diffusion process. Members of certain groups can gain innovation and legitimacy, which can also be adopted by the community. Diffusion occurs as a process in society because of process groups, and adoption can occur for individuals. Adoption is a benefit that takes into account the innovation and quality of existing products. After using the product, the potential adopters can innovate it after testing it. The Rodgers adoption curve allows innovation to be done slowly in some sequences that are not permanent. It also allows the pace to be tested in the diffusion process. Members cannot adopt the novelty since they are not permanent according to how they distribute the curve of adopters. The curve of adoption has many segments. They are classified based on how quickly they progress through the adoption process. Innovators are beautiful, and the technology can be tested if it has effective ideas. Other individuals can be influenced by the early adopters' opinions in their communities. Although the early majority represents a large number of people in a group, they are not opinion-makers. Information is needed so that innovation can lead them to make a decision. The late majority can adopt innovation in a normal curve. Some potential adopters cause the curve to accelerate. As soon as this phase passes, the number of adopters will be slowly growing since the majority expands. As time goes on, the diffusion of innovations will start to show a curve showing growth that is slowing down. The innovation will start to move slowly, stabilize, and then fall again. Initially, diffusion occurs in two agents: adopters of innovations and imitators. Many studies are adopted, and the innovations reflect this. The adoption of innovation will occur through the study of potential adopters (Kiesling, et, al, 2012).

Jordan

Jordan is a country in the Middle East, that borders Saudi Arabia, the West Bank, Israel, Syria, and Iraq in addition to itself. Despite having a tiny population of only about 10 million, Jordan has had a significant impact on the region due to its ideal location and strong economic and political influence. Because of its rapidly expanding technology industry in recent years, Jordan is currently the epicentre of innovation and entrepreneurship in the Middle East (World Bank, 2019). The majority of Jordanians first used Uber because of its early adopters, and those who were satisfied with the effectiveness, cost, and convenience of the service eventually notified numerous family members and friends about it. Early adopters and transportation users helped Uber's business grow swiftly, and the transition from the previous, non-app taxi system to the new one occurred without a hitch. Along with several essential components, the allowed technological platforms are taken into consideration. Due to a few things, using technology is permissible. To influence and deal with diffusion, knowledge is necessary. However, researchers take their time to verify if the technological behaviour is performing well. When there is no diffusion of innovation, innovation can reach a dangerous point. People must use innovative technology and adjust to it. The process of classifying people into segments also explained the slow adoption of platforms. The behaviour many individuals are shown by their attitudes, which influence them. There is a theory of behaviours, which is meant to highlight different factors that influence behaviour. Many people find it difficult to show their reality-based behaviour as per the variables. The theory is very well explained and includes many variables that need to be added to the equation. The technological adoption was accepted and developed so that the action of the theory would be adopted. Technological platforms are used as informational sources, and the performance is effective (Min, et, al, 2019). The useful variables are improving their performance because of the technological platforms. Because variables are useful and easy to use, individuals are supposed to expend the effort required for their technological uses. On the factors affecting technological use, there has been an increase in recent years. There are also some limitations on the success of the origination of a technological variable. There are complications with the variables whose power of increment is predicted. Some efforts have been made to develop useful technological platforms. The determination of technological performance is sometimes difficult because the variables used are large. The information and users of technological platforms are classified so that they utilize information. A unified theory of acceptance of the new system of technology. An ideal model can provide half of the available questions. The validation of the model is less considered, and the devotees are very few (Ferreira, 2022). The model is unified to provide an evaluation of how best the technology can be successful. The model of the "Unified Theory of Acceptance and Use of Technology (UTAUT) has the highest assertiveness. The observation explained that the information and technology identified are not possibly identifiable. There is a theory that interferes with how technology can be used and the factors involved. The use of technology is well explained by the models and their variables. The diffusion process is examined and its phases are explained in detail. The diffusion process considers peer-to-peer technological platforms. They can compete by generating the adopters of diffusion.

Adoption of Uber in Jordan

According to Burchart (2011), diffusion in Jordan Uber occurred as a process within its society because of process groups, and people who later on adopted the Uber taxi. Adoption is a benefit that takes into account the innovation and perfection of existing products. After using the product, prospective buyers can improve it. The Rodgers adoption curve makes it possible to implement innovation gradually in some ad hoc sequences. It also makes it possible to monitor the speed of the diffusion process (Rodgers, 2003). Members are unable to adopt the novelty since they are not permanent depending on how they spread out the adoption curve. The adoption curve has numerous sections. They are divided into groups based on how rapidly they move through the adoption process. It is possible to test an innovator's ideas using current technology. Others may be impacted by the early adopters' attitudes in their communities. Even if they make up a sizable fraction of a group, the early majority does not influence opinion. People want information for innovation to lead them to a conclusion. The late majority's adoption of innovation can be modelled using a normal curve. A few potential adopters cause the curve to accelerate. When this phase is finished, the adopters

According to Ferreira et, al, (2021), the innovation of diffusion always encompasses novel technology. The novel technology was limited to the consumer and their variables. Uber also uses novel technologies together with the literature on the diffusion curve. Moreover, technological platforms have users that are more different during different phases of the process. Diffusion is the platform that needs to be balanced and necessary during the process. Other topics will be discussed in depth in the present papers, including the technological process. Diffusion was emphasized, and practical studies were also needed. However, peer-to-peer relationships are regarded as becoming practical. Adoption of diffusion in the technological process is necessary to avoid problems. The implementation of Uber in the markets of Jordan has been successful and understood by many customers. Some countries are not yet

getting technological systems. Various users of the platform technology are not understanding the similarities of the system. There is a gap that is evident in the peer-to-peer diffusion difference. People must research so that they understand diffusion and innovation theories. Some researchers are spreading the innovation theory through systematic literature reviews to the environment. The innovation will become known as time goes on. The users also made a curve that was adopted by the groups (Raynard, 2017). The predisposition toward innovation was used as a risk to advance the users and the majority. Recent research reflected that peer-to-peer platforms were becoming more understood by the public because of the diffusion process. The researchers are having issues with diffusion and a large number of users. Technological innovators have adopted the past of the majority. Consumers have adopted the Uber application and the diffusion platform that were addressed and accepted by the innovation theory. However, the convergent points between the innovations were discussed in a few studies. Authors searched the papers and did not understand the diffusion platform (Silva and Dornelas, 2016). Investigations of the innovation curve have all asked the international database to understand diffusion. Many available studies must explain how they accept technological platforms. Peer-to-peer diffusion is not well measured since there are not enough studies involving the users. The technological platforms were also lacking peer-to-peer balance in the diffusion process. The business networks are free, and there are many consumers and offers from independent individuals. There are facilitators in the business everywhere, amongst the consumers. The business network needs peer-to-peer platforms to balance their relationships; furthermore, the drivers and consumers must have a proper fit and a balance on the peer-to-peer platforms. If there is no balance, the system will collapse. If there is peer-to-peer balance, then the innovation of diffusion will occur between passengers and drivers. Offers between consumers are also part of the diffusion process. The Rodgers curve explains that technological readiness and innovators are among the adopters. If the latecomers and initial majority (Haung et, al, 2020).

2. GOALS AND OBJECTIVE

To better understand the factors that affect the adoption and use of mobile phones and the Uber application among Jordanians, the purpose of this research paper is to look into the spread of these technologies in Jordan. More than 75% of the population in Jordan now owns a mobile phone, according to recent statistics, which show a significant increase in the number of mobile phone users in recent years (Jordan Business News, 2021). Similarly to this, ride-sharing services like Uber are becoming more and more common in Jordan, especially among younger generations (Hammoud, 2019).

There are three goals of this research Firstly, Analyze the adoption and use of mobile phones in Jordan at the moment, taking into account the variables that affect the choice to buy a phone as well as the frequency and uses of mobile phones in daily life. This entails comprehending the variables that affect people's choice to buy a mobile phone as well as how frequently and for what uses they use their phones in daily life.

Secondly, investigate the variables that affect the acceptance and use of Uber in Jordan, such as attitudes towards ride-sharing, faith in the provider, and perceptions of the service's affordability and convenience. This includes comprehending how various Jordanian demographic groups have embraced the Uber platform and what factors have influenced this uptake.

Thirdly, look into how the use of mobile phones has affected the use of Uber in Jordan, as well as how they help make it easier to use ride-sharing services and improve customer satisfaction generally. Understanding how ride-sharing services have been adopted and how they are used to improve the general customer experience is part of this.

The adoption of new technologies is influenced by several factors, including the perceived relative advantage, compatibility, complexity, trialability, and observability of the innovation, according to Rogers' diffusion of innovations theory (2003). In the case of mobile phones and Uber in Jordan, these elements might be influenced by regionally specific cultural, economic, and social elements.

According to Statista's most recent statistics (2022), there were more than 111 million Uber users worldwide in 2021. This increase in users has been steady since 2017. Similarly, according to information on the Uber website, Amman and other major cities in Jordan are home to a growing number of Uber users (Uber, 2022). Jordan has experienced significant economic growth recently, according to the World Bank (2022), with a growing middle class and a booming technology industry.

This study will shed light on how widely used mobile devices and ride-sharing services are in Jordan, which may have significant repercussions for the larger Middle Eastern region. This study may help to improve understanding of how technology shapes consumer behaviour in rapidly developing economies by examining the factors that affect the adoption and use of these technologies.

3. IMPORTANCE OF THE STUDY

For several reasons, the study on the spread of innovation in technological platforms in Jordan, with a particular emphasis on the case of Uber, is very important. First, it fills a gap in the literature on how innovations spread in developing nations. Although there has been a lot of research on the diffusion and uptake of technology in developed nations, empirical studies on how technological innovations like Uber have been introduced and taken up in developing nations like Jordan are lacking (Rosenberg, 2017).

Second, the study has applications for decision-makers in government, business professionals, and users of technological platforms. Policymakers can create strategies to support the introduction and spread of cutting-edge platforms like Uber by understanding the elements that encourage or impede the adoption of new technologies. The results of this study can be used by business professionals to inform their business models and expansion plans in emerging markets. The introduction of Uber in Jordan and its effects on the traditional taxi industry and the larger community can also be better understood by users of technological platforms.

Finally, the study contributes to the theoretical understanding of innovation diffusion by analyzing the Uber case in Jordan and revealing new details about the factors that promote or prevent the adoption of technology platforms in developing markets. By shedding light on how contextual factors, such as cultural norms and regulatory frameworks, can affect the diffusion of innovation in technological platforms in emerging markets, the results of this study can add to the body of literature already available on innovation diffusion theory (Damanpour, 2010).

Both theoretically and practically, this study on the diffusion of innovation in technological platforms using Uber as an example in Jordan is essential. By examining the factors that affect the adoption of technological platforms in these markets, this study can assist policymakers, business professionals, and users in effectively promoting and profiting from the introduction of cutting-edge platforms like Uber in emerging markets.

The global transportation industry has undergone a significant transformation as a result of the widespread adoption of innovative technological platforms. Uber is one of the businesses that has had a significant impact on the sector. Uber offers a cutting-edge platform that connects drivers and passengers to access effective and affordable transportation services. This study examines how Uber users in Jordan have applied the theory of diffusion to innovation. The paper specifically examines how the diffusion process has been balanced and whether peer balance has been achieved. Additionally, the study will employ a qualitative research methodology to collect opinions on technology and innovation from Uber drivers and passengers about how the spread of technology has led to efficient services in transportation and Uber's business.

4. PROBLEM STATEMENT

In many parts of the world, the emergence of technology platforms has completely changed how people communicate, work, and access services. Among these services, Uber stands out as a model of cutting-edge innovation that has revolutionised global transportation and upended the traditional taxi business. There is little data on how Uber has impacted and been embraced in developing nations like Jordan, and the diffusion of technological innovation is not uniform across different regions.

The problem statement for this research is to investigate and comprehend the influences on the diffusion of technological innovation in Jordan, using the case of Uber as an example. Specifically, the study seeks to answer the following research questions:

What are the main factors influencing and impeding the use of Uber in Jordan?

What social and economic effects has Uber's entry into Jordan had, and how have they changed the local community and the traditional taxi industry?

What lessons can be drawn from these comparisons of the Uber experiences in Jordan to those in other nations?

The rapid growth and adoption of mobile platforms, such as Uber, have transformed the traditional transportation industry. However, there is a need to investigate the factors influencing the adoption of Uber's peer-to-peer mobile platform usage among users in Jordan. Despite the platform's popularity, there is limited research addressing the specific drivers and barriers to adoption that users encounter. Understanding these factors is essential for both researchers and industry practitioners to devise strategies that encourage widespread adoption and ensure the sustained success of peer-to-peer mobile platforms like Uber. Therefore, this study aims to explore the adoption of Uber's peer-to-peer mobile platform usage among users, identifying the key factors that influence their decision-making process.

5. THE THEORETICAL FRAMEWORK

The theory was first put by Everett Rogers as the diffusion of innovation theory in 1962. The basic presumption is that consumers progressively accept new concepts, goods, and technologies. The adoption of new technologies is said to follow a bell-shaped curve after the majority of consumers eventually catch up to early adopters, (Hamari et,

al, 2016). In addition, the theory considers a variety of elements that affect how quickly a technology is adopted, including perceived relative advantage, compatibility with current practices, complexity, trialability, and observability.

A recent innovation that has received a lot of attention is technology platforms. It is the goal of platforms like Uber and other alternatives to more established methods of connecting customers and service providers to be more successful and affordable. The adoption of technology platforms can be approached in a variety of ways using the diffusion of innovation theory. For instance, a platform like Uber may offer more practical and affordable transportation, but it may also comply with standards because of its compatibility with current technologies and payment options.

Haug et al, (2020), alluded that the value of a technological platform increases as more people utilize it, as shown by the theoretical paradigm known as network externalities theory. According to this theory, a platform's value is impacted by both the number of users who utilize it and its capabilities. This suggests that when more users join a platform, the platform's value increases for both existing and potential users due to growing network effects. The network externalities theory is particularly relevant to the adoption of new technological platforms in Jordan, such as Uber. The initial value proposition of a new technological platform might not be compelling enough to lure enough customers. However, when more users begin utilizing the platform, network effects begin to take hold and produce a positive feedback loop that boosts the platform's worth and popularity.

It is possible to utilize the network externalities theory to explain why Uber initially struggled but eventually became well-liked in Jordan. Because they had a more established clientele and a larger market share, traditional taxi services presented Uber with a lot of competition when it first entered Jordan. Moreover, cultural norms and legal restrictions controlling ride-hailing services may have limited the platform's initial popularity. As Uber attracted more users, developing network effects led to the platform becoming more beneficial for both drivers and passengers. Riders benefitted from shorter wait times and more dependable service thanks to the platform's expanding driver population. The platform's expanding user base of riders has increased the earning opportunities for drivers. This positive feedback loop of increasing value and utilization allowed the platform to eventually overtake its competitors in the Jordanian ride-hailing market.

The adoption of technological platforms is affected in several ways by the network externalities theory. It first demonstrates that early adoption is vital for a platform's success because the network effects are strongest when a critical mass of users is reached. Second, it highlights the importance of user recruitment and retention strategies because user counts directly influence a platform's value. Last but not least, it suggests that open ecosystems that enable seamless communication with other platforms and services may be good for technology platforms since they can enhance network effects and increase the platform's utility for users. The network externalities theory provides a helpful model for understanding how innovations spread through technological platforms like Uber in Jordan. By considering how network effects impact the value and adoption of a platform, we may be able to discover how to promote the adoption and spread of new technologies (Haug et al, 2020).

A paradigm that assists in understanding how technological improvements are welcomed and disseminated inside enterprises is the Technology Organization Environment (TOE) notion. According to the TOE theory, three important factors technological, organizational, and environmental influence the acceptance and spread of new technologies within organizations. A technology's traits include factors like its complexity, compatibility with other technologies, and competitive advantage over those of other technologies. Organizational variables include things like an organization's size, structure, culture, and resources. They have to do with the traits of the business using the technology. Environmental variables refer to outside elements, such as business and regulatory concerns, that may have an impact on how technology is adopted and disseminated. The link between these three variables affects how likely and quickly a company will adopt new technology. For instance, a company with a strong innovation culture and a flexible organizational structure may be more likely to quickly adopt and spread new technology than a company with a more rigid structure and culture.

Numerous research has used the TOE paradigm to better understand how technology is embraced and spread in a variety of contexts. For instance, a meta-analysis of research on technology adoption conducted in 1982 by Tornatzky and Klein revealed that organizational traits including size, complexity, and culture were significant predictors of technology acceptance. The TOE components were a part of the organizational innovation model that Ettlie and Bridges created in 1986. They discovered that appreciating the interactions between these elements was crucial to understanding the uptake and spread of new technology. The TOE framework can be utilized to comprehend how the company has been able to successfully integrate and disseminate its technology in the local market in the context of the ride-sharing platform Uber in Jordan. Al Mashhrawi (2018) used the TOE framework to analyze the development of ride-sharing services in Jordan and discovered that Uber's success was, at the very least, partially a result of the company's ability to take advantage of technological advantages like its user-friendly app and

real-time tracking technology in a market with a high demand for transportation services. To build a presence in the market, Uber was also permitted to operate inside Jordan's regulatory framework and form alliances with regional businesses (Jordan Times, 2019). The TOE theory offers a helpful framework for comprehending how businesses embrace and disseminate new technology. Researchers and practitioners can gain a better understanding of the aspects that facilitate or restrict the acceptance and spread of technical breakthroughs in various contexts by taking into consideration the interaction between technological, organizational, and environmental factors.

6. LITERATURE REVIEW

There are several studies that addressed the subject of application platforms' diffusion, acceptance and adoption. The first one was done by Choudrie et al. (2020) investigated the adoption, usage, and diffusion of smartphones within the older adult population in the United Kingdom, focusing on identifying the factors that encourage or inhibit smartphone usage and service provision in this age group. The study proposed a conceptual framework, the Model of Smartphone Acceptance, based on well-established theories of adoption and diffusion. Data from 984 participants living in north London were collected, and the Partial Least Square Structural Equation Modeling (PLS-SEM) technique was employed for data analysis.

It was found that Smartphones offer a range of features and applications that cater to various interests and needs. Older adults adopt smartphones for apparent pleasure because they tend to have different preferences when it comes to entertainment and technology. While action games might not be as appealing to some older individuals, using smartphones for capturing and sharing moments can be a great source of enjoyment and purpose for them. Importantly too, individual preferences vary, so it is crucial to understand the specific interests and needs of older adults when suggesting smartphone activities. Some prefer to explore other types of apps like puzzles, news, or gardening, while others might enjoy listening to music or podcasts. The key is to find activities that bring them joy, and a sense of purpose, as well as enhance their overall well-being.

The research contributes to bridging the digital divide among UK older adults and provides valuable insights for businesses to understand the significant factors influencing smartphone adoption within this population, enabling them to adapt their policies accordingly. This study is relevant to the current study because it focuses on the patterns of mobile applications among users.

The second study by Le (2022) examined the adoption and diffusion of mobile QR-code payment (MQP) in the context of the COVID-19 pandemic. The study integrated the Protection Motivation Theory (PMT), and the Unified Theory of Acceptance and Use of Technology (UTAUT) to develop a behavioural response model. Additionally, the research explores the influence of the physical distancing norm on the intention to use MQP. Data was gathered using a web-based survey from 411 validated respondents in Vietnam who have either used MQP or intend to use it. The results show that the physical distancing norm, important elements from UTAUT (performance expectancy, effort expectancy, and social influence), as well as key components from PMT (perceived severity, perceived susceptibility, and self-efficacy), are what motivate behavioural intention to use MQP. Furthermore, performance expectancy to MQP is positively impacted by perceived severity. This means that people are more likely to think that using MQP will lead to better performance or outcomes when they judge the seriousness of the situation (such as the COVID-19 pandemic). In other words, they view MQP as a remedy for the dire circumstances.

Similarly, the research indicates that self-efficacy positively influences effort expectancy regarding MQP. In this case, when individuals have a higher level of self-efficacy in using MQP, they are more likely to believe that their efforts in using the technology will result in positive outcomes. They feel confident in their ability to use MQP effectively and efficiently. Both perceived severity and self-efficacy play important roles in shaping individuals' expectations and beliefs regarding the use of MQP. Perceived severity highlights the urgency and importance of using MQP, while self-efficacy instils confidence in one's ability to navigate and benefit from the technology. Finally, behavioural intention and recommendation were identified as indicators of the diffusion of MQP during the COVID-19 pandemic.

The result of the study is relevant for the current study because it benefits service providers and firms in Jordan. This is because the Mobile QR-code payment is still in its early stages of adoption in the country, thus, findings can assist in developing effective marketing strategies that increase acceptance and recommendation of MQP to the general public.

Extant scholarship has explored the role of network effects in the diffusion of mobile applications. This includes understanding how users' social networks, interactions, and recommendations contribute to the viral spread of apps and the formation of critical mass.

The third study by Vasudevan and Chan (2022) analyzed how drivers responded to the gamification of work implemented in Uber's mobile application. This study, which focused on Uber drivers and their experiences with the redesigned mobile application released by Uber in 2018 found that Uber drivers had become dissatisfied with the

lack of autonomy, transparency, and flexibility while working on the platform. To address these concerns, Uber introduced a gamified system that linked individualized rewards to the company's goal of maintaining a frictionless marketplace.

The study discovered that workers in the gig economy, including Uber drivers, resisted the gamified algorithmic management by creating their work games. Two distinct player modes were identified: grinding and oppositional play. Grinding represents drivers who consent to the gamification system and actively participate in it, while oppositional play describes drivers who resist the gamification and find ways to challenge or subvert it. In addition to the player modes, the study also identified several work games that Uber drivers played as a form of resistance to Uber's gamification. These work games allowed drivers to exert some control and agency in their work, counteracting the power dynamics imposed by the platform-initiated algorithmic governance.

These findings find relevance in the current study as it contributes to understanding how the redesign of worker-facing applications, such as Uber's mobile app, can shape the power dynamics between the platform and the workers specifically in the case of Jordan. It also highlights ways in

which workers can adapt, resist, and create their strategies within the gamified systems implemented by platforms like Uber?

The fourth study by Miziriri et al. (2020) examined the factors influencing the intention to use the Uber application in the context of mobile commerce among consumers in the Johannesburg area using a quantitative methodology. The study aimed to determine the impact of perceived convenience, facilitation conditions, social influence, and price value on the intention to use the Uber application.

The hypotheses testing revealed that perceived convenience, facilitation conditions, social influence, and price value all had a significant and positive influence on the intention to use the Uber application. This suggests that factors such as convenience, ease of use, social influence, and perceived value for the price played a role in stimulating the intention to use the Uber app.

This study validates the importance of perceived convenience, facilitation conditions, social influence, and price value in driving the intention to use the Uber application, and can be applied to the case of Jordan.

The fifth study by Moon et al. (2022) investigated the accountability of the Technology Acceptance Model (TAM) in the context of Uber taxi applications. The study examined the applicability of the TAM in understanding users' acceptance of Uber taxi applications. Focusing on the antecedents of usefulness, including time information, price information, and driver information; the data for the study was collected through a survey administered using the Amazon Mechanical Turk platform. The participants of the survey were users of the Uber taxi application.

The findings of the study revealed that both time information and driver information significantly influenced the perceived usefulness of the Uber taxi application. It was also found that ease of use had a positive effect on both usefulness and attitude. Moreover, usefulness was found to significantly influence users' attitudes toward the Uber taxi application, and attitude, in turn, exerted a substantial effect on users' intention to use the application.

This study's implication demonstrates the relevance of the explanatory power of the TAM framework in the context of Uber taxi applications, and the same can be the case for Jordan. By focusing on specific antecedents of usefulness and examining the relationships between different constructs, the study provides insights into users' possible acceptance of the Uber app in Jordan as well.

The sixth study by Min et al. (2019) explored the consumer adoption of the Uber mobile application in the context of the sharing economy. The study incorporates two theoretical models, namely the Diffusion of Innovation Theory and the Technology Acceptance Model, to analyze the factors influencing consumer behaviour. The factors that were examined influenced consumer adoption such as relative advantage (how the innovation is perceived as better than existing alternatives), compatibility (how well the innovation aligns with consumers' needs and values), complexity (the degree of difficulty in understanding and using the innovation), observability (the extent to which the benefits of the innovation are visible to others), and social influence (the impact of others' opinions and recommendations).

It was found that these factors had a significant influence on consumers' perception of the usefulness and ease of use of the Uber mobile application. In turn, perceived usefulness and ease of use influenced consumers' attitudes toward the Uber app and their intentions to adopt it.

This study demonstrates the integration of the diffusion of innovation theory and the Technology Acceptance Model. It also highlights the compatibility and relevance of these classic theories in understanding consumer adoption behaviour in the context of the Uber mobile application in general and Jordan in particular.

The seventh study by Murad et al. (2019) investigated consumer adoption of the Uber mobile application through the lenses of two theoretical models: diffusion of innovation theory and the technology acceptance model. With the main aim of examining the service quality and the effect of its dimensions (tangibles, responsiveness, empathy, assurance, reliability) on customer satisfaction, two main transport applications in Jordan - Uber and Careem – were

used. This study found that reliability is significant in shaping customer satisfaction in the two transport mobile applications.

By indication, customers place a high value on receiving dependable and consistent service when using these platforms. Reliability could encompass factors such as prompt arrival of drivers, accurate estimated arrival times, and reliable vehicle conditions. In the case of Uber and Careem reliability is impacted by prompt arrival of drivers, accurate estimated arrival times, and reliable vehicle conditions. For example, customers expect the drivers to arrive at the designated location within a reasonable time frame, therefore, timely pickups contribute to a reliable and efficient service experience.

In the same way, transport applications typically provide estimated arrival times for drivers, so customers rely on these estimates to plan their journeys, so the apps provide accurate predictions, minimizing any unexpected delays. Lastly, customers expect the vehicles provided by Uber and Careem to be in good working condition such as cleanliness, comfort, and appropriate maintenance of the vehicles, all of which contribute to reliable and satisfactory service. By ensuring these factors are consistently met, Uber and Careem can enhance the reliability of their service, which in turn positively impacts customer satisfaction.

The study's findings also show a clear preference for smart apps like Uber and Careem over traditional taxis. These intelligent transport applications are preferred by 89.2% of the sample, which suggests that users find them more alluring and practical than conventional taxi services. This preference may be explained by elements like the simplicity of the booking, pricing transparency, accessibility of driver reviews, and the seamless overall experience offered by the smart app.

Because it emphasises the importance of reliability in determining customer satisfaction in the context of transportation applications like Uber and Careem, this study is particularly relevant to the case of Jordan. In the context of intelligent transport applications, this emphasises the value of reliability for customer satisfaction. Additionally, it shows a significant customer preference for Uber and Careem's smart apps over conventional taxis, demonstrating the favourable reception and acceptance of these platforms.

The eighth study by Imam (2022) explored the transport-sharing economy scene in Jordan and proposes unconventional approaches for regulators to address this issue. According to them, there is a shift from traditional product ownership to the sharing economy concept, where individuals can offer their underutilized assets or services to others without the need for ownership. It highlights the role of governments in regulating this new service industry to ensure consumer safety, prevent tax evasion, and uphold decent working conditions for employees. Based on their assertion, the traditional model of purchasing products for personal use is being replaced by the sharing economy, where individuals can share their assets or services with others.

Highlighting the existing situation in Jordan, the researchers argued that the transport-sharing economy allows people to benefit from services without the need for ownership. Governments have the responsibility to regulate the sharing economy, including maintaining safety standards, preventing tax evasion, and ensuring decent working conditions for employees in these sectors. The study presents three scenarios along with their potential consequences in terms of regulators' interventions. These scenarios likely consider different approaches to regulation and their potential impact on the industry and stakeholders. Also, the study highlights best practices from around the world, likely referring to successful regulatory approaches implemented in other countries or regions.

Again, this study specifically offers relevance for the current context because it is related to the regulation of two transportation network companies, Uber and Careem, in Jordan. The unconventional perspectives proposed for regulators to consider in regulating this sector largely present scenarios with their potential implications about how best to make the transport-sharing economy more beneficial.

The ninth study by Al-Masaeed et al. (2022) examined the factors influencing consumers' intention to use mobile ride-hailing services in developing countries. The rapid growth and popularity of the sharing economy services are difficult to go unnoticed. The drivers offer consumers services opportunity to coordinate and share rides. Data was collected from Jordanian consumers in June 2021 using an online questionnaire based on responses about the factors influencing consumer behaviour, such as personalized benefits, privacy concerns, and the role of laws and regulations.

Using Partial Least Squares Structural Equation Modeling (PLS-SEM), the findings indicate that personalized benefits positively influence consumers' attraction to use mobile ride-hailing applications. However, privacy concerns negatively affect consumers' intention to use these applications. Additionally, the findings indicate that the role of laws and regulations is significant in mitigating the negative impact of privacy concerns on consumers' intention to use ride-hailing applications.

This study proves relevant because it focuses on ride-hailing service which specializes in delivering more convenient services to attract consumers. At the same time, it offers beneficial recommendations for developing countries, of which Jordan happens to be one. The researcher insists that governments and policymakers should

implement protective legislation to address privacy concerns and create a supportive environment for ride-hailing services.

The tenth study by Dhanorkar and Burtch (2021) examines the transit implications of ride-hailing platforms like Uber and Lyft. It acknowledges that there are divergent perspectives on the impact of ride-hailing services on traffic. On one hand, ride-hailing can provide advantages such as pooling, which reduces traffic by efficiently matching customer demand with available vehicles or by facilitating car-sharing. On the other hand, ride-hailing may also lead to extra travel due to increased convenience and mode substitution, potentially resulting in crowding and increased traffic. Their main aim was to reconcile these differing perspectives by exploring the heterogeneous determinants of ride-hailing's effects. The study takes advantage of Uber's staggered entry into various geographic markets in California and employs a regression-based difference-in-differences analysis to estimate the impact of ride-hailing services on traffic volumes.

With the use of monthly microdata from over nine thousand vehicle detector station units deployed across California, it was found that the effects of Uber's entry on traffic depend on various contextual factors. For weekdays, some evidence of pooling effects suggests that ride-hailing can contribute to traffic reductions during weekdays. However, on weekends, Uber's entry leads to significant crowding effects, indicating that ride-hailing can contribute to increased traffic on weekends. Additionally, the study finds that the crowding effect is more pronounced on interior roads and in areas with high population density. Ride-hailing services also seem to have a substitution effect on public transportation, but they may have a complementary effect on carpooling users. This shows that premium ride-hailing services, such as Uber Black, predominantly lead to crowding effects.

This study is significant because it highlights the transit implications of ride-hailing platforms. Jordan as a developing country also records some of the factors that exist in California which happens to belong to the category of developed nations. This suggests that ride-hailing has a substitution effect on public transportation but can have a complementary effect on carpooling users, especially in Jordan.

Summarily, research has explored the role of network effects in the diffusion of mobile applications. This includes understanding how users' social networks, interactions, and recommendations contribute to the viral spread of apps and the formation of critical mass. Also, many explorations investigate the impact of user experience, design, and satisfaction on the adoption and diffusion of mobile applications. This includes examining the usability, functionality, and overall user satisfaction, as well as the role of positive user experiences in promoting word-of-mouth recommendations.

Studies have identified various barriers that hinder the adoption and diffusion of mobile applications. These barriers may include concerns related to privacy and security, lack of awareness or understanding, technological limitations, or resistance to change. considered the influence of contextual factors, such as cultural differences, socio-economic factors, and geographical location, on the diffusion of mobile applications. These factors shape users' preferences, needs, and access to technology, thus affecting the adoption process.

8. METHODOLOGY

Research questions

The study uses Jordan's Uber as a case study to investigate how ideas propagate across technological platforms. The following research queries are addressed by the study:

The first question is, what factors contributed to Uber's acceptance in Jordan and how did it enter the market there?

The second question is, how well-informed and what do Jordanian users think of Uber's technological infrastructure?

The third question is, how has Jordan's well-established taxi sector been impacted by Uber's technological platform?

The fourth question is, what factors are at play in the Jordanian market when it comes to the diffusion of technical innovation?

The fifth question is, To what extent does Jordan's adoption of the Uber platform reflect social influence?

Population

According to Apuke (2017), a population is a group of items or individuals on which a study will be focused; in the case of this study, the population consists of the organizations taking part in the adoption and utilization of Uber's technical platform in Jordan. This comprises Uber drivers, users, normal taxi drivers, taxi companies, transportation companies, and relevant governmental entities with a base in Jordan. According to Dearing and Cox (2018) concerning Rogers' diffusion of innovation theory (1995), the population for this study will include innovators, Uber passengers, and most drivers who use Uber's technological platform in Jordan.

Sampling Technique

The study will use non-probability sampling interviewing to collect data from the selected sample. A sampling method known as non-probability sampling does not select the sample from the population at random. Instead, the sample is chosen based on the researcher's judgment and a careful selection of individuals or organizations that meet specific criteria. This study will choose drivers and consumers who use the technological Uber platform in Jordan using the non-probability sample interview method. Purposive sampling will be utilized to ensure that the sample picked accurately represents the various Uber consumers in the Jordanian market. The non-probability sample interview approach might be useful when there is a small population and the researcher has to gather extensive data on the research problem. The researcher is better able to understand the participants' ideas and experiences thanks to face-to-face interactions with them during the data-gathering procedure known as an interview.

The non-probability sampling interview method has some disadvantages, including the potential for biased sample selection and the challenge of extrapolating the findings to a larger population. Purposive sampling and careful sample selection, however, can serve to lessen these limits and ensure the validity and trustworthiness of the results. In short, by using the non-probability sample interview method in this study, the researcher will be able to obtain comprehensive and rich data on the acceptance and growth of Uber's technical platform in the Jordanian market. By choosing a suitable sample and using the appropriate data analysis techniques, the validity and reliability of the results will be improved.

Purposive sampling method

The method of non-probability sampling known as purposeful sampling involves selecting participants by specified criteria that are consistent with the objectives and research questions of the study. The drivers and passengers of Uber will be the study's target demographic, and a purposive sample of 50 persons will be selected. The sample will be chosen to ensure that they can provide relevant information on the platform's adoption and dissemination in the Jordanian market based on their familiarity and expertise with using or overseeing Uber's technological platform in Jordan. A few advantages of employing purposive sampling are as follows:

Advantages of the purposive sampling method

- a) Relevancy- ensures that the sample is relevant to the research subject since participants are selected for the study based on their unique features or experiences connected to the topic.
- b) Representativeness - By choosing participants who share the population's fundamental features, purposeful sampling can be utilized to ensure that the sample accurately represents a given population or group of interest.
- c) Effectiveness- Since researchers may swiftly discover and select individuals who match the study's eligibility requirements, purposeful sampling may be more effective than other sample procedures.
- d) Expertise- When examining a niche population or issue, researchers can select participants who have specialized knowledge or insight into the study's topic.
- e) Ethical considerations- could occasionally be morally preferable to other sample techniques. For instance, choosing study participants based on their willingness to participate might be more morally righteous than choosing volunteers at random who might not be interested.
- f) Ethics Consideration- analysis: When conducting qualitative research to completely comprehend a phenomenon, purposeful sampling is especially helpful. For those who have distinctive viewpoints or experiences that offer light on the research issue, an in-depth exploration of these occurrences is conceivable (Campbell et al., 2020).

Advantages of non-probability sampling

- a) Flexibility- Data collection and sample selection are both given additional latitude with non-probability sampling techniques. Researchers can choose people based on their accessibility, availability, and interest to participate.
- b) Cost-effectiveness- Non-probability sampling techniques usually perform better in terms of cost-effectiveness than probability sample techniques. They can help researchers save time and resources by selecting volunteers who are readily available or accessible.
- c) Speed- Techniques for non-probability sampling may be used more quickly than those for probability sampling. Researchers can collect data more rapidly by selecting participants who are accessible.
- d) Ethical considerations- non-probability sampling approaches may, in some cases, be more morally acceptable than probability sample procedures. Researchers can choose not to use probability sampling approaches, for example, if it would be unethical to exclude specific populations from the study (Lamm and Lamm 2019).

Data Collection

The research used the interview approach to collect data. An interview approach is a useful tool for studying how technological platforms like Uber propagate innovation in Jordan because of a variety of advantages.

The first advantage of In-depth exploration is- Interviews provide for in-depth inquiry since they give researchers the chance to probe for further details and pose follow-up queries. This is especially useful for examining complex phenomena like the adoption and dissemination of technological platforms.

The second advantage is Personal connection- The ability for the researcher and participant to get to know one another better during an interview can help build rapport and trust. As a result, responses from participants may be more truthful and forthright, which is essential when studying sensitive or challenging topics.

The third advantage is Contextualization- To contextualize the research findings, researchers can ask participants about their unique perspectives and experiences related to the spread of innovation through technology platforms like Uber in Jordan. This might help us comprehend the subject at hand in a more complicated way (Campbell et al., 2020).

Coding Schema

The study will follow the coding schema as follows:

- a) Main topic- The key theme is the diffusion of creativity across technological platforms.
- b) The other sub-topics- Case Study and Uber are subtopics.
- c) Period: 15th of June 2023
- d) Publication type- Research journal paper

This coding schema identifies the main theme and subtopics of the study, including the diffusion of innovation across technological platforms, the specific Uber instance, and the location of Jordan. The intended publishing date is June 15, 2023, and it has been designated as a journal article. Using this classification schema may aid in the structuring and analysis of future research on the spread of technological innovation both in Jordan and globally.

This coding schema identifies the main theme and subtopics of the study, such as the diffusion of innovation across technological platforms, the specific Uber instance, and the location of Jordan. It will be submitted for publishing on June 15, 2023, and has been recognized as a journal article.

Data analysis

The paper will be evaluated using qualitative methods and interviews in the phases that follow;

The first step involves listening to the audio recordings of the interviewees and turning them into text. Manual labour was required.

The second step involves categorizing the data and searching for patterns. The areas connected to the study topics were reviewed by the researcher.

The third step involves the responses being classified. To do this, pertinent codes had to be gathered, and categories had to be created to represent the key ideas and concepts the data showed.

The fourth step involves the evaluation and analysis of the data, conclusions were to be made. This comprises going over the coded data and categories, looking for trends and connections, and figuring out the study's core ideas and conclusions (Campbell et al., 2020).

Definition of terms

Diffusion- Through the process of diffusion, an innovation, such as a new technology or idea, gradually spreads throughout a social system. The diffusion process, which often comprises the adoption and acceptance of the innovation by individuals or groups within the system, may be influenced by social norms, communication channels, and the characteristics of the invention itself (Min et al., 2019).

Innovation- Innovation is the creation or dissemination of a fresh product, service, procedure, or idea. Particularly in the context of technological platforms and the sharing economy, innovation frequently implies the use of digital technology to produce new types of value and disrupt established sectors or business models (Raynard, 2017).

Technology – is the term used to describe the tools, software, and processes utilized in the development, production, and delivery of goods and services. When it comes to digital tools and platforms that enable the sharing of resources, information, and services in new and inventive ways, technology is typically employed in the context of technological platforms (Raynard, 2017).

Uber – Uber is a global transportation network firm that provides ride-hailing and other transportation services via a smartphone app. Since its launch in 2009, Uber has revolutionized the traditional transportation and taxi industries in many regions of the world. It has also spurred debates about how sharing economy platforms affect labour markets, laws, and urban mobility (Hamari et al., 2016).

Jordan – Jordan is a Middle Eastern country that borders Syria, Iraq, Saudi Arabia, the West Bank, Israel, and Jordan. With a population of only approximately 10 million, Jordan is a small nation, but due to its strategic location and strong economic and political influence, it has had a significant impact on the area. The Middle East's innovation and entrepreneurship hub is now Jordan thanks to the country's rapidly expanding technology sector in recent years (World Bank, 2019).

Limitations of the study

Some of the research paper's limitations are as follows:

- The study mainly focused on Jordan, its findings might not be generalizable to other countries or regions. The cultural, economic, and governmental characteristics that are unique to Jordan could affect how swiftly technology spreads there and might not be present elsewhere.
- The study only covers a brief period; it might not take into account upcoming changes in the sector or advancements in technology. Given the situation of the market, it's possible that the results won't be appropriate or useful.
- The research report only discusses the Uber instance in Jordan, it's possible that it won't be representative of other technology platforms or industry verticals. The findings might not apply to other organizations or industries because each industry or company may have unique factors that influence how quickly innovations spread.
- The study only includes one case study; the results and depth of the research may be limited. A bigger sample size could provide a more complete view of the distribution of breakthroughs across technical platforms.

9. DATA ANALYSIS AND FINDINGS

Data analysis on the diffusion of innovation in technological platforms, the Uber cases in Jordan shows a significant positive relationship between technological innovation and Uber users in utilizing the app platform. The findings of the study showed that the majority of Uber taxi users are comfortable with the innovative platforms provided by the organization's services and the convenience at a cost-saving benefit.

- Do you agree that innovation contributed to Uber's acceptance in Jordan when it entered the market?
- Is it true that Jordanian Uber users prefer its services as compared to traditional taxis?
- Can you agree that Jordan's well-established taxi sector has been impacted by Uber's technological platform?
- Does the Uber innovation platforms spreading be an influence on the Jordanian transport market?
- Do you agree that Uber Jordan's adoption process was fast and influential at its initial stage?

The Findings of to Diffusion of Innovation in Technological Platforms: The Uber Cases in Jordan

Table 1: Do you agree that innovation contributed to Uber's acceptance in Jordan when it entered the market?
%

<i>Agreed that innovation contributed to Uber's acceptance in Jordan when it entered the market</i>	100%
<i>Disagreed that innovation contributed to Uber's acceptance in Jordan when it entered the market</i>	0%

Of the respondents who were interviewed on the first question wrote “Do you agree that innovation contributed to Uber's acceptance in Jordan when it entered the market?”, a total of 100% agreed that technological innovation contributed to Uber's acceptance in Jordan when it entered the market. Whilst 0% of participants disagreed that technological innovation contributed to Uber's acceptance in Jordan when it entered the market.

The result positively showed that technological innovation played a vital role in the acceptance of Uber's initial stages of penetrating Jordan.

Table 2: Is it true that Jordanians prefer Uber services as compared to traditional taxis?

	%
<i>Jordanians prefer Uber services as compared to traditional taxis.</i>	80%
<i>It's not true that Jordanians prefer Uber services as compared to traditional taxis?</i>	20%

The second question to customers was “*Is it true that Jordanian Uber users prefer its services as compared to traditional taxis?*”, a total of 80% of taxi users prefer Uber’s services as compared to traditional taxis. Whilst 20% of participants disagreed on preferring Uber’s services as compared to traditional taxis.

The outcome of the second question is significant in that Jordanians prefer Uber services as compared to traditional taxis based on the technologically innovative application being used by Uber.

Table 3: Can you agree that Jordan's well-established taxi sector has been impacted by Uber's technological platform?

	%
<i>I agree the ordering app is less difficult and friendly to in operating</i>	70%
<i>I disagree with the ordering app it is difficult and friendly to in operating</i>	30%

Of the participants interviewed for the third question “*Can you agree that Jordan's well-established taxi sector has been impacted by Uber's technological platform?*”, a total of 70% agreed that Jordan's well-established taxi sector has been impacted by Uber's technological platform. The other participants who constituted 30% disagreed.

This showed that Jordan's well-established taxi sector has been positively and significantly impacted by Uber's technological platform and its existence was felt from its inception.

Table 4: Does the Uber innovation platform spreading an influence on the Jordanian transport market?

	%
<i>Does the Uber innovation platform spread an influence on the Jordanian transport market?</i>	60%
<i>Uber innovation platforms spreading was not an influence on the Jordanian transport market</i>	40%

Of the participants interviewed for the fourth question “*Does the Uber innovation platforms spreading be an influence on the Jordanian transport market?*”, a total of 60% agreed that Uber innovation platforms spreading is an influence on the Jordanian transport market. Whilst 40% of participants disagreed that Uber’s spreading was not an influence on the Jordanian transport market.

Table 5: Do you agree that Uber Jordan's adoption process was fast and influential at its initial stage?

	%
<i>Do you agree that Uber Jordan's adoption process was fast and influential at its initial stage</i>	90%
<i>I disagree that Uber Jordan's adoption process was fast and influential at its initial stage</i>	10%

The interview for the fifth question to customers was “*Do you agree that Uber Jordan's adoption process was fast and influential at its initial stage?*”, a total of 90% agreed that Uber Jordan's adoption process was fast and influential at its initial stage. Whilst 10% of the participants disagreed that Uber Jordan's adoption process was fast and influential at its initial stage.

The outcome positively showed that Uber's adoption process by customers in Jordan was fast and influential at its initial stage, there was a high level of diffusion within the Jordanian citizenry on the innovative technology platform of the Uber taxi facility.

10. DISCUSSION

Traditional transportation services have been disrupted by technological platforms like Uber, and people's acceptance of these platforms has been influenced by a variety of variables, including their usability, rewards, and social norms. Uber in Jordan is used as a case study to demonstrate how innovation dissemination processes operate on technological platforms. The diffusion of innovation theory offers a framework for comprehending how novel goods and services are eventually embraced by people, groups, and organizations. According to the hypothesis, there are five steps involved in adopting new technology: awareness, interest, evaluation, trial, and acceptance. The case study of Uber in Jordan illustrates the platform's adoption through these five stages, as well as the numerous factors that helped or hampered the adoption's success. The ease of use of a technological platform is one of the major determinants of its acceptability. Users can rapidly book a ride with only a few clicks on their mobile devices thanks to the platform's apparent simplicity of use. Incorporating GPS tracking and driver reviews improved consumers' perception of security and increased website traffic.

Benefit perception is a crucial element. The Uber platform offered a practical and affordable substitute for conventional cab services. Customers can use the service more readily because the platform uses a distance- and time-based pricing system as opposed to fixed fares. The normal practice of negotiating over prices, which is common in traditional taxi services, was also removed by this pricing technique. The introduction of Uber in Jordan was significantly influenced by social norms as well. The platform was appealing to specific social groupings, which contributed to its widespread acceptance. Additionally, the platform's visibility to potential users was improved by the usage of social media and relationships with surrounding businesses. Last but not least, the Uber case study in Jordan sheds important light on how cutting-edge technology platforms foster innovation. Understanding the innovation diffusion process and the variables affecting consumer acceptance may be useful for businesses planning to launch new products or services in untapped markets. Overall, the Uber case study in Jordan emphasizes how critical it is to comprehend the regional market and cultural environment before implementing a technical platform.

11. CONCLUSION

The Uber case study in Jordan provides insight into how cutting-edge technological platforms spread innovation. Jordan's adoption of Uber followed the five stages of the innovation diffusion process: awareness, interest, evaluation, trial, and acceptance. Several factors, including societal norms, the advantages of the platform as seen by consumers, and usability, had an impact on Uber's expansion in Jordan. These findings could be useful to companies wanting to expand into new areas with cutting-edge products or services. Businesses can develop strategies to increase consumer acceptance of their products and services by having a better understanding of the innovation diffusion process. The Uber case study in Jordan highlights how important it is to understand the local market and cultural context before putting a technology platform in place. A framework for understanding how novel products and services are eventually accepted by individuals, groups, and organizations is provided by the diffusion of innovation theory. Technological platforms like Uber have disrupted traditional transportation services, and people's acceptance of these platforms has been influenced by several factors, including their usability, rewards, and social norms. Jordan's Uber case study provides crucial insight into how cutting-edge concepts proliferate via contemporary technological platforms.

When Uber was adopted in Jordan, the five steps of the invention dissemination process were adhered to. Prospective users were made aware of the new platform during the awareness phase. Because there weren't enough users in Jordan at first, Uber encountered issues. The company initiated a marketing campaign to attract prospective clients that made use of social media and partnerships with local businesses. Because more people are becoming aware of the site, the interest stage has started. The exploration stage aimed to generate interest in the new platform. Uber's marketing campaign in Jordan highlights the benefits of the platform, such as convenience, accessibility, and safety, to draw in new users. As a result, potential users are more interested in the website. During the evaluation phase, the new platform's perceived benefits and drawbacks were evaluated. Jordanian potential customers evaluated the Uber platform's usability and security. Customers found the website to be simple to use, and the addition of driver ratings and GPS tracking increased their sense of security. Throughout the testing period, the new platform was put to the test. Uber provided free trips to new users in Jordan so they could use the service risk-free. As more users gave the platform a shot, its popularity increased. One aspect of the acceptance phase was the broad use of the new platform. As the service became more popular among specific social groups, social norms had an impact on how often Uber was utilized in Jordan. The platform's widespread success in Jordan can also be ascribed to how

well-liked and straightforward it is. Cultural norms, perceived benefits, and user-friendliness were only a few of the elements that contributed to Uber's success in Jordan. Due to the platform's usage of GPS tracking and driver ratings, customers felt safer than they otherwise would have, and it offered a practical and cost-effective alternative to conventional transportation services. Social norms also had an impact on the platform's adoption because it gained popularity among particular social groupings.

As demonstrated by the case study of Uber in Jordan, it is essential to understand the regional market and cultural setting to appropriately adapt technical platforms. Businesses can develop strategies to increase demand for their products and services in untapped markets by understanding how innovations spread. The case study provides important insights into the factors that influence how technological platforms are adopted, including perceived benefits, usability, and social norms. The Uber case study in Jordan makes it possible to comprehend how cutting-edge technological platforms spread innovation. According to the five steps of the innovation diffusion process, Uber was accepted in Jordan. User perceptions of the platform's advantages, usability, and cultural norms all had an impact on its success. By first comprehending the local market and cultural environment, businesses can establish strategies to increase the adoption of their goods or services in new locations, which can result in their effective diffusion.

12. RECOMMENDATION

The following recommendations are made for additional research study:

Comparative studies: Upcoming research may examine how Jordan adopted Uber in comparison to comparable nations in the same region or to nations with various regulatory frameworks. Thus, it becomes simpler to distinguish between concepts that are more generally applicable and those that are more particular to Jordan or the Middle East.

Longitudinal studies: These analyses can be used to track Uber's expansion in Jordan over time and spot changes to the variables impacting that expansion. This can assist in determining how regulatory changes have impacted the platform's acceptance.

The drivers' viewpoint: Future studies may concentrate on the drivers' viewpoint and their experiences using Uber in Jordan. This data can be used to determine the variables affecting drivers' platform adoption and service satisfaction.

The viewpoint of the passenger: Future research should concentrate on the viewpoint of the passenger and their experiences utilizing Uber in Jordan. By doing so, it will be possible to pinpoint the variables affecting platform adoption and passenger service satisfaction.

The effect of Uber on conventional taxi drivers: Future research can look at how Uber has altered the conventional taxi sector in Jordan. This will make it simpler to determine the level of disruption that the introduction of ride-sharing services would bring about and to suggest viable regulatory solutions that may be used to lessen any negative effects.

Cultural factors: Future research can look at how cultural factors affect the use of technology in Jordan, such as Uber. Understanding how cultural values and norms affect adoption can be useful for raising adoption rates.

Government regulations: Upcoming research may look at how regulations impacted the use of Uber in Jordan. This can aid in determining how to create government policies that encourage the usage of ride-sharing services and eliminate regulatory obstacles.

Additional theories of technology adoption and their relevance to the use of Uber in Jordan may be examined in future research. This makes it simpler to find alternative frameworks for comprehending the elements that affect how technology platforms are accepted.

REFERENCE

- Apuke, O. D. (2017). Quantitative research methods: A synopsis approach. *Kuwait Chapter of Arabian Journal of Business and Management Review*, 33(5471), 1-8.
- Campbell, S., Greenwood, M., Prior, S., Shearer, T., Walkem, K., Young, S., ... & Walker, K. (2020). Purposive sampling: complex or simple? Research case examples. *Journal of Research in Nursing*, 25(8), 652-661.
- da Silva Correia-Neto, J., & Dornelas, J. S. (2016). Collaboration in processes supported by Web 2.0: The emergence of interactivity. In *Technological Challenges and Management* (pp. 97-123). CRC Press.
- de Araújo Burcharth, A. L. L. (2011). What drives the formation of technological cooperation between universities and industry in less-developed innovation systems? Evidence from Brazil. *RBI-Revista Brasileira de Inovação*, 10(1), 101-128.
- Dearing, J. W., & Cox, J. G. (2018). Diffusion of innovations theory, principles, and practice. *Health affairs*, 37(2), 183-190.
- Dosi, G. (1982). Technological paradigms and technological trajectories: A suggested interpretation of the determinants and directions of technological change. *Research Policy*, 11(3), 147-162.

- Ferreira, W. S. D. S., Vale, G. M. V., & Corrêa, V. S. (2022). Diffusion of innovation in technological platforms: The Uber case. *BAR-Brazilian Administration Review*, 19.
- Hamari, J., Sjöklint, M., & Ukkonen, A. (2016). The sharing economy: Why people participate in collaborative consumption. *Journal of the Association for Information Science and Technology*, 67(9), 2047-2059.
- Huang, Y., Hong, T., & Ma, T. (2020). Urban network externalities, agglomeration economies and urban economic growth. *Cities*, 107, 102882.
- Lamm, A. J., & Lamm, K. W. (2019). Using non-probability sampling methods in agricultural and extension education research. *Journal of International Agricultural and Extension Education*, 26(1), 52-59.
- Min, S., So, K. K. F., & Jeong, M. (2019). Consumer adoption of the Uber mobile application: Insights from the diffusion of innovation theory and technology acceptance model. *Journal of Travel & Tourism Marketing*, 36(7), 770-783.
- Raynard, M. (2017). Understanding academic e-books through the diffusion of innovations theory as a basis for developing effective marketing and educational strategies. *The Journal of Academic Librarianship*, 43(1), 82-86.
- Rogers, E. M. (2003). *Diffusion of innovations* (5th ed.). New York: Free Press.
- Schumpeter, J. A. (1934). *The theory of economic development: An inquiry into profits, capital, credit, interest, and the business cycle*. Cambridge, MA: Harvard University Press.
- Silva, M. P. D., & Jannuzzi, G. D. M. (2019). Technology transfer and technological capability: the regulator's role in the adoption of solar photovoltaics in Brazil. *International Journal of Technological Learning, Innovation and Development*, 11(2), 119-139.
- World Bank. (2019). Jordan. Retrieved from <https://data.worldbank.org/country/jordan>.
- Choudrie, J., Pheeraphuttrangkoon, S., & Davari, S. (2020). The digital divide and older adult population adoption, use and diffusion of mobile phones: A quantitative study. *Information Systems Frontiers*, 22, 673-695.
- Le, X. C. (2022). The diffusion of mobile QR-code payment: an empirical evaluation for a pandemic. *Asia-Pacific Journal of Business Administration*, 14(4), 617-636.
- Vasudevan, K., & Chan, N. K. (2022). Gamification and work games: Examining consent and resistance among Uber drivers. *New Media & Society*, 24(4), 866-886.
- Imam, R. (2022). Regulating the transport sharing economy and mobility applications in Jordan. *International Journal of Business Innovation and Research*, 27(1), 101-120.
- Murad, S., Al-Kayem, A., Manasrah, A., Halemah, N. A., & Qusef, A. (2019). The correlation between customer satisfaction and service quality in Jordanian Uber & Careem. *International Journal of Innovative Technology and Exploring Engineering*, 8(12), 5186-5192.
- Min, S., So, K. K. F., & Jeong, M. (2019). Consumer adoption of the Uber mobile application: Insights from the diffusion of innovation theory and technology acceptance model. *Journal of Travel & Tourism Marketing*, 36(7), 770-783.

DİJİTAL ÇAĞDA DEĞİŞEN HABER SUNUMU: SANAL GERÇEKLİK

Atakan ÇELİK

Sakarya Üniversitesi Sosyal Bilimler Enstitüsü
İletişim Bilimleri Yüksek Lisans Öğrencisi
ataktan24@gmail.com

Mustafa ÖZTUNÇ

oztunc@sakarya.edu.tr

ÖZET

Dijital çağ, gazeteciliği etkileyen ve ona yeni bir boyut kazandıran bir dönem oldu. Bunun en önemli aktörlerinden biri olan “yapay zeka”, son yıllarda birçok sektörde önemli bir etkiye sahip oldu. Bu etkilerden biri de habercilik alanında görülmektedir. Geleneksel haber üretim süreçlerini dönüştürerek, bilgi akışını hızlandıran ve kişiselleştiren yapay zeka, habercilikte yeni bir çağın kapılarını araladı.

Teknolojide yaşanan değişimler, yeni gazetecilik formlarının ortaya çıkmasına neden olmuş, hem haberin anlatı dili ve sunumunda hem de izleyiciyle kurduğu ilişkide radikal değişimler yaratmıştır.

Multimedya uygulamalar ve interaktif gazetecilik örnekleriyle başlayan bu dönüşüm, bugün sanal gerçeklik teknolojilerinin kullanıldığı habercilik uygulamaları ve immersive gazetecilik ile boyut atlamıştır. Gazetecilik pratiğinde interaktif dijital medyanın kullanımı, illüstrasyon ve infografikten multimedya uygulamalarına kadar geniş bir yelpazeyi kapsamakta; “multimedya gazeteciliği”, “video oyunu gazeteciliği”, “sanal gerçeklik gazeteciliği” ve “immersive gazetecilik” gibi pek çok yeni gazetecilik formu üzerine konuşulmaktadır.

Bu çalışma, yapay zekanın habercilikte nasıl kullanıldığını ve bu kullanımın getirdiği ayrıntıları incelemektedir. Bu çalışmada nitel araştırma yöntemlerinden Literatür Taraması yöntemi ile elde edilen veriler doküman analizi yöntemi ile değerlendirilmiştir.

Anahtar Kelimeler: Gazetecilik, Haber Sunumu, Yapay Zeka, Sanal Gerçeklik, Immersive Habercilik, Immersive Teknolojiler.

GİRİŞ

Teknolojide yaşanan değişimler, yeni gazetecilik formlarının ortaya çıkmasına neden olmuş, hem haberin anlatı dili ve sunumunda, hem de izleyiciyle kurduğu ilişkide radikal değişimler yaratmıştır. Multimedya uygulamalar ve interaktif gazetecilik örnekleriyle başlayan bu dönüşüm, bugün sanal gerçeklik teknolojilerinin kullanıldığı habercilik uygulamaları ve immersive gazetecilik ile boyut atlamıştır. Gazetecilik pratiğinde interaktif dijital medyanın kullanımı, illüstrasyon ve infografikten multimedya uygulamalarına kadar geniş bir yelpazeyi kapsamakta; “multimedya gazeteciliği”, “video oyunu gazeteciliği”, “sanal gerçeklik gazeteciliği” ve “immersive gazetecilik” gibi pek çok yeni gazetecilik formu üzerine konuşulmaktadır. New York Times’ın 2012’de, üç profesyonel kayakçının hayatını kaybettiği çığla ilgili hazırladığı “Snow Fall” adlı interaktif belgesel, video, fotoğraf ve grafiklerin bir araya getirildiği bir multimedya örneği olarak haberciliğin metin ve fotoğraf üzerine kurulu sistematiğini kırarken, eğitsel ya da güncel konulara dönük olarak tasarlanan ve “newsgames” olarak adlandırılan 3 boyutlu haber oyunları, izleyiciyi hikâyenin içine çekmeye odaklı kurgusuyla geleneksel habercilik pratiğini değiştirmiştir. Haber oyunlarının tipik bir örneği olan KUMA/WAR epizodik çevrimiçi oyun serisi, katılımcıyı 3. kişi gözüyle sisteme dâhil eden oyun motorundan uyarlanmış olsa da savaşın yerinden canlandırılmasına yönelik sahneler ve misyonlar, Irak ve Afganistan’la ilgili haberlere dayandırılarak oluşturulmuştur.

“Darfur Ölüyor” (Darfur is Dying) adlı aktivist oyun da katılımcıyı gerçek trajediye işaret eden bir ortama yerleştirerek, soykırım kurbanları için empatiyi arttırmak üzere tasarlanmıştır (de la Peña vd.,2010: 291).

1990’lı yılların başında Somali kıyılarında artan ve 2008 yılının ilkbaharına kadar, Kızıldeniz, Süveyş Kanalı ve Aden Körfezi’ne kadar ulaşan korsan saldırıları karşısında, Wired Dergisi’nin 2009’da “Acımasız Kapitalizm” (Cutthroat Capitalism) adıyla hazırladığı oyun da bu yeni gazetecilik pratiğinin örneği olarak ele alınmaktadır. Kişisel dram ve siyaset yerine Somalili korsanların fidye ve yağmalardan sağladıkları kazanç odaklı oyun; infografikleri, haritaları, diyagramları ve kapitalist sistemin hareket tarzını tanımlayan açıklamalarıyla bir oyunun ötesinde bir gazetecilik formu olarak nitelendirilmektedir (Bogost vd., 2010: 1-2).

İzleyicinin haber hikâyesinin içine girmesini sağlayan sanal gerçeklik teknolojisinin gelişmesi, başta New York Times gibi büyük Amerikan medya kuruluşlarının kısa zamanda bu alana yatırım yapmasını sağlamış, Vice News, USA TODAY, The Guardian, Huffington Post, ABC News gibi tanınmış medya şirketleri 360 derece videolarla çekilmiş gazetecilik örnekleri sunmaya başlamışlardır. İzleyicinin, habere konu olan olayın gerçekleştiği çevreyi 360 derece görebildiği bu yapımlar, haber bombardımanı karşısında haber hikâyesine olan duyarlılığın azaldığı yeni medya çağında, izleyiciyi hikâyenin içine çekerek immersive deneyimler yaşatmayı amaçlamaktadır.

Yapay Zekanın Habercilikte Kullanılması

Dijital çağ, gazeteciliği etkileyen ve ona yeni bir boyut kazandıran bir dönem oldu. Bunun en önemli aktörlerinden biri olan “yapay zeka” (YZ), son yıllarda birçok sektörde önemli bir etkiye sahip olmuştur. Bu etkilerden biri de habercilik alanında görülmektedir. Geleneksel haber üretim süreçlerini dönüştürerek, bilgi akışını hızlandıran ve kişiselleştiren yapay zeka, habercilikte yeni bir çağın kapılarını aralamaktadır (Girgin, 2008).

Teknolojide yaşanan değişimler, yeni gazetecilik formlarının ortaya çıkmasına neden olmuş, hem haberin anlatı dili ve sunumunda, hem de izleyiciyle kurduğu ilişkide radikal değişimler yaratmıştır (Yılmaz, 2018).

Multimedya uygulamalar ve interaktif gazetecilik örnekleriyle başlayan bu dönüşüm, bugün sanal gerçeklik teknolojilerinin kullanıldığı habercilik uygulamaları ve immersive gazetecilik ile boyut atlamıştır. Gazetecilik pratiğinde interaktif dijital medyanın kullanımı, illüstrasyon ve infografikten multimedya uygulamalarına kadar geniş bir yelpazeyi kapsamakta; “multimedya gazeteciliği”, “video oyunu gazeteciliği”, “sanal gerçeklik gazeteciliği” ve “immersive gazetecilik” gibi pek çok yeni gazetecilik formu üzerine konuşulmaktadır. New York Times’ın 2012’de, üç profesyonel kayakçının hayatını kaybettiği çığla ilgili hazırladığı “Snow Fall” adlı interaktif belgesel, video, fotoğraf ve grafiklerin bir araya getirildiği bir multimedya örneği olarak haberciliğin metin ve fotoğraf üzerine kurulu sistematiğini kırarken, eğitsel ya da güncel konulara dönük olarak tasarlanan ve “newsgames” olarak adlandırılan 3 boyutlu haber oyunları, izleyiciyi hikâyenin içine çekmeye odaklı kurgusuyla geleneksel habercilik pratiklerini değiştirmiştir (New York Times, 20 Aralık 2012).

Dijital medya, haberlere hızlı ve anlık erişimi mümkün kılmaktadır. Haberler anında paylaşılabilir ve insanlar dünyadaki gelişmeleri hemen öğrenebilir. İnternet, gazetecilere geniş bir kitleye ulaşma imkanı sunar. Bir haberin dijital ortamda paylaşılması, dünya çapında milyonlarca insana ulaşabilir. Dijital platformlar, metinlerin ötesine geçerek ses, video, interaktif grafikler gibi zengin içerikler sunar. Bu da okuyucuların ve izleyicilerin daha etkileşimli ve ilgi çekici bir deneyim yaşamasını sağlar. Sosyal medya, haberlerin hızla yayılmasını sağlar ve insanların haberleri paylaşma, yorumlama ve tartışma imkanı sunar. Dijital gazetecilik, okuyucuların görüşlerini almayı ve onlarla etkileşim halinde olmayı kolaylaştırır. Geri bildirimleri anlık olarak alıp değerlendirebilir ve içeriği buna göre şekillendirebilirler.

Ancak, dijital çağın getirdiği bu olanaklarla birlikte haberin doğruluğu, güvenilirliği ve manipülasyona açık olma gibi riskler de artar. Bu nedenle gazeteciler, doğruluk ve tarafsızlık ilkelerine bağlı kalarak, dijital medyada etik ve güvenilir haberler sunma sorumluluğunu taşırlar.

Dijital çağın gazetecilik pratiğine getirdiği en dikkat çekici unsurlardan biri, haber sunumunda sanal gerçeklik (VR) uygulamalarının kullanımıdır. Bu uygulamalar, okuyuculara ve izleyicilere daha etkileyici ve derinlemesine bir deneyim sunarak haberlerin daha özgün bir şekilde aktarılmasını sağlar. İşte gazetecilikte sanal gerçeklik uygulamalarının bazı örnekleri:

Gazeteciler, sanal gerçeklik teknolojisini kullanarak röportajları daha etkileyici hale getirebilirler. Okuyucular, olayın gerçekleştiği mekâna sanal olarak taşınabilir ve röportajın yapıldığı ortamı daha yakından deneyimleyebilirler (<https://www.youtube.com>).

Haberlerde bahsedilen mekânları sanal turlarla gezme imkanı sunulabilir. Örneğin, bir haberde anlatılan bir olayın geçtiği yerin sanal bir turu izleyicilere sunulabilir, böylece olayın geçtiği mekânı daha yakından görebilirler.

Sanal gerçeklik, görsel hikayelerin ve anlatıların daha derin ve etkileyici bir biçimde sunulmasına olanak tanır. Özellikle belgesel tarzı haberler, sanal gerçeklikle daha çarpıcı bir hale getirilebilir.

Önemli etkinlikler, konferanslar veya olaylar, sanal gerçeklikle canlı olarak izleyicilere aktarılabilir. Bu, izleyicilere etkinlikleri izleme ve katılma imkanı sağlar.

Sanal gerçeklik, haberlerin eğitim ve bilgilendirme amacıyla daha etkili bir şekilde sunulmasını sağlar. Özellikle karmaşık konular veya olaylar, sanal gerçeklikle daha iyi anlaşılabilir.

Otomatik Haber Üretimi

Yapay zeka, metin analizi ve doğal dil işleme yetenekleriyle büyük veri setlerini hızlı bir şekilde tarayarak haberleri otomatik olarak üretebilmektedir. Bu, haber ajansları ve medya kuruluşları için büyük bir avantaj sağlamaktadır. Yapay zeka, anlık veri analizi yaparak önemli olayları tespit edebilir ve bunları anında haber formatında sunabilir.

Otomatik haber üretimi, yapay zeka teknolojisinin doğal dil işleme, metin analizi ve makine öğrenimi gibi yeteneklerini kullanarak haberlerin otomatik olarak oluşturulmasını ifade eder. Bu teknoloji, büyük veri setlerini tarayarak anlamlı içerikler üretebilir ve haber ajansları, medya kuruluşları, blog yazarları ve diğer içerik sağlayıcıları için önemli avantajlar sunar.

Veri Toplama ve Analiz

Otomatik haber üretimi, başlangıçta büyük miktarda veri toplama ve analiz süreçlerini içerir. Yapay zeka algoritmaları, sosyal medya, haber siteleri, resmi duyurular ve diğer kaynaklardan gelen verileri tarayarak önemli bilgileri belirler. Bu aşamada, haber konularını ve anahtar kelimeleri tespit etme yetenekleri ön plana çıkar.

Veri Kaynakları Belirleme: Yapay zeka tabanlı otomatik haber üretimi süreci, genellikle çeşitli veri kaynaklarından bilgi toplamakla başlar. Bu kaynaklar arasında haber siteleri, sosyal medya platformları, resmi bildirimler, kamuoyu anketleri, bilimsel makaleler ve diğer çevrimiçi veya çevrimdışı kaynaklar bulunabilir. Yapay zeka, bu veri kaynaklarını belirleyerek çeşitli konulardaki verilere ulaşır.

Veri Toplama: Belirlenen kaynaklardan gelen veriler, Yapay Zeka algoritmaları tarafından toplanır. Bu veriler genellikle metin tabanlıdır, ancak resimler, videolar veya diğer medya türlerini de içerebilir. Veri toplama aşamasında, metinlerin yanı sıra konu, tarih, kaynak ve diğer önemli meta veriler de elde edilir.

Veri Temizleme ve Düzenleme: Toplanan veriler genellikle çeşitli formatlarda ve kalitede olabilir. Yapay zeka, verileri temizleme ve düzenleme aşamasında, gereksiz karakterleri kaldırma, eksik veya hatalı verileri düzeltme, metinleri standart bir formata getirme gibi işlemleri gerçekleştirir. Bu adım, veri setinin homojen ve anlamlı hale getirilmesini sağlar (Hinton vd., 2006).

Konu ve Anahtar Kelime Belirleme: Yapay zeka, metin analizi tekniklerini kullanarak verileri anlamlandırır ve konuları belirler. Bu aşamada, önemli anahtar kelimeler, terimler ve bağlantılı konular tespit edilir. Anahtar kelimeler, haberin içeriğini ve önemli detaylarını anlamak için kullanılır.

Duygu Analizi: Bazı durumlarda, Yapay Zeka duygu analizi yöntemleri kullanarak metinlerdeki duygusal tonları belirleyebilir. Bu, haberlerin olumlu, olumsuz veya tarafsız bir ton içerip içermediğini anlamak için kullanılır. Duygu analizi, haberin algılanan duygusal etkisini değerlendirmede yardımcı olabilir.

Trend ve Mönüler Analizi: Veri setindeki zamanla değişen eğilimleri belirlemek için Yapay Zeka, trend analizi yapabilir. Bu, belirli konuların veya olayların zaman içindeki popülerliğini değerlendirme ve gelecekteki haber konularını tahmin etme konusunda faydalı olabilir. Ayrıca, belirli konuların ne sıklıkta ve hangi bağlamlarda geçtiğini değerlendirmek için metin madenciliği teknikleri de kullanılabilir.

Doğal Dil İşleme ve Metin Analizi

Yapay zeka, doğal dil işleme ve metin analizi teknikleriyle toplanan verileri anlamlandırır. Kelime dağarcığı, dilbilgisi kuralları, anlam çıkarımı ve bağlam analizi gibi yeteneklerle YZ, metinleri insan benzeri bir şekilde anlama kapasitesine sahiptir. Bu aşama, haber metinlerini daha iyi anlayabilmek ve içerik oluşturmak için önemlidir.

Doğal Dil İşleme Nedir?: Doğal Dil İşleme (NLP), bilgisayarların insan dilini anlamalarını, yorumlamalarını ve kullanmalarını sağlayan bir yapay zeka alt dalıdır. Bu teknoloji, metin, konuşma ve dilin diğer biçimleri üzerinde çalışarak dilin karmaşıklıklarını anlamak ve işlemek için algoritmalar geliştirir.

Metin Analizi Nedir?: Metin analizi, metin verilerini inceleyen ve anlam çıkarmaya yönelik teknikleri içeren bir disiplindir. Metin analizi, metin madenciliği olarak da adlandırılır ve metin verilerindeki desenleri, trendleri, duygusal tonları ve anlamları keşfetmeyi amaçlar.

Tokenization (Sözcük Ayıklama): Tokenization, bir metni daha küçük parçalara bölmek anlamına gelir. Bu parçalar genellikle kelimeler veya alt kelimeler olabilir. Bu adım, bir metni daha küçük ve işlenebilir parçalara ayırarak analiz işlemlerini kolaylaştırır.

Stop Words (Durak Kelimeler): Stop words, dil işleme sırasında genellikle göz ardı edilen yaygın kelimelerdir (örneğin, "ve", "ama", "veya"). Bu kelimeler genellikle önemli olmayan bilgiler içerir ve analiz sırasında dikkate alınmaz.

Part-of-Speech Tagging (Sözcük Tür Etiketleme): Bu, bir cümlenin içindeki her kelimenin dilbilgisel türünü (örneğin, isim, sıfat, fiil) belirleme işlemidir. Bu bilgi, metin analizinde anlamın daha iyi çıkarılmasına yardımcı olabilir.

Named Entity Recognition (İsimli Varlık Tanıma): Metindeki belirli varlıkları (örneğin, kişilerin adları, yer isimleri, tarihler) tanıma işlemidir. Bu, metindeki önemli bilgileri çıkarmak ve kategorize etmek için kullanılır.

Sentiment Analysis (Duygu Analizi): Duygu analizi, bir metnin içerdiği duygusal tonu belirleme sürecidir. Bu, metnin olumlu, olumsuz veya tarafsız bir ton içerip içermediğini değerlendirmek için kullanılır.

Stemming ve Lemmatization: Stemming, bir kelimenin kökünü çıkarma işlemidir (örneğin, "koştu" kelimesinin "koş" olarak alınması). Lemmatization ise kelimenin sözlük anlamına uygun bir biçimde kökünü çıkarma işlemidir.

TF-IDF (Term Frequency-Inverse Document Frequency): TF-IDF, bir belgede bir kelimenin önemini ölçen bir istatistiksel yöntemdir. Bir kelimenin bir belgede ne kadar sık kullanıldığını ve genel veri setinde ne kadar özgün olduğunu değerlendirerek belirli kelimelerin önemini belirler. Doğal Dil İşleme ve Metin Analizi, Yapay Zeka'nın dilin karmaşıklıklarını anlama, işleme ve çeşitli dil görevlerini gerçekleştirme yeteneğini sağlar. Bu teknikler, otomatik haber üretimi, duygu analizi, çeviri, özetleme ve daha birçok uygulama alanında kullanılabilir.

Haber Üretimi

Veri toplama ve analiz aşamalarının ardından yapay zeka, belirlenen haber konuları üzerinde çalışarak haber metinlerini oluşturur. Metin oluşturma sürecinde dilin akıcılığı, haberin anlaşılabilirliği ve bilgilerin doğruluğu gibi faktörlere dikkat edilir. Yapay zeka, önceden belirlenmiş şablonları veya kuralları kullanarak haber başlıkları, giriş paragrafları, ana bölümler ve sonuçları oluşturur.

Haber üretiminde yapay zeka, bir dizi karmaşık süreci içerir ve bu süreçler haber ajansları, medya kuruluşları veya diğer içerik sağlayıcılarının daha etkili, hızlı ve kişiselleştirilmiş içerik üretmelerine yardımcı olur (Dalen, 2012: 648-649).

Veri Toplama ve Analiz: Yapay zeka, çeşitli veri kaynaklarından haberle ilgili bilgileri toplar. Bu kaynaklar arasında haber siteleri, sosyal medya, resmi duyurular ve diğer çevrimiçi veya çevrimdışı kaynaklar bulunabilir. Algoritmalar, metin madenciliği ve doğal dil işleme (NLP) teknikleri kullanarak veriyi anlamlandırır ve önemli anahtar kelimeleri, konuları ve duygusal tonları belirler.

Otomatik İçerik Üretimi: Yapay zeka, toplanan verilere dayanarak haber metinlerini otomatik olarak oluşturur. Metin oluşturma süreci, dil modeli ve makine öğrenme algoritmalarını içerir. Önceden belirlenmiş şablonlar veya dilbilgisi kuralları kullanılarak haber başlıkları, giriş paragrafları, ana bölümler ve sonuçlar üretilir.

Kişiselleştirme: Yapay zeka, okuyucuların geçmiş tercihleri, tıklama geçmişleri ve diğer kişisel bilgilerini analiz ederek kişiselleştirilmiş haber akışları oluşturabilir. Bu, her kullanıcıya özel bir haber deneyimi sağlar.

Dil Çevirisi: Yapay zeka, farklı dillerdeki haberleri anında çevirebilir. Bu, uluslararası haber ajansları arasında hızlı bir iletişimi mümkün kılar.

Duygu Analizi: Haber metinlerindeki duygusal tonları belirleyen duygu analizi, yapay zeka tarafından kullanılabilir. Bu, haberin olumlu, olumsuz veya tarafsız bir ton içerip içermediğini değerlendirmeye yardımcı olur.

Doğruluk ve Güvenilirlik Kontrolü: Yapay zeka, haberlerin doğruluğunu kontrol etme ve güvenilirlik analizi yapma konusunda kullanılabilir. Sahte haberleri tespit etme, çelişkili bilgileri ayırt etme ve haber kaynaklarını değerlendirme gibi görevlerde etkili olabilir.

Veri Madenciliği ve Trend Analizi: Yapay zeka, büyük veri setlerini analiz ederek trendleri belirleme ve gelecekteki haber konularını tahmin etme konusunda etkili bir araç olabilir.

Geri Bildirim ve İyileştirme: Haberlerin kalitesini ve etkileşimini artırmak için kullanıcı geri bildirimleri kullanılır. Yapay zeka, bu geri bildirimleri analiz ederek sürekli olarak haber üretim süreçlerini iyileştirir. Bu süreçler, yapay zekanın haber üretimindeki çeşitli aşamalarda nasıl kullanıldığını temsil eder. Yapay zeka, haber endüstrisinde daha hızlı, verimli ve kişiselleştirilmiş içerik üretimini mümkün kılarak geleneksel haber üretim yöntemlerine yenilikçi bir yaklaşım getirir.

Editöryal Kontrol ve İyileştirmeler

Otomatik haber üretimi sürecinin son aşamasında editöryal kontroller yapılır. İnsan editörler, yapay zeka tarafından üretilen haberleri inceler, dilbilgisi hatalarını düzeltir, içeriği iyileştirir ve haberin kalitesini artırmak için gerektiğinde düzenlemeler yapar. Bu aşama, haberin güvenilirliği ve okunabilirliği açısından önemlidir.

Editöryal kontrol ve iyileştirmeler aşamasında yapay zeka, üretilen haber metinlerini inceleyerek dilbilgisel hataları düzeltme, içeriği geliştirme ve genel olarak haber kalitesini artırma görevini üstlenir.

Dilbilgisel Kontrol: Yapay zeka, yazım ve dilbilgisi hatalarını tespit edebilir. Metin üzerinde gerçekleştirilen dilbilgisel kontroller sayesinde, yazım hataları, cümle yapısı bozuklukları ve benzeri hatalar düzeltilebilir.

Stil ve Ton Analizi: Yapay zeka, belirli bir yayın kurallarına veya kullanıcı kitlesine uygun bir dil stili ve tonu koruma konusunda yardımcı olabilir. Örneğin, bir haber sitesinin tarzına uygunluk veya haberin duygusal tonunu belirli bir şekilde düzenleme gibi.

Anlam ve Bağlam Analizi: Yapay zeka, metindeki anlamı ve bağlamı anlama yeteneğine sahiptir. Bu, bir kelimenin çeşitli bağlamlardaki anlamlarını doğru bir şekilde tespit etme ve bu bağlamlara uygun düzenlemeler yapma becerisi anlamına gelir.

Düzen ve Akıcılık Kontrolü: Yapay zeka, metnin genel düzenini ve akıcılığını kontrol edebilir. Cümleler arası geçişleri düzeltme, paragraf yapılarını iyileştirme ve haberin bütünsel bir okuma akışını sağlama konularında yardımcı olabilir.

Özgünlük ve Telif Hakkı Kontrolü: Yapay zeka, metindeki özgünlüğü kontrol edebilir. Bu, başka kaynaklardan alınan veya önceki haberlerden kopyalanan içerikleri tespit etmeye yardımcı olur. Telif hakkı ihlallerini önlemek adına bu tür bir kontrol önemlidir.

Anlamsal Analiz ve İçerik Zenginleştirme: Yapay zeka, metin içeriğini anlamsal olarak analiz ederek eksik veya yetersiz bilgileri belirleyebilir. Ardından, bu bilgileri tamamlamak veya geliştirmek için ek içerik önerileri sunabilir (Kurbanoğlu, 1992: 189).

Okuyucu Kitlesine Uygunluk: Yapay zeka, haber metninin hedeflenen okuyucu kitlesine uygunluğunu değerlendirebilir. Belirli bir demografi veya ilgi alanına hitap etmeyen ifadeleri veya içeriği düzelterek haberin geniş bir kitle tarafından anlaşılabilirliğini artırabilir.

Veri Tutarsızlıklarını Düzeltme: Yapay zeka, haber metnindeki veri tutarsızlıklarını tespit edebilir ve bu tutarsızlıkları düzeltebilir. Örneğin, çelişen bilgileri belirleme ve çeşitli kaynaklardan gelen verileri eşleştirme yetenekleri kullanılabilir. Bu süreçler, yapay zekanın haber metinlerini inceleyerek kaliteyi artırma ve okuyucu deneyimini iyileştirme konusundaki rolünü temsil eder. Ancak, insan editörlerin gözden geçirme sürecinde hala önemli bir rol oynadığını ve etik konuların dikkate alınması gerektiğini unutmamak önemlidir.

Geri Bildirim ve İyileştirme: Otomatik haber üretimi süreci, kullanıcı geri bildirimleriyle sürekli olarak iyileştirilir. Okuyucuların tercihleri ve geri bildirimleri, yapay zeka algoritmalarının daha doğru ve etkili haberler üretmesine katkı sağlar. Otomatik haber üretimi, yapay zeka teknolojisinin habercilikteki önemli uygulamalarından biridir. Büyük veri setlerinin hızlı bir şekilde analiz edilmesi, haber konularının belirlenmesi ve metinlerin oluşturulması gibi yetenekler, haber endüstrisinde verimliliği artırırken, insan editörlerin kontrolüyle de haberin kalitesi ve güvenilirliği sağlanmaktadır. Bu yöntem, hızlı ve etkili bir şekilde geniş bir okuyucu kitlesine ulaşma potansiyeli sunarken, etik ve doğruluk konularında dikkatli bir yaklaşım gerektirir. Geri bildirim ve iyileştirme aşamasında yapay zeka, kullanıcıların ve sistem tarafından elde edilen verileri analiz ederek içeriği, kullanıcı deneyimini ve genel performansını iyileştirmek için kullanılır.

Kullanıcı Geri Bildirimleri Toplama: Kullanıcılar, haberleri okurken veya başka bir içerikle etkileşimde bulunurken geri bildirimde bulunabilir. Bu geri bildirimler, metin kalitesi, içerik ilgisi, kullanıcı dostu arayüz, hız ve benzeri konularda olabilir.

Yapay Zeka Analizi: Yapay zeka, toplanan geri bildirimleri analiz eder. Metin analizi ve duygu analizi gibi teknikleri kullanarak, kullanıcıların duygusal tepkilerini, önerilerini ve memnuniyet seviyelerini anlamaya çalışır.

Trend Analizi: Yapay zeka, benzer geri bildirimlerdeki ortak temaları ve trendleri tespit edebilir. Örneğin, belirli bir türde haberlerin daha fazla ilgi çektiğini veya belli bir dil veya üslubun daha çok tercih edildiğini belirleme yeteneğine sahiptir.

İçerik Kalitesi Değerlendirmesi: Yapay zeka, kullanıcı geri bildirimlerini ve analiz sonuçlarını kullanarak içeriğin kalitesini değerlendirebilir. Dilbilgisel hatalar, bilgi eksiklikleri, tutarsızlıklar ve benzeri sorunları tespit edebilir.

Kişiselleştirme İyileştirmeleri: Yapay zeka, kullanıcıların tercihleri ve geçmiş etkileşimleri üzerinden kişiselleştirilmiş öneriler ve içerikler sunma konusunda iyileştirmeler yapabilir. Bu, kullanıcı deneyimini artırabilir ve kullanıcıların daha fazla ilgi gösterdikleri içerikleri keşfetmelerine yardımcı olabilir.

Hız ve Erişilebilirlik İyileştirmeleri: Yapay zeka, kullanıcıların içeriklere ulaşma hızını ve erişilebilirliğini değerlendirebilir. Sayfa yüklenme süreleri, arama özellikleri, kullanıcı arayüzü gibi faktörleri inceleyerek iyileştirme önerilerinde bulunabilir.

A/B Testleri ve Deneyler: Yapay zeka, farklı içerik stratejileri veya kullanıcı arayüzü değişiklikleri gibi çeşitli deneyleri otomatik olarak yönetebilir. A/B testleri ile hangi özelliklerin veya içerik stratejilerinin daha etkili olduğunu belirleyerek iyileştirmeler sağlayabilir.

Öneri ve İçerik Optimizasyonu: Yapay zeka, kullanıcı tercihleri, okuma alışkanlıkları ve diğer faktörleri analiz ederek daha etkili öneri sistemleri oluşturabilir. Bu sayede kullanıcıların ilgisini çeken içeriklere daha kolay erişmelerini sağlar.

Geri Bildirim Döngüsü: Yapay zeka, topladığı geri bildirimleri ve uygulanan iyileştirmelerin sonuçlarını değerlendirir. Bu geri bildirim döngüsü sayesinde sürekli olarak öğrenir ve gelişir. Bu süreç, kullanıcı geri bildirimlerini analiz ederek ve bu geri bildirimlere dayanarak içeriği, kullanıcı deneyimini ve sistem performansını geliştirmek üzere yapay zekanın kullanılmasını içerir.

2. Kişiselleştirilmiş Haber Akışları

Yapay zeka algoritmaları, kullanıcının geçmiş tercihleri ve davranışları üzerinden kişiselleştirilmiş haber akışları oluşturabilir. Bu, okuyuculara daha özelleştirilmiş ve ilgi çekici içerik sunma potansiyeli taşır. Haber siteleri ve uygulamaları, yapay zeka sayesinde kullanıcı deneyimini iyileştirebilir ve ziyaretçilerin ilgisini çekecek haberleri öncelikli olarak sunabilir. Kişiselleştirilmiş haber akışları, kullanıcının tercihlerine, geçmiş etkileşimlerine ve davranışlarına dayanarak özel olarak önerilen haber içeriği sunan bir uygulamadır. Bu, kullanıcının ilgi alanlarına göre özelleştirilmiş bir haber deneyimi sağlamak üzere tasarlanmış bir yapay zeka ve öneri sistemlerini içerir.

Kullanıcı Profili Oluşturma

Kullanıcıların ilgi alanları, tercihleri ve davranışları temel alınarak kişisel profiller oluşturulur. Bu profiller, kullanıcının geçmişteki haber tıklamaları, okuma süreleri, paylaşımları ve benzeri etkileşimlerini içerir.

Öneri Sistemleri

Yapay zeka tabanlı öneri sistemleri, kullanıcı profillerini analiz ederek kişisel önerilerde bulunur. Bu sistemler, metin analizi ve makine öğrenimi algoritmalarını kullanarak, kullanıcının ilgisini çekebilecek haber başlıkları ve içerikleri tahmin eder.

İlgili İçerik ve Etiketleme

Haber içerikleri, belirli etiketlerle (anahtar kelimelerle) etiketlenir. Kullanıcının ilgi alanlarına göre belirli etiketlere sahip haberler öne çıkarılır. Örneğin, "teknoloji," "spor," "finans" gibi etiketlerle ilişkilendirilmiş içerikler kullanıcıya önerilebilir.

Davranış Analizi

Kullanıcının haberlere nasıl tepki verdiği sürekli olarak izlenir. Tıklamalar, okuma süreleri, paylaşımlar ve benzeri davranışlar analiz edilir. Bu analiz, kullanıcının ilgi alanlarını güncellemek ve öneri sistemini iyileştirmek için kullanılır.

Zaman ve Konum Bazlı Öneriler

Kullanıcının bulunduğu coğrafi konum, zaman dilimi ve güncel olaylar gibi faktörler de dikkate alınarak önerilen haberler kişiselleştirilir. Örneğin, yerel haberlere daha fazla vurgu yapmak veya güncel etkinliklere dair haberleri öne çıkarmak gibi.

Etkileşim ve Geri Bildirim

Kullanıcının önerilen haberlere nasıl tepki verdiği sürekli olarak değerlendirilir. Kullanıcının tıklamaları, haberleri okuma süreleri ve geri bildirimleri, öneri sistemini iyileştirmek için kullanılır.

Kişisel Ayarlar ve Kontroller

Kullanıcılara genellikle kişisel tercihleri, ilgi alanları ve öneri sıklığı gibi konularda kontrol sağlayan kişisel ayarlar sunulur. Bu, kullanıcının kendi tercihlerine göre haber akışını düzenlemesine olanak tanır.

Güncellik ve Trend Takibi

Yapay zeka, güncel olayları ve trendleri analiz ederek, kullanıcının güncel ve popüler haberlere daha fazla erişim sağlamasını sağlar. Bu, içeriğin sürekli olarak güncel ve ilgi çekici olmasını sağlar.

3. Doğruluk ve Güvenilirlik Kontrolü

Yapay zeka, haberlerin doğruluğunu kontrol etme ve güvenilirlik analizi yapma konusunda da kullanılabilir. Sahte haberleri tespit etme, çelişkili bilgileri ayırt etme ve haber kaynaklarını değerlendirme gibi görevlerde yapay zeka, habercilikte güvenilirlik standartlarını artırabilir.

Doğruluk ve güvenilirlik kontrolü, haber içeriklerinin doğruluğunu değerlendirmek ve güvenilir kaynaklardan elde edilen bilgileri belirlemek amacıyla gerçekleştirilen bir dizi süreç ve yöntemi içerir. Bu kontroller, haber yayınlamadan önce gerçekleştirilir ve haberin izleyicilere doğru ve güvenilir bir şekilde iletilmesini sağlamak için önemlidir. İşte doğruluk ve güvenilirlik kontrolünün detaylı açıklaması:

Kaynak Doğruluğu

İlk adım, haberin kaynağının doğruluğunu kontrol etmektir. Güvenilir haber kuruluşları, resmi açıklamalar, bilim insanları veya tanınmış uzmanlardan gelen bilgiler genellikle güvenilir kabul edilir. Yapay zeka, bu kaynakları değerlendirerek haberin temel doğruluğunu belirlemede yardımcı olabilir.

Çeşitli Kaynaklardan Kontrol

Yapay zeka, haberin çeşitli kaynaklardan doğrulanmasını gerçekleştirebilir. Birden çok güvenilir kaynaktan benzer bilgiler alındığında, haberin doğruluğu artar. Farklı perspektiflerden gelen bilgilerle çelişkili durumlar tespit edilebilir.

Faktör Kontrolü

Yapay zeka, haberdeki temel faktörleri kontrol edebilir. Tarih, yer, kişiler ve olaylar gibi temel unsurların haberle uygunluğunu kontrol etmek, içeriğin doğruluğunu değerlendirmede önemlidir.

Dilbilgisel ve Yazım Kontrolü

Dilbilgisel hatalar ve yazım yanlışlıkları, haberin güvenilirliğini olumsuz etkileyebilir. Yapay zeka, dilbilgisel kontrolleri ve yazım hatalarını tespit ederek haberin dil kalitesini artırabilir.

İlgili Uzmanlarla İletişim

Yapay zeka, haberin uzmanlık gerektiren konularda doğruluğunu kontrol etmek için ilgili uzmanlarla iletişim kurabilir. Bu, haberin uzmanlık gerektiren alanlarda doğru ve güvenilir bilgiler içermesine yardımcı olabilir.

Sahte Haber Tespiti

Yapay zeka, sahte haberleri tespit etme konusunda gelişmiş algoritmalar kullanabilir. Haber metinleri ve görsel içerikler üzerinde yapılan analizlerle, yanıltıcı veya manipülatif bilgileri belirleyebilir.

Önceki Doğruluk Kayıtlarının İncelenmesi

Yapay zeka, haber kaynaklarının geçmişteki doğruluk kayıtlarını inceleyebilir. Bir kaynağın geçmişte doğru ve güvenilir haberler sağlamış olması, şu anki haberin güvenilirliği için bir gösterge olabilir.

Topluluk Katılımı ve Geri Bildirim

Yapay zeka, haberin yayımlandıktan sonra topluluk geri bildirimlerini değerlendirebilir. İzleyicilerin ve okuyucuların haberle ilgili yorumları ve geri bildirimleri, haberin doğruluğunu değerlendirmede kullanılabilir. Doğruluk ve güvenilirlik kontrolü, haberin sağlıklı bir bilgi kaynağı olup olmadığını belirlemek için temel bir adımdır. Bu kontroller, yapay zeka ve insan editörlerin bir araya gelerek haber içeriğinin doğruluğunu ve güvenilirliğini sağlama sürecini güçlendirebilir.

4. Dil Çevirisi ve Kültürlerarası İletişim

Yapay zeka, farklı dillerdeki haberleri anında çevirebilir, böylece uluslararası haber ajansları arasında hızlı bir iletişim sağlar. Kültürel farklılıkları anlama ve dikkate alma yetenekleriyle yapay zeka, haberlerin doğru bir şekilde çevrilmesini ve hedef kitleye uygun bir biçimde sunulmasını sağlar.

Dil çevirisi ve kültürlerarası iletişim, farklı dilleri konuşan ve farklı kültürleri paylaşan insanlar arasında etkili bir iletişimi sağlamak için önemli bir rol oynar. İş dünyasından medyaya, diplomatik ilişkilere kadar birçok alanda dil çevirisi ve kültürlerarası iletişim, başarılı iletişim için kritik bir faktördür.

Kelime Düzeyinde Çeviri

Temel çeviri, kelimeleri bir dilden diğerine aktarmayı içerir. Ancak, dilin kültürel bağlamını dikkate almadan yapılan basit kelime çevirileri, anlam kaybına yol açabilir.

Anlamın Korunması

İyi bir çeviri, sadece kelimeleri değil, aynı zamanda orijinal metindeki anlamı da korur. Bu, hedef dilin dilbilgisine ve kültürel bağlamına hakim olmayı gerektirir.

İki Yönlü Çeviri

İdeal olarak, iyi bir dil çevirisi hem kaynak dilden hedef dile hem de hedef dilden kaynak dile doğru yapılabilir. Bu, metnin doğru bir şekilde anlaşılmasını sağlar.

Teknolojik Çözümler

Yapay zeka ve makine öğrenimi, dil çevirisinde kullanılan teknolojik çözümleri geliştirmiştir. Çeviri hizmetleri, çeviri belleği ve dil modellemesi gibi teknolojik araçlar, çeviri sürecini hızlandırabilir ve kalitesini artırabilir.

Kültürün Anlaşılması

İletişim sadece dil değil, aynı zamanda kültürü de içerir. İletişimde başarılı olmak için farklı kültürlerin normlarını, değerlerini, inançlarını ve iletişim tarzlarını anlamak önemlidir.

Non-Sözlü İletişim

Jestler, mimikler, vücut dili gibi non-sözlü iletişim unsurları, kültürel farklılıklar nedeniyle farklı şekillerde yorumlanabilir. Bu unsurların farkında olmak ve doğru bir şekilde yorumlamak, etkili iletişimi sağlar.

Çatışma Yönetimi

Kültürlerarası iletişimde çatışmalar kaçınılmazdır. Kültürel farklılıkları anlamak, önyargıları azaltmak ve çatışma yönetimi becerileri, etkili iletişimi sürdürmek açısından önemlidir.

Kültürel Duyarlılık

İletişimde kültürel duyarlılık, kültürel normlara saygı gösterme ve bu normları anlama anlamına gelir. Bu, başkalarına karşı açık olma, hoşgörü ve kültürlerarası anlayışı içerir.

Kültürlerarası Eğitim

İş dünyasında, kültürlerarası eğitim programları, çalışanların farklı kültürlerle etkili bir şekilde iletişim kurmalarına yardımcı olabilir. Bu tür eğitimler, kültürel farkındalığı artırabilir. Dil çevirisi ve kültürlerarası iletişim, küreselleşmiş dünyada başarılı işbirlikleri ve etkileşim için temel unsurlardır. Başarılı bir şekilde uygulandığında, bu süreçler, insanlar arasındaki anlayışı artırabilir ve kültürler arası köprüler kurabilir.

5. Veri Madenciliği ve Trend Analizi

Yapay zeka, büyük veri setlerini analiz ederek trendleri belirleme ve gelecekteki haber konularını tahmin etme konusunda etkili bir araç olabilir. Bu, habercilere önceden belirlenmiş konular üzerinde çalışma ve izleyicilere geleceğe dair önemli bilgiler sunma fırsatı tanır.

Veri madenciliği ve trend analizi, büyük veri setlerinden değerli bilgiler çıkarmak ve gelecekteki eğilimleri tahmin etmek amacıyla kullanılan analitik yöntemlerdir. Bu iki konsept, özellikle iş dünyası, pazarlama, finans, sağlık ve bilim gibi birçok alanda kullanılarak stratejik kararlar alınmasına katkı sağlar.

Veri Toplama

İlk aşama, büyük miktarda verinin toplanmasıdır. Bu veri, çeşitli kaynaklardan gelir, örneğin işlem geçmişi, müşteri etkileşimleri, sosyal medya, web trafiği ve daha birçok kaynak.

Veri Temizleme ve Hazırlama

Toplanan veri genellikle çeşitli hatalar, eksik değerler ve tutarsızlıklar içerebilir. Bu aşamada, veri temizleme ve düzenleme işlemleri gerçekleştirilir.

Desen Tanıma ve Analiz

Veri madenciliği, desenleri ve ilişkileri tanımlamak için çeşitli analitik yöntemleri kullanır. İşte bu aşamada, istatistiksel analiz, makine öğrenimi algoritmaları ve veri madenciliği teknikleri devreye girer.

Sınıflandırma ve Tahminleme

Veri madenciliği, veri kümesindeki desenleri kullanarak sınıflandırma ve tahminleme modelleri oluşturur. Bu modeller, gelecekteki olayları tahmin etmek veya belirli bir kategorilere ait verileri sınıflandırmak için kullanılabilir.

Kümeleme

Benzer özelliklere sahip olan veri noktalarını gruplamak için kümeleme teknikleri kullanılır. Bu, homojen grupları belirlemek ve veri setindeki yapıları anlamak için kullanılır.

İlişki Kurma

İlişki kurma, veri setindeki değişkenler arasındaki ilişkileri belirleme sürecidir. Bu, bir değişkenin diğerini nasıl etkilediğini anlamak için kullanılır.

Geçmiş Verilerin İncelenmesi

Trend analizi, genellikle geçmiş verilerin detaylı bir şekilde incelenmesiyle başlar. Bu, önceki dönemlerdeki eğilimleri ve desenleri anlamak için kullanılır.

Zaman Serisi Analizi

Zaman içindeki veri değişimlerini incelemek amacıyla zaman serisi analizi kullanılır. Bu, belirli bir zaman dilimindeki eğilimleri ve dalgalanmaları belirlemeye yardımcı olur.

İstatistiksel Analiz

Trend analizi genellikle istatistiksel yöntemleri içerir. Regresyon analizi, varyans analizi ve benzeri istatistiksel teknikler, veri setindeki trendleri belirlemek için kullanılır.

Makine Öğrenimi ve Prediktif Analiz

Makine öğrenimi modelleri, geçmiş verilere dayanarak gelecekteki trendleri tahmin etmekte kullanılabilir. Bu, gelecekteki olaylara dair öngörülerde bulunma konusunda yardımcı olabilir.

Grafik ve Görselleştirmeler: Trend analizi genellikle grafik ve görselleştirmelerle desteklenir. Bu, karmaşık veri setlerini daha anlaşılır hale getirir ve trendleri daha iyi görselleştirir.

Sosyal Medya ve Pazar Trendleri

Özellikle pazarlama alanında, sosyal medya ve diğer platformlardaki kullanıcı etkileşimleri incelenerek pazar trendleri belirlenebilir.

Veri madenciliği ve trend analizi, büyük veri setlerindeki karmaşıklığı anlamak ve bu verilerden değerli bilgiler çıkarmak için kullanılır. Bu, işletmelerin stratejik kararlar almasına, pazarlama stratejilerini optimize etmesine ve genel olarak rekabet avantajı elde etmesine yardımcı olabilir.

YÖNTEM**Araştırmanın Konusu**

Bu çalışma, yapay zekanın habercilikte nasıl kullanıldığını ve bu kullanımın getirdiği ayrıntıları incelemektedir.

Araştırmanın Amacı ve Önemi

Bu araştırma, dijital çağın gazetecilik üzerindeki dönüştürücü etkilerini anlamak ve bu değişimlerin hem medya endüstrisi hem de toplum üzerindeki sonuçlarını değerlendirmek açısından büyük bir öneme sahiptir.

Dijitalleşme, medya ekosisteminde köklü değişimlere yol açmış, geleneksel medya kuruluşlarının yerini dijital medya platformları almıştır. Bu değişimin dinamiklerini anlamak, medya endüstrisinin geleceği için kritik öneme sahiptir.

Dijital çağda bilgi hızla yayılmakta, ancak aynı zamanda yanlış bilgi ve dezenformasyon da artmaktadır. Bu durum, haberin doğruluğunu ve güvenilirliğini koruma ihtiyacını daha da önemli hale getirmektedir (Langin, 2018).

Dijital gazetecilikte karşılaşılan etik sorunlar, gazetecilik mesleğinin güvenilirliği ve itibarını tehdit etmektedir. Bu sorunların çözüm yollarını araştırmak, mesleki standartların korunması açısından önemlidir.

Dijital medya platformları, kamuoyunu şekillendirme ve demokratik katılımı artırma potansiyeline sahiptir. Bu potansiyelin nasıl değerlendirileceğini anlamak, demokratik süreçlerin güçlendirilmesi için gereklidir.

Dijital çağ, veri gazeteciliği, mobil gazetecilik ve yapay zeka gibi yeni gazetecilik modellerinin ortaya çıkmasına yol açmıştır. Bu yeniliklerin gazetecilik pratiklerine ve habercilik kalitesine katkılarını değerlendirmek, mesleğin evrimi açısından kritiktir.

Dijitalleşme ile birlikte değişen ekonomik modeller, medya kuruluşlarının sürdürülebilirliği üzerinde önemli bir etkiye sahiptir. Bu modellerin avantajlarını ve dezavantajlarını incelemek, medya kuruluşlarının gelecekteki stratejilerini belirlemelerine yardımcı olabilir.

Bu araştırma, dijital çağın gazetecilik üzerindeki etkilerini kapsamlı bir şekilde analiz ederek, medya endüstrisine, gazetecilere ve akademik camiaya değerli bilgiler sunmayı amaçlamaktadır. Bu sayede, dijital çağda gazeteciliğin karşılaştığı zorluklar ve fırsatlar daha iyi anlaşılacak ve bu alandaki uygulamalar ve politikalar daha bilinçli bir şekilde şekillendirilebilecektir. Bu çalışma, yapay zekanın habercilikte nasıl kullanıldığını ve bu kullanımın getirdiği ayrıntıları incelemektedir.

Araştırmanın Yöntemi

Yapay zekanın habercilikte nasıl kullanıldığını ve bu kullanımın getirdiği ayrıntılarının incelendiği bu araştırmada nitel araştırma yöntemlerinden Literatür Taraması yöntemi kullanılmıştır. Elde edilen veriler doküman analizi yöntemi ile değerlendirilmiştir.

Araştırmanın Ana Problem Cümlesi

Araştırmanın ana problem cümlesi, “Dijital Çağda Değişen Haber Sunumu: Sanal Gerçeklik” şeklinde belirlenmiştir.

BULGULAR

Teknolojide yaşanan değişimler, yeni gazetecilik formlarının ortaya çıkmasına neden olmuş, hem haberin anlatı dili ve sunumunda, hem de izleyiciyle kurduğu ilişkide radikal değişimler yaratmıştır. Multimedya uygulamalar ve interaktif gazetecilik örnekleriyle başlayan bu dönüşüm, bugün sanal gerçeklik teknolojilerinin kullanıldığı habercilik uygulamaları ve immersive gazetecilik ile boyut atlamıştır. Gazetecilik pratiğinde interaktif dijital medyanın kullanımı, illüstrasyon ve infografikten multimedya uygulamalarına kadar geniş bir yelpazeyi kapsamakta; “multimedya gazeteciliği”, “video oyunu gazeteciliği”, “sanal gerçeklik gazeteciliği” ve “immersive gazetecilik” gibi pek çok yeni gazetecilik formu üzerine konuşulmaktadır.

SONUÇ

Yapay zeka, habercilik alanında bir dönüşüm yaratmaktadır. Otomatik haber üretimi, kişiselleştirilmiş içerik, doğruluk kontrolü, dil çevirisi ve trend analizi gibi özelliklerle yapay zeka, haber endüstrisine değerli katkılarda bulunmaktadır.

Bu teknolojinin etik ve güvenilirlik konularında dikkatli bir şekilde yönetilmesi gerekmektedir. Haber üretiminde yapay zeka, gelecekte haber okuma ve takip etme alışkanlıklarımızı şekillendirecek önemli bir faktör olmaya devam edecektir.

Sanal gerçeklik, gazeteciliği daha etkileyici hale getirmenin yanı sıra izleyicilerin habere daha derinlemesine dahil olmalarını sağlayacaktır. Bu teknolojiyi kullanırken doğru içerik, etik kurallara bağlılık ve kullanıcı deneyimine odaklanma gibi konular önemli bir konu olarak karşımıza çıkacaktır.

Günümüzde, Uluslararası mecralarda Yapay Zeka, habercilikte birçok farklı alanda kullanılıyor ve sektörde büyük bir etki yaratmaktadır.

Ancak, yapay zekanın kullanımıyla birlikte etik sorunlar da gündeme gelecektir. Özellikle yapay zeka tarafından oluşturulan içeriğin doğruluğu, manipülasyonu veya önyargılı olması gibi konular, dikkatle ele alınması gerekecektir.

Dijital çağda haber sunumu, teknolojinin ilerlemesiyle birlikte büyük bir dönüşüm geçirmiştir. Sanal gerçeklik (VR), bu dönüşümün en yenilikçi ve etkileyici bileşenlerinden biridir. Araştırma, sanal gerçekliğin haber sunumu üzerindeki etkilerini ve bu teknolojinin gelecekteki potansiyelini derinlemesine incelemiştir.

Sanal gerçeklik, dijital çağda haber sunumunun geleceğini şekillendiren önemli bir yenilik olarak karşımıza çıkmaktadır. Gazeteciler ve medya kuruluşları, bu teknolojiyi etkili bir şekilde kullanarak, izleyicilere daha zengin ve etkileyici haber deneyimleri sunabilecektir. Bununla birlikte, etik sorumlulukların ve teknolojik zorlukların farkında olunması ve bunlara uygun stratejilerin geliştirilmesi gerekmektedir.

Gelecekte, VR'nin daha geniş kitlelere ulaşabilmesi ve haber sunumunda standart bir araç haline gelebilmesi için daha fazla araştırma ve geliştirme yapılması önemlidir. Gazetecilik eğitimi programlarına VR'nin dahil edilmesi ve medya kuruluşlarının bu teknolojiye yatırım yapması, VR'nin potansiyelini tam anlamıyla gerçekleştirmesi için kritik adımlar olacaktır.

Bu araştırma, sanal gerçeğin dijital çağda değişen haber sunumu üzerindeki etkilerini anlamaya yönelik önemli bir adım olarak değerlendirilmelidir. Gelecekte yapılacak daha geniş kapsamlı araştırmalar ve uygulamalar, VR'nin gazetecilikteki rolünü daha da netleştirecek ve bu alandaki yenilikçi yaklaşımların gelişimine katkıda bulunacaktır.

KAYNAKÇA

- Bogost, I., Ferrari, S. & Schweizer, B. (2010). *Newsgames: journalism at play*. MIT Press.
- De la Peña, N., Weil, P., Llobera, J., Spanlang, B., Friedman, D., Sanchez-Vives, M. V., & Slater, M. (2010). Immersive journalism: Immersive virtual reality for the first-person experience of news. *Presence*, 19(4), 291-301.
- Girgin, A. (2008). *Gazeteciliğin temel ilkeleri*. Der Yayınları.
- Hinton, G. E., Osindero, S., & Teh, Y. W. (2006). A fast learning algorithm for deep belief nets. *Neural computation*, 18(7), 1527-1554.
- Kurbanoglu, S. (1992). Uzman sistemler. *Türk Kütüphaneciliği*, 6(4), 189-193.
- Langin, K. (2018). Fake news spreads faster than true news on Twitter-thanks to people, not bots. <https://www.science.org/content/article/fake-news-spreads-faster-true-news-twitter-thanks-people-not-bots> (E. T. 10.01.2024).
- New York Times, 20 Aralık 2012
- Van Dalen, A. (2012). The algorithms behind the headlines: how machinewritten news redefines the core skills of human journalists. *Journalism Practice* 6(5-6), 648-658.
- Yılmaz, M. B. (2018). Sanal gerçeklik haberin anlatım gücünü artırmak için nasıl kullanılabilir?. <https://www.newslabturkey.org/2018/09/30/sanal-gerceklik-haber/> (E. T. 15.01.2024).
- YouTube. Sanal ve artırılmış gerçeklik teknolojileri günlük hayatın parçası olacak mı?– Hakan Ürey’le söyleşi. <https://www.youtube.com/watch?v=cT7sd0szRq4> (E.T. 12.05.2024).

DİJİTAL NEKROMANSİ BAĞLAMINDA TÜRKİYE'DEKİ REKLAM FİLMLEİNİN SEKTÖREL ANLAMDA İNCELENMESİ

Simge ÜNLÜ

Sakarya Üniversitesi, Sosyal Bilimler Enstitüsü, Halkla İlişkiler ve Reklamcılık Anabilim Dalı,
Tezli Yüksek Lisans Öğrencisi,
simge.unlu2@ogr.sakarya.edu.tr

Ayda SABUNCUOĞLU İNANÇ

Sakarya Üniversitesi, İletişim Fakültesi, Halkla İlişkiler ve Reklamcılık Bölümü,
aydainanc@sakarya.edu.tr

ÖZET

Ölmüş ünlü kişileri yapay zekâ kullanılarak reklamlarda oynatılmasının gün geçtikçe yaygın bir hal aldığı gözlemlenmektedir. Bu durum ölmüş ünlülerin kariyerlerinin, vefatlarının ardından da devam ettiğini gösteren bir unsur olabilir. 'Dijital Nekromansi' olarak adlandırılabilen bu kavram, literatür içerisinde farklı terimlerle de görülebilir. Dijital Nekromansi reklamlarının özellikle son yıllarda Dünya'da ve Türkiye'de görülmeye başladığı düşünülür. Türkiye'de dijital nekromansi reklamlarının artış göstermesinin yanı sıra, kavram üzerine yapılan literatür çalışmaları sayısının sınırlı olduğu görülür. Bu kapsamda dijital nekromansi kavramını incelemek ve bu içerikle hazırlanan reklamların Türkiye'de hangi sektörlerde yaygın olarak kullandığını saptamak hazırlanan çalışmanın motivasyonunu oluşturmaktadır. Hazırlanan makalenin amacı, Türkiye'de dijital nekromansi reklamlarının, sektörel bazda olan kullanımı tespit etmektir. Bu amaç ışığında Türkiye'deki dijital nekromansi reklamları incelenmeye tabi tutulmuştur. Çalışma içerisinde, içerik analizi ve göstergebilim yöntemlerine başvurulmuş, örnekleme dâhil olan reklamlar irdelenmeye çalışılmıştır. Çalışmanın sonucunda Türkiye'de dijital nekromansi reklamlarının toplam dört adet olduğu ve en fazla bankacılık alanında bu tekniğe başvurulduğu saptanmıştır.

Anahtar Kelimeler: Dijital Nekromansi, Yapay Zekâ, Reklam, Ölmüş Ünlü Kişi

GİRİŞ

Günümüzde hayatın birden fazla alanında yapay zekâ kullanımının ciddi bir artış gösterdiği düşünülür. Alkaddour'a göre, Endüstri 4.0 etkisiyle birlikte yapay zekâ pek bilim dalı etkilemiştir (2022, s. 49). Yazarın ifadesine göre, teknolojinin gelişimiyle beraber üretimden sağlığa, finanstan pazarlamaya birçok bilim dalını dönüştürerek inovasyonu artırdığını söylemek mümkün olabilir.

Jarek ve Mazurek'e göre artan miktarda tüketici verisinin çevrimiçi, büyük veri sistemlerinde ve mobil cihazlarda sürekli olarak toplanması, veri analizinin her alanda kritik hale gelmesini sağlamaktadır. Bu durum, yapay zekânın pazarlama için önemli bir müttefik olmasına yol açmaktadır (2019, s. 47). Benzer bir görüşe göre, yapay zekâ sistemleri, müşterilerin ürün arama bilgilerini ve gerçek satın alma verilerini birleştirerek, onların ihtiyaçlarını yüksek doğrulukla karşılayacak öneriler sunabilir (Tokman Danışman, Dijital Pazarlamada Yapay Zekâ: Kavramsal Bir İnceleme, 2023, s. 151). Aktarılan ifadelerden yola çıkıldığında yapay zekânın pazarlama için kritik bir araç haline geldiği söylenebilir. Aynı zamanda, veri analizi ve yapay zekâ, pazarlamanın etkinliğini artırmak adına kullanılabilen bir etken olabilir.

Pazarlama ve yapay zekâ kavramlarının bir bütün haline gelmesiyle birlikte, iletişim sektöründeki diğer alanların da yapay zekâ ile ortak bir nokta buluşabileceği düşünülür. Kavut'a göre, yapay zekânın özellikle halkla ilişkiler, reklam ve pazarlama alanlarında önemli bir etki yaratabileceği öngörülmektedir (2022, s. 84). Yazara göre, iletişim alanında yapay zekânın öne çıkacağını söylemek mümkün olabilir.

Reklam sektörü ve yapay zekânı teknolojisinin buluşmasıyla, farklı reklam filmlerinin ortaya çıktığı düşünülür. Markalar, reklamlarda mesaj kaynağı olarak sadece yaşayan ünlüleri değil, vefat etmiş ünlü kişileri de kullanmayı tercih edebilirler. Tokmak Danışman'ın ifadesine göre, ölmüş ünlülerin, ölümünden sonra yeniden 'canlanarak' reklamlarda yer almalarını sağlayan yöntemlerden biri dijital nekromansidir (2022, s. 27). Yazarın ifadesine göre, reklam dünyasının yenilikçi ve sıra dışı yöntemlere başvurduğunu ve yapay zekâ teknolojisinin bu sürece entegre edildiği söylenebilir.

Bu çalışmanın amacı, son yıllarda artış gösteren dijital nekromansi içerikli reklamların Türkiye'de kullanımı sektörel bazda tespit etmek olarak belirlenmiştir. Çalışma kapsamında, reklamların hangi sektörlerde kullanıldığını ortaya koymak, örnekleme dâhil olan reklamlarda hangi ölmüş ünlülerin yapay zekâyla canlandırıldığını belirlemek çalışmanın alt amaçlarını oluşturur. Bu amaçlar doğrultusunda, tüm yapay zekâ kullanılan reklamlar araştırmanın evrenin oluştururken, Türkiye'deki dijital nekromansi içerikli reklamlar araştırmanın örneklemini oluşturur.

İlerleyen bölümlerde 'Reklam Alanında Yapay Zekânın Kullanımı' ile 'Dijital Nekromansi' başlıkları ele alınarak, çalışmanın literatür bölümü bilgileri verilecektir. Takip eden bölümde ise araştırmanın özgün değerini

ortaya koyan metodolojik bölüme yer verilecektir. Ardından elde edilen bulgular tablo haline getirilerek aktarılmaya çalışılacaktır. Hazırlanan araştırmanın bir sonraki çalışmalarda kaynak niteliği taşıyabilmesi temenni edilir.

1. Reklam Alanında Yapay Zekânın Kullanımı

Gelişen teknoloji ile birlikte yapay zekâ kullanımının artış gösterdiği söylenebilir. Tokmak Danışman'a göre günümüzde yapay zekânın kullanımı, sağlık ve enerji sektörlerinden hukuki hizmetlere, askeri alanlardan otomotiv endüstrisine ve çeviri hizmetlerine kadar birçok alanda yaygınlaşmıştır (2023, s. 148). Yazarın ifadesinden yola çıkıldığında yapay zekâ kullanımının hayatın birçok alanında faaliyette olduğunu söylemek mümkün olabilir.

Yapay zekâ uygulamalarının diğer alanlar gibi iletişim sektörü içerisinde de yaygınlaştığı düşünülür. Günümüzde yapay zekânın iletişim alanında daha fazla geliştiğini destekleyen görüşler literatür içerisinde yer alır. Koç ve Başfıncı'ya göre, yapay zekâ bir iletişim aracı olmanın ötesinde, bizzat iletişim kurulan taraf haline gelmiştir. Bu teknolojiler, günlük yaşamımızda basit ve önemsiz değişiklikler yaratıyor gibi görünse de, aslında çok daha derin ve köklü bir dönüşümün habercisidir (2023, s. 126). Yazarların ifadesine göre, bireylerin iletişim alanı içerisinde direkt olarak yapay zekâyla sağlanan bir iletişimden bahsettiklerini söylemek mümkün olabilir.

Yapay zekâ uygulamaları gelişimleriyle birlikte iletişim alanında ilerlemesinin sonucu olarak reklam ve pazarlama sektörlerinde yükselişe geçtiği düşünülür. Binbir'e göre, yapay zekâ teknolojisinin uygulanabilirliği artık her zamankinden daha erişilebilir hale geldiğinden, bu teknolojinin pazarlamada çeşitli biçimlerde kullanıldığını görmek ve bazı öngörülerde bulunmak mümkündür (2021, s. 318). Yazarın ifadesinden yola çıkıldığında yapay zekâ teknolojisinin erişilebilir hale gelmesi, pazarlama alanında değişimlere yol açarak çeşitli geleceğe dair kritik öngörüler sunmasını mümkün kılacağı söylenebilir. Benzer bir görüşe sahip olan Şimşek ve diğerleri ise, yapay zekâ algoritmaları sayesinde pazarlama profesyonelleri, artık müşterilerin davranışlarını daha doğru bir şekilde anlayabildiğini ve bunun ötesinde, yapay zekâ, müşterilerin gelecekteki davranışlarını da tahmin etme olanağı sunduğunu ileri sürmüşlerdir (2022, s. 97). Yazarların ifadesine göre, yapay zekâ algoritmaları, pazarlama uzmanlarının müşteri davranışlarını daha derinlemesine analiz etmelerini ve anlamalarını sağladıklarını söylenebilir.

Yapay zekâ algoritmalarının pazarlama sektöründe giderek daha etkin hale gelmesiyle birlikte, iletişim alanındaki teknolojik ilerlemelere paralel olarak reklam sektöründe de önemli bir rol oynamaya başladığı düşünülür. Şahinci 'ye göre, internet üzerindeki reklam içerikleri yaygınlaşmıştır ve zamanla kullanıcıların ilgi alanlarına veya isteklerine uygun olmayacak şekilde yoğunlaşmıştır. Bu durum, kullanıcıları rahatsız ederek çevrim içi deneyimlerini olumsuz etkileyebilir (2021, s. 76). Yazarın ifadesinden yola çıkıldığında yapay zekâ algoritmaları, internet reklamlarını kullanıcıların ilgi alanlarına daha uygun hale getirerek çevrim içi deneyimlerle bir araya getirerek sunabileceği düşünülmektedir. Koç ve Başfıncı'ya göre, günümüzde reklamcılık sektörü, yapay zekâ, müşteri veri yönetimi, hedefleme, kişiselleştirme, tüketici davranışlarının analizi, pazar araştırması, içerik oluşturma, sesli ve görüntülü reklam üretimi, nöroreklamcılık gibi birçok alanda aktif biçimde yapay zekâ teknolojilerinden yararlanır (2023, s. 127-128). Bu ifadeden yola çıkıldığında yapay zekâ, müşteri veri yönetimi ve kişiselleştirme gibi alanlardaki kullanımı, reklam stratejilerinin daha hedef odaklı ve etkili olmasını sağladığını söylenebilir.

Yukarıda yer alan bölüm içerisinde 'Reklam Alanında Yapay Zekânın Kullanımı' başlığı altında günümüzde yapay zekânın yaygınlaşması, iletişim alanında yapay zekânın kullanımı ve reklam alanı içerisinde yapay zekânın kullanılması konularına değinilmiştir. Çalışmanın bir sonraki bölümde 'Dijital Nekromansi' başlığı altında dijital nekromansi kavramı açıklanacak ve dijital nekromansi teknolojileriyle birlikte uygulama alanlarına değinilmeye çalışılacaktır.

2. Dijital Nekromansi

Ölmüş ün sahibi kişilerin, teknoloji kullanılarak reklamlarda oynatılmasının günden güne yaygınlaştığı gözlemlenmektedir. Bu teknoloji literatür içerisinde 'dijital nekromansi' olarak adlandırılabilir. Etimolojik köken olarak nekromansi Yunanca: νεκρομαντία, nekromantía, İngilizce: necromancy, kelimelerinden gelir. Bu terim, ölümlerin ruhlarını çağırarak onları doğüstü kötü güçlere karşı bir tür ruhsal koruma olarak kullanmayı ifade eder (Oxford Learner's Dictionaries, 2023). Bu aktarımlardan yola çıkıldığında, geçmişte yalnızca mistik bir anlam taşıyan nekromansi kavramının, teknolojik araçlar sayesinde yeniden düzenlenerek bir ticari alan haline geldiği söylenebilmektedir.

Dijital ilerlemelerin ilerlemesi ve ölümün cazibesinin bir pazarlama unsuru olarak görülmesiyle birlikte dünya genelinde dijital nekromansi içerikli uygulamaların artış gösterdiği ve oluşan ticari alanın genişlediği düşünülmektedir. Gilden'e göre, biyolojik yaşamları sona ermiş ünlü kişiler dijital olarak kariyerlerini sürdürebilir (2022, s. 1583). Yazarın ifadesine göre ölmüş ünlü kişilerin gelişen teknolojiler aracılığıyla sanal varlıklarını devam ettirdiklerini aktardığı düşünülmektedir.

Ölmüş ünlü kişilerin dijital teknolojiler, örneğin deepfake, kullanılarak reklamlarda 'dijital' olarak yeniden canlandırılması literatürde farklı terimlerle anılmaktadır. Davidson (2013) bu durumu dijital nekromansi,

Sherlock (2013) dijital canlanma, Flanagan (2018) ise dijital diriliş olarak adlandırmaktadır (Akt. Tokman Danışman, 2023, s.99). Deepfake ve dijital nekromansi uygulamaları Türkçe literatürde ‘derin sahte’ olarak adlandırılmaktadır. Berk’e göre deepfake, bir bireyin yüz ifadeleri ve sesinin ileri düzey yazılım teknikleriyle değiştirilip manipüle edilmesiyle oluşturulan dijital içerik türü olarak tanımlanabilir (2020, s. 1511). Yazara göre deepfake teknolojisinin ses ve görüntülerin yanıltıcı olarak yeniden üretilme süreci olarak ifade edilebilmektedir. Benzer bir görüşe sahip olan Acar ve Tanyıldızı ise, deepfake’in yapay olarak değiştirilen veya makine öğrenimi üretken modellerinden yararlanılarak oluşturulan tüm multimedya içeriği olduğunu öne sürmektedir (2022, s. 83). Aktarılan görüşler çerçevesinde, dijital nekromansinin ölmüş ünlü kişilerin, görsel ve işitsel temsillerinin teknolojik araçların gelişimiyle yeniden canlandırılması gerçeklik algısında değişimlere sebebiyet verebileceği öne sürülebilmektedir. Değim Flannagan’a göre dijital nekromansi, ölmüş kişilerin gerçek hayattaymış gibi gösterilmesini sağlayan yanıltıcı bir üretim sürecini içerir. Bu aldatma, oyuncu hayatta olmasa bile, bir illüzyon yaratılarak gerçeklik hissi oluşturulmasına dayanır. (2018, s. 28). Yazarın ifadesinden yola çıkıldığında hayatta olan oyuncuların dijital teknolojilerle canlandırıldığını gördüğümüzde, dijital olarak diriltilmiş imgeleri de bu illüzyonun bir parçası olarak değerlendirilmesine sebep olabileceği söylenebilir.

Yukarıda yer alan bölüm içerisinde ‘Dijital Nekromansi’ başlığı altında nekromansi kavramının etimolojik kökenine, nekromansi kavramına, dijital nekromansiye, dijital nekromansi uygulamasının örneklerine değinilmeye çalışılmıştır. Bir sonraki bölümde çalışmanın özgün değerini ortaya koyan metodolojik kısım aktarılacaktır.

3. METODOLOJİ

Çalışmanın bu kısmında, araştırmanın özgün değerini ortaya koyan metodolojik bölüm üzerinde durulacaktır. Bu bölümde ilk olarak araştırmanın amacı ve önemi açıklanmaya çalışılacaktır. İlerleyen başlıklarda araştırmanın evren, örneklem ve sınırlılıkları ortaya koyulacaktır. Ardından araştırma yönetimi aktarılacaktır. Metodolojik bölümde son kısım olarak araştırma sorularına yer verilecektir.

3.1 Araştırmanın Amacı ve Önemi

Hazırlanan makalenin amacı, Türkiye’de dijital nekromansi kavramının reklam alanında, sektörel bazda kullanımı tespit etmektir. Bu çalışma, Türkiye’de bankacılık, telekomünikasyon, otomotiv ve diğer alanlarda dijital nekromansi içerikli reklamların hangi sektörde daha fazla kullanıldığını ortaya koymayı amaçlar. Bu kapsamda dijital nekromansi içerikli reklamlarda, hangi vefat eden ünlülerin oynadığını tespit etmek ve bu reklamların hangi yıllarda çekildiğini ortaya koymak araştırmanın alt amaçları arasında yer alır.

Dijital nekromansi teknolojisinin Türkiye’de reklam alanında, hangi sektörlerde kullanıldığını ortaya koyacak olan bu çalışma, literatüre katkı sağlamayı amaçlarken aynı zamanda ve gelecekte yapılacak çalışmalar için bir kaynak niteliği taşımayı hedefler. Gerçekleştirilen literatür taraması kapsamında, Türkiye’de dijital nekromansi içerikli araştırmaların sayısının sınırlı olması hazırlanan çalışmanın farkını ve önemini ortaya koymaktadır. Bu doğrultuda, hazırlanan çalışma, hem akademik hem de sektörel açıdan dijital nekromansi teknolojisinin mevcut durumunu ve gelecekteki potansiyelini anlamak adına önemli bir kaynak niteliği taşımayı hedeflemektedir.

3.2 Araştırmanın Evren, Örneklem ve Sınırlılıkları

Araştırma kapsamında, çalışmanın evreninin yapay zekâ teknolojisi kullanılan bütün reklamlar kapsamaktadır.

Araştırmanın örneklemini Türkiye’deki dijital nekromansi içerikli reklamlar oluşturmaktadır.

Araştırmanın sınırlılıklarını dijital nekromansi kapsamında Türkiye’de ulaşılabilen reklam filmleri oluşturmaktadır.

3.3 Araştırmanın Yöntemi

Çalışma içerisinde dijital nekromansi kapsamında çekilen ve yayınlanan reklam filmleri, içerik analizi yöntemi kullanılarak incelenmeye çalışılacaktır. Örnekleme dahil edilen reklamlar, göstergebilim tekniği kullanılarak analiz edilmeye çalışılacaktır.

İçerik analizi yönteminin, sosyal bilimler alanında sıkça tercih edilen bir araştırma tekniği olduğu bilinir. İçerik analizi için sosyal bilimler alanı literatürü içerisinde birbirinden farklı tanımlar ortaya atılmıştır. Berelson’a göre içerik analizi, sunulan iletişimin içeriğinin tarafsız, sistematik ve sayısal olarak tanımlanmasıdır (1952, s. 17). Yazarın perspektifinden bakıldığında, içerik analizi kullanılan çalışmalarda iletişimin arka planını görmeyi mümkün olabileceği söylenebilir. Benzer bir görüşe sahip olan Stone ve arkadaşları ise, içerik analizinin metin içerisinde tanımlanan belirli karakterlerden sistematik ve tarafsız sonuçlar elde etmek amacıyla kullanılan bir araştırma tekniği olduğunu ileri sürmüştür (1966, s. 213). Aktarılan tanımlardan yola çıkıldığında içerik analizi yönteminin ‘sistemli’ ve ‘tarafsız’ olmak üzere iki temel üzerine dikkat çektiği söylenebilir. Bu doğrultuda hazırlanan çalışma içerisinde, reklam filmlerinin sektörel bazda tespitinin ortaya koyulabilmesi için, içerik analizi yöntemi kullanılmasının uygun olabileceği düşünülmektedir.

Göstergebilime dair geçmişten bugüne dek birbirinden farklı birçok tanım ve görüş ortaya atıldığı görülmektedir. Göstergebilimin araştırmacılar tarafından alanyazın içerisinde, dilbilime bağlı ve bağımsız olmak üzere farklı

şekillerde kabul ettikleri ortaya koyulmuştur. Saussure'e (1916/1998) göre, 'dil göstergesi bir nesne ile bir adı birleştirmez; bir kavram ile bir işitme imgesini birleştirir. İşitme imgesi yalnızca fiziksel özellikteki maddi bir ses değildir; sesin zihinsel izidir, duyularımızın tanıklığı yoluyla zihnimizde oluşan tasarımdır' (Akt. Köktürk & Eyri, 2013 s.128). Göstergebilimin en önemli alanı, 'anlamlandırma' başlığı altında toplanan 'düzenleme' ve 'yan anlam' konularını içerir. Bu kavramlar, Roland Barthes'in kuramına dayanmaktadır. Düz anlam, göstergenin neyi temsil ettiği, yan anlam ise göstergenin nasıl temsil edildiğidir (Barthes, 1976, s. 89). Aktarılan bilgiler ışığında, çalışma içerisinde elde edilen reklam filmlerinin analizlerinin yapılabilmesi için göstergebilimsel analiz tekniğine başvurulmasının doğru olabileceği düşünülmüştür.

3.4 Araştırmanın Soruları

- S1) Türkiye'de dijital nekromansi kapsamında toplam kaç reklam filmi bulunmaktadır?
 S2) Dijital nekromansi içerikli reklam filmlerine hangi sektörlerde yer verilmiştir?
 S3) En fazla dijital nekromansi reklam filmine yer veren sektör hangisidir?
 S4) En az dijital nekromansi reklam filmine yer veren sektör hangisidir?
 S5) Örnekleme dahil edilen reklamlarda hangi ölmüş ünlülere yer verilmiştir?
 S6) Dijital nekromansi kullanılan reklam filmleri hangi yıllarda yayınlanmıştır?
 S7) Türkiye'de dijital nekromansi içeren reklam filmlerinin yayın başlığı nelerdir?

4. BULGULAR

Tablo 1: Türkiye'de dijital nekromansi içerikli reklamlar ve erişim linkleri

Sıra	Başlık	Erişim Linki
1	"Yeşilçam" Reklam Filmimiz	www.youtube.com/watch?v=bm63JYzIGfA&t=30s
2	#YoldaykenBırakınOTelefonu	www.youtube.com/watch?v=n_p9pfu9LWc
3	Sen Hep Gülümse	www.youtube.com/watch?v=fPiwmoxa0QE
4	BARIŞ ABİMİZİN BİZLERE BİR MESAJI VAR!	www.youtube.com/watch?v=9MSXOly2Yao

Tablo 2: Dijital nekromansi içerikli reklam kullanan markalar ve sektörleri

Sıra	Marka	Sektör
1	Ziraat Bankası	Bankacılık
2	Turkcell	Telekomünikasyon
3	Ziraat Bankası	Bankacılık
4	Aksigorta	Sigorta

Tablo 3: Dijital nekromansi içerikli reklam kullanan markalar, reklam filmi başlıkları, reklam filmi yılları ve izlenme sayıları

Sıra	Marka	Reklam Filmi Başlığı	Reklam Filmi Yılı	Reklam Filmi İzlenme Sayısı
1	Ziraat Bankası	"Yeşilçam" Reklam Filmimiz	2018	4.170.229 görüntüleme
2	Turkcell	#YoldaykenBırakınOTelefonu	2019	1.582.693 görüntüleme
3	Ziraat Bankası	Sen Hep Gülümse	2020	1.220.620 görüntüleme
4	Aksigorta	BARIŞ ABİMİZİN BİZLERE BİR MESAJI VAR!	2022	1.391 görüntüleme

Tablo 4: Dijital nekromansi içerikli reklamlarda yer alan vefat eden ünlüler

Sıra	Marka	Vefat Eden Ünlüler
1	Ziraat Bankası	Hulusi Kentmen, Adile Naşit, Halit Akçatepe, Münir Özkul, Feridun Şavlı,
2	Turkcell	Metin Oktay
3	Ziraat Bankası	Kemal Sunal
4	Aksigorta	Barış Manço

4.1 Reklam Analizleri

Çalışmanın bu bölümü içerisinde örnekleme dahil edilen reklam filmlerinin göstergebilim tekniğinden faydalanarak, reklam analizleri yapılmaya çalışılacaktır.

4.1.1 Ziraat Bankası – Yeşilçam Reklam Filmi Analizi (2018)

Gösteren	Gösterilen	Düz Anlam	Yan Anlam
Farklı yaş grupları ve cinsiyetten bireyler, çalışma ortamlarından bireyler, çocuklar, Yeşilçam oyuncular	Soba, çay, aile sofraları, fabrika, çalışma ortamı, sokak, aile sıcaklığı ve bu alanlarda olan insanların mutlu-hüzünlü anları, nostaljik sahneler	Çeşitli ortamlarda her duygu yaşanabilir, yaşanan her duygu ve olayda Ziraat Bankası sizinle mesajının verilmesi, Ziraat Bankası'nın köklü geçmişi	Eskiye duyulan özlem, umutsuz olunan anlarda bile Ziraat Bankası sayesinde umudun yeşermesi, yılmamak, Ziraat Bankası'nı tercih edenlerin mutlu olacağı mesajı

Tablo 5: Ziraat Bankası Reklam Analizi

4.1.2 Turkcell - #YoldaykenBırakınOTelefonu Reklam Filmi Analizi (2019)

Gösteren	Gösterilen	Düz Anlam	Yan Anlam
Milli Futbolcu Emre Akbaba, Metin Oktay, yol çalışmasında görevli bireyler	Araba kullanırken telefona bakan Milli Futbolcu, karanlık yol, yol çalışması, kaza yapmaktan son anda kurtulması	Araba kullanılırken yalnızca yola odaklanılması ve başka bir şeyle ilgilenilmemesi gerektiği mesajı, kamu spotu	Türk Sporunun Efsane Futbolcusu Metin Oktay'ın trafik kazası sonucu kaybedilmesinden dolayı bir kamu spotu niteliği barındırır

Tablo 6: Turkcell Reklam Analizi

4.1.3 Ziraat Bankası – Sen Hep Gülümse Reklam Filmi Analizi (2020)

Gösteren	Gösterilen	Düz Anlam	Yan Anlam
Parkta inatlaşan çocuklar, Kemal Sunal, parkta farklı çocuklar, çeşitli çalışma ortamları, kahvehane, ev ortamı, Ziraat Bankası şubesi, bir kadın	Gülmek konusunda inatlaşan çocuklar, bisikletiyle gelen Kemal Sunal, parkta Kemal Sunal'ı tanıyan diğer çocuklar, iş, ev, kahvehane gibi çeşitli ortamlarda gülen yüzler ve Kemal Sunal filmlerinin izlenmesi, Ziraat Bankası'ndan yüzü gülere ayrılan bir kadın	Kemal Sunal'ın gülüşünün insanlara kendini iyi hissettirmesi, Ziraat Bankası'nın güler yüzlü olma anlayışını benimsemiş bir marka olması	Ziraat Bankası'nı tercih eden insanların Kemal Sunal'ın filmleri izlerken kadar güleceği, mutlu olacağı, Ziraat Bankası kullanmanın mutluluk vereceği

Tablo 7: Ziraat Bankası Reklam Analizi

4.1.4 Aksigorta – Barış Abimizin Bizlere Bir Mesajı Var Reklam Filmi Analizi (2022)

Gösteren	Gösterilen	Düz Anlam	Yan Anlam
Barış Manço, Çekirdek aile, çalışan insan topluluğu	İnternet kullanımının yaygınlaşması, güvenli internet kullanımına dikkat çekmek için gösterilen bilgisayar korsanları (hacker), internete ilgilenen ve küçük çocukları olan bir aile	İnternet kullanımı son derece yaygınlaşsa da önemli olan güvenli internet kullanımı olmalıdır, kontrol altında tutulmalıdır	Barış Manço'nun döneminde efsaneleşmiş '10 puan' repliğiyle reklamı yapılan sitenin ziyaret edilmesinin sağlanması

Tablo 8: Aksigorta Reklam Analizi

SONUÇ

Dijital nekromansi içerikli reklamların dijital teknoloji gelişiminin bir sonucu olduğu ileri sürülür. Gelişen teknolojiler sayesinde, nostaljiye duyulan özlemin nekromansi içerikli reklamlarla tüketiciler ile ölmüş ünlü kişilerin buluşturulabileceği ortaya çıkmıştır.

Bu çalışmanın temel amacı Türkiye'deki dijital nekromansi içerikli reklam filmlerinin sektörel bazda tespitini sağlamak olarak belirlenmiştir. Çalışma içerisinde hangi nekromansi içerikli reklamların sektörlerde yoğunlaştığı, hangi ölmüş ünlü kişilerin reklamlarda kullanıldığı ve hangi dönemlerde seyirciye sunulduğu tespit edilmeye çalışılmıştır.

Gerçekleştirilen çalışma kapsamında, belirlenen araştırma sorularının yanıtları aşağıda yer aldığı gibidir:

- Türkiye'de dijital nekromansi kapsamında toplam kaç dört adet reklam filmi bulunmaktadır.
- Dijital nekromansi içerikli reklam filmlerine; bankacılık, telekomünikasyon ve sigorta sektörleri yer vermiştir.
- En fazla dijital nekromansi reklam filmine yer veren sektör iki adet reklam filmi ile bankacılık sektörü içerisinde Ziraat Bankası olduğuna saptanmıştır.
- En az dijital nekromansi reklam filmine yer veren sektör birer reklam filmi ile telekomünikasyon ve sigorta sektörleri olduğuna saptanmıştır.
- Örnekleme dahil edilen reklamlarda Kemal Sunal, Barış Manço, Metin Oktay, Hulusi Kentmen, Adile Naşit, Halit Akçatepe, Münir Özkul, Feridun Şavlı isimlerine yapay zeka tekniğiyle yer verilmiştir.
- Dijital nekromansi kullanılan reklam filmlerinin 2018, 2019, 2020 ve 2022 yıllarında çekildiği bilgisine erişilmiştir.
- Türkiye'de dijital nekromansi içeren reklam filmlerinin yayın başlıkları; 'Yeşilçam Reklam Filmimiz', '#YoldaykenBırakınOTelefonu', 'Sen Hep Gülümse', 'Barış Abimizin Bizlere Bir Mesajı Var!' olduğuna saptanmıştır.

Çalışmada elde edilen bulgular ışığında, dijital nekromansi içerikli reklamların sayısının oldukça kısıtlı olduğu ancak belli sektörler içerisinde daha fazla öne çıktığı söylenebilir. Çalışma kapsamında örnekleme dahil edilen reklam filmlerinin sektörel dağılımında bankacılık sektörünün öne çıktığına saptanmıştır. Ziraat Bankası'nın iki adet dijital nekromansi içeriğine sahip reklam filminin bulunması, Türkiye'deki dijital nekromansi reklamlarının lider sektörü olduğunu göstermektedir. Diğer sektörler içerisinde telekomünikasyon (Turkcell) ve sigorta (Aksigorta) bulunmaktadır. Bu bulgu ışığında, dijital nekromansi içerikli reklamların büyük oranda hizmet sektörleri içerisinde kullanıldığı söylenebilmektedir. Çalışmanın diğer bulguları içerisinde, reklam filmlerinde yapay zeka teknolojisi kullanarak canlandırılan ölmüş ünlü kişilerin, geniş kitleler tarafından tanınan ünlüler olduğudur. Bu bağlamda Kemal Sunal, Barış Manço, Metin Oktay, Hulusi Kentmen, Adile Naşit, Halit Akçatepe ve Münir Özkul gibi ünlülerin kullanılması, bu reklamların nostalji duygusunu taşıdığını gösterebilmektedir.

Dijital nekromansi içerikli reklam filmleri, seyirciye sunulduğu dönem içerisinde değerlendirildiğin 2018-2022 yılları arasında olduğu gözlemlenmektedir. Bu yıllar teknolojinin ve dijital pazarlamanın etkisinin arttığı dönemler olarak bilinmektedir.

Hazırlanan çalışmanın sonucu doğrultusunda, dijital nekromansi içerikli yapay zeka reklamlarının, Türkiye'de dijital pazarlama stratejisi olarak değerlendirilebileceği söylenebilmektedir. Bankacılık, telekomünikasyon ve sigorta sektörlerinin, bu stratejiyi benimseyerek tüketicilere ulaşma yollarını çeşitlendirdiği söylenebilmektedir. Çalışmanın örnekleminin kısıtlı olmasına rağmen, reklam filmlerinde yer alan ölmüş ünlü kişilerin toplumda iz bırakan bireyler olmasından dolayı, markaların bu stratejiyi etkili bir şekilde kullanabilmesinin mümkün hale geldiği düşünülmektedir.

Bu çalışma belirtilen örneklem ve sınırlılıklar dahilinde gerçekleştirilmiş olup, bu kapsam dışındaki durumlar için genelleme yapılamaz. Çalışmanın literatüre katkı sağması ve gelecekte yapılabilecek dijital nekromansi içerikli çalışmalar için bir referans niteliği taşıması temenni edilmektedir.

Extended Abstract

It is argued that digital necromancy ads are a result of the development of digital technology. Thanks to the developing technologies, it has emerged that the longing for nostalgia can be brought together with consumers and deceased celebrities through ads with necromancy content.

The main purpose of this study is to identify the digital necromancy commercials in Turkey on a sectoral basis. Within the study, it was tried to determine which advertisements with necromancy content are concentrated in which sectors, which deceased celebrities are used in advertisements and in which periods they are presented to the audience.

Within the scope of the study, the answers to the research questions are as follows:

- In Turkey, there are a total of four commercials within the scope of digital necromancy.
- The banking, telecommunication and insurance sectors have included digital necromancy commercials.
- It was determined that Ziraat Bank was the sector that included the most digital necromancy commercials in the banking sector with two commercials.
- The sectors with the least number of digital necromancy commercials are telecommunication and insurance sectors with one commercial each.
- The names of Kemal Sunal, Barış Manço, Metin Oktay, Hulusi Kentmen, Adile Naşit, Halit Akçatepe, Münir Özkul, Feridun Şavlı were included in the advertisements included in the sample with artificial intelligence technique.
- It was found that the commercials using digital necromancy were shot in 2018, 2019, 2020 and 2022.
- The broadcast titles of the commercials containing digital necromancy in Turkey were found to be 'Our Yeşilçam Commercial Film', '#YoldaykenBırakınOTelefonu', 'You Always Smile', 'Barış Abimizin Bizlere Bir Mesaj Var!

In the light of the findings obtained in the study, it can be said that the number of advertisements with digital necromancy content is quite limited, but they stand out more in certain sectors. In the sectoral distribution of the commercials included in the sample within the scope of the study, it was determined that the banking sector stands out. The fact that Ziraat Bank has two commercials with digital necromancy content shows that it is the leading sector of digital necromancy commercials in Turkey. Other sectors include telecommunications (Turkcell) and insurance (Aksigorta). In the light of this finding, it can be said that digital necromancy ads are mostly used in service sectors. Among the other findings of the study, it is seen that the deceased celebrities portrayed in commercials using artificial intelligence technology are celebrities known by large masses. In this context, the use of celebrities such as Kemal Sunal, Barış Manço, Metin Oktay, Hulusi Kentmen, Adile Naşit, Halit Akçatepe and Münir Özkul can show that these commercials carry a sense of nostalgia.

When the commercials with digital necromancy content are evaluated within the period in which they were presented to the audience, it is observed that they are between 2018-2022. These years are known as the periods when the impact of technology and digital marketing increased.

In line with the results of the study, it can be said that artificial intelligence advertisements with digital necromancy content can be considered as a digital marketing strategy in Turkey. It can be said that the banking, telecommunications and insurance sectors diversify the ways of reaching consumers by adopting this strategy. Although the sample of the study is limited, it is thought that it is possible for brands to use this strategy effectively because the deceased celebrities in the commercials are individuals who leave a mark on the society.

This study was conducted within the specified sample and limitations, and generalizations cannot be made for situations outside this scope. It is hoped that the study will contribute to the literature and serve as a reference for future studies on digital necromancy.

KAYNAKÇA

- Oxford Learner's Dictionaries: (2023). <https://www.oxfordlearnersdictionaries.com/definition/english/necromancy?q=necromancy> adresinden alındı
- Acar, H. M., & Tanyıldızı, N. İ. (2022). Reklamda Yapay Zeka Kullanımı: Ziraat Bankası #Senhepgülümse Reklam Filminde Deepfake Uygulamasının Görsel Anlatıya Etkisi. *Kastamonu İletişim Araştırmaları Dergisi*, (8), 78-99.
- Alkaddour, M. (2022). Pazarlamada yapay zekâ kullanımı. *İşletme Ve Girişimcilik Araştırmaları Dergisi*, (1), 48-66.
- Barthes, R. (1976). *Göstergebilimin Temelleri*. Ankara: Kültür Bakanlığı.
- Berelson, B. (1952). *Content Analysis in Communication Research*. Glencoe: Free Press.

- Berk, M. E. (2020). Dijital Çağın Yeni Tehlikesi “Deepfake”. *OPUS International Journal of Society Researches*, 16(28), 1508-1523. doi.org/10.26466/opus.683819
- Binbir, S. (2021). Pazarlama Çalışmalarında Yapay Zeka Kullanımı Üzerine Betimleyici Bir Çalışma. *Yeni Medya Elektronik Dergisi*, 5 (3), 314-328.
- Değim Flannagan, İ. (2018). Sinemanın İkonik Karakterlerinin Ölüm Sonrası Dijital Dirilişinin Animasyon Teknikleri ve Fenomeni. 3. *Sanat ve Tasarım Eğitimi Sempozyumu ve Çalıştayı "Dijital Çağda Sanat ve Tasarım* (s. 25-34). Ankara: Başkent Üniversitesi.
- Gilden, A. (2022). Endorsing After Death. *William and Marry Law Review*, 63 (2021-2022), 1531-1598.
- Jarek, K., & Mazurek, G. (2019). Marketing And Artificial Intelligence. *Central European Business Review*, 8(2), 46. DOI: 10.18267/j.cebr.213
- Kavut, S. (2022). Türkiye’de Yapay Zeka Alanında Yazılan Tezlerin İçerik Analizi Yöntemiyle İncelenmesi. *Türkiye İletişim Araştırmaları Dergisi*, (41), 80-98. doi.org/10.17829/turcom.1051167
- Koç , N., & Başfıncı, Ç. (2023). İletişim Alanındaki Mesleklerde Yapay Zeka Uygulamaları: Mevcut Durum Üzerine Analiz ve Alan Yazın Taraması. *Karadeniz Teknik Üniversitesi İletişim Araştırmaları Dergisi*, 13(1), 121-148. doi.org/10.53495/e-kiad.1265999
- Köktürk, Ş., & Eyri, S. (2013). Dilbilim ve Göstergebilim : Ferdinand De Saussure ve Göstergebilimi Anlamak. *Sakarya Üniversitesi Fen Edebiyat Dergisi*, 15 (2) : 123-136.
- Kuruca, Y., Üstüner, M., & Şimşek, I. (2022). Dijital Pazarlamada Yapay Zekâ Kullanımı: Sohbet Robotu (Chatbot). *Medya Ve Kültür*, 2(1), 88-113.
- Rıfat, M. (2009). *GÖSTERGEBİLİMİN ABC'Sİ*. İstanbul: Say Yayınları.
- Stone, P. J., Dunphy, D. C., Smith, M. S., & Ogilvie, D. M. (1966). *The General Inquirer: A Computer Approach to Content Analysis*. Massachusetts M.I.T. Press: The.
- Şahinci, D. (2021). Yapay Zeka ve Reklamcılığın Geleceği. *Doktora Tezi*. İstanbul.
- Tokman Danışman, G. (2022). Reklamlarda Dijital Nekromansi: Ölmüş Ünlü Kişilerin Reklamlarda Kullanımına Yönelik Kavramsal Bir Yaklaşım. *Pazarlama İçgörüsü Üzerine Çalışmalar*, 6(2), 26-41.
- Tokman Danışman, G. (2023). Dijital Pazarlamada Yapay Zekâ: Kavramsal Bir İnceleme. H. S. Fettahlıoğlu, & F. G. Bilginer Özsaatçı içinde, *Pazarlamanın Dijital Dönüşümü Pazarlama 5.0* (s. 147-176). Özgür Yayınları.

DİJİTAL REEL PSİKO-SEMİYOTİK DİL KULLANIMI TASARIMLARINDA GÖRSEL GÖSTERGELERİN DİLSEL GÖSTERGELERE OLAN ÜSTÜNLÜKLERİ NELERDİR? BU TASARIMLAR NASIL GERÇEKLEŞTİRİLİR? ÇOCUK YETİŞKİN TEORİSİ NEDİR?

Doç. Dr. Nevin ALGÜL

Marmara Üniversitesi, Radyo, Televizyon ve Sinema Bölümü, Türkiye
algulnevin@gmail.com

ÖZET

21. yüzyıl insan profili üzerinden üzerinden görmenin diğer duyu organlarına baskınlığının veya çekinikliğinin tartışmaya açıldığı, karşılaştırılma ve kıyaslamasının yapıldığı tüm bu kriterlere dayanarak geçmişten günümüze aktarılan bilgi üzerinden sağlaması sorgulaması da yapılarak ALGÜL Yetişkin Çocuk Teorisi üzerinde durularak irdelenecektir.

Anlaşıldığı üzere veya henüz tam olarak anlaşılmadığı üzere, bu makale görsel göstergelerin hedefi (birey, topluluk, toplum, tüm küre) vurmadaki başarısının dilsel göstergelerden çok daha fazla olduğu tezi üzerine kuruludur. Öyle ki, dilsel göstergelerin inşa ve inşa sökümündeki başarısının bile dilsel göstergelere ait imgesel iz düşümlerin; görsel gösterge ön görünümünün hedefi vurmadaki yetkin, etkin, dilsel gösterge seçimlerinden kaynaklanabileceği gerçeği için uzmanına göz kırpmaktadır.

Dilsel göstergelerin tasarımındaki başarıda zihne düşürülecek olan görsel imajların, imgelerin hedefi istendik biçimde vurmada öngörü, içgörüyü kullanma çok önemlidir; hatta bu alan zihne ilk düşmesi gereken imge, imaj ve sonrasının, bir başka söylemle, alt ve üst çağrışım anlamlarının daha başlangıçta görülmesi gereken alandır. Zaten daha başlangıçta var olan tüm öngörü, içgörüler dil kullanımındaki yeti ve yetenekleri, dil birikimi ve dil kullanımı zekâsı olan uzmanlarca inşa ve inşa aşamaları aynı anda, daha başlangıçta görülebiliyorsa tasarımlar etkili bir şekilde hedefi vurulabileceklerdir.

Genel çoğunluğa yönelik, tüketim, siyaset, politika ve her alandaki istendik güdüleme, manipülasyon, satış etkisi ancak ALGÜL Çocuk Yetişkin Teorisi üzerinden kolayca yaratılabilir ve bu teorinin görsel gösterge kullanımıyla da yakından ilgisi vardır.

Anahtar Sözcükler: Yetişkin Çocuk Teorisi, Gösterge, Tasarım.

GİRİŞ

Algül Yetişkin Çocuk Teorisi, hiç büyütme ki, manipüle edebilesin, korkutup sindirebilesin. 21. yüzyılda artık hiçbir şey görüldüğü, gösterildiği gibi olmayabilir çünkü bu alan nice tasarım alanına hiç olmadığı kadar dahildir. Bizzat dezenformasyona karşı uyarıların varlıkları birer dezenformasyon kaynağı olabilir.

“Ya görüldüğün gibi ol ya olduğun gibi görün.”

Mevlâna

Bu makale görüldüğü gibi olmayan her sözlü, sözsüz, sesli sessiz, semantik semiyolojik gösterge çözümlemesi, neyin neyi nasıl temsil ettiğini bulma, bilme, erme dolayısıyla neyin yerine geçebilecek nitelikte olduğunu anlama bilgisine ulaşma ve bu bilgiyi aktarma üzerine kurulu, tanımladığım bilimsel alan olan Psiko-Semiyotik İletişim üst başlığı altında topladığım, Dijital Reel Psiko-Semiyotik Dil Kullanımları ve buluşum olan ALGÜL Dijital Reel Manuel Psiko-Semiyotik Dil Kullanımları Ayrıştırıcıları alanlarımla ilgili çalışmalar bütününe destekleyen ve ileri götüren, buluş ve tanımlamalarımla ilgili araştırma incelemelerimi kapsayan aynı alanla bağlantılı değişik, çeşitli konuları içeren, çalışan, seri olarak nitelenebilecek çalışmalardan biridir. Buluşmalarımla ilgili diğer makalelerim okunduğunda bu bağıntı açıkça görülebilir, her çağda ama özellikle dijital çağda önemle üzerinde aydınlanma için durulması elzem olan bu konulardan çok daha fazla verim alınabilir.

“Başlangıçta söz vardı” İncil, Faust: “Başlangıçta eylem vardı” Goethe, (Özerkan, 2001s.35), düşünme de bir eylem midir? Bir şeyin eylem olması için bir tutum ve tavır, hareket şart mıdır? ‘Eylem’ sözcüğüne kaç anlam yüklenebilir, kaç anlama sınırları çizilebilir? Tabii “söz vardı” derken neyin kastedildiği de iyice araştırılmalı, “eylem vardı” derken de, tüm bu sorgular makalenin konusu dışında olmakla beraber, merak duygusunu harekete geçirmek ilave katkısıyla konuyu önce ses mi, görüntü mü vardı sorgularına çekmek üzere uygun girizgâh ikilisi olarak seçildiler.

İnsan henüz cenin halindeyken duyu organlarının işlevsellik kazanması hangi sırayla gerçekleşti? Öncelik sonralık ilişkisinin erken kalkan yol alır misâli sonra gelişene bir üstünlüğü söz konusu olabilir mi? Görmek, işitme, tatma, koklama, dokunma,

Psiko -Semiyotik Dil Kullanımları Ne demektir? Nasıl Üretilir?

Psiko sözcüğü hedefe konulan birey veya toplumun psikolojisini etkileyip, istedik doğrultuda manipüle etmek için özellikle psikolojik etki için seçilene dilsel ya da görsel göstergeler alanını ifade eden bir sözcüktür.

Semiyotik sözcüğü bünyesinde hem dilsel hem görsel göstergeleri barındırır. Karşılıklı İlkesinin çalışabilmesi için masal etkisine ihtiyaç vardır. Çoklu ortamlarda dijital reel, bir başka söylemle hedefi saran anlamlar evrenini dijital ve reel psiko-semiyotik dil kullanımlarıyla kuşatmak ve bunu sürekli tekrarlamak istedik doğrultuda hedefi yönlendirmeyi başarabilir ve bunu çok uzun yıllarca sürdürülebilir kılabilir ki, Potansiyel Emsâl Dijital Kölelik Vakası (Algül, 2023) ve yayım aşamasında olan (Algül, 2024) böyle bir gerçeğin ispatı olacaktır. Bu vakada yıllarca Dijital Reel Psiko-Semiyotik Dil Kullanımlarıyla çepeçevre sarılan ve bu şekilde çok başarılı ticari

Meta kaynağı, çok para kazandıran bir kaynak olarak sömürülür. Bu başarısına içinde doğduğu topluma ve hatta küre, evrene dair fikir ve gözlemleri de katılır ve hem ulusal hem küresel olarak talan edilerek, bu talan üzerinden pek çok siyasi parti dahil yaratılır ve yaratılan her şey ki, her biri birer istihdam alanıdır eklemlieleri için hedefe yönelik baskı araçları olarak da kullanılır aynı zamanda. Koruması gerekenler talanın baskı uyarıları dijital reel psiko semiyotik dil kullanımlarıyla dijital köleliği sürdürülebilir kılanları olabilir (Algül, 2020-2023) potansiyel emsal dijital kölelik vakasında olduğu gibi.

İdeal bir Dijital Reel Psiko-Semiyotik Dil Kullanımı Tasarımı Nasıl Gerçekleştirilir?

Bu tanımlamayı yapmak için kompozisyon kelimesinden yola çıkılırsa (composition) sözlük anlamlarıyla, bulma, buluşları birleştirip sıraya ve düzene koyarak uzlaştırarak, yazma veya konuşma yoluyla bir duygu, bir düşünce ürünü ortaya koyma diye tanımlanabilir. (Aptekin,1982). Tüm bu kompozisyon bilgisi alınarak Psiko-semiyotik dil tasarımlarının giriş bölümüne konulabilir ama sadece giriş ki, Alptekin'de bu tanımlamayı kompozisyon için dahi başlangıç olarak görmektedir çünkü kompoze etmek, sözlük tanımlamasından çok daha ileride, çok daha karmaşık, çoklu etkileşim ve yapıları bünyesinde barındırır. Kompozisyon için geçerli olan tüm çok yönlü etkileşim Psiko-Semiyotik İletişim, Etkileşim üst başlığı altında topladığım Psiko-Semiyotik Dil Kullanımları ve onun türleri olan Dijital Reel Psiko-Semiyotik Dil Kullanımları için tüm bu kompoze etme alanının içiçe geçmiş halinin çok daha ileri düzeyleri düşünülmelidir. Tüm bunlara ayrıca dijital reel teknolojinin üretilmiş gerçeğe, yani aslında gerçek olmayanlara yönelik ikna araçlarının kullanımı eklenmektedir. Yazılı görsel basın, dijital yayım, reel yaşamda hedefin(toplum veya birey) maruz kalacağı dilsel ve görsel göstergeler alanındaki her şey, reklam panoları dahildir.

Bir İnsana Kırk Gün Deli Dersen Deli Olur Mu? Anonim/ Türk Halk Edebiyatı

Masal etkisi dediğim tekrarın önemi: Masal etkisi çünkü gece uyumadan önce masal okunan çocuklar, uyku anları geldiği zaman, ille de masal isterler. Bu insanlarda doğal bir eğilimdir diye açıklanabilir.

Hedefi çepeçevre 7/24 sarıp sarmalayan, bir başka söylemle halkın çevreleyen anlamlar evreni sürekli tekrarlarla bir süre sonra halkın, hedefin gerçeği olmaya başlar mı?

Halk buna uygun bir süreçten ustaca geçirilirse evet. 21. Yüzyıl insanı ALGÜL, Çocuk Yetişkin Teorisi, düşünmekten uzaklaştırılan, tüketici insan profili için gerekli olan, dürtüleriyle hareket eden yetişkin insan demek. Yetişkin ama bir çocuk gibi hareket edip, dürtülerine engel olamamaktadır. Çocukların acıktıklarında yeme dürtülerini öteleyemememe, şartlar uygun olsun olmasın yemek, oyuncak vb. gibi dürtüleriyle hareket edip, tutturmalarıyla örneklenebilir. Para olsun olmasın çağın tüketici insanının hali ahvali budur ve (Algül, 2015)Algül Yetişkin Çocuk Teorisine göre 21. Yüzyıl insanı özellikle düşünmeyen, dürtüleriyle hareket eden yetişkin çocuk olarak tasarlandı çünkü düşünen insan bu şekilde tüketemez, köle olamaz, manipüle edilemez, değersiz kalabalık kitleler olarak görülemezdi. Bir de Türkiye gibi yanlış olabilen öğretim metotlarından geçtiyse, sağlıklı düşünce oluşumu süreci de sekteye uğrayabilir ve eleştirel, sorgulayıcı düşünce kaybı yaşanabilir (Algül, 2018), Algül Türkçe ve Matematik Derslerinin Öğretim Metodolojilerinin Sağlıklı Düşünce Gelişimi Sürecine Etkileri: Beynin dil öğrenme merkezinin işleyişine ters bir metodolojiyle aktarılan anadilin okur-yazarlığının kazandırılmasındaki seçilecek kazandırma yönteminin sağlıklı düşünce gelişimi sürecini olumsuz anlamda etkileyeceği doğrultusunda olan bu teoriler aynı zamanda matematik bilgisinin yanlış metodolojiyle aktarılmasından kaynaklanan nedenlerle dilbilgisini de sekteye uğratar, çift yönlü gelişimi etkileyen bu yanlış aktarım yöntemleri ki tümünden teke giden bir metodoloji beynin dil öğrenme merkezinin çalışma prensiplerine uygundur, *bu Algül teorisine göre beynin dil öğrenme merkezinin çalışma prensiplerine ters olan metodolojilerin kullanılması düşüncenin sağlıklı gelişimi sürecini sekteye uğratar ve olumsuz anlamda etkiler.* Bu olumsuz sonuçlara tek tek olayları görüp, büyük resmi görmemeyi, kuşbakışı olaylara bakmamayı, analitik düşünce de kaybı, sorgulayıcı, eleştirel bakışta kayıp sadece genetik kültürel kodda olduğu varsayılan

reaya kültüründen kaynaklanabileceği varsayımı üzerinden açıklanamaz, bilinçli veya bilinçsiz seçilebilecek öğretim metodolojileriyle bilerek, kasıtlı veya bilmeyerek, kasıtsız desteklenebilir. Böylece bir alanda zayıflıkla başlanılan eğitim hayatı, sağlıklı düşünce gelişimi ortamına neden olacak, olabilecek ki, bilimsel bir gerçeklik üzerinden üretilen teorilerdir bunlar; öğretim metodolojilerinden geçerek daha da zayıflatılmış olur. Böyle toplumlar potansiyel manipülatif toplumlar olacaklardır. Her anlamda her alanda çok daha kolay manipüle edilebileceklerdir ki, unutulmamalıdır; içinde bulunulan yüzyıl herkesin manipüle edilebileceği psiko-semiyotik dil kullanımlarını legal görünümü, illegal alanların talanından bulma, çözme, konma, yoksa yaratma üzerine kurulu, para için her şey mübah denilen bir yüzyıldır.

Bu tür toplumlarda dijital reel psiko-semiyotik dil kullanımları tasarlanırken düşünmekten uzaklaştırıldıkları için bir yandan, bir yandan da görmenin insan doğasındaki önemine ithafen Da Vinci'nin Şairi, Ressamdan sonraya koyması ve görmenin etkisi üzerine yazdığı içerikte, doğadaki haliyle resmin evrensel kolay okunabilir diline yaptığı göndermenin kolaylığı, 21. yüzyıl insanı açısından, düşünmeyi gerektiren nitelikli kitaplar yerine görsele eğilim olarak kabul edilebilir. "Resim, şiiirden üstündür, resim kendisine ait ince düşüncelerle, tüm insan eserlerini geçer. Ruhun penceresi olarak adlandırılan göz merkezi duyunun, doğanın sonsuz eserlerinin en eksiksiz ve bolca taklit edilebileceği başlıca araçtır; kulak ise gözün gördüğü şeyleri duyarak, onur kazanan ikincisidir. Eğer siz, tarihçiler, şairler veya matematikçiler, şeyleri gözlemlenizle görmemiş olsaydınız, bunları yazılı olarak anlatamazdınız ve eğer siz, ey şair, bir hikâyeyi kaleminizle anlatırsanız, ressam fırçasıyla bunu daha kolay, daha basit bir bütünlükle ve anlaşılması daha az sıkıcı bir şekilde anlatabilir ve eğer resme aptal şiiir dersenez; ressam da şiiire kör resim diyebilir. Peki, şimdi hangisi daha kötü kusurdur? Kör olmak mı, yoksa aptal olmak mı? Şair kurgularını icat etmede ressam kadar özgür olsa da, bunlar insanlar için resimler kadar tatmin edici değildir çünkü şiiir biçimleri, biçimleri, eylemleri ve yerleri kelimelerle betimleyebilse de, ressam bunları temsil etmek için biçimlerin gerçek benzerliğiyle ilgilenir. Şimdi bana gerçek insana hangisinin daha yakın olduğunu söyleyin; insanın adı mı yoksa, insanın imgesi mi? İnsanın adı farklı ülkelerde farklılık gösterir, ancak biçimi yalnızca ölümle değişir ve eğer şair duyuyu kulak aracılığıyla tatmin ediyorsa, ressam bunu daha değerli duyu olan gözle yapar, ancak bundan daha fazlasını söyleyemeyeceğim eğer iyi bir ressam bir savaşın öfkesini tasvir ediyorsa ve ikisi birlikte halkın önüne çıkarsa, seyircilerin çoğunun nerede duracağını, en çok neye dikkat edeceklerini, en çok övgüde bulunacaklarını ve hangisinin onları en çok tatmin edeceğini göreceksiniz. Şüphesiz resim çok daha anlaşılır ve güzel olduğundan çoğu kişiyi memnun edecektir. Tanrı'nın (Mesih) adını bir yere yazın ve karşısına onun resmini koyun hangisinin daha çok saygı göreceğini göreceksiniz. Resim doğanın tüm biçimlerini kendi içinde kapsarken, sizin elinizde biçim kadar evrensel olmayan sözcüklerden başka bir şey yoktur ve eğer temsilin etkileri varsa, biz de etkilerin temsiline sahibiz. Sevgilisine bir hanımın güzelliğini anlatan bir şair ve onu temsil eden bir ressamı alın ve aşık eleştirmeni hangi doğanın yönlendirdiğini göreceksiniz. Elbette kanıtın deneyimin hükmüne dayanmasına izin verilmelidir(arthistoryproject). Bir fetusun gelişim evrelerinde, duyu organlarının gelişim süreci öncelik sonralık ilişkilerine göre şöyledir: Dokunma, Tat, Koklama, İştme Görme(exploringyourmind). İştme görme duyusundan önce gelmektedir. Geniş halk kitleleri için sözlü kültürün yazıya üstünlüğü olabileceği gibi, nitelikli uzun yazıları okuyup anlayabilmek, nitelikli insan yapısını da kapsar. Oysa düşünmekten uzaklaştırılan, uzun nitelikli okumalara katlanamayan 21. yy. insanı, günümüzde dijital alanlarından legal görünümle veya illegal yollarla elde edilen eğilimlerinin yaratılan tümüyle ticari kitapları eser olarak tüketmektedir. Özellikle roman türü olsa da bu akademik alana da içinde bulunulan yüzyıl üzerinden düşünülerek yayılabilecek bir duruştur. Ticari ürün olmalarının kökenleri eski de olsa telif hakları vb. gibi; içinde bulunulan yüzyılın dijital alanda sağladığı olanakların kötücül kullanılmasıyla legal görünümü, illegal veri trafiğinin kapital kazanımında getirdiği üstünlükler ve kolaylıklar, eliptik kürenin içinde bulunduğu andaki şartlar, alan üzerinde düşünürken, düşüncenin niteliğinde belirleyici olmak zorundadır. Klasik dönem okurlarının düşünceyle bağıni koparmamış bireyler olma ihtimalleri çoktur çünkü bu klasiklerin içeriği anda olduğu gibi, hesaplı, veri alanından beslenen, eyyamcı para kazanmayı bu şekilde erek etmeyen içeriklerden hareket etmemişlerdir. Tüm bunların hatırlatılma nedeni uzun, nitelikli okumalardan gelen insanlar 'düşünen insanlardır' ve bu insanları manipüle etmek, ve eyyamcı dijital reel psiko-semiyotik dil kullanımlarıyla avlamak çok daha zordur. Tüketici insan profili için hiç de istendik olmayan insan profillerini oluştururlar ve eleştirel, sorgulayıcı bakış açılarına sahip olmaları yüksek oranda olasıdır. Duyu organlarının gelişim ve olgunlaşma evrelerinin öncelik sonralık ilişkisi geleceğin araştırma konularından olabilir ama halk arasındaki sıkça kullanılan deyimlerden biri "görmeden inanmam,", "görsem de inanmam", "gözlerime inanmadım" gibi söylemlerin çokluğu konu gerçek ve görme eylemi olduğunda işitsel kaynaklara olan güven inancından daha çok olduğu gözlemlenebilir bir özellik olarak, sosyolojik bazda ortaya çıkmaktadır. Da Vinci'nin çok güzel ifadelerle ortaya koyduğu gibi insanlar için görmenin yazıya kıyasla etkileyicilik üzerinden evrensel, anında anlam bulma, anlam kazanma gibi bir üstünlüğü vardır ve bu işitsel, dokunsal ve belki tatsal alanlarda da geçerliliğini koruyabilecektir. Emoşilerle küresel boyutta uzlaşmanın sağladığı andaki küremizde yakın bir gelecekte sadece görsellere dayalı göstergeler üzerinden uzlaşılan bir dil tasarımının doğuşunun başlangıç aşamaları olarak nitelendirilebilir. Görsel göstergelerin artık tüm doğal dillere girebileceği bir dünya çok ilginç olabilecektir doğrusu. Bir yandan görseller bir imgeyi hazır sunar, düşünmeyi gerektirmez ve kitleleri aynı imge üzerinden avlar, dolayısıyla düşündürür, bir başka söylemle manipüle eder. Görsel göstergeler hedefi

vurmada evrensel bir kolaylık sağlamaları yanı sıra aynı zamanda, fazla düşünmeyi de gerektirmezler, hızlı manipülasyonun, motivasyon yaratmanın kaynaklarıdır. Görsel göstergelerin evrenselliği konusundaki eğilim, mağara resimleriyle bağdaştırılabilir, matbaa yokken resim, görsel, görsel göstergeler vardı. Resim, matbaa yokken insanları motive, manipüle etme, güdüleme, cemaat toplama, etkileme, istedik bilgiyi yayma araçları olarak da kullanıldılar bir başka deyişle insanlığın genetik kültürel kodlarında olan bir birikimden de kaynaklanabilir bu eğilim. Klasik resimler yani doğadaki gibi resmedilen her şey ya da doğadaki benzerleriyle özdeşik resmedilen her şey insan, nesne, biçim, gözle görülür görülmez çözülebilen göstergeler arasında yerlerini aldılar ve bu yönleriyle evrenseldiler.

Unutulmamalıdır ki, insanın hikâye anlatıcılığı önce resimle başladı çünkü önce matbaa yoktu.

Dil kullanımlarındaki şu genel bilgi belki insanın doğası gereği bu duruma da uyarlanabilir: Genel yaygın dil kullanımına önce giren sözcüğün, kelimenin sonra girene oranla bir üstünlüğü söz konusudur. Bir başka deyişle, önce giren sözcük geniş kitleler tarafından daha çok benimsenir, akla gelir ve kullanılır. Tüm bunlar hiç düşünmeden, öncekinin sonrakine üstünlüğü üzerinden gerçekleşir. Ancak bilinçli olanlar, düşünce gelişimi üzerinde düşünenler, dille ilgili olanlar kullanımda tercih yapabilirler, toplumda buldukları sosyal yapılar da kullanım tercihlerini etkileyebilir.

Tüm bu bilgilerin ışığı altında kısaca özetlenirse,

21. yüzyıl insanın (Algül, 2018-Paris), düşünemeyen, dürtüleriyle hareket eden, yetişkin bir çocuk olarak tasarlandı ki, Algül Yetişkin Çocuk Teorisi olarak kullanıyorum, düşünen insan, kolayca her anlamda her alanda kolayca manipüle edilemeyen insan anlamına gelir. Hızla tüketmez, kolayca güdümlenip yönlendirilemez, haklarını bilir, özüne saygı duyar, karakterlidir. Oysa yeni dünya düzeni ve 21. yüzyıl hızla tüketen, kapital sonuçlu güdümlenmeler, demografik alanda mobile hâle getirebileceği, istediği dünya düzenini kurabileceği insan profilini tasarladı. Yetişkin çocuk insan, bu teori üzerinden görsel göstergelerin dilsel göstergelere olan üstünlükleri de tartışmaya açılabilir. Çocuklar için görsel göstergeler dilsel göstergelerden önce gelirler. Çocuklar üzerinde duyu organları üzerinden etkin olanlar sıralaması yapılırsa, önce müzik gelir, sonra görsel göstergeler, özellikle müzikle beraber devinim hâlindeki görsel göstergeler. Müziğin etkisi o kadar çoktur ki, çocuk, okumayı bilmese bir, etkilendiği müzik sırasında ekranda gördüğü tekrarlanan dilsel gösterge sözcüğünü, dışarıda görüp tanyabilir ve müzikle çekip aldığı şekliyle, harflere dökülebilir. Oysa bir yetişkin için müzik, reklamlar söz konusu ise, veya pek çok sunumda, bu bir enstrümental müzik konser değilse, müziğin etkisi arkada fon olarak kalacaktır. 21. Yüzyıl insanında Algül Yetişkin Çocuk Teorisine göre bu durumun değiştiği söylenmektedir. Müzik artık, hiçbir sunumda arkada fon değildir. 20. yüzyılda anımsanırsa sırf müziğinden dolayı satış yapan pop kültür şarkıcıları vardı ve Dijital Kölelik mağduru (Algül, 2020-2023) içinde yaşadığı toplumda maruz kaldığı bu duruma şiirlerinden bazılarını kanalize ettiği zaman deşifre olup, mahrem dijital alanların illegal talanını yapan bir yapılanmaya yakalandı. Yetişkin insan, düşünür ve anlam arayışında olur. Tüm Bunlardan çıkacak sonuç şu olabilir: 21. yüzyıl insanı artık hiç olmadığı kadar görseldir. Dilsel göstergelerden ziyade görsel göstergeler üzerinden daha kolay bir şekilde manipüle edilip, yönlendirilebilir. Gösterge sözcüğü, kendi dışında bir şeyi temsil eden, dolayısıyla temsil ettiği şeyin yerine geçebilecek olan her türlü nesne, biçim, olgu (Rıfat, 2019), ses, koku, doku, renk, içgörü, öngörü, altıncı his (Algül, 2020-2023) ezoterik yaklaşımlar ve teknoloji, tüm diğer bilim dallarının gelişimlerine katkı sunan, gelişimlerinden katkı alan bir biçimde grift ilişkiler halindedir. Dilsel ve görsel göstergeler bu makalenin konusu edilme nedenleri somur olmalarından kaynaklanmaktadır. Bir başka söylemle yazılı, görsel, dijital, reel yaşamda görme eylemi üzerinden yer alacaklardır. Ses göstergeleri darbelerin çok yapılışı, üçüncü dünya ülkeleri veya gelişmekte olan ülkelerde görsel göstergelerden daha etkin olabilirler, bazıları kasıtlı olarak, toplumun genetik kodlarında yer alan korkulardan beslenenler olabileceği gibi, yeniden yapılandırılıp yaratılabilirler. Yeni korku manipülasyon alanları oluşturup sindirebilecek sese ait, işitsel göstergeler. Gülen örgütünü anımsayınız. Hepsini gitmiş olamaz herhalde, o ve benzeri kötücül yapılanmalar için kaynaklardır. Tabii onların saklı yaratıcılarının var olduğu ya da var olabileceği düşünülmelidir. Bakınız Potansiyel emsâl dijital kölelik vakası (Algül, 2023). Maddi, manevi, bu kadar karmaşık ilişkiler, sofistike ve hatta komplike ilişkiler silsilesine nereden vakıf olsun adı geçen kişiler. Pek çok projesi talan edilen günlükten, hatta bir siyasi parti gibi var oluşunun çoğu, Gülen'in dönüştüğü ve ününün her yere yayıldığı PR alanına malzeme edilen içerik, mahrem dijital alanları talanından gelmektedir. Böyle bir yapılanmanın dijital mahrem alanların talan olması ve hâlâ bu talanın devam etmesinin, devam etmesi isteğinin ne anlama geldiği gelecek zamanlarda anlaşılacaktır. İnsan faktörünün de birer görsel gösterge gibi (amiyâne tabirle gövde gösterisi yapmak, yaptırmak) olarak kullanılabilirdiği bu canlı, cansız görsel ve işitsel gösterge tasarımlarının anlam ve önemi anlaşılmalıdır.

Görsel Göstergelerin Dilsel Göstergelere Üstün Olduğu Tasarımın Öğeleri ve Bu Tasarımda Sözlü Kültürün Yeri

Düşünmekten koparılan birey, Algül Yetişkin Çocuk Teorisi: Dürtüleriyle hareket eden, hiç olmadığı kadar görsel göstergelerden etkilenen, ritmik, devinimsel müzikle sergilenen görselleri bir çocuk gibi kapan, işitsel ve görsele eğilimli, iyi birer tüketici olarak kurgulanan insanın giderek geldiği son nokta, hem iyi bir tüketici hem her an mobiliteye tabii tutulabilecek biri, özlük haklarından iyice uzaklaşmış, eleştiri ve sorgu yeteneğini

kaybetmiş artık bu insan olmanın şartları ona bir lüks gibi görünmekte olan, günü sağ çıkarmaya çabalarken, tüketmekten de geri kalamayan birey profilini oluşturmaktadır. Bu profildeki bireyi veyâ geniş kitleleri her alanda her anlamda manipüle etmek, güdülemek çok kolaydır.

Bireyi ve geniş kitleleri görmenin yukarıdaki paragraflarda sıralanan üstünlerinin yanı sıra, bir de düşünmekten koparılmış, tüketici insan profiline uygun bir kurgunun ürünü olarak bakıldığında çünkü manipüle edilmesi çok daha kolaylaştırılmıştır; görsel göstergeler üzerinden manipüle edilmesi, istedik doğrultuda tutum ve tavır kazandırılması çok daha kolay gözükmemektedir çünkü dilsel göstergeler bir şekilde düşünme eylemini bünyelerinde taşırlar ve görme eyleminin sonuçları gibi geneli kapsayacak ölçüde hesaplanabilir olmayabilir; oysa görmek hem inandırıcı olma niteliğini aktarılan kültürel toplumsal genetik kodda barındırır hem dilsel göstergelerin hesaplanamayan çözümleyici bilgisine görür görmez çözümlenebilen özellikleriyle üstün gelirler.

Bu profildeki insana dilsel göstergelerin inşası ve dilsel göstergelerin inşasının sökülündeki başarısının bile imgesel iz düşümlerinin görsel gösterge öngörüm ve ön görünümünün hedefi vurmadaki yetkin seçimlerinden kaynaklanabileceği gerçeği anlayabilene göz kırpmaktadır. Genel çoğunluğa yönelik tüketim üzerine ve her alanda istedik güdümlenme ve manipülasyon etkisi ancak bu şekilde çok kolay yaratılabilir.

Tüm doğal dillerde, genel yaygın kullanıma önce giren sözcüğün, sonra giren sözcüğe üstünlüğü vardır. Bir başka söylemle önce giren sözcük, geniş kitlelerce kanıksanır ve genel yaygın kullanıma ondan sonra giren anlamdaş sözcükler üzerinde baskın bir karakter gösterir. Dillere ait bu özellik sözlü kültüre yansıtılabilir. Geniş kitleleri görür görmez avucuna alan Dijital-Reel Psiko-Semiyotik Dil Kullanımlarının özelliklerine bakıldığında, bilim alanının yaratıcısı olarak bunu rahatlıkla söyleyebiliyorum artık, sözlü kültürde var olanlardan üretilenlerin etkisi büyüktür. Dolayısıyla hedefin niteliğine göre Dijital-Reel Psiko-Semiyotik Dil kaynakları da farklılık gösterecek, çağrışım anlamlarının öncelik ve sonralık ilişkisiyle beraber, imgesel düşümleri bu kaynağa göre tasarım malzemesi edilirse, istedik başarıya ulaşmak kolaylaşacaktır.

SONUÇ

Ses göstergelerini, dilsel ve görsel göstergeleri kullanarak bir toplum veya hedefteki birey ya da topluluklar, kısaca alınabilir ve 7/ 24 onlar fark etmeseler bile baskı manipülasyonu altında tutulabilirler. Bu yüzden geniş kitlelerin siyasi alanda kime oy verecekleri de önemlidir çünkü bu sefer halkın vergileriyle yapılan hazineyi halkı baskılamak üzere kullanacaklardır.

Eğer hedef çok önemliyse, bu toplum veya ticari değeri deşifre olmuş bir kaynak, altın yumurtlayan kazsa, bir başka deyişle hayatlar yücelten, yeni dünya düzenine katkı sunan bir memba olabilir, eğer öyle ise dilsel, görsel, işitsel göstergelerin tasarımında hiçbir donanım unsurundan taviz verilemeyeceği, insan faktörü dahil. Bakınız: (Algül, 2020-2023 deneyimlenebilir. Dijital Kölelik kapandı, hedefe ait mahrem, bir başka söylemle bireye özel, dijital alanların tam hâkimiyetine sahip olunduğunu yaşatan bir insanlık suçudur. Hem talan eden hem baskılayan; sürdürülebilir kılmak ve sindirmek için reel yaşam alanlarını da tüm bu göstergelerin tasarımı üzerinden kontrol altında tutabilir. Kaynak, kaz olarak ömürlük tutulsun ve talan devam etsin. Tüm bunların göstergelerin tasarımı üzerinden yapılabileceğini bilmek önemlidir.

Böyle bir durumda yapılacak şey, baskı unsuru olarak yaratılmış görsel göstergeler dahil, örneğin yaratılmış uyduruk hukuk davası üzerinden, yaratan kişinin, dijital köle meselâ her hak dediğinde, ya da dijital kölelik vakasında olduğu gibi daha makalesini yazma aşamasında hareket geçer ve aracını gelir tam önüne gelecek şekilde çeker. Kötücül yapılanmaya bağlı insanlar 7/24 bu şekilde mobil halde çalışarak, hepsi birer gösterge olan dijital reel psiko-semiyotik dil kullanımlarıyla son ana kadar baskılamaya devam edebilirler ki, böyle bir yapılanmada edebileceklerdir: İnsan faktörünü, araçları, plakaları bu şekilde kullanabilirler. Ters köşe hallerle KHK(ya tutarsa deyip) plakalarıyla sarabilirler meselâ. 7/24 işitsel göstergelerle hedefi çevreleyip, bir de devletin imkânlarını kullanıp hattı genişletebilirler, bu bilim dalı, buluş ve tanımlamalar, bu tür yapılanmalara karşı geniş halk kitlelerini uyarmak üzere, yapılanlar çözümlenerek var edilmiştir.

Toplum, topluluk ya da hedefteki birey aldırma yapması gerekeni yapmalıdır. Aksi takdirde bu türdeki kötücül bir yapılanmadan kurtulmanın bir yolu yoktur. Tüm bunlar size işitsel, görsel göstergelerin kötücül tasarımının nasıl hayat alıcı olabileceğini göstermelidir. Özel bireye ait dijital alanların illegal talanından elde edilen psikolojik çözümlenmeler, kumpas düzeneğinin parçası olarak yaratılan baskı unsuru göstergeler, toplumun genetik kültüründe yer alan baskı unsuru olabilecek korkular, psikolojik çözümlenmeler, bu türdeki kötücül yapılanmaların kaynaklardır. Maalesef bu bilim dalı yaratımı, buluşlar ve makaleler bir yandan bu türdeki kötücül yapılanmaların yaptıklarını çözümlerken aynı zamanda onlara katkı da sunabilmektedir ve bu unutulmamalıdır. Bir başka deyişle oynadıkları alanı bu bilgilerle genişletebilecekleri görüşü önemlidir. Örneğin: İşitsel göstergelere yüklenmeleri, plaka üzerine eğilmeleri ve daha fazlası bu çalışmaların ve hâlâ talan etmekten çekinmedikleri, ekranının önümüzde baskısını, düşünün, kamuya açık veyâ mahrem alanlarınızda, yazılan her şeyi çalıp kullanmaya devam ettiklerini veya edebilecekleri de anlaşılmalıdır. Göstergelerin kötücül kullanımlara örneklerdir ve her birinin yakın gelecekte ispat edilebilme durumları söz konusudur. Maalesef iyicil örnekler bu yüzyıl için lüks olduğundan içinde yaşanan yüzyıla uyarı ve bilgi kaynağı olma ereği güdülen bu makaleler, bu bağlamda dikkate alınmalıdırlar.

İşitme duyu organının da görme duyu organından önce olgunlaşması bu bağlamda devreye girebilir ama unutulmamalıdır ki, gerçek, eğitime dönüşmüş öğretim bilgisine, kendi yapısına hakim olan bireyler tüm bu baskı, manipüle araçlarını daha görür görmez çezecekleridir.

Buluşum, bilim alanı tanımlamaları, Psiko-Semiyotik İletişim, Dijital Reel Psiko-Semiyotik Dil Kullanımları, Algül Dijital Reel Manuel Psiko-Semiyotik Dil Kullanımı Ayırıştırıcıları bu bilincin geniş kitlelere anlaşılmasına ve içselleştirilmesine yönelik bilgi aktarmaya çalışmaktadır.

Tüm bu görsel ve işitsel göstergelerin tasarımında kaynak olarak bilinçdışımız(Mlodinov, 2013), bir başka söylemle yaşantılar sonucunda, elde edilen bir şekilde legal görünümü(dijital izin takibiyle ve daha fazlasıyla elde edilmiş veriler) ya da potansiyel emsâl dijital kölelik mahrem dijital alanlarının talanından elde edilmiş veriler üzerinden veyâ tezgâh, kumpas sonucu yaratılmış, işitsel ve görsel baskı göstergeleri olabilirler.

KAYNAKÇA

- Algül, Nevin(2022). Digital Real Psycho-Semioitic Language Uses of Global and Regional "Feeling of Fear and Some Requested Rol Models in the Future through Virtual Reality Created in the Real Universe(73-77). TOJET/ The Turkish OnlineJournal of Educational Technology , cilt.21, sa.4
- Algül, Nevin(2020). What is Psycho-Semiotic Language Use and Its Parser, As A New Concept? How Can The Example Modeling for Use In Digital Media and the Process of Creating Digi-Slave Proceed?(ss.796-802). Lefkoşa; Kıbrıs(Kkct): Inte/International Trends And Issues in Communication & Media Conference.
- Algül, Nevin(2020). Digital World, Digital Communication Area, Transparent Communication, Digital Communication and Law of Interaction, Digi-Police, Digi-Inspector, Debiting The Uniqueness Of Individual After Pandemic Period, Determination, Analysis, Insights and Recommendations(291-295). Lefkoşa, Kıbrıs (Kkct): Inte International Trends and Issues in Communication & Media Conference.
- Algül, Nevin(2021).How Can The Unconscious Mind of The New Psychological Definition Be Analyzed and Can The Formation of Thought Be Closed To Perception and Manipulation at the Beginning by Using Algül Digital-Manual/Analog Psycho-Semiotic Language Parsers?(300-305). , Lefkoşa, Kıbrıs (Kkct): Iticam International Trends and Issues in Communication And Media Conference.
- Algül, Nevin(2022). Digital Real Psycho-Semioitic Language Uses of Global and Regional "Feeling of Fear and Some Requested Rol Models in the Future through Virtual Reality Created in the Real Universe(73-77). TOJET/ The Turkish OnlineJournal of Educational Technology , cilt.21, sa.4
- Algül, Nevin(2023). Dijital Reel Psiko-Semiyotik Dil Kullanımlarının Kurum İçi İletişimde Kötücül Kullanımı Süreci Nasıl İşler? Veri Köleliği veya Dijital Köleliği Besleyen Yapılarla Olası İlgisi, Tasarım Vaka Örneği(199-210). Lefkoşa, Kıbrıs (Kkct): INTE, July 13-14.
- Algül, Nevin(2020). What is Psycho-Semiotic Language Use and Its Parser, As a New Concept? How Can The Example Modeling for Use in Digital Media And The Process Of Creating Digi- Slave Proceed?(ss.796-802). Lefkoşa; Kıbrıs(Kkct): Inte/International Trends and Issues in Communication & Media Conference.
- Algül, Nevin(2020). Digital World, Digital Communication Area, Transparent Communication, Digital Communication and Law of Interaction, Digi-Police, Digi-Inspector, Debiting The Uniqueness Of Individual After Pandemic Period, Determination, AnalysiDs, Insights and Recommendations(291-295). Lefkoşa, Kıbrıs (Kkct): Inte International Trends and Issues in Communication & Media Conference.
- Algül, Nevin(2021).How Can The Unconscious Mind of The New Psychological Definition Be Analyzed and Can The Formation of Thought Be Closed To Perception and Manipulation at The Beginning by Using Algül Digital-Manual/Analog Psycho-Semiotic Language Parsers?(300-305). Lefkoşa, Kıbrıs (Kkct): Iticam International Trends and Issues in Communication and Media Conference.
- Algül, Nevin(2022). Digital Real Psycho-Semioitic Language Uses of Global and Regional "Feeling of Fear and Some Requested Rol Models in the Future through Virtual Reality Created in the Real Universe (73-77). TOJET/ The Turkish OnlineJournal of Educational Technology , cilt.21, sa.4.
- Algül, Nevin(2023). Dijital Reel Psiko-Semiyotik Dil Kullanımlarının Kurum İçi İletişimde Kötücül Kullanımı Süreci Nasıl İşler? Veri Köleliği veya Dijital Köleliği Besleyen Yapılarla Olası İlgisi, Tasarım Vaka Örneği(199-210). Lefkoşa, Kıbrıs (Kkct): INTE, July 13-14.
- Algül, Nevin(2018). An Essay Whether Early Communication (Teaching Turkish) Methods Affect The Thinking Process Through Turkish and Mathematics Course(82-86). International Science and Technology Conference(ISTEC). Fransa/Paris: July 18-20

Mlodinow, Leonard(2013). Bilinçdışınız Davranışlarınızı Nasıl Yönetir?(11-14). İstanbul: Okuyan Us Yayınları.

Rıfat, Mehmet(2009). Göstergibilimin ABC'si(ss.11). İstanbul, Say Yayınları.

Alptekin, Turan(1982).Özerkan, A.Şengül(2001). Medya, Dil ve İletişim, Martı Yayınları(ss.35). İstanbul.

<https://arthistoryproject.com>

<https://exploringyourmind.com>

DİJİTAL REEL PSİKO-SEMIYOTİK DİL KULLANIMLARI YAPILANDIRILIRKEN VE YAPIM SÖKÜLÜRKEN KULLANILACAK OLAN TEKNİK VE YÖNTEMLER NELERDİR? TASARIMDA BAŞARIYI SAĞLAYAN TEMEL UNSUR NEDİR?

Doç. Dr. Nevin ALGÜL

Marmara Üniversitesi, Radyo, Televizyon ve Sinema Bölümü, Türkiye
algulnevin@gmail.com

ÖZET

Dilsel ve görsel göstergelerin Dijital-Reel Psiko-Semiyotik Dil Kullanımları olarak yapılandırırken bir başka söylemle henüz dilsel ve görsel göstergeler tasarım aşamasındayken hangi teknik ve yöntemler kullanılarak yapılandırılırlar?

Göstergebilim içinde yer alan metodolojilerden hangilerinden faydalanır, yeni yöntem ve teknikleri nelerdir? Elbette bilim alanının yaratıcısı olarak tüm makalemin içeriği bilimsel tartışmalara açık savlarımıza dayandırılacaktır.

Anahtar Sözcükler: Dijital, Reel, Psiko-Semiyotik, Metodolojik, Deduktif, Katman

GİRİŞ

Çalışmalarında, yarattığım bilim dalı olan Dijital- Reel Psiko-Semiyotik Dil Kullanımlarını bir yandan geliştirmeye çalışırken ve gündelik yaşamlarında maruz kaldıkları enerji alanlarını değiştirip, onları manipüle eden nedenlerin kaynaklarını aktarmaya çalışırken bir yandan da derinden etkileyen, çok vurucu örneklerin Dijital-Reel Psiko-Semiyotik Dil Kullanımı tasarımı üzerinde duruyorum çünkü Psiko-Semiyotik üst başlıkla tanımladığım, Dijital-Reel Psiko-Semiyotik Dil Kullanımları ve ALGÜL Dijital-Reel Manuel Psiko-Semiyotik Dil Kullanımı Ayrıştırıcılarını altında topladığım yaratımlarımla nasıl yapılabileceklerini çalışmalarında göstermeye çabalıyorum.

Genel çoğunluk içinde ne kadar çok kişiye ulaşırsa bu alanda, istedik anlamda bir başka söylemle kendisi için tasarlanan manipülatif Psiko-Semiyotik Dil Kullanımlarını görebilir ve tutum ve tavırlarını manipülasyona uğramadan kendi bilinci etrafında tutabilir. Başka bir deyişle düşünce oluşumu takibini yapabilmelerini, dolayısıyla kendilerini harekete geçiren, manipüle eden, güdümlenen, sürece yönelik bilgi sahibi olmalarını sağlamak ve aynı zamanda tutum ve tavırlarını buna göre ayarlamak üzere düşünmeye sevk etmek üzerine kuruludur. Bu paragrafın bir bölümü aynı konunun başka bir örnek çalışmasını içeren makalemde alınmıştır(Algül, 2023).

Göstergebilimin doğduğu ve yeşerdiği topraklarda çünkü bu kültürü topluma kazandırmaya yönelik akademik geleneğe dönüşen etkinlikler var; bir hafta süreyle senelerce tekrarlanan Bknz. (Rıfat, 2009), semiyotik kültür olduğu düşünülebilir. Göstergebilimin doğmadığı, bu bilime geç uyanan, bilimle tanışsa da tam anlamını koyamayan toplumlar daha başlangıçta semiyotik kültür açısından zayıf ya da anlamından uzak görülebilirler. Bilim herhalde eliptik küreye de olmak üzere önce doğduğunuz ortama, topluma karşı sorumluluk almakla başlar ve adı var kendi yok, halk deyimiyle ismi var cismi yok, etkisi yok durumunda değerlendirilebilir. Üçüncü dünya ülkeleri böyle bir bilim dalından hiç haberdar olmayabilir ve dolayısıyla çok kolay av, hedef hâline gelebilirler.

Gelişmekte olan ülkelerde bile Göstergebilimin içeriğine ait tanımlamalar akademisyenler arasında bile içselleştirilememiş olunabilir. ‘Gösterge’ dendiğinde sadece görsel göstergelerin anlaşıldığı deneyimlenebilir. Oya tüm doğal diller de birer gösterge dirler. Bunun nedenlerinden biri bilim dalı kurulurken topluma hazırlama çalışması yapılmaması, bir diğeri en azından ad seçimi aşamasında çağrışım anlamları alanı üzerinden hareket edilmemesi. Sözcük Fransız’dan alınmıştır ve Fransızca’sında (Rıfat, 2009)semiyolojiyle beraber semantik anlam da bulunur. Zaten ben de buluş ve bilim dalımda bu sözcüğü Semiyotik’i kullanıyorum ama kendi yaratımım olan; ön çalışmaya ihtiyaç duyan sözcüklerim de var(Algül, 2023).

Toplumsal belleklerinde genel yaygın bir biçimde göstergebilim kültürü olmayan toplumlarda bu tür çalışmaların önemi ve zorluğu ortaya çıkmaktadır ve bu özellikleri taşıyan toplumlar, semiyoloji, semiyotik kültür açısından geçmiş, köklü bir tarihe sahip olan kültürel toplulukların avı haline kolayca gelebilmektedirler. Hele bir de o topluma dair gözlemleri on ikiden vuran bir kaynağa denk gelmişlerse ki, dijital çağda artık bu nicedir çok kolay, bu gözlemleri sahibinin istemi dışında kullanıp; bakınız ‘Dijital Kölelik’ vakası(Algül, 2020-2023), istediği kazancı, hareketi, manipülatif etkiyi sağlayabilirler. Tüm bunları Dijital-Reel Psiko-Semiyotik Dil Kullanımlarıyla yapmaktadırlar. Anımsayınız, ben bana yapıları çözerek alanı tanımladım. Kullanılan bu dille enerji alanını etkiliyor, istedik doğrultuda değiştirip dönüştürmeyi hedefliyor. Bundan dolayı sürekli tekrarlayan Dijital-Reel Psiko-Semiyotik Dil Kullanımları gelecekte o çevreyi yöneten siyasi iktidarın sorumluluğu altında tutulması gereken alanlar olacaklardır. Bu bilinç geliştikçe, Dijital-Reel Psiko-Semiyotik Dil Kullanımlarının kötücül bilgisine sahip olan, ve yönetimi altındakileri bu dille baskı altında tutan erkler sorumlu tutulacaklardır. Böylelikle bu şekilde çalışan kötücül yapılanmaların; bu yapılanmalarla ilgisi olan, ilgisi olabilecek siyasilerin de önüne geçilecektir. Özellikle bizim gibi ülkelerde artık meydanı çok boş bulup değneksiz gezme dönemleri sona erecektir.

Bu makalede çok etkin ve yetkin, çok başarılı Dijital-Reel Psiko-Semiyotik Dil Kullanımlarının tasarım aşamasını konu edindim çünkü tasarımın basamaklarını görmek, semiyoloji ve semantik bilginin içselleşmesini sağlayabilir; böylelikle yapım, yaratım aşaması bilgileri, maruz kalındığında çözüm üretme bilgilerini beraberinde taşıyabilir görüşünü taşıyarak; konu ediniyorum. Tüm yapım ve yapı bozucu eylemlerin hareket noktası, hedefin belleğidir, kültürel kodudur, çözümlenen halet-i ruhiyesi, bir başka söylemle psikolojisidir. Eğer hedef toplumsa toplumsal belleğidir. Dijital ortamlarda bir şekilde ticari değer çok fazla olan bireyler deşifre olduğunda da aynı unsurlar kullanılarak hedef haline ömürlük sömürü kaynakları olarak getirilebilirler, içinde bulunan dijital imkânlar ve semantik, semiyolojik, enerji alanını yönetim kültürünü içselleştirmiş, bu alanda kendine ekip kurmuş, kötücül yapılanmalar için Dijital-Reel Psiko-Semiyotik Dil Kullanımlarıyla tüm bunları organize etmek ve yapmak hiç de zor değildir. Hedefin fiziksel çevresini kontrol altına almakla ilgilidir ve Dijital-Reel Psiko-Semiyotik Dil Kullanımlarıyla tüm hayatını istedik doğrultuda, sömürü kaynağı olarak tüketmesine kolayca neden olabilir, bu alan o kadar önemlidir. Bakınız ‘Dijital Kölelik’ vakası(Algül, 2020-2023).

Bu durumda akla ilk gelen sorular, hangi toplumlar yoğun bir şekilde semiyoloji ve semantik kültürün manipülatif etkisinden haberdardır. Bir başka söylemle hangi toplumların, toplumsal belleklerinde bu bilgi vardır. Tabii manipülasyon sözcüğü bünyesinde ne taşır? Eylem, değil mi? Bu eylem enerjiyi değiştirerek, kontrol altına alarak yapılır. Enerji değişimi de Dijital-Reel Psiko-Semiyotik Dil Kullanımlarıyla gerçekleştirilir. Bu yüzden hedefin fiziksel çevresinin, anlamlı ötekilerinin ve ötekilerinin kötücül yapılanmaya bağlı kişiler olması veya bu kötücül yapılanmaya bağlı kişilerce hedefi etkileyecek şekilde manipüle edilmesi gerekir. İlk soruya geri dönersek eğer, bu bilgiye sahip olan toplumlar kimlerdir? Bunun cevabı size çok şey öğretir ve beraberinde Ezoterik bilgiyi de getirir ve tüm bunları yapabilmek için bir insani hale sahip olmak gerekliliği de ortaya çıkar çünkü yaptığı kötülüklerden zerre kadar çekinmeyen bir duygu durumları var. “Para kazanmak istiyorsan duygularla para yönetemezsin” le açıklanamayacak bir ruh hali.

Psiko-Semiyotik Dil Kullanımı Ne Demektir? Kaça Ayrılır?

“Psiko- Semiyotik Dil Kullanımı: Bireyin, bir kitlenin ya da toplumun tümünün duygu durum biçimlerini manipüle etmek üzere dilsel ya da görsel göstergelerin kasıtlı olarak birer kurmaca tasarım ürünü dizgesinde bilinçle yerleştirilme sürecini tanımlar. Tüm doğal diller birer göstergedirler ama 21. (Algül, 2015)Yüzyıl insanının hiç olmadığı kadar görsel olarak tasarlandığı teorime dayanarak, görsel göstergeler alanında yapılacak tasarımların daha başarılı olacağı söylenebilir. Öyle ki, sürekli yazıp söylediğim bir olgu: Dilsel göstergeler tasarlanırken bile, dilsel göstergelerin görsel çağrışım alanlarının tasarlanması beraberinde etki gücünün yüksekliğini getireceğinden göz ardı edilmemelidir çünkü teorime göre kaliteli, nitelikli okumalar düşünen insan anlamını taşımaktadır ve düşünen insan içinde bulunduğumuz yüzyıl ve gelecek yüzyıllar için istedik insan profili değildir. Düşünen insanlarla hop diye yeni bir dünya düzeni kurulamaz, istedik şekilde manipüle edilemez, güdümlenemez ve bu insanlar kolayca istedik doğrultuda yönetilemezler.

Başlangıçta Psiko-Semiyotik Dil Kullanımı var mıydı?

Sorusunun cevabını 2023’te kaleme aldığım diğer makalelerimden birinde detaylı olarak yer almaktadır. İnsanlıkla beraber var olduğunu düşünüyor. Bir aileye baktığımızda dahi görebiliriz: Psiko-Semiyotik dilin istedik doğrultuda, genelde çıkarlar söz konusu olduğunda nasıl kullanılageldiğinin pek çok örnekleri görülebilir. Adımı buluşlarımla ve yaratımım olan bilim dalıyla ben koymuş oldum.

Psiko-Semiyotik Dil Kullanımı dendiğinde Dijital Reel Psiko-Semiyotik Dil Kullanımları anlaşılmalıdır. Bir başka söylemle Psiko-Semiyotik Dil Kullanımı ikiye ayrılır.

1. Dijital Psiko-Semiyotik Dil Kullanımı(Algül, 2020-2023)
2. Reel Psiko-Semiyotik Dil Kullanımı.

Psiko-Semiyotik Dil Kullanımları teorik yöntemlerle göstergeçözüm(Göstergibilim Dalının kullandığı bir tanımlamadır) aşamalarına tabi tutulabileceği gibi, bana ait bir buluş olan ALGÜL Dijital Reel Psiko-Semiyotik Dil Kullanımları Ayrıştırıcıları (Algül, 2020) dijital aygıtlarıyla da yapılabilir.

Göstergeçözüm aşamalarının başlangıç noktası, ‘Gösterge’ sözcüğünün kendi dışında bir şeyi temsil eden dolayısıyla temsil ettiği şeyin yerine geçebilecek nitelikte olan her türlü biçim, nesne, olgu(Rıfat, 1998) hatırlayarak ve tüm bunlara ses, koku, doku, 6. his, görü, öngörü, içgörü ve çok daha fazlası, olduğunu bilerek, toplumsal bellekte var olan psiko-semiyotik dil kullanımlarının hedeflediği duygu alanlarını saptamak. Göstergeçözüm konusu olan Psiko-Semiyotik Dil Kullanımının hedeflediği duygu alanları hangileridir ki, şimdilik bu alanı genel olarak ikiye ayırmaktayım:

1. Bilinçaltı duygu alanları: İnsan türünden olma hasebiyle doğuşsal kazanımlar olarak herkeste ortak olan duygu durum biçimleri(ölüm, bağıntılı anlamlar, yok oluş, savaş, açlık, kıtlık, salgın, küresel salgın vb. gibi)
2. Bilinçdışı duygu alanları: Birey ve/veya toplum hatırlaması bile yaşam süreçleri boyunca yaşantılarından edindikleri deneyimler sonucu oluşan duygu durum biçimleri. Bilinçaltı ve bilinçdışı tanımlamaları karışıklık içermekteydi ve bu karışıklık 2000’li yılların başlangıcında işin uzmanları tarafından giderildi. (Mlodinow; 2013).

Psiko-Semiyotik Dil Kullanımı üzerinden iletişim tasarımları yapıldığında etkileşim sonuçlarının bilinçaltına yönelik olanlarının başarısının örneklerini insanlık tarihine bakarak görülebilir. Bilinçdışına yönelik Psiko-Semiyotik Dil Kullanımı tasarımı yaparken çok katmanlı anlamları oluşturmak için iğne oyası gibi işlemek, çoklu yöntem kullanmak gerekebilir. Bilinçaltına yönelik psiko-semiyotik dil kullanımları altında iletişim tasarımı yapmak hem daha kolay hem de etkileşim sonucu önceden kestirilebilir ve daha başarılı olabilecektir.

Toplumsal bellekte var olan psiko-semiyotik dil kullanımlarının göstergeçözüm aşamalarında Göstergebilim araçlarından faydalanılsa da onların çok üzerine çıkma zorunluluğunu bünyesinde taşır. Göstergebilimin etmenleri olan yapıbozucu eleştiri kuramını ve diyalojiyi(Rıfat, 2009) kendi bünyesine uygular ve üzerine çıkar; daha önce yazdığım gibi psiko-semiyotik dil kullanımı Göstergebilimden çok faydalanır ve bence onun da üzerine çıkıp bağımsızlığını ilan eder çünkü tam da yapılanı hedefine alıp onu çözmekte, ona ışık tutmaktadır. Bilinçaltı ve bilinçdışı duyu alanlarının çözümlenmelerinde ALGÜL Psiko-Semiyotik Dil Kullanımı Ayrıştırıcısı (Algül, 2020) kullanılabilir.

Toplumda meydana gelen değişiklikler sonucunda, yazılı, görsel ve dijital mecrada yer alan haberlerin değiştirici dönüştürücü ve yok edici etkileri Psiko-Semiyotik Dil Kullanımları üzerinden tek tek çözümlenebilir ve geleceğin tasarımına yol gösterebilir.

Dijital Reel Psiko-Semiyotik Dil Kullanımları yoktan var edilebilecekleri gibi, var olanlar üzerinden de hareket edilebilir ve manipülasyon aracı haline dönüştürülebilirler. Kültürel kodlarda var olan uygun psiko-semiyotik motifler çekinik ya da baskın kılınabilir. Sahip olunan yazılı, görsel, dijital mecra alanlarıncaya yapılacak yayın ve yayımlarla güçleri artırılabilir, değiştirilip dönüştürülebilir, öne alınıp, sona bırakılabilir ve hatta unutturulabilir.

Toplumsal boyutta yapılabileceği gibi yeni dünya düzeni kapsamında küresel boyutta da yapılabilir(Algül,2023).

Göstergeler üçe ayrılır:

1. **Dilsel Göstergeler:** Tüm doğal diller ve bu dillerden türetilecek, yaratıcı zekânın kapsama alanına girebilecek yeni yaklaşım ve kullanım biçimleri de dahil olmak üzere **dilsel göstergelerdir**; zamana ve yaratıcı zekâyâ endekslî olarak esneklik özelliğine sahip olabildikleri unutulmamalıdır; bu anlamda teknolojinin sunduğu ya da alanın teknolojiyi zorlayarak, teknoloji üzerinden elde ettiği veya edebileceği her türde, her türlü yenilik, dilsel göstergelere dahildir.

2. **Görsel Göstergeler:** Resim, fotoğraf, karikatür, renk, biçim, nesne

3. **İşitsel(Duyuşsal), Dokunsal, Tat Almayla İlgili ve Metaforik Göstergeler:** (Bu tanımlama da bana ait ve zamanla tüm bu söz öbeklerinin yerine, hepsini kapsayacak, genel çoğunluğa hiçbir anlam karmaşası yaratmadan ulaşabilecek başka bir söz ya da söz öbeği bulabilir veya üretebilirim ama şimdilik bu şekilde kullanmayı tercih ediyorum). Koku, Doku, Ses, Acı, Ekşi, Tatlı, Ezoterizm alanı, 6. his, içgörü, öngörü, vb. gibi

Dijital Reel Psiko-Semiyotik Dil Kullanımları Yapılandırılırken. Ve Yapım Sökülürken Kullanılacak Olan Teknik ve Yöntemler Nelerdir? Tasarımda Başarıyı Sağlayan Temel Unsur Nedir?

Dijital-Reel Psiko-Semiyotik Dil Kullanımları örneklerini yapı bozucu tavır öncelikle ‘tümünden teke’ gidim yöntemi gütmektir. Başlangıçta ‘tüm’ görülecek ve bu yönüyle, yani, tümünden teke gidim yönüyle aynı zamanda beynin dil öğrenme merkezinin çalışma prensibiyle(bu sebeple düşünce oluşumu süreciyle) Bakınız Noam Chomsky, le de ilgili olduğu gözden kaçırılmamalıdır. Pek çok Dijital-Reel Psiko-Semiyotik Dil Kullanımları dinamiğinin sağlamlasının da anadil de dahil diğer tüm doğal dillerin kazanımları süresince de ‘doğru bir teknik’ olarak, bir başka söylemle beynin dil öğrenme merkezinin çalışma prensibiyle uyumlu olduğu gerçeğini bilerek yapılacak işlemleri kolaylaştırır. Bu bilgi şu açıdan önemlidir, Dijital-Reel psiko-Semiyotik Dil Kullanımlarını soyma, yani gerçek anlamlarına erme, bir başka söylemle neyi temsil ettiklerini bulma eylemidir. Dolayısıyla Temsil ettikleri, yerine geçtikleri ‘şeyin’ niteliklerinin bir bir soyulması ve anlamlandırılması gerekmektedir. Başlangıçta bir bütün olarak bakılmazsa bu görülemez ki, bu da beynin dil öğrenme merkezinin çalışma prensipleriyle uyum halindedir. Burada bizim gibi toplumlarda başka bir sorun ortaya çıkar: Anadilin okur-yazarlığının öğretilme metodolojisinin önemi. Eğer bu metodolojisi beynin dil öğrenme merkezinin çalışma prensiplerine ters bir metodolojisiyle, Dijital-Reel Psiko-Semiyotik Dil Kullanımlarının yapı bozucu, ve yapım aşamaları da etkilenir. Bu çalışma prensibi şudur: Beynin dil öğrenme merkezi, tümünden gelimidir, bir başka söylemle tümü tekten daha kolay algılar ve öğrenir. Daha da açıklarsak, konuşmayı öğrenmek gibidir; önce tüme maruz kalınmalıdır. Konuşma böyle öğrenilir, bir bebek anlamlı ötekilerinden sürekli tüm cümleler duyarak konuşmaya başlar. Arada bir söylenen aguuuu, guuuu ların bir önemi yoktur. Tekten tüme giden bir metodolojiyle aktarılan bir anadil okur-yazarlığı bilgisi tüm Psiko-Semiyotik İletişim alanındaki görüleri kökünden etkileyecektir. Bir başka söylemle böyle toplumlar, bu bilgiye sahip akılların kurduğu kötücül yapılanmalar için paha biçilmez kaftandır, istedikleri gibi at koşturulacak, boş bulunmuş, hazır meydanlardır.

‘Tüm’ görüldükten sonra tek, tek katmanlarına soyma işlemi başlamalıdır. Bu yöntem göstergebilim de göstergeler için de yapılan bir yöntemdir aynı zamanda. Böyle toplumlarda aslında çoğu gösterge göstergebilimin bildirişim gösterge bilimi alanına soktuğu gibidir aslında, benim için öyle örneğin, dilsel, görsel, işitsel, tat almayla ilgili, metaforik göstergeler, tümü görüp, temsil ettiği şeyin tüm niteliklerine indirgeyebiliyorum; başka bir söylemle kendi dışlarında temsil ettikleri şeyin (Rıfat, 2009) tüm niteliklerine anında indirgeyebilmekteyim, katmanlarına soyabilmekteyim. Dolayısıyla toplumun geneli için katmanlarına soyulması gereken Dijital-Reel Psiko-Semiyotik Dil Kullanımları uzmanı için aynı özellikleri taşımaz. Özel bir eylem, araştırma gerektirmez. Beni zorlayan ve benim için görür görmez çözülmez olabilenler, topluma yönelik yapılmayanlar, yani, tüm bu kötücül yapılanmanın kurucularının üretimleri, hâlâ kafa karışıklığı ki, bu, Dijital-Reel Psiko-Semiyotik Dil Kullanımlarına maruz kalanların, maruz bırakıldıkları alanlarda kafa karışıklığı yaparak(yine manipülatif etkili Dijital-Reel Psiko-Semiyotik Dil Kullanımlarıyla yapılır bu) düşünmeyi bırakmalarındır; yapabilmektedir. Üzerinde çalışarak asılabilecek noktalar oldukları gözden kaçırılmamalıdır. Göstergebilimin, bildirişim gösterge bilimi olarak tanımladığı, görür görmez çözümlenen göstergeleri Dijital-Reel Psiko-Semiyotik Dil Kullanımları alanında **Belirgin Göstergeler** olarak tanımlıyorum. **Belirgin Göstergeler** bireysel ya da toplumsal olabilirler ama çözümleri kolay göstergelerdir ve uzmanı için daha başlangıçta çözümlenebilirler. Psiko-Semiyotik İletişim alanında göstergebilim dalında olduğu gibi bildirişim göstergebilimi tanımlaması yapılamaz çünkü her biri Psiko-Semiyotik İletişim alanına giren ve ancak uzmanı tarafından belirgin olabilen göstergelerdir bunlar.

Ne zaman olabilir?

Ancak Dijital-Reel Psiko-Semiyotik Dil Kullanımlarıyla, enerji alanlarının güdümlendiği bilgisi genele yayılıp, bu bilinç oluşturulursa, buna benzer bir tanımlama ve daha zorlu yapı bozuma giren örneklerden basitleri ayırmak için kullanılabilir ama **Bildirişim** tanımlaması kullanılamaz hem bu iki alanı ayırmak hem de aynı özellikleri taşımadıkları için, her birinin hedeflerinin farklı olmasından kaynaklanan nedenlerle kullanılamaz. Zaten toplumlar için bir gösterge **Belirgin** olduğu an Psiko etkisini yitirecektir ve bu yönleriyle de ‘Bildirişim göstergebilimi’ alanından ayrılırlar. Bu bilinmeli ve anlaşılmalıdır. Yaratımın olan Dijital-Reel Psiko-Semiyotik Dil Kullanımları , ALGÜL Dijital-Reel-Manuel Psiko-Semiyotik Dil Kullanımları Ayrıştırıcıları ve tüm bunları topladığım üst başlık olan Psiko-Semiyotik İletişim gelişmeye devam eden, üzerinde çalıştığım yaratımlarımdır, dolayısıyla bu makalemde ilk kez kullandığım **‘Belirgin Psiko-Semiyotik İletişim’** tanımlamamı akademik tartışmaya da açmış bulunmaktayım.

Dijital-Reel Psiko-Semiyotik Dil Kullanımlarında yapı bozucu çözümlenmeleri aynen göstergebilim dalında anlamlama gösterge bilimi için gerekli olan (Rıfat, 2009) Varsayımsal- tümdengelimli(potetiko - dedüktif) yöntemleri kapsar ve aşmak üzere çalışır. Bu yöntemlerden varsayımsalların tek tek araştırılması gerekliliği ortadadır. **‘Belirgin Psiko-Semiyotik İletişim’** bileşenlerinin birinde dahi oluşacak bir şüphe araştırmayı gerektirecektir; Psiko-Semiyotik İletişimin bu özelliği unutulmamalıdır. Dilsel, görsel, işitsel, metaforik(doku, ezoteri, 6. His vb. gibi) göstergelerin tek katmanla, kendi dışında temsil ettiği şeyin niteliğine indirgenemesi durumunda **Belirgin Olmayan Psiko-Semiyotik İletişim** söz konusudur ve katmanlarına tek tek ayrıştırılıp, anlamlandırılması gerekliliği ortaya çıkar. Burada her bir katmanının önce tüm olarak görülüp, tüm katmanlarına tek tek indirgenecek olması durumu söz konusudur. Daha başlangıçta tüm katmanları görülmelidir ki, tek bir katmanının olmaması demek çözümlerken başarısız olmak anlamına gelecektir. Başarı tüm katmanları görebilmekten geçer. Bu tanımlamalar henüz genel çoğunluk için uzak erişimli tanımlamalardır. Yarattığım bilim alanıyla, bu bilinç çoğalırsa, bir eğlence hâlini bile alabilecektir. Buradan bir TV yarışma programı çıkar mı? Çıkar, bakınız ‘Potansiyel Emsâl Dijital Kölelik Vakası’ (Algül, 2020-2023), buna mahrem dijital alanlarının talanında içerikten çalma denilmektedir.

Hedefin (toplum veya birey) niteliklerinin üstünlüğü yapım ve çözüm aşamalarıyla direkt ilişkilidir: Üstün niteliklere sahip toplumlarda: Sağlıklı düşünce oluşumu şartları gerçekleşmiş, semiyoloji, semantik: semiyotik, bilgisi içselleşmiş, göstergelerin her halini dilsel, görsel, işitsel, metaforik, toplumsal belleğinde taşıyan toplumlara veya bireylere yönelik Dijital-Reel Psiko-Semiyotik Dil Kullanımlarındaki tasarımların da niteliği, hedefin niteliğine endeksli olarak yükselmek zorunda kalacaktır. Dijital-Reel Psiko-Semiyotik Dil Kullanımlarının yapım ve hatta sökümlerinde belirleyici olan hedefin sahip olduğu niteliklerdir.

Hedefin sahip olduğu niteliklerden biri de içinde bulunulan 21. yüzyıl için tasarlanan tüketici insan profilinin hiç olmadığı kadar görsel olmasıyla da bağlı olduğu söylenebilir. Zaten görsele eğilimli olduğu söylenebilecek insanevladı, tüketici insan prototipi için gerekli olan, düşünmeyi bıraktırmak, üzerine kurulu, nitelikli semantik alandan bilinçli olarak uzaklaştırılması eylemleriyle ki, bu eylemlerin bir kolu Dijital-Reel Psiko-Semiyotik Dil Kullanımlarıyla sağlanan, diğeri fazla zorlanmasınlar, yani niteliksiz Dijital-Reel Psiko-Semiyotik Dil Kullanımlarıyla güdümlenirler diye içi boşaltılan öğretim-egitim alanıyla desteklenilmektedir, bu unutulmamalıdır; görsel göstergelerin görülür görülmez sağladığı manipülatif etki, dilsel göstergelerin görülür görülmez sağladığı manipülatif etkiden çok daha fazladır ve bu etki aralığı dijitalleşmenin yaygınlaşması nedeniyle her geçen gün görsel göstergeler lehine artmaktadır. Bir başka ifadeyle, Psiko-Semiyotik İletişimde herhangi bir Dijital-Reel Psiko-Semiyotik Dil tasarımı için görsel göstergeler öncelikli olarak dikkate alınmak

zorundadırlar. Öyle ki, dilsel göstergelerin inşasında ve sökülündeki başarı bile, alt-üst çağrışım anlamlarına ait imgelerin, zihindeki iz düşümlerinin birer görsel gösterge olarak hedeflenen psiko etkisini sağlamak üzere öncelik sonralık ilişkisine göre düzenlenmesi gerekliliği ortadadır. Daha tasarım aşamasının başlangıcında, dilsel göstergelerin ve onlara ait imgelerin ön görümlerinin önem dereceleri üzerinden öncelik sonralık ilişkisine göre, çağrışım anlamları üzerinden hesaplanması, dilsel göstergelerin hedefi vurmadaki yetkin seçimlerinden kaynaklanabileceği gerçeği artık gözden kaçırılmayacak bir noktadadır.

SONUÇ

Genel çoğunluk içinde ne kadar çok kişiye ulaşırsa bu alanda, istedik anlamda bir başka söylemle kendisi için tasarlanan manipülatif Psiko-Semiyotik Dil Kullanımlarını görebilir ve tutum ve tavırlarını manipülasyona uğramadan kendi bilinci etrafında tutabilir. Başka bir deyişle düşünce oluşumu takibini yapabilmelerini, dolayısıyla kendilerini aslında istemleri dışında harekete geçiren, manipüle eden, güdümlen, sürece yönelik bilgi sahibi olmalarını sağlamak ve aynı zamanda tutum ve tavırlarını buna göre ayarlamak üzere düşünmeye sevk etmek konusuna odaklanmıştır.

Göstergebilimin doğduğu ve yeşerdiği topraklarda çünkü bu kültürü topluma kazandırmaya yönelik akademik geleneğe dönüşen etkinlikler var; bir hafta süreyle senelerce tekrarlanan (Rıfat, 2009), tekrarlar yeni bilginin pekişmesini ve içselleştirilmesini sağlar, bu içselleştirme de genetik kültürel koda aktarılabilecek bir kültür oluşumuna neden olur, olabilir. Bunu semiyotik kültür olarak tanımlayabiliriz. Semiyotik kültürün olduğu toplumlara Psiko-Semiyotik İletişim bilgisini vermek ve aşlamak, içselleştirmelerini sağlamak, bu kültürün olmadığı toplumlara oranla çok ama çok daha kolaydır, aradaki binlerce yılı kapamak, her geçen senenin bu kültürel koda kazanımlarını bu kültürün genetik kodlarında hiç yer almadığı toplumlara kazandırmak asla kolay değildir. Birileri daha başlangıçta adetâ bayrak yarışı kazanmış gibidir çünkü bir de teknolojik gelişmelerle gelinek noktada ara iyice açılmıştır. Nerenin ucu toplanıp düzeltilebilir, çok bölünmüş, çok parçalanmış bir dünya halkından bahsediyoruz ve her parçalanmanın kökleri toplumsal bellekte yer almaktadır. Din, dil, ırk, küçük ölçekte etnisite, küçük dil grupları, bir toplumu ne kadar bölerse yönetme araçları için Dijital-Reel Psiko-Semiyotik Dil Kullanımlarına kaynak o denli çeşitlenecektir; o kadar çoğalacaktır ve bu bölünmenin etkisi binlerce yıllık bir toplumsal bellek havuzu oluşturmaktadır. İşte bu bölünmüş toplumsal bellekler havuzu tam da Psiko-Semiyotik İletişimin içselleştirildiği, adeta hemhal oldukları, ayrılmaz ikili, tek vücut halini buldukları kültürel yapılar için çoklu Psiko-Semiyotik Dil Kullanımı, istedik doğrultuda manipüle edebileceği bedavadan kaynak ve gerekirse kullanabileceği orduları anlamını taşır. Tüm insanlık hallerinin her birinin Psiko-Semiyotik İletişim için araçsallaştırılabileceği ve Dijital-Reel Psiko-Semiyotik Dil Kullanımı havuzuna dahil edilebilecekleri asla unutulmamalıdır. Unutulmaması gereken bir diğer husus da hepsinin üzerinden inanılmaz ölçüde para kazandıklarıdır; en azından bu anlamda kullanılabileceği gerçeğine genel çoğunluk aymalıdır: Birdenbire “vayy sizi ‘köle’ etmişler diyenlerin, neden şimdi dedikleri araştırılmalıdır çünkü aynı kişilerin şimdi’ Dijital Köleleri’ var. Parayı çevirme ve döndürme yollarının kaynakları nicedir dijital alan üzerinden, talanla hatta makalelerin yazarı’ gibi ‘Dijital Köle’ leri üzerinden dönmektedir. Öyle kazançlı ki, uyuşturucu sektöründen daha kazançlı olmasından ve henüz yasa dışılığı tanımlanmamış olmasından dolayı tercih konusu olacaklarını öngörüyorum. Özellikle bazı sektörlerden eğlence sektörüne geçiş olacağını öngörüyorum ki, bu sektörler de illegal dijital talandan faydalanan sektörler olmalarına rağmen bunu yapıyorlar ve yapacaklar ve diyorum ki, hiç heveslenmeyin çünkü ‘Dijital Kölelik’ tarihe geçecek ve hukukta emsal olarak yerini alacak, tüm bunların hesabını soracak yönetimler de var olacaklar.

Göstergebilimin doğmadığı, bu bilime geç uyanan, bilimle tanışsa da tam anlamını koyamayan toplumlar daha başlangıçta semiyotik kültür açısından zayıf ya da anlamından uzak görülebilirler. Bilim herhalde eliptik küreye de olmak üzere önce doğduğunuz ortama, topluma karşı sorumluluk almakla başlar ve adı var kendi yok, halk deyimiyle ismi var cismi yok, etkisi yok durumunda değerlendirilebilir. Üçüncü dünya ülkeleri böyle bir bilim dalından hiç haberdar olmayabilir ve dolayısıyla çok kolay av, hedef hâline gelebilirler.

Toplumsal belleklerinde genel yaygın bir biçimde göstergebilim kültürü olmayan toplumlarda bu tür çalışmaların önemi ve zorluğu ortaya çıkmaktadır ve bu özellikleri taşıyan toplumlar, semiyoloji, semiyotik kültür açısından geçmiş, köklü bir tarihe sahip olan kültürel toplulukların avı haline kolayca gelebilmektedirler. Hele bir de o topluma dair gözlemleri on ikiden vuran bir kaynağa denk gelmişlerse ki, dijital çağda artık bu nicedir çok kolay, bu gözlemleri sahibinin istemi dışında kullanıp; bakınız ‘Dijital Kölelik’ vakası (Algül, 2020-2023), istediği kazancı, hareketi, manipülatif etkiyi sağlayabilirler. Tüm bunları Dijital-Reel Psiko-Semiyotik Dil Kullanımlarıyla yapmaktadırlar. Anımsayınız, ben bana yapıları çözümler alanı tanımladım. Kullanılan bu dille enerji alanını etkiliyor, istedik doğrultuda değiştirip dönüştürmeyi hedefliyor. Bundan dolayı sürekli tekrarlayan Dijital-Reel Psiko-Semiyotik Dil Kullanımları gelecekte o çevreyi yöneten siyasi iktidarın sorumluluğu altında tutulması gereken alanlar olacaklardır. Bu bilinç geliştikçe, Dijital-Reel Psiko-Semiyotik Dil Kullanımlarının kötücül bilgisine sahip olan, ve yönetimi altındakileri bu dille baskı altında tutan erkler sorumlu tutulacaklardır. Böylelikle bu şekilde çalışan kötücül yapıların; bu yapılarınla ilgisi olan, ilgisi olabilecek siyasilerin de önüne geçilecektir. Özellikle bizim gibi ülkelerde artık meydanı çok boş bulup değneksiz gezme dönemleri sona erecektir.

Sağlıklı bir toplum için anında Dijital-Reel Psiko-Semiyotik Dil Kullanımlarının görülmesi gerekir. Siyasi partilerin bu alanda ip oynatan kötücül yapılanmalarla ilgili olabilecekleri içgörüsü toplumda yaratılmalıdır. Zaten semiyotik kültür oluşturulursa bu ayırma kendileri de girebilirler ve bu durumda Psiko-Semiyotik İletişim Dilini ısrarla, sürekli kullanan siyasi partilerin bir geleceği olmaz ama görünen köy, gelişmekte olan veya üçüncü dünya ülkeleri denilen ülkelerin siyasi ortamlarının bu tür bağlantılardan uzakta durmadıkları noktasıdır ki, ayrıca kolaylıkla Psiko-Semiyotik İletişim dilini ayırmak binlerce yıllık bir kültürel genetik koda da ihtiyaç duyar ve küresel boyutta gelişmiş ülkeler de dahil, bu alan o kadar karmaşık hâle getirildi ki, özellikle sağlık ve savaş alanındaki korkuları manipüle ederek, çoğu noktada küresel olarak Psiko-Semiyotik İletişim tasarımlarına avlanabilmektedirler. Oyun kurucuların bu işlerin ileri düzey uzmanları oldukları gerçeği göz ardı edilmemelidir.

KAYNAKÇA

- Algül, Nevin(2022). Digital Real Psycho-Semioitic Language Uses of Global and Regional "Feeling of Fear and Some Requested Rol Models in the Future through Virtual Reality Created in the Real Universe(73-77). TOJET/ The Turkish OnlineJournal of Educational Technology , cilt.21, sa.4
- Algül, Nevin(2020). What is Psycho-Semiotic Language Use and Its Parser, As A New Concept? How Can The Example Modeling for Use In Digital Media and the Process of Creating Digi-Slave Proceed?(ss.796-802). Lefkoşa; Kıbrıs(Kkct): Inte/International Trends And Issues in Communication & Media Conference.
- Algül, Nevin(2020). Digital World, Digital Communication Area, Transparent Communication, Digital Communication and Law of Interaction, Digi-Police, Digi-Inspector, Debiting The Uniqueness Of Individual After Pandemic Period, Determination, Analysis, Insights and Recommendations(291-295). Lefkoşa, Kıbrıs (Kkct): Inte International Trends and Issues in Communication & Media Conference.
- Algül, Nevin(2021).How Can The Unconscious Mind of The New Psychological Definition Be Analyzed and Can The Formation of Thought Be Closed To Perception and Manipulation at the Beginning by Using Algül Digital-Manual/Analog Psycho-Semiotic Language Parsers?(300-305). , Lefkoşa, Kıbrıs (Kkct): Iticam International Trends and Issues in Communication And Media Conference.
- Algül, Nevin(2023). Dijital Reel Psiko-Semiyotik Dil Kullanımlarının Kurum İçi İletişimde Kötücül Kullanımı Süreci Nasıl İşler? Veri Köleliği veya Dijital Köleliği Besleyen Yapılarla Olası İlgisi, Tasarım Vaka Örneği(199-210). Lefkoşa, Kıbrıs (Kkct): INTE, July 13-14.
- Mlodinow, Leonard(2013). Bilinçdışınız Davranışlarınızı Nasıl Yönetir?(ss. 11-14). İstanbul: Okuyan Us Yayınları.
- Çotuksöken, Yusuf (1994). Atasözlerimiz, Eğitim ve Öğretimde Kaynak Kitaplar 1(ss. 93). Özgül Yayınları, İstanbul.
- Melikoff, Irene (2008). Destan'dan Masal'a, Türkoloji Yolculuklarım(ss. 9-271). Demos Yayınları, İstanbul.
- Rıfat, Mehmet(2009). Göstergebilimin ABC'si(11, 43,45,49). İstanbul, Say Yayınları.

DİJİTAL REEL PSİKO-SEMİYOTİK DİL KULLANIMLARINI CANLI TUTMANIN YOLLARI NELERDİR? SÖZLÜ KÜLTÜRLE İLİŞKİSİ VE TEHLİKELERİ

Doç. Dr. Nevin ALGÜL

Marmara Üniversitesi, Radyo, Televizyon ve Sinema Bölümü, Türkiye
algulnevin@gmail.com

ÖZET

Dijital- Reel Psiko-Semiyotik Dil Kullanımları tüm doğal dillerin özelliklerini bünyelerinde taşırlar. Zaten onlardan doğmuşlardır. Dolayısıyla, zamanla anlam kaymaları, kaybolmaları, aşınmaları, anlamın yalama olması gibi ve daha fazlasını yaşayabilirler. Tüm doğal diller için var olan devingen yaşam döngüsü Dijital -Reel Psiko-Semiyotik Dil Kullanımlarına ait her küçük birim için de vardır, geçerlidir. Hedef bir toplumun tümü olduğunda Dijital-Reel Psiko-Semiyotik Dil kullanımlarının başarısının artık ‘sözlü kültürden’ geldiğine inanmaktayım. Bu durumlarda var olan Dijital-Reel Psiko-Semiyotik Dil Kullanımlarını canlandırmanın yolları kendi deneyimlerime de endeksli olarak gelişirken, ‘Yazılı Kültür’ üzerindeki dominantlığı ve kaynakları üzerinde durulmuştur. Bazen Dijital -Reel Psiko-Semiyotik Dil Kullanımlarına ait en küçük birimi, sözcük ya da sözcük öbeklerini, hatta basit ya da komplike bir cümleyi devingen yaşam döngüsünden çıkarmak da gerekebilir ve bu da bir yöntemdir. Çıkarılanların yerine var olan başka dil yapılarının sokulabilmesi veya andaki hedefin ruhunu istedik doğrultuda kuşatmaya yönelik yeni sözcükler yaratmak vb. gibi,....

Anahtar Sözcükler: Psiko-Semiyotik, Dijital, Reel, Sözlü Kültür

GİRİŞ

Psiko-Semiyotik İletişim Dili tüm doğal dillerin bünyelerinde barındırdığı özelliklere, tüm doğal dillerden türemiş olan düşün ve yazın dünyasına ait saptanmış, formüle dökülmüş olgulara sahiptirler. Yaşayan ya da ölü dillerin tüm kaynaklarını kullanır, istediğini yeniden genel yaygın kullanıma sokabilir, istediğini genel yaygın dil kullanımlarından kaldırabilir, bir başka söylemle tüm doğal dillerin, hatta ölü dilleri kaynak olarak kullanabilir. Doğal dilleri kullanarak üretilmiş her ürün onun kaynağı olabilir: Dolayısıyla Psiko-Semiyotik İletişimi canlı tutmanın yollarına, bu iletişim için özel olarak üretilecek yollar dışında tüm yukarıda bahsi geçen alana dahil roman türünde edebi akımlara ait olan özellikler, iç konuşmanın özellikleri vb. gibi dil, düşünce, yazın, düşün, görsel, dilsel göstergeleri, dilsel göstergelerle yapılacak her tür görselleştirme oyununa açıktır ve tüm bu alanı Dijital-Reel Psiko-Semiyotik Dil Kullanımını canlandırma sahası olarak kullanabilir.

Psiko-Semiyotik İletişimin kullandığı kaynaklara, insan doğasına ait her şey dahildir, sadece insan türünde doğmakla sahip olunan, her insanda aynı olan özellikler, bilinçaltı olarak tanımlandı; farkında olunsun ya da olunmasın yaşantılarla, bir başka söylemle deneyimlerle elde edilen unsurlar ki, bu alan 2000’li yılların başında birbirinden iyice ayrıldı, bilinçaltı ve bilinçdışı tanımlaması netleştirildi; tutum tavır kastedilmektedir veya alanından gelir (Mlodinow, 2013)). Birey, bir olay karşısında neden öyle davrandığını bilemeyebilir ama geçmişte yaşadığı unuttuğu veya unutmadığı deneyimler, onun bu tutum ve tavrına neden olabilirler ve tutum- tavra neden olan bilinçaltı değil, yaşantılar sonucunda elde edilen deneyimdir. Psiko-Semiyotik İletişim bu alanı da öngörü, içgörü, olasılıklar , istatistiki bilgiler vb. gibi. hesaplanabilirliğe açar. Psiko-Semiyotik İletişim Dili, diller zaten matematikle ilgili olsa da en çok her tür hesaplamanın yapıldığı, buna 6. his dahildir, her tür matematiğin kullanılması gereken bir alandır. Psiko-Semiyotik İletişim Dili: Yaratımın olan Dijital-Reel Psiko-Semiyotik Dil Kullanımlarını topladığım üst başlığımdır (Algül, 2020-2023) ve bu bağlamda ALGÜL Dijital-Reel-Manuel Psiko-Semiyotik Dil Kullanımları Ayrıştırıcılarına (Algül, 2020-2023) bakılabilir. Dijital-Reel Psiko-Semiyotik bir dil kullanımı örneğini bileşenlerine başarıyla ayırabilmek demek, yaratırken de başarıyı yakalamada yardımcı olabilecek bir katkı olarak görülmelidir.

O halde hiçbir dilsel ya da görsel göstergenin hesapsız kurgulanmadığı Dijital-Reel Psiko-Semiyotik Dil yapılanmalarının; bir başka söylemle tesadüfün, ‘tesadüf tesadüftür’ olarak yer aldığı Dijital-Reel Psiko-Semiyotik Dil Kullanımı tasarımlarımda roman türü alanından nasıl yararlanabildiğine bir örnek verilecek olursa, Jameson’un söyleminden faydalanabiliriz: Jameson roman türlerini ideolojilerin biçimlendirdiği, sosyo-sembolik mesajlar olarak görülmesini önerir ve bu biçimler(tür biçimleri) yazardan yazara ve dönemden döneme devrolurken içerikleri de toplumsal ve kültürel bağlamlara göre değişir (Parla, 2009). Dijital-Reel Psiko-Semiyotik Dil Kullanımların ait en küçük bir birimi tasarlarırken, roman türleri de dahil olmak üzere yazın, düşün, sözlü kültür dünyasına, halk kültürü, bir topluma, hatta küremize, evrene ait her türlü yazılı sözlü, sözsüz(sonsuz görseller alanı) her tür bilgi, henüz çoğunluk tarafından bilinmeyen her şey birer kaynak olarak kullanılır ve tüm bu kaynakların üzerine hedefin nitelikleri katılarak, hesaplı hareket edilir; küresel boyutta andaki zamana göre yeterli birikime sahip, gözlem yeteneği güçlü, içgörü ve öngörülleri daha başlangıçta hedefi bulan kişiler için bu kaynakların her biri, dilsel veya görsel göstergeler alanında yapılacak tasarımların sağlamlasının yapılacağı görevi üstlenebilir ki, bu daha tasarımın başlangıcında adetâ otomatik olarak gerçekleştirilebilir.

Dijital-Reel Psiko-Semiyotik Dil Kullanımlarını Canlı Tutmanın Yolları ve Sözlü Kültür

“Görme alanı bana, her zaman arkeolojik bir kazı sahasıyla karşılaştırılabilir bir şey gibi gelmiştir.” Paul Virilio (Crary, 2010)

Doğa denince, nesnelere görülebilir yüzeyi anlaşılabilir, sanat yapısı, bağımsız bir organizma olarak doğanın yanındadır(Tunalı, 1993). Dijital-Reel Psiko-Semiyotik Dil Kullanımlarına yukarıdaki paragrafta yer alan tüm bu kaynakları kullanır ama ona kaynak olan her şey , kendi doğasından, doğal tanımlamasından: Açıklayıcı bilgi veyâ sözlük bilgisinden çıkar, genel yaygın kullanımdaki alt-üst çağrışım anlamlarına yabancılaşır, onlardan tümüyle bağımsızlaşır ve başlı başına yepyeni anlamlar yüklenirler, bir başka söylemle kendi dışında, bunu açarsak -göründüğü şey, açıklayıcı bilgisi, sözlük bilgisi-bir şeyin yerine geçer, dolayısıyla yerine geçtiği şeyi, temsil edebilecek nitelikte olan her çeşit biçim, nesne, olgu(Rıfat, 2009), bu alanın, bir başka ifadeyle, dilsel ve görsel göstergelerin kendileri dışında nelerin yerine geçebilecekleri, onları temsil edebilecek nitelikte olabilecekleri alanların netleşmesi, genel çoğunluğun Dijital-Reel Psiko-Semiyotik Dil Kullanımlarını ayırt edebilmeleri için bir gereklilik olarak görüyorum ve kitlelerin maruz kaldıkları Psiko-Semiyotik İletişim: Dijital-Reel Psiko-Semiyotik Dil Kullanımları tasarımlarını anlayabilmeleri ve anlamlandırabilmelerinde kolaylık sağlayabileceğine karar verdiğim için bu alanın netleşmesini gerektiğini düşünüyorum. Bu yüzden,

Göstergeler (şimdilik, bu alan değişken ve bu değişkenlik öngörü oluşumu için vurgulanmalı) üçe ayrılır:

1. **Dilsel Göstergeler:** Tüm doğal diller ve bu dillerden türetilen, yaratıcı zekânın kapsama alanına girebilecek yeni yaklaşım ve kullanım biçimleri de dahil olmak üzere *dilsel göstergelerdir*; zamana ve yaratıcı zekâyâ endekslilik olarak esneklik özelliğine sahip olabildikleri unutulmamalıdır; bu anlamda teknolojinin sunduğu ya da alanın teknolojiyi zorlayarak, teknoloji üzerinden elde ettiği veya edebileceği her türde, her türlü yenilik, dilsel göstergelere dahildir.

2. **Görsel Göstergeler:** Resim, fotoğraf, karikatür, renk, biçim, nesne

3. **İşitsel(Duyuşsal), Dokunsal, Tat Almayla İlgili ve Metaforik Göstergeler:** (Bu tanımlama da bana ait ve zamanla tüm bu söz öbeklerinin yerine, hepsini kapsayacak, genel çoğunluğa hiçbir anlam karmaşası yaratmadan ulaşabilecek başka bir söz ya da söz öbeği bulabilir veya üretebilirim ama şimdilik bu şekilde kullanmayı tercih ediyorum). Koku, Doku, Ses, Acı, Ekşi, Tatlı, Ezoterizm alanı, 6. his, içgörü, öngörü, vb. gibi. Demek ki, göstergeler alanı, hedefini avuca alacak, onu etkileyip manipüle edip, güdümlenecek, yönlendirecek, içinde bulunduğu duygu durum biçimini hedeflenen, istedik doğrultuda değiştirecek eşsiz ve biricik, hedefe endekslenmiş öznel, nacak hedef için anlamlı olan, olabilecek öznel anlamlar taşırlar. Dijital-Reel psiko-Semiyotik Dil Kullanımlarının yüklendiği görev hedefin psikolojisini etkilemektir, bir başka söylemle içinde bulunduğu enerji hedef alınır ve kullanılan dilsel-görsel göstergelerle bu enerji istedik doğrultuda değiştirilir. Bir örnekle: Dijital kölelikten kurtulmaya çalışan biri, ona yapılan her şeyle kamu önüne çıkacak bir akademik çalışma hazırlığındayken, ona, egemen veya değil siyasi erkten gelen ve içerik olarak bir kamu çalışanı olduğunu hatırlatan e-posta, üstelik aynı zamanda anda üzerinde çalıştığı içerikle benzeş bir kamu çalışanı da içeriyorsa ve bu tesadüflerin sayısı: Tesadüf tesadüftür olmuşsa; sözün nüvesi, siyasi erkler de kullanılarak hedef alındığını tespit eden ve neye uğradığını bilimle çözüp, bilimsel veriye döken ‘Dijital Köle’nin içinde olduğu enerjiyi kötücül anlamda etkileyip, dönüştürecek bir gösterge halini alır ki, zaten bu şekilde hedefe alınan bir ‘Dijital Köle’nin çembere alındığı yani Dijital-Reel Psiko-Semiyotik Dil Kullanımlarının araçlarıyla kontrol altında tutulabileceği, kutulandığı fiziksel çevreden çıkamaması için maddi manevi şartlarla örülmüş olduğu düşünülmesi gereken ‘Dijital Köle’nin tüm çalışmalarını enerjisini dağıtacak ‘Dikkat Dağıtıcılar’ altında yapması, sıkıysa yapabilsin noktasında tutulması, vb. gibi konular, karanlık güçlerin, yapılanmaların Dijital-Reel Psiko-Semiyotik Dil Kullanımlarıyla hedefi kontrol altında tutma yollarındandır.

Buradaki asıl mesele, halkın Psiko-Semiyotik İletişime bir başka söylemle Dijital-Reel Psiko-Semiyotik *Dil Kullanımlarıyla sürekli istedik doğrultuda manipüle edildiği bilgisine, görüşüne, gerçekliğine uzak kalması ve onu(hedefi) Dijital-Reel Psiko-Semiyotik Dil Kullanımlarıyla vuracak en önemli veri kaynağını oluşturduğu bilincinden uzak olmasıdır* ve bilinçdışı alanlarının vurucu etkisini sözlü kültürden alabilecek Dijital-Reel Psiko-Semiyotik Dil tasarımları nedeniyle etkilendiğini ve bu itkiyle tutum ve tavırlarının oluştuğu, oluşabileceği gerçeğinden uzak olmasıdır, ayrıca Psiko-Semiyotik İletişim ve Dijital-Reel Psiko-Semiyotik Dil Kullanımları için (Algül, 2020-2023) bakılması gerekmektedir. Bir sıralama yapılırsa yeterince tekrar yaptığımı düşündüğüm yaratımın olan bilim dalı için makale çalışmalarımın okunmasını şiddetle öneriyorum. Uzun tekrarlar her makalede vermek istediğim asıl özden uzaklaşılmasına neden olabilir.

Dijital-Reel Psiko-Semiyotik Dil Kullanımlarını Canlı ve Hedefi Vurucu Tutmanın Yolları Sesli Sözün Gücü ve Halk Kültürü

Ne gördüğün değil, ne hissettirdiği, tutum ve tavırlarında belirleyicidir. Nevin Algül

Yazıdan, yazı yazma olanağından bihaber bir kültürün nasıl olabileceğini okuyazarlar ancak büyük bir zahmetle hayâl edebilirler. Kimsenin kelimeleri açıp bakmadığı bir kültür düşünün. Sözlü kültürde zaten açıp bakmak, hiçbir şey ifade etmeyen bomboş bir deyimdir. Kelimeler göze görünen nesnelere temsil etse de yazı olmadığı sürece kelimelerin görsel bir varlığı olamaz, kelimeler SESten ibarettir. Sözleri hatırlamaya çalışabilirsiniz ama sözleri arayıp bulacağınız somut bir kaynak yoktur(Ong, 2018). Üstelik söz geri döndürülemez, bu onun yazgısıdır(Barthes, 2013). Geri döndürülemeyen söz, yazılı kültüre oranla gerçek duygu durum biçimlerinin kaynak havzaları olarak da görülmelidir. ‘Sözlü Kültür’de ‘Yazılı Kültür’e oranla, insanlık hallerinin duygu durum biçimlerini yaşadığı şekliyle hissettiren, dil kullanımları bulmak mümkündür. Bu kaynaklar geçmişten gelebilir: Atasözleri, deyimler, geniş kitleleri doğru anlatan yazın ürünleri veya andaki zamanda illegal veya legal görünüm altında Dijital-Reel Psiko-Semiyotik Dil Kullanımları havzası olarak saptanıp, Psiko-Semiyotik İletişim aracı sahaları olarak kullanılabilir, bu sahaya her tür ortam dinleme kaynakları da dahildir.

Yazı icat edilmeden önce ‘Söz’ vardı. Önce ‘eylem(hareket)’ mi, ‘Söz’ mü? Tartışması bir yana dursun, yazıdan önce her ikisinin birden varlığı düşünülebilir. İnsanın fetustaki gelişim sırasında da görme eyleminden önce işitme organı ve eylemi gerçekleşir. Tüm doğal dillerin bir özelliği de, bilinçli, hedef alınarak özel bir çalışma yapılmadığı takdirde, genel yaygın kullanıma giren her sözcük, sonra girene oranla bir üstünlük taşır, bir başka söylemle, genel yaygın kullanıma giren aynı anlamdaki iki sözcükten, önce girenin sonra girene karşı ilk akla gelmesi sebebiyle kullanım üstünlüğünün olmasıdır. Geniş kitleler için ‘Sözlü Kültür’ün ‘Yazılı Kültür’le karşılaştırılma ve kıyaslamasında, insanın fiziksel gelişimi basamaklarının da dikkate alınarak durulması gerekebilir çünkü bu doğal yatkınlık kapsamına giren bir alandır. ‘Yazılı Kültür’ söz konusu olduğunda, düşüncenin gelişiminin eğitimi de devreye girmektedir diye düşünülebilir.

‘Yazılı Kültür’ ve ‘Sözlü Kültür’ üzerinden, Psiko-Semiyotik İletişimin alt başlığı olan Dijital-Reel Psiko-Semiyotik Dil Kullanımlarını canlandırmanın kaynaklarının değiştiği saptanabilir. *Genel çoğunluğu* vuran Dijital-Reel Psiko-Semiyotik Dil Kullanımlarıyla, *eğitimi hedefi* vuran Dijital-Reel Psiko-Semiyotik Dil Kullanımlarının kaynakları aynı olmayacaktır. Bu dil kullanımlarındaki başarı ve andaki zamanın ruhunda yalama olan ve gündemden düşen her anlam kayması için canlandırma kaynak havzaları da farklı olacaktır. Bazen Dijital-Reel Psiko-Semiyotik Dil Kullanımlarına ait en küçük birimi, sözcük ya da sözcük öbeklerini, hatta basit ya da komplike bir cümleyi devingen yaşam döngüsünden çıkarmak da gerekebilir ve bu da bir yöntemdir. Çıkarılanların yerine var olan başka dil yapılarının sokulabilmesi veya andaki hedefin ruhunu istedik doğrultuda kuşatmaya yönelik, hedefle ilgili kaynak havzadan sözcük seçimi veya iyi hesaplanmış sözcük, laf üretimi de başarıyı yakalatabilecektir.

SONUÇ

Reaya kültürünün genetik kültürel kodlarında yer aldığı toplumlarda, ataerkillik de önem kazanır, dışarıda krallık, sultan, devletin sosyal olma yapısı zamanla değişse de ‘devlet’, evde erkek ‘Reis’ etkisini kaybetmeyebilir ve bu yaygın bakış da köklerini ‘sözlü kültür’den alır gibidir çünkü okuryazarlık oranı her zaman halkın aleyhine olan bir toplumda zaman zaman kampanya halinde yürütülen okuryazarlık seferberliğinin ne kadar başarılı olabileceği, olsa da metodoloji kaybına uğrayıp uğramayabileceği (Algül, 2018), tartışma konusudur çünkü Algül teorilerine göre göre anadilin okuryazarlığının öğretilme metodolojisi düşünce gelişimi sürecini olumsuz anlamda etkiler(Algül, 2018).

Bu tür toplumlar duygu durum biçimleri rahatlıkla yönetilebilecek kaynaklar olabilmekteler. ‘Sözlü Kültür’ün temsilcileri olarak büyük bir Dijital-Reel Psiko-Semiyotik Dil Kullanımlarına kaynak oluşturduklarından, üst başlığını kullanarak Psiko-Semiyotik İletişim kaynağının havzasını oluşturabilirler ki, aynı kaynak havza başarılı Dijital-Reel Psiko-Semiyotik Dil Kullanımları tasarımı ve var olan Dijital-Reel Psiko-Semiyotik Dil Kullanımlarını taşıdıkları önemden dolayı canlandırmanın da kaynağıdır. Bu bağlamda ‘sözlü kültür’e dahil veri, data elde etmek karanlık güçlerin önceliği olacaktır ve telefon konuşmaları, ortam dinlemelerinin gücü de anlaşılacaktır. Eve giren her akıllı teknolojik ayağa, özellikle TV’lere genel çoğunluğun faydası açısından bakmak gelecek zamanların konusu edilmelidir.

Kendilerine güç devşirme, gücü ele geçirmek üzere kullanma eylemindeki herkes teknolojinin geldiği bu noktayı kendi çıkarları doğrultusunda kullanacaklardır.

Bunun haricinde yapılabilecek olanlar, bu ortamda bitirmeye çabaladığım alanda bir ilk olacak olan dilsel ve görsel göstergeler sözlüğüdür ki, Dijital-Reel Psiko-Semiyotik bir dünyada yaşadığımızı, sanal gerçekliğin bu olduğunu, nasıl avlandıklarını çözenin yolunu yaratmış olduğum Psiko-Semiyotik İletişim üst başlığında topladığım, Dijital-Reel Psiko-Semiyotik Dil Kullanımlarına kaynak olan ve onların duygu durum biçimlerini derinden etkileyerek değiştirip dönüştüren dilsel ve görsel göstergelerin varlığını somutlaştırarak gösterebilecek ve bilinçlenmelerini sağlamaya yönelik çalışma alanlarının kapsama alanını genişletmiş olacaktır.

Dijital-Reel Psiko-Semiyotik Dil Kullanımlarının etkili olabilmesi, bir başka söylemle kolayca hedefin enerjisini istedik doğrultuda değiştirebilmesi için gerekli olan şartlardan biri doğru eğitim hizmetlerinden uzak bırakılmak, doğru eğitim, beraberinde eleştirel, sorgulayıcı düşünceyi barındırır ve duygu durum biçimleri, bir başka söylemle Dijital-Reel Psiko-Semiyotik Dil Kullanımlarıyla yerinden oynatılmaz, zaten tüketici toplumu

için gerekli olan dürtüsel tavır, doğru eğitim araçlarından yoksun bırakılarak sağlanabilir çünkü adı üzerinde Dijital-Reel Psiko-Semiyotik Dil Kullanımı tasarımları, Psiko-Semiyotik İletişim, hedefin psikolojisini ele geçirerek içinde bulunduğu duygu durum biçimini, bir başka söylemle enerjisini istedik doğrultuda değiştirip dönüştürmeyi kendine erek edinir. Duygu yönetiminden yukarıdaki içerikte yer alan nedenlerle uzaklaştırılan geniş kitleler kolay av olacaktırlar.

^Dijital Kölelik' vakalarında durum daha karışıktır. 'Dijital Köle'nin çözümlenen duygu durum dünyasına göre hareket edileceği gereğiyle karşılaşılır. Dikkat dağıtıcılar da bu alanlardan seçilir, istemediği her şeyin tekrarlanması gibi, kutulandığı fiziksel çevreyi, bu tekrarlayan dinamiklerle sararlar ki, bunları da 'Sözlü Kültür'e dahil edebiliriz çünkü gelecek zamanların Dijital-Reel Psiko-Semiyotik sözlü kültür havzası da böylelikle oluşur.

Bu açıdan gelecek zamanlarda özellikle siyasi erklerin Dijital-Reel Psiko-Semiyotik Dil Kullanımlarının mercak altına alınacağı geniş kitlelerin faydası açısından kaçınılmaz bir gerçeklik olarak görülmelidir çünkü her türlü illegal ülkesel ve küresel data, veri kullanımı, ileri düzeyde 'Dijital Kölelik' için en çok kullanılacak arena siyasi arenadır. Bu amaçla desteklenen siyasilerin yönetiminde olan her yer 'Dijital Köle' ve Dijital-Reel Psiko-Semiyotik Dil Kullanımlarıyla baskılamak için tüm diğer birimlerin, belediyelerin, site yönetimlerinin araçsallaştırıldığı yerle hâline gelecektir. Bu da şu demektir: Özgürlüğün sona ermesi anlamına gelir ve 'Dijital Kölelik' için paha biçilmez bir kutulanma yöntemidir.

KAYNAKÇA

- Algül, Nevin(2022). Digital Real Psycho-Semiotic Language Uses of Global and Regional "Feeling of Fear and Some Requested Rol Models in the Future through Virtual Reality Created in the Real Universe(73-77). TOJET/ The Turkish OnlineJournal of Educational Technology , cilt.21, sa.4
- Algül, Nevin(2020). What is Psycho-Semiotic Language Use and Its Parser, As a New Concept? How Can The Example Modeling for Use in Digital Media And The Process Of Creating Digi- Slave Proceed?(ss.796- 802). Lefkoşa; Kıbrıs(Kkct): Inte/International Trends and Issues in Communication & Media Conference.
- Algül, Nevin(2020). Digital World, Digital Communication Area, Transparent Communication, Digital Communication and Law of Interaction, Digi-Police, Digi-Inspector, Debiting The Uniqueness Of Individual After Pandemic Period, Determination, AnalysisDs, Insights and Recommendations(291-295). Lefkoşa, Kıbrıs (Kkct): Inte International Trends and Issues in Communication & Media Conference.
- Algül, Nevin(2021).How Can The Unconscious Mind of The New Psychological Definition Be Analyzed and Can The Formation of Thought Be Closed To Perception and Manipulation at The Beginning by Using Algül Digital-Manual/Analog Psycho-Semiotic Language Parsers?(300-305). Lefkoşa, Kıbrıs (Kkct): Iticam International Trends and Issues in Communication and Media Conference.
- Algül, Nevin(2022). Digital Real Psycho-Semiotic Language Uses of Global and Regional "Feeling of Fear and Some Requested Rol Models in the Future through Virtual Reality Created in the Real Universe (73-77). TOJET/ The Turkish OnlineJournal of Educational Technology , cilt.21, sa.4.
- Algül, Nevin(2023). Dijital Reel Psiko-Semiyotik Dil Kullanımlarının Kurum İçi İletişimde Kötücül Kullanımı Süreci Nasıl İşler? Veri Köleliği veya Dijital Köleliği Besleyen Yapılarla Olası İlgisi, Tasarım Vaka Örneği(199-210). Lefkoşa, Kıbrıs (Kkct): INTE, July 13-14.
- Algül, Nevin(2018). An Essay Whether Early Communication (Teaching Turkish) Methods Affect The Thinking Process Through Turkish and Mathematics Course(82-86). International Science and Technology Conference(ISTEC). Fransa/Paris: July 18-20.
- Barthes, Ronald(2013). Dilin Çalışma Sesi(ss. 95). İstanbul: Yapı Kredi Kültür Sanat yayıncılık Ticaret ve Sanayi A.Ş.
- Crary, Jonathan(2010). Gözlemcinin Teknikleri, 19. Yüzyılda Görme ve Modernite(ss. 13). İstanbul: Metis Yayınları.
- Mlodinow, Leonard(2013). Bilinçdışınız Davranışlarınızı Nasıl Yönetir?(11-14). İstanbul: Okuyan Us Yayınları.
- Ong, Walter J.(20018). Sözlü ve Yazılı Kültür, Sözlün Teknolojileşmesi(ss.46). İstanbul: Metis Yayınları.
- Parla, Jale(2009). Don Kişot'tan Bugüne Roman(ss. 41). İstanbul: İletişim Yayınları.
- Rıfat, Mehmet(2009). Göstergebilimin ABC'si(ss.11). İstanbul, Say Yayınları.
- Tunalı, İsmail(1993). Soyutlama ve Özdeşleyim(ss.7). Ankara: Remzi Kitabevi.

EFFECTS OF COVID-19 ON DEPOSIT BANKS IN THE TURKISH BANKING SECTOR

Selcan ERKAN

Cyprus Health and Social Sciences University
Graduate School of Social Sciences
selcan.erkkan@kstu.edu.tr

ABSTRACT

The Covid-19 epidemic draws attention not only with the problems it has caused in the health sector, but also with its economic and financial effects. In this study, how the problems experienced during the pandemic by public, private and foreign capital deposit banks, which plays an active role in the economic and financial fields of the Turkish banking sector, were reflected in their financial statements are examined. During the pandemic period, the profitability, net interest margin, loan/deposit, liquidity ratios and operating income with using cash flow statements were analyzed in this sector. Compared to pre-pandemic period; the decreasing of profitability, decline in banking main activities and liquidity holding tendencies were determined. On the other hand, the legal regulations made for the banking sector to play an active role and in order to improve the negative economic conditions experienced and expected to be experienced in the markets and how these regulations are reflected in the financial statements were analyzed. According to this; it can be summarized as deposit banks provided loans to households and real sector against the negative effects of the pandemic, extended maturity of loan tracking, turned to government debt securities in order to reduce the impact of foreign currency on the markets and performed swap transactions. Although this is the three-quarter situation table of the pandemic, considering the fact that the epidemic still continues, we see the assessment of the measures taken in the financial statements so far. When the financial statements in the following periods are considered, it can be observed whether these measures fulfilled the requirements and how much the banking sector was affected despite all these measures.

Keywords : Covid-19, Pandemi Effects, Banking Sector, Financial Statements,

INTRODUCTION

Unfavorable market environments manifest themselves with the economic and financial crises experienced from time to time in the world and cause different and difficult decision-making approaches in the markets. COVID-19, which is considered one of the crises that cause economic uncertainty and which we are still experiencing.

The epidemic is one of them. The epidemic, which emerged in China in January 2020 and spread rapidly all over the world, infected more than one million people worldwide, causing deaths and still continues to cause. The rapid spread of this virus globally all over the world has led the World Health Organization to consider this disease contagious and qualify it as a pandemic on March 11, 2020. In addition to the tragedies and human losses in the health sector caused by the disease, the economic and financial risks of the pandemic also attract significant attention.

Previous economic crises (1997 Asian Economic Crisis, 1998 Russian Economic Crisis, 1999 Argentine Economic Crisis, etc.); While it originated from economic fundamentals and spread around the world through financial and economic connections, COVID-19 emerged from a pandemic and an event in nature and travel.

It has turned into an epidemic and affected the financial and economic structure. COVID-19 will lead to a global collapse in economic and financial activity, and possibly job losses in the markets due to an unprecedented increase in scale and pace.

In the previous crises in the world, the financial system and especially the banks were both the main cause and the main catalyst of the crises, but this time it creates a pandemic crisis and the banking sector has to be a part of the solution, not the problem. It is an undeniable fact that banks are of vital importance in ensuring the functioning of the financial system in the economies of the countries and channeling the resources to the right areas.

In this article, the stance of public and private deposit banks in our country in the economic and financial field during the COVID-19 crisis is examined. In this context, in the first part of the article, the financial status statements, profit or loss and other comprehensive income statements, cash flow statements and footnotes of public and private deposit banks serving in the banking sector in our country were analyzed by using the information on the public disclosure platform, including the years 2018-2019 and 2020 and their

interim periods. The results of these analyzes are also compared with each other. Secondly, by using the ratios published by the Banking Regulation and Supervision Agency for use in banks, banks' cash status, deposit and loan coverage ratios, return on assets and net interest margin were tested.

Finally, with the regulation on the asset ratio (ratio) published in April by the Banking Regulation and Supervision Agency, which asks public and private banks to increase their credit limits in order to improve the risk of cash shortage due to COVID-19 in our country and to prevent the bankruptcy of companies and to reduce the effects of the crisis, the classification of loans and their allocation will be reserved for them due to the disruptions in economic and commercial activities as a result of the COVID-19 outbreak. The effects of the regulation on provisions on the financial statements of public and private banks were evaluated.

LITERATURE REVIEW

Epidemics and Pandemics and Bank Crises in the World

The world population of the 21st century has faced five major pandemics (epidemics) to date. These are H1N1 in 2009, MERS in 2012, Ebola in 2014, Zika in 2016 and finally COVID-19 recorded by the World Health Organization (WHO) on January 30, 2020.

The novel coronavirus disease (COVID-19), in addition to its sad effects on human life, has the potential to significantly slow down the economies of the entire world, not just in China, the USA or India (Yoo, 2020). The pandemic has produced a process of "negative globalization" by forcing countries to close their borders, causing the normal flows of goods, capital and people to stop, as well as work and production activities, albeit temporarily (Barua, 2020).

In a study conducted by the IMF, the effects of recent epidemics such as SARS (2003), H1N1 (2009), MERS (2012), Ebola (2014) and Zika (2016) were examined.

Despite the economic-based support packages provided to heal the wounds caused by diseases, it has been observed that serious economic losses could not be prevented. For the COVID-19 pandemic, which is thought to be effective enough to cause countries to revise their economic forecasts, international organizations have stated that they consider it the most serious crisis after the 1929 Depression (Deloitte, 2020).

Differences will be seen when epidemics and economic crises caused by banks as the main actor are compared. In crises caused by banks; It is seen that banks or large financial institutions have reached the point of not being able to repay their debts for a long time and need interventions such as government support or expropriation. With the decrease in confidence in the banking sector, such crises are usually observed as depositors rushing to banks, bankruptcies, squeezing of loans and melting of bank assets. Banking crises can lead to extreme fluctuations in exchange rates and interest rates, non-collection of receivables, and economic recession. (Brunkdorst, 2006) For these reasons, for example, in the 2008 financial crisis, only the banking sector was affected, while other sectors were affected in a direct way. However, with the corona virus epidemic, most sectors have been directly affected and this has spread to the entire market, and even from a global point of view, the sectors all over the world have been greatly affected by this situation with the closure of the country's doors due to the epidemic. Legoarde-Segot and Leoni (2013) theorize that as the impact of a major pandemic in the world increases, the probability of collapse in an emerging banking sector increases. Beck (2020) emphasizes that the confidence of depositors or markets in banks will be damaged in the crisis environment caused by the pandemic. By its very nature, the banking sector is vulnerable due to non-performing loans and excessive transaction volume during periods of economic downturn. As in previous HIV outbreaks, large-scale deposit withdrawals for individual treatments pose a problem for this sector (Goodel, 2020). In this case, these problems caused by the pandemic will definitely be reflected in the financial statements of the banks.

Financial Analysis Rates In Banks

Although it may seem too early to evaluate the negative effects of the COVID-19 outbreak on the economy, it is important to investigate the direct and indirect economic effects of the COVID-19 pandemic for countries due to the destruction and panic atmosphere it creates. Financial ratios are one of the main tools used to measure the financial soundness and management quality of banks (Wirnkar and Tanko, 2008). For this reason, the following ratios will be used to analyze the financial statements of deposit banks in Turkey during the pandemic period in order to see the effects experienced in the banking sector.

Return On Assets Ratio

Return on assets is an important indicator that shows how much profit the bank management can generate

with the available assets and how effectively the assets are used. For this reason, it has become the most common measure of bank profitability in the literature (Dietrich and Wanzenried, 2014; Curak et al., 2012). Profitability is very important for banks to continue their activities and maintain their level (Gündoğdu and Aksu, 2011). In developed economies, the threshold value of this coefficient, which is generally calculated by dividing the net profit of the bank by the total assets, is accepted as one percent. However, as can be seen in Figure 1, this rate is higher in banks that can earn a lot of interest income in developing country economies such as Turkey. According to the data in Figure 1 below, between 2003 and 2019. It is seen that the profitability ratios of the Turkish banking sector were the highest 2.78 and the lowest 1.16, started to decline since 2012, and started to decline again from 2017 despite the upward trend in 2015 and 2016. According to the data in Figure 2 below, it is seen that the profitability ratios of deposit banks between 2003 and 2019 were 2.69 at the highest and 1.11 at the lowest.

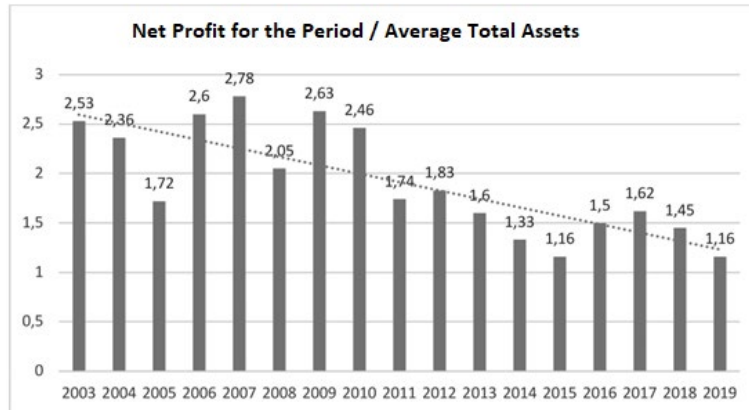


Figure 1. Return on Assets of the Turkish Banking Sector

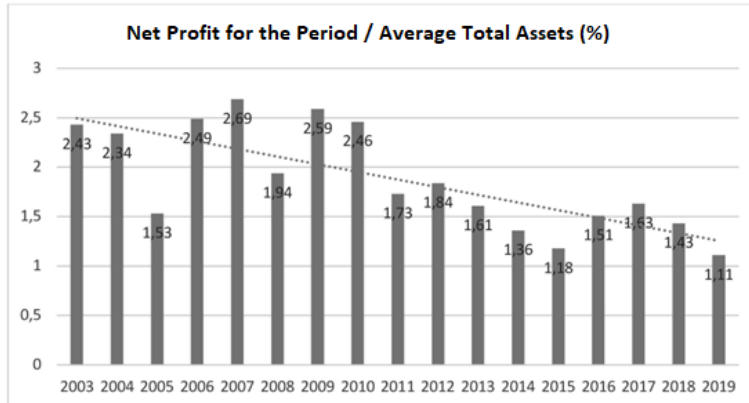


Figure 2. Return on Assets of Deposit Money Banks

Loan-to-Deposit Ratio:

The Total Loans / Total Deposits ratio reflects the ability of banks to convert the deposits they collect into loans, thus fulfilling their intermediary functions. (Sahin, 2011) It is said in the literature that this ratio, which reveals whether banks show their commercial activities in a commercially successful line, is a very important and valuable indicator in terms of showing whether banks are financially strong or not. (Coachman, 2007)

According to the table showing the loan/deposit ratios of banks in Turkey over the years, we see an increase since 2012 and a decrease in the period from 2018 to September 2020.

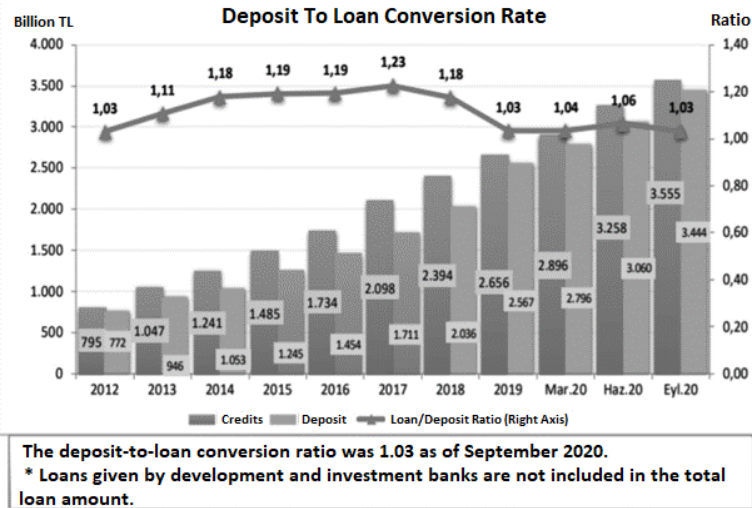


Figure 3. Loan-to-Deposit Ratio

Cash Flow Statement

IAS 7 Cash Flow Statement Standard, 4. In its clause, "When the cash flow statement is used in conjunction with other financial statements, financial statement users; It provides the information necessary to assess changes in the entity's net assets, the financial structure of the entity (including liquidity and solvency), and its ability to influence the amount and timing of cash flows to adapt to changing conditions and opportunities. Cash flow information is useful in assessing the entity's ability to generate cash and cash equivalents." The cash flow generated during the period, in other words, the sources and places of use of cash inflows and outflows can be controlled through this table (Keleş, 2000). Cash flow movements; Since they are reported in terms of business activities, investment activities and financing activities, these tables provide very important information to information users in the evaluation of cash policies (Akdoğan, Tenker; 2008).

Due to the importance of liquidity, especially in environments where markets are uncertain, the cash flow statements of the banks will be taken into account while examining the effects of the pandemic and how the banks exhibit in this situation will be observed.

Cash and Cash Equivalents

In short, liquidity means holding sufficient funds to repay depositors' deposits and other lenders' receivables (Durer, 1988). Since not all assets can be converted into money quickly, it is important for each bank to determine the degree of liquidity by taking into account the maturities of its debts and commitments according to its own structure characteristics (Durer, 1988). The sufficient and strong liquidity of banks is one of the most important factors that enable them to survive in times of crisis. For this reason, the change status of the cash and cash equivalents account in the statement of financial position will be determined.

Net Interest Margin

Net interest margin (NIM) indicates the cost of intermediation transactions in the banking system and the efficiency of the banking system (Demirgüç-Kunt and Huizinga, 1999). A high net interest margin results in increased bank profit margins and a more stable banking system. Therefore, this measure is a criterion that can be used especially in uncertain and risky environments.

BRSA PANDEMIC MEASURES

Asset Ratio (Ratio)

With the Board Decision dated 18.04.2020 and numbered 9000 of the Banking Regulation and Supervision Agency; In order to minimize the negative impact of the CO-VID-19 pandemic on the economy, market, production and employment and to ensure that the resources held by banks are used in the most effective way, in accordance with paragraph 2 of Articles 93 and 43 of the Banking Law No. 5411, banks are required to calculate the Asset Ratio (AR) (Asset Ratio -AO) on a weekly basis, starting from 01.05.2020,

$$\text{Aktif Rasyosu (AR)} = \frac{\text{Krediler} + (\text{Menkul Kıymetler} \times 0,75) + (\text{TCMB Swap} \times 0,5)}{\text{TL Mevduat} + (\text{YP Mevduat} \times 1,25)}$$

has decided. Then, in the regulation made with the board decision dated 24.11.2020 and numbered 9271, it was announced that the application in question would be repealed as of 31.12.2020. However, since the practice continues in the periods we examine, it will be observed what kind of effect AR (AO) has on the financial statements.

With this regulation, banks, especially private banks, were encouraged to increase their loans, buy securities (purchase of private sector and treasury bonds) and make swaps, and a study was requested on the area in which they would use the deposits they collected. Thus, banks have to establish a balance between the deposits they collect and the loans, securities and swap transactions they use this resource according to this formula.

In fact, the name of this ratio is given by the BRSA as "deposits; It is thought that the use of the name "utilization rate in loans, securities and CBRT Swap transactions" would be more accurate in terms of reflecting its content.

Changing the Stipulated Periods for Classifying Loans as Non-Performing Receivables

With the Board Decision No. 8948 on 17.03.2020 of the Banking Regulation and Supervision Agency; Due to the disruptions in economic and commercial activities as a result of the COVID-19 epidemic that has spread to many countries, including our country, the 30-day delay period within the scope of Article 5 of the 4.ve of the Regulation on the Procedures and Principles Regarding the Classification of Loans and the Provisions to be Reserved for Them is applied as 90 days until 31 December 2020 for the loans monitored in the first group, and the 90-day delay period foreseen for the classification of loans as non-performing receivables It was decided to apply the provisions to be set aside for loans in the first and second groups for 180 days until 31 December 2020, and to continue to allocate the provisions for loans according to the banks' own risk models used in calculating the expected loan loss within the scope of IFRS 9, and then announced that the said implementation will continue until 30.06.2021 with the Board Decision dated 08.12.2020 and numbered 9312.

COVID-19 EFFECTS ON BANKS

The effects of the disease on the banking sector were investigated through the differences between the financial statements of the periods before and after the emergence of the disease. In this context, in order to observe the situation created by the pandemic in the financial statements of state-owned, foreign-capitalized, and domestic private-capital deposit banks in the Turkish banking system, the ratios listed above and some financial statement information were used. Comparison; Data for 31.12.2018, 31.12.2019, 30.09.2019 and 30.09.2020 were used. Since the data of 31.12.2020 were not yet published when this study was conducted, the data dated 30.09.2020 were used.

Return on Assets

The financial statements of 27 private, public and foreign banks operating in the class of deposit banks in our country obtained from KAP (Public Disclosure Platform) were evaluated regarding their asset profitability and it was observed whether there were effects of the pandemic. As can be seen in the table below, the ratio of 27 banks to Return on Assets averaged 0.14 in 2018 and 2019. However, when the September 2019 period and September 2020 periods are compared, the percentage of return on assets clearly reflected the effects of the pandemic in September 2020 and decreased from 0.14 to 0.07. Looking at the periods of September 2019 and September 2020; It is observed that the return on assets of deposit banks other than Denizbank, Halkbank, ICBC Turkey Bank, Odeo Bank, Şekerbank, Turkland, TEB, Vakıfbank, YKB and Ziraat Bank has decreased.

Table 1. Return on Assets of Deposit Money Banks

ACTINESS CARLINESS RATES												
Name of Bank	31.12.2018 Net curry (1.000 TL)	31.12.2018 AKTİF (1.000 TL)	2018 ACTİ VE PRO FİTA BİLİ TİY %	31.12.2019 Net curry (1.000 TL)	31.12.2019 AKTİF (1.000 TL)	2019 ACTİ VE PROFİ TABİL İTİY %	30.09.2019 Net curry (1.000 TL)	30.09.2019 AKTİF (1.000 TL)	09/2019 ACTİ VE PROF İTABİLİ TİY %	30.09.2020 Net curry (1.000 TL)	09/2020 AKTİ F (1.000 TL)	ACTİ VE PROF İTABİLİ TİY %
AKBANK	5,689,644	327,642,125	0.017	5,417,468	360,501,112	0.015	4,087,953	351,448,288	0.012	4,419,094	453,588,860	0.010
ALTERNATİF BANK	194,934	24,297,937	0.008	171,780	28,944,776	0.0059	89,468	28,944,776	0.003	88,373	34,202,917	0.003
ANADOLU BANK	308,530	14,262,995	0.022	386,527	17,557,812	0.022	308,597	16,366,073	0.019	319,442	26,750,869	0.012
BURGAN BANK	161,759	19,581,399	0.008	138,554	18,696,678	0.007	111,580	18,696,678	0.006	10,221	23,986,714	0.0004
CITIBANK	488,747	10,057,329	0.049	740,226	12,851,821	0.058	578,563	12,497,980	0.046	495,234	17,604,768	0.028
DENİZBANK	2,182,523	137,657,949	0.016	1,336,113	156,478,028	0.009	1,017,258	148,279,900	0.007	1,617,834	199,628,134	0.008
DEUTSCHE BANK	122,490	2,662,332	0.046	145,542	2,741,764	0.053	116,734	3,779,324	0.031	40,793	4,674,183	0.009
FİBANK	196,659	20,618,271	0.010	212,044	21,885,760	0.010	161,614	21,545,373	0.008	178,622	26,448,355	0.007
GARANTİ BANK	6,638,236	359,477,202	0.018	6,158,841	391,152,270	0.016	4,936,429	374,334,636	0.013	5,127,245	479,713,596	0.011
HALKBANK	2,521,795	378,422,055	0.007	1,720,309	457,045,401	0.004	923,750	443,499,218	0.002	2,090,167	663,674,648	0.003
HSBC	335,584	32,811,339	0.010	469,931	34,946,955	0.013	456,070	33,069,160	0.014	254,941	49,289,057	0.005
ICBC TURKEY BANK A.Ş.	62,069	15,524,795	0.004	40,869	18,191,150	0.002	27,502	17,167,856	0.002	69,861	24,112,559	0.003
ING BANK	1,061,760	58,518,662	0.018	1,476,311	57,144,721	0.026	1,476,311	57,144,721	0.026	738,858	61,672,807	0.012
İŞBANK	6,769,085	416,387,604	0.016	6,067,587	468,059,471	0.013	6,067,587	468,059,471	0.013	5,184,139	597,185,899	0.009
JP MORGAN	42,484	528,810	0.080	92,110	699,262	0.132	92,110	699,262	0.132	44,017	2,598,102	0.017
MUFG BANK	155,776	15,709,510	0.010	179,321	10,877,794	0.016	179,321	10,877,794	0.016	95,009	14,205,196	0.007
ODEA BANK	17,150	31,400,618	0.001	71,122	32,667,338	0.002	71,122	32,667,338	0.002	103,031	40,251,907	0.003
QNB BANK	2,409,829	157,415,735	0.015	2,622,157	181,680,511	0.014	1,959,959	174,191,765	0.011	1,835,824	229,557,730	0.008
RABOBANK	68,132	1,819,639	0.037	135,462	1,734,025	0.078	108,679	1,670,103	0.065	58,535	1,733,031	0.034

SOCIETE GENERALE	177	761,673	0.000	-1,570	171,159	-0.009	-3,173	154,585	0.021	-6,656	109,319	0.061
ŞEKER BANK	86,358	31,321,320	0.003	-684,082	30,596,129	-0.022	-231,882	29,745,248	0.008	13,373	36,387,435	0.0004
TURKISH BANK	5,643	1,542,444	0.004	498	1,465,247	0.0003	2,970	1,256,563	0.002	256	1,229,786	0.0002
TURKISH AND	-265,183	3,624,392	0.073	-447,917	3,900,559	-0.115	-193,162	3,768,589	0.051	65,971	2,942,462	0.0224
TURKISH ECONOMY BANK	1,001,703	96,997,164	0.010	1,070,354	107,350,168	0.010	790,988	102,451,097	0.008	1,151,671	134,466,178	0.0086
VAKIF BANK	4,154,322	331,355,641	0.013	2,802,291	419,425,553	0.007	1,521,993	386,845,057	0.004	4,341,416	638,069,728	0.0068
YKB	4,667,426	348,043,591	0.013	3,600,060	387,495,827	0.009	3,336,740	373,282,809	0.009	4,314,432	468,591,854	0.0092
ZİRAAT BANKASI	7,960,938	537,156,127	0.015	6,186,888	649,756,191	0.010	3,844,174	618,228,328	0.006	6,089,186	923,688,559	0.0066
AVERAGE			0.014			0.014			0.014			0.007

Loan-to-Deposit Ratio

While loan-to-deposit ratios were 105 percent on average in 2018, they decreased to 97 percent in 2019. Compared to September 2019 and September 2020, while it was 98.4 percent in September 2019, the average rate was 100 percent in September 2020 due to the measures taken by the BRSA to prevent the effects of the pandemic.

Table 2. Deposit Money Banks Loan/Deposit Ratio

CREDIT/DEPOSIT RATIOS												
Name of Bank	31.12.2018 CRE DIT (1.000 TL)	31.12.2018 DEPO SIT (1.000 TL)	CRE DIT/ DEP OSI RATIO	31.12.2019 CRED IT (1.000 TL)	31.12.2019 DEPO SIT (1.000 TL)	CRE DIT/ DEP OSI %	30.09.2019 CRE DIT (1.000 TL)	30.09.2019 DEPO SIT (1.000 TL)	CRE DIT/ DEP OSI %	30.09.2020 CRED IT (1.000 TL)	30.09.2019 DEPO SIT (1.000 TL)	CRE DIT/ DEP OSI %
AKBANK	186,376,300	188,391,053	0.989	203,834,175	224,054,527	0.910	192,603,405	214,848,036	0.896	250,477,749	269,214,476	0.930
ALTER NATİF BANK	16,541,603	13,816,340	1.197	18,032,893	16,124,382	1.118	18,276,648	16,124,382	1.133	22,002,645	18,787,726	1.171
ANADOLU BANK	10,224,697	10,939,706	0.935	12,860,575	13,629,088	0.944	12,184,744	12,488,703	0.976	15,664,474	17,805,514	0.880
BURGA N BANK	14,677,246	10,060,455	1.459	13,816,067	11,563,046	1.195	13,145,589	11,392,817	1.154	17,030,495	14,647,495	1.1627

CITIBANK	3,774,773	7,794,056	0.484	4,185,474	9,926,652	0.422	4,704,616	9,660,929	0.487	5,991,651	13,282,387	0.451
DENİZ BANK	92,689,670	84,128,780	1.102	105,800,627	100,298,920	1.055	100,199,731	96,804,330	1.035	132,790,526	117,642,460	1.129

Table 4. Private and Domestic Capital Deposit Money Banks Loan-to-Deposit Ratio

Name of Bank	31.12.2018 CRE DIT (1.000 TL)	31.12.2018 DEP OSIT (1.000 TL)	CRE DIT/ DEP OSI T RAT IO	31.12.2019 CRED IT (1.000 TL)	31.12.2019 DEPO SIT (1.000 TL)	CRE DIT/ DEP OSIT %	30.09.2019 CRED IT (1.000 TL)	30.09.2019 DEPO SIT (1.000 TL)	CRE DIT/ DEP OSIT %	30.09.2020 CRED IT (1.000 TL)	30.09.2019 DEPO SIT (1.000 TL)	CR EDI T/ DEP OSI T %
AKBANK	186,376,300	188,391,053	0.989	203,834,175	224,054,527	0.910	192,603,405	214,848,036	0.896	250,477,749	269,214,476	0.930
ANADOLU BANK	10,224,697	10,939,706	0.935	12,860,575	13,629,088	0.944	12,184,744	12,488,703	0.976	15,664,474	17,805,514	0.880
FİBANK	13,160,067	11,313,226	1.163	14,477,408	13,566,698	1.067	13,495,270	13,217,215	1.021	18,299,965	16,063,495	1.139
İŞBANK	269,381,053	245,268,846	1.098	289,243,558	295,922,002	0.977	269,075,887	264,021,881	1.019	364,287,751	372,456,291	0.978
ŞEKBANK	22,056,150	23,089,134	0.955	21,821,692	24,547,812	0.889	21,073,926	23,443,036	0.899	24,971,947	29,491,101	0.8468
TURKISH BANK	1,013,460	1,222,763	0.829	1,095,747	1,027,096	1.067	921,204	914,450	1.007	816,310	863,442	0.9454
TURKISH ECONOMIC BANK	66,848,607	64,217,166	1.041	69,218,035	72,194,328	0.959	70,016,277	66,030,455	1.060	80,280,457	91,253,624	0.8798
YKB	224,935,465	202,549,136	1.111	240,463,843	222,790,118	1.079	231,722,699	210,943,701	1.099	293,958,331	264,072,582	1.1132
AVE RAGE	99,249,475	93,373,879	1.015	106,626,879	108,466,459	0.986	101,386,677	100,738,435	0.997	131,094,623	132,652,566	0.964

Cash Flow Statement

September 2019 is the period before the pandemic and September 2020 is the 3rd year of the pandemic. When we look at the cash flow statements of quarter deposit banks; It can be seen in Tables 5 and 6 that the Net Cash Flow Originating from Banking Activities in the Cash Flow Statement (excluding Anadolu Bank, Burgan Bank, Citibank, Fibabank, Halkbank, HSBC, ICBC Turkey Bank, İşbank, JP Morgan Bank, MUFG Bank, Societe General Bank, Turkish Bank, Türk Ekonomi Bank, Vakıfbank, Ziraat Bank) has increased due to the effect of the pandemic. When we look at the financial statement details of banks with high Net Cash Flow Arising from Banking Activities; It was found that the increase came from the net increase in other deposits. In the footnotes of the financial statements of these banks, it was seen that the increase in

question was due to the increase in foreign exchange and interest rates.

DEUTSCHE BANK	1,139,927	965,156	1.181	1,041,585	1,532,869	0.680	971,941	1,207,661	0.805	1,951,719	1,925,347	1.014
FİBABA BANK	13,160,067	11,313,226	1.163	14,477,408	13,566,698	1.067	13,495,270	13,217,215	1.021	18,299,965	16,063,495	1.139
GARANTİ BANK	230,611,464	217,279,349	1.061	251,165,373	248,751,091	1.010	236,723,730	231,061,693	1.025	314,396,192	308,814,311	1.018
HALKBANK	259,074,226	248,855,254	1.041	309,208,101	297,734,176	1.039	304,512,439	284,030,354	1.072	453,924,101	440,614,713	1.030
HSBC	15,303,087	24,886,921	0.615	17,568,350	27,801,278	0.632	17,053,829	25,324,774	0.673	27,404,459	31,840,112	0.861
ICBC TURKEY BANK A.Ş.	7,829,445	8,208,094	0.954	9,088,109	10,614,031	0.856	7,826,947	10,180,418	0.769	10,430,220	11,998,725	0.869
ING BANK	39,598,744	32,339,262	1.224	34,707,049	39,208,007	0.885	32,524,538	37,249,095	0.873	42,013,424	39,981,092	1.051
İŞBANK	269,381,053	245,268,846	1.098	289,243,558	295,922,002	0.977	269,075,887	264,021,881	1.019	364,287,751	372,456,291	0.978
MUFG BANK	9,538,496	5,927,876	1.609	7,106,806	4,408,011	1.612	7,558,811	4,590,013	1.647	9,250,101	5,412,617	1.709
ODEA BANK	20,498,345	21,561,048	0.951	19,308,211	22,097,373	0.874	19,077,117	20,520,419	0.930	21,024,467	25,214,833	0.834
QNB BANK	101,340,096	87,090,453	1.164	118,972,351	105,625,783	1.126	111,425,018	99,146,944	1.124	146,611,555	134,546,693	1.090
ŞEKE RBANK	22,056,150	23,089,134	0.955	21,821,692	24,547,812	0.889	21,073,926	23,443,036	0.899	24,971,947	29,491,101	0.8468
TURKISH BANK	1,013,460	1,222,763	0.829	1,095,747	1,027,096	1.067	921,204	914,450	1.007	816,310	863,442	0.9454
TURKLAND	2,313,009	2,894,969	0.799	2,317,862	3,105,091	0.746	2,053,461	3,210,313	0.640	1,998,462	2,170,169	0.9209
TURKISH ECON	66,848,607	64,217,166	1.041	69,218,035	72,194,328	0.959	70,016,277	66,030,455	1.060	80,280,457	91,253,624	0.8798

OMY BANK												
VAKI FBANK	232,406,907	179,407,907	1.295	292,091,050	251,530,899	1.161	274,291,714	229,647,310	1.194	427,133,196	394,205,755	1.0835
YKB	224,935,465	202,549,136	1.111	240,463,843	222,790,118	1.079	231,722,699	210,943,701	1.099	293,958,331	264,072,582	1.1132
ZİRAAT BANKASI	379,331,076	331,066,483	1.146	447,982,751	447,250,973	1.002	432,154,919	403,507,169	1.071	603,517,677	644,667,187	0.9362
AVERAGE	92.527.663	84.303.060	1.058	104.391.987	102.721.010	0.971	99.733.103	95.398.587	0.984	136.926.161	136.123.839	1.002

According to the table below, which evaluates the loan/deposit ratios in terms of public banks; Among the total number of deposit banks in the banking sector, it is seen that public banks carry the weight of the loans extended to the real sector and households. In September 2020, while the average loans were 136,926,161,000 TL in the sector, this figure was realized as 290,270,736,000 TL in public banks, while the credit/deposit ratio was 1,002 in the sector and 1,017 in public banks, proving that a large proportion of the loans extended to the real sector and households belong to public banks.

Table 3. Public Banks Loan/Deposit Ratio

Name of Bank	31.12.2018 CRE DIT (1.000 TL)	31.12.2018 DEPO SIT (1.000 TL)	CRE DIT/ DEP OSIT RATI O	31.12.2019 CRE DIT (1.000 TL)	31.12.2019 DEPO SIT (1.000 TL)	CR EDI T/ DEP OSI T %	30.09.2019 CRE DIT (1.000 TL)	30.09.2019 DEP OSIT (1.000 TL)	CRE DIT/ DEP OSIT %	30.09.2020 CRE DIT (1.000 TL)	30.09.2019 DEPO SIT (1.000 TL)	CRE DIT/ DEP OSIT %
HALK BANK	259,074,226	248,855,254	1.041	309,208,101	297,734,176	1.039	304,512,439	284,030,354	1.072	453,924,101	440,614,713	1.030
VAKI FBANK	232,406,907	179,407,907	1.295	292,091,050	251,530,899	1.161	274,291,714	229,647,310	1.194	427,133,196	394,205,755	1.0835
ZİRAAT BANKASI	379,331,076	331,066,483	1.146	447,982,751	447,250,973	1.002	432,154,919	403,507,169	1.071	603,517,677	644,667,187	0.9362
AVERAGE	290.270.736	253.109.881	1.161	349.760.634	332.172.016	1.067	336.986.357	305.728.278	1.113	290.270.736	253.109.881	1.017

According to the table below, which evaluates the loan-to-deposit ratios in terms of private and domestic capital deposit banks in the sector, it was observed that while the total of deposit banks was 1.002 in September 2020, it was 0.964 in September 2020 in private and domestic capital deposit banks. As mentioned above, considering the ratio of private and domestic capital equity banks in loans extended to the real sector and households, it has been confirmed that more loans are provided by public banks.

Table 5. Deposit Money Banks Cash Flow Statements

Name of Bank	2019 September					2020 September				
	Net Cash Flow from Banking Activities	Net Cash Flows from Investment Activities	Net Cash From Financing Activities	Cash and Cash Equivalent Assets at the Beginning of the Period	Cash and Cash Equivalent Assets at the End of the Period	Net Cash Flow from Banking Activities	Net Cash Flows from Investment Activities	Net Cash From Financing Activities	Cash and Cash Equivalent Assets at the Beginning of the Period	Cash and Cash Equivalent Assets at the End of the Period
AKBANK	11,010,385	-18,910,916	3,811,687	17,480,198	14,899,668	3,840,513	-10,885,960	10,411,853	15,835,984	22,662,513
ALTERNATIF BANK	1,235,890	-3,260	262,287	2,846,788	4,573,778	-1,200,852	-370,560	-454,091	4,443,070	3,426,465
ANADOLU BANK	-101,513	15,266	144,910	1,578,892	1,614,483	5,240,777	-4,834,613	-307,921	2,392,266	2,445,601
BURGAN BANK	1,010,217	-122,908	0	2,421,711	3,321,030	1,170,464	-170,096	0	2,187,746	3,298,635
CITIBANK	1,399,178	-148,459	31,638	4,470,384	5,832,190	1,852,202	209,678	-8,787	5,371,413	7,725,689
DENİZ BANK	2,375,631	-3,637,349	-138,362	11,181,031	10,184,092	85,656	-3,495,114	5,970,655	13,347,799	18,356,045
DEUTSCHE BANK	1,658,115	-76,509	-6,402	787,745	2,376,876	638,719	15,967	-9,120	1,006,466	1,745,861
FİBANK	1,009,499	-144,137	-72,947	2,087,857	2,816,886	1,242,493	-763,687	-182,211	2,122,993	2,328,111
GARANTİ BANK	9,548,202	-622,439	-2,548,021	30,547,325	36,905,274	7,044,863	-10,152,127	3,642,825	37,475,425	42,326,493
HALKBANK	1,300,997	-17,955,625	7,306,155	23,631,619	15,491,944	39,444,802	-43,998,006	2,010,106	24,122,353	27,216,790
HSBC	-537,719	-505,191	-950,178	13,193,713	11,188,068	2,713,294	-6,123,357	-44,494	11,880,540	8,438,836
ICBC										

TURKEY BANK A.Ş.	1,329,436	-274,279	0	3,526,375	4,570,491	2,635,677	-3,333,679	0	3,665,420	3,373,283
ING BANK	4,762,382	-1,025,122	-82,320	10,630,383	14,895,426	-5,047,602	-3,960,462	-77,826	13,091,283	5,311,969
İŞBANK	14,862,942	-9,214,137	-552,750	30,559,853	35,246,472	28,335,055	-15,481,514	-950,204	41,877,301	55,013,106
JP MORGAN	195,135	-3,683	0	469,042	657,378	1,795,467	-3,598	21,787	622,756	2,522,530
MUFG BANK	40,300	-879	-1,849	2,450,814	2,480,339	449,209	-2,780	-2,080	1,135,237	1,475,188
ODEA BANK	-566,182	-50,024	636,816	5,287,542	5,542,665	-767,476	-4,523,208	1,153,685	6,409,525	3,827,654
QNB BANK	7,542,492	-3,842,072	2,213,068	8,767,065	14,407,713	-485,313	-485,479	1,750,154	14,387,892	15,967,109
RABOBANK	624,158	-1,220	-272,817	264,921	615,281	130,097	-1,340	-41,863	842,429	931,267
COMPANY	-234,679	-6,215	0	294,626	54,303	-45,000	25,508	0	58,956	42,237
SEKER BANK	-793,894	821,687	-572,595	1,923,914	1,482,634	-934,086	151,312	318,109	1,751,622	2,234,497
TURKISH BANK	-139,844	16,954	-10,520	274,758	148,131	3,283	-14,379	1,601	142,122	206,307
TURKLAND	86,715	28,552	160,799	424,002	712,365	-826,932	440,080	347,792	599,336	652,419
TURKISH ECONOMIC BANK	-3,640,822	-1,240,277	2,419,672	13,034,066	10,993,608	7,333,837	-11,549,310	3,155,014	16,328,523	16,347,836
VAKIF BANK	7,044,343	-13,312,234	9,922,389	19,472,141	23,035,971	39,960,848	-63,326,840	20,001,603	29,765,174	26,574,922
YKB	9,268,677	-4,503,516	2,795,698	42,821,748	52,272,156	-13,874,542	-14,680,210	-1,576,000	60,275,596	41,014,766
ZİRAAT BANKA	7,609,626	-16,247,57	5,126,558	23,389,729	20,425,218	57,625,253	-66,579,29	6,424,621	28,162,539	29,214,678

SI		4					2			
AVERAGE	2,885,173	-3,369,095	1,097,145	10,521,282	10,990,535	6,605,952	-9,773,817	1,909,452	12,566,732	12,765,956

Table 6. Deposit Money Banks Cash Flow Statements

Name of Bank	2019 September					2020 September				
	Net Cash Flow from Banking Activities	Net Cash Flows from Investment Activities	Net Cash From Financing Activities	Cash and Cash Equiv Assets at the Beginning of the Period	Cash and Cash Equiv Assets at the End of the Period	Net Cash Flow from Banking Activities	Net Cash Flows from Investment Activities	Net Cash From Financing Activities	Cash and Cash Equiv Assets at the Beginning of the Period	Cash and Cash Equiv Assets at the End of the Period
AKBANK	11,010,385	-18,910,916	3,811,687	17,480,198	14,899,668	3,840,513	-10,885,960	10,411,853	15,835,984	22,662,513
ALTERNATİF BANK	1,235,890	-3,260	262,287	2,846,788	4,573,778	-1,200,852	-370,560	-454,091	4,443,070	3,426,465
DENİZ BANK	2,375,631	-3,637,349	-138,362	11,181,031	10,184,092	85,656	-3,495,114	5,970,655	13,347,799	18,356,045
DEUTSCHE BANK	1,658,115	-76,509	-6,402	787,745	2,376,876	638,719	15,967	-9,120	1,006,466	1,745,861
GARANTİ BANK	9,548,202	-622,439	-2,548,021	30,547,325	36,905,274	7,044,863	-10,152,127	3,642,825	37,475,425	42,326,493
ING BANK	4,762,382	-1,025,122	-82,320	10,630,383	14,895,426	-5,047,602	-3,960,462	-77,826	13,091,283	5,311,969
ODEA BANK	-566,182	-50,024	636,816	5,287,542	5,542,665	-767,476	-4,523,208	1,153,685	6,409,525	3,827,654
QNB BANK	7,542,492	-3,842,072	2,213,068	8,767,065	14,407,713	-485,313	-485,479	1,750,154	14,387,892	15,967,109
RABO BANK	624,158	-1,220	-272,817	264,92	615,281	130,097	-1,340	-41,863	842,429	931,267
ŞEKERBANK	-793,894	821,687	-572,595	1,923,914	1,482,634	-934,086	151,312	318,109	1,751,622	2,234,497
TURK	86,715	28,552	160,799	424,002	712,365	-826,932	440,080	347,792	599,336	652,419

LAND										
YKB	9,268,677	-4,503,516	2,795,698	42,821,748	52,272,156	-13,874,542	-14,680,210	-1,576,000	60,275,596	41,014,766
AVE RAGE	3,896,048	-2,651,849	521,653	12,063,431	13,238,994	-949,746	-3,995,592	1,786,348	14,122,202	13,204,755

Liquidity Statuses

In order to meet their liquidity needs against the negative effects experienced in the markets during the pandemic period, it was observed that 27 deposit banks tried to maintain or increase their cash and cash equivalents, as can be seen from the financial position statements.

As can be seen in the table below, when June 2019 and June 2020 are compared, cash and cash equivalents have increased by 100 percent, and when compared to September 2019 and September 2020, cash and cash equivalents have been increased by 90 percent, which shows that deposit banks tend to hold cash against the negativities that may occur in the markets during the pandemic period. Eight foreign-owned banks, namely Alternatif Bank, Deutsche Bank, Garanti Bank, HSBC, ING bank, MUFG bank, Odeo Bank, and Societe General Bank, did not have the same tendencies in terms of holding liquidity and holding cash.

Table 7. Deposit Money Banks Cash and Cash Equivalents

Name of Bank	31.12.2018 (1000 TL)	31.03.2019 (1000 TL)	30.06.2019 (1000 TL)	30.09.2019 (1000 TL)	31.12.2019 (1.000 TL)	31.03.2020 (1.000 TL)	30.06.2020 (1.000 TL)	30.09.2020 (1.000 TL)	2019/06-2020/06 Rate	2019/09-2020/09 Rate
AKBANK	48,655,125	60,022,523	49,997,812	51,877,802	46,490,209	65,001,093	54,983,515	66,757,493	0.909	0.777
ALTERNATIFBANK	3,629,618	3,954,336	6,667,714	5,615,217	5,690,845	5,525,083	5,041,848	5,021,084	1.322	1.118
ANADOLUBANK	2,287,276	2,380,806	2,293,275	2,381,692	2,942,949	2,964,740	3,466,731	3,557,749	0.662	0.669
BURGANBANK	2,940,498	2,636,061	3,010,276	3,797,605	3,274,960	4,047,169	3,594,443	4,850,529	0.837	0.783
CITIBANK	5,038,169	8,240,254	8,405,682	6,479,039	6,151,879	7,027,530	4,566,882	8,147,816	1.841	0.795
DENİZBANK	18,085,295	18,549,802	19,777,326	17,984,496	21,325,693	20,680,779	27,520,946	28,127,741	0.719	0.639
DEUTSCHEBANK	1,016,599	1,040,710	1,252,844	2,625,102	1,347,841	1,484,933	1,993,049	2,181,635	0.629	1.203
FİBANK	3,035,790	3,166,408	2,864,789	3,798,597	3,228,200	4,095,006	3,426,835	4,424,973	0.836	0.858
GARANTİBANK	57,552,682	69,507,712	75,263,014	68,992,657	63,773,102	65,683,659	59,363,516	66,721,870	1.268	1.034
HALKBANK	40,083,6	36,570,29	37,022,78	36,276,46	38,229,23	26,557,6	29,358,2	44,922,2	1.261	0.808

NK	93	4	7	3	0	32	63	35		
HSBC	14,502,827	11,942,389	13,002,169	13,005,419	14,116,591	15,258,680	10,120,570	11,534,521	1.285	1.128
ICBC TURKEY BANK A.Ş.	3,822,987	5,082,972	3,628,882	5,122,803	4,365,267	6,602,206	6,733,812	5,449,723	0.539	0.940
ING BANK	13,623,614	17,925,617	18,146,479	18,280,764	16,517,360	15,825,889	9,534,665	9,416,708	1.903	1.941
İŞBANK	48,501,370	51,462,301	53,532,353	55,728,292	66,159,744	73,570,867	77,997,699	88,584,731	0.686	0.629
JP MORGAN	469,123	602,065	417,900	660,346	623,777	559,013	1,647,831	2,522,530	0.254	0.262
MUFG BANK	5,976,974	5,659,062	6,166,536	5,880,315	3,661,970	3,253,887	4,015,087	4,837,924	1.536	1.215
ODEA BANK	6,741,507	6,385,544	5,298,144	7,377,917	8,235,674	6,667,469	6,113,011	6,882,694	0.867	1.072
QNB BANK	19,808,010	25,075,363	24,843,615	23,754,140	22,643,275	29,783,282	29,067,981	29,612,986	0.855	0.802
RABOBA NK	399,470	438,13	500,023	715,146	936,187	996,121	1,035,323	1,031,867	0.483	0.693
SOCIETE GENERAL	344,970	366,018	91,246	57,865	61,192	67,046	63,660	43,962	1.433	1.316
ŞEKERBA NK	3,719,647	4,404,302	3,697,545	3,576,739	4,011,462	3,822,702	4,033,792	5,013,254	0.917	0.713
TURKISH BANK	464,546	417,134	271,225	252,198	264,702	381,375	320,412	325,398	0.846	0.775
TURKLAN D	597,443	782,879	734,192	920,676	891,235	951,747	852,470	966,191	0.861	0.953
TURKISH ECONOMY BANK	19,852,226	19,922,379	20,663,775	18,695,442	21,336,601	22,716,823	16,498,452	23,575,929	1.252	0.793
VAKIFBA NK	37,267,637	35,993,755	40,113,291	36,453,826	42,347,289	28,142,548	37,646,903	46,306,878	1.066	0.787
YKB	57,243,276	63,596,310	71,813,783	69,551,823	74,469,914	72,276,874	59,873,947	71,827,671	1.199	0.968
ZİRAAT BANKASI	46,236,719	52,006,162	57,658,825	48,968,407	57,388,800	41,828,891	46,691,481	75,215,807	1.235	0.651
avera	17,107	19,526,	19,523,	18,845,	19,647,	19,473	18,724	22,883	1.019	0.901

GE	,300	660	537	585	628	,076	,560	,774		
----	------	-----	-----	-----	-----	------	------	------	--	--

Net Interest Margin

According to the net interest margin data, which gives the ratio of interest income to assets after deducting interest expenses, which includes the activities of banks; At the end of 31.12.2019, the average net interest margin of 27 domestic and foreign deposit banks was 49 percent, while compared to September 2019 and September 2020, it decreased from 35 percent to 28 percent due to the effects of the pandemic. Alternatif Bank, Anadolu Bank, Citibank, Deutsche Bank, Fibabank, Garanti Bank, HSBC, ICBC Turkey Bank, ING Bank, JP Morgan Bank, MUFG Bank, Odeo Bank, Rabobank, Turkish Bank, TEB, YKB banks could not maintain their net interest margin in September 2019 and experienced a decline in September 2020, Akbank's net interest margin ratios for September 2019 and September 2010 were at par, Burgan Bank, It was observed that Denizbank, Halkbank, İş Bank, QNB bank, Societe General Bank, Şekerbank, Turkland, Vakıfbank and Ziraat Banks managed to increase their net interest margin in September 2020 despite the pandemic negativities.

Table 8. Deposit Money Banks Net Interest Margin

Net Interest Margin												
Name of Bank	31.12.2019 INTEREST INCOME (1,000 TL)	31.12.2019 INTEREST EXPENSE (1,000 TL)	31.12.2019 AKTİF	2019 NET INTEREST MARGIN %	30.09.2019 INTEREST INCOME (1,000 TL)	30.09.2019 INTEREST EXPENSE (1,000 TL)	30.09.2019 AKTİF	2019/09 NET INTEREST MARGIN %	30.09.2020 INTEREST INCOME (1,000 TL)	30.09.2020 INTEREST EXPENSE (1,000 TL)	30.09.2020 AKTİF	2020/09 NET INTEREST MARGIN %
AKBANK	34,508,262	18,795,325	360,501,112	0.044	26,309,903	15,224,541	351,448,288	0.032	23,837,453	9,535,479	453,588,860	0.032
ALTERNATİF BANK	2,705,023	2,092,672	28,944,776	0.021	2,154,477	1,681,350	28,944,776	0.016	1,600,350	1,122,569	34,202,917	0.014
ANADOLU BANK	2,444,521	1,639,534	17,557,812	0.046	1,922,861	1,314,262	16,366,073	0.037	1,408,153	971,911	26,750,869	0.016
BURGAN BANK	2,157,978	242,983	18,696,678	0.102	1,723,791	1,494,053	18,696,678	0.012	1,161,874	741,427	23,986,714	0.018
CITIBANK	1,605,347	639,850	12,851,821	0.075	1,283,620	541,090	12,497,980	0.059	807,817	120,819	17,604,768	0.039
DENİZBANK	16,868,322	10,415,043	156,478,028	0.041	12,570,410	8,365,619	148,279,900	0.028	11,500,709	4,810,110	199,628,134	0.034
DEUTSCHE BANK	351,429	76,487	2,741,764	0.100	289,976	66,912	3,779,324	0.059	137,202	35,058	4,674,183	0.022
FİBANK	2,496,581	1,680,5	21,885,760	0.037	1,943,751	1,325,1	21,545,373	0.029	1,578,330	849,27	26,448,355	0.028

		51				56				9		
GARANTİ BANK	39,684,410	-20,657,218	391,152,270	0.049	30,740,570	-16,936,807	374,334,636	0.037	26,696,250	-9,485,150	479,713,596	0.036
HALKBANK	46,730,182	-36,118,146	457,045,401	0.023	35,403,362	-28,588,822	443,499,218	0.015	38,224,775	-21,976,139	663,674,648	0.024
HSBC	3,242,342	-1,745,855	34,946,955	0.043	2,562,599	-1,449,743	33,069,160	0.034	1,633,439	-728,311	49,289,057	0.018
ICBC TURKEY BANK A.Ş.	1,272,696	-889,869	18,191,150	0.021	964,947	-702,008	17,167,856	0.015	811,530	-489,595	24,112,559	0.013
ING BANK	6,964,124	-3,809,721	57,144,721	0.055	5,394,647	-3,087,896	57,144,721	0.040	3,683,813	-1,492,458	61,672,807	0.036
İŞBANK	43,042,350	-23,183,222	468,059,471	0.042	32,724,741	-18,554,374	468,059,471	0.030	31,082,825	-12,363,995	597,185,899	0.031
JP MORGAN	145,978	-23,981	699,262	0.174	112,399	-8,578	699,262	0.148	204,126	-96,419	2,598,102	0.041
MUFG BANK	725,644	-364,373	10,877,794	0.033	598,154	-307,831	10,877,794	0.027	221,835	-76,753	14,205,196	0.010
ODEA BANK	2,954,151	-2,002,074	32,667,338	0.029	2,326,869	-1,570,976	32,667,338	0.023	1,761,733	-1,044,512	40,251,907	0.018

QNB BANK	18,353,137	-10,770,916	181,680,511	0.042	13,975,716	-8,732,837	174,191,765	0.030	12,267,981	-5,021,346	229,557,730	0.032
RABOBANK	220,500	-4,145	1,734,025	0.125	172,685	-3,263	1,670,103	0.101	107,518	-1,449	1,733,031	0.061
SOCIETE GENERAL	9,324	-10,837	171,159	-0.009	7,673	-9,163	154,585	-0.010	5,047	-605	109,319	0.041
ŞEKERBANK	3,951,540	-2,807,248	30,596,129	0.037	3,087,016	-2,311,465	29,745,248	0.026	2,301,802	-1,141,263	36,387,435	0.032
TURKISH	139,95	-84,558	1,465,2	0.038	113,80	-70,626	1,256,5	0.034	57,600	-24,366	1,229,7	0.027

BANK	5		47		8		63				86	
TURKLA ND	421,76 4	- 416,992	3,900,5 59	0.001	369,41 1	- 342,90 6	3,768,5 89	0.007	202,34 4	- 120,10 8	2,942,4 62	0.028
TURKISH ECONOM Y BANK	12,421 958	- 6,922,7 20	107,350 168	0.051	9,452, 897	- 5,683,4 31	102,451 097	0.037	8,112,6 34	- 3,496,6 98	134,466 178	0.034
VAKIFBA NK	42,074 839	- 29,060, 127	419,425 553	0.031	31,357 637	- 22,940, 899	386,845 057	0.022	33,442, 027	- 17,665, 422	638,069 728	0.025
YKB	35,703 082	- 20,927, 360	387,495 827	0.038	27,732 622	- 16,680, 147	373,282 809	0.030	23,260, 976	- 11,324, 374	468,591 854	0.025
ZİRAAT BANKASI	65,602 283	- 40,290, 277	649,756 191	0.039	49,074 577	- 32,389, 145	618,228 328	0.027	49,769, 522	- 21,356, 833	923,688 559	0.031
AVERAG E	14,325 842	- 8,728,5 96	143,482 129	0.049	10,902 634	- 7,051,2 56	138,173 037	0.035	10,217, 765	- 4,670,0 91	190,976 469	0.028

PANDEMIC MEASURES

Asset Ratio (Ratio)

It has been observed that the Asset Ratio (ratio), which is one of the regulations made by the BRSA in order to reduce the negative effects of COVID-19 on the markets, is effective on banks. The average increase between September 2019 and September 2020 was 80 percent, and in money and swap transactions in off-balance sheet accounts; The average increase between September 2019 and September 2020 was 91 percent, in the account of government debt securities in the financial position statement assets; It was determined that the increase between September 2019 and September 2020 was 132 percent on average. When the deposit banks in the Turkish banking sector are monitored, it is seen that some of the banks prefer to increase loans, some of them prefer to use government debt securities and some of them turn to swap transactions in order to ensure their asset ratio.

Table 9. Deposit Money Banks Loans

Name of Bank	31.12.2018 (1.000 TL)	31.03.2019 (1.000 TL)	30.06.2019 (1.000 TL)	30.09.2019 (1.000 TL)	31.12.2019 (1.000 TL)	31.03.2020 (1.000 TL)	30.06.2020 (1.000 TL)	30.09.2020 (1.000 TL)	09/2019-09/2020 Loan Increase Rate
AKBANK	186,376,300	196,827,570	196,785,622	192,603,405	203,834,175	209,551,439	231,474,822	250,477,749	0.77
ALTERNATİF BANK	16,541,603	16,811,220	17,871,222	18,276,648	18,032,893	19,484,148	21,162,733	22,002,645	0.83
ANADOLU BANK	10,224,697	10,700,857	11,887,946	12,184,744	12,860,575	13,031,213	17,092,920	15,664,474	0.78
BURGAN BANK	14,677,246	14,448,67	14,547,04	13,145,58	13,816,06	15,411,62	15,730,61	17,030,49	0.77

		2	7	9	7	9	1	5	
CITIBANK	3,774,773	4,137,151	3,877,570	4,704,616	4,185,474	5,172,390	6,024,020	5,991,651	0.79
DENİZBANK	92,689,670	98,510,606	98,782,842	100,199,731	105,800,627	116,300,636	123,608,689	132,790,526	0.75
DEUTSCHE BANK	1,139,927	1,226,862	1,526,558	971,941	1,041,585	979,903	1,242,381	1,951,719	0.50
FİBABANK	13,160,067	14,460,835	14,767,369	13,495,270	14,477,408	17.273.503	15.836.783	18,299,965	0.74
GARANTİ BANK	230,611,464	247,179,953	240,000,701	236,723,730	251,165,373	270,020,307	298,954,842	314,396,192	0.75
HALKBANK	259,074,226	281,982,126	286,819,344	304,512,439	309,208,101	347,943,138	424,503,686	453,924,101	0.67
HSBC	15,303,087	16,700,526	17,342,547	17,053,829	17,568,350	18,858,248	21,059,053	27,404,459	0.62
ICBC TURKEY BANK A.Ş.	7,829,445	8,103,184.00	8,515,064	7,826,947	9,088,109	8,237,606	8,549,455	10,430,220	0.75
ING BANK	39,598,744	36,297,552	34,701,684	32,524,538	34,707,049	35,803,460	38,254,016	42,013,424	0.77
İŞBANK	269,381,053	270,899,690	273,214,910	269,075,887	289,243,558	317,126,018	335,526,749	364,287,751	0.74
MUFG BANK	9,538,496	9,480,889	8,613,972	7,558,811	7,106,806	7,203,510	7,519,764	9,250,101	0.82
ODEA BANK	20,498,345	19,904,311	20,117,247	19,077,117	19,308,211	17,860,089	19,293,459	21,024,467	0.91
QNB BANK	101,340,096	104,810,512	108,439,513	111,425,018	118,972,351	129,797,511	132,513,608	146,611,555	0.76
RABOBANK	1,405,750	1,302,891	1,176,829	929,510	771,304	720,563	688,934	683,490	1.36
ŞEKERBANK	22,056,150	22,826,863	21,911,940	21,073,926	21,821,692	21,594,428	23,062,535	24,971,947	0.84
TURKISH BANK	1,013,460	942,867	933,488	921,204	1,095,747	821,116	810,364	816,310	1.13
TURKLAND	2,313,009	2,151,733	2,329,906	2,053,461	2,317,862	2,233,323	2,114,199	1,998,462	1.03
TURKISH ECONOMY BANK	66,848,607	69,688,628	68,757,066	70,016,277	69,218,035	80,673,789	79,651,855	80,280,457	0.87
VAKIFBANK	232,406,907	258,126,264	262,422,946	274,291,714	292,091,050	329,487,645	386,125,863	427,133,196	0.64

YKB	224,935,465	235,597,592	238,253,775	231,722,699	240,463,843	252,727,339	266,460,730	293,958,331	0.79
ZİRAAT BANKASI	379,331,076	410,625,660	420,940,083	432,154,919	447,982,751	480,869,463	557,913,069	603,517,677	0.72
AVERAGE									0,80

Table 10. Deposit Money and Swap Transactions (Off-Balance Sheet Accounts)

Name of Bank	31.12.2018 (1.000 TL)	31.03.2019 (1.000 TL)	30.06.2019 (1.000 TL)	30.09.2019 (1.000 TL)	31.12.2019 (1.000 TL)	31.03.2020 (1.000 TL)	30.06.2020 (1.000 TL)	30.09.2020 (1.000 TL)	2019/09-2020/09 ORANI
AKBANK	417,652,704	493,711,423	457,270,232	375,842,076	389,695,726	367,003,188	349,827,972	424,568,054	0.89
ALTERNATİF BANK	18,390,126	17,405,295	20,449,610	17,743,196	20,866,896	22,796,447	17,847,994	20,603,521	0.86
ANADOLU BANK	2,410,649	4,433,108	5,868,482	5,380,819	5,470,728	5,125,794	8,560,721	9,310,423	0.58
BURGAN BANK	24,757,349	24,684,132	24,911,075	21,067,753	23,200,653	26,723,302	23,808,246	34,130,665	0.62
CITIBANK	5,261,053	2,910,466	3,452,107	3,639,628	2,869,622	2,515,887	3,299,911	1,625,351	2.24
DENİZBANK	88,201,992	114,106,238	108,943,450	90,660,236	98,364,589	109,624,800	110,107,331	142,828,920	0.63
DEUTSCHE BANK	1,179,392	575,162	1,682,468	1,172,396	489,018	108,555	114,169	1,190,774	0.98
FİBANK	24,825,707	24,775,678	26,127,966	17,813,402	19,633,057	22,533,993	21,526,494	28,223,717	0.63
GARANTİ BANK	192,825,446	245,951,308	229,773,322	236,987,868	212,202,479	251,586,209	271,348,422	337,152,815	0.70
HALKBANK	33,059,486	57,428,465	66,866,673	85,832,300	61,214,202	69,985,123	57,668,275	56,072,988	1.53
HSBC	60,780,751	61,432,035	82,052,217	80,710,496	78,357,653	80,670,231	75,040,183	89,360,980	0.90
ICBC TURKEY BANK A.Ş.	896,12	523,152	281,028	23,006	1,588,158	2,516,695	5,672,076	1,976,942	0.01
ING BANK	54,305,928	51,974,635	51,677,986	72,213,191	73,456,159	74,923,373	54,513,535	59,283,425	1.22

İŞBANK	204,365,096	245,330,129	253,752,778	233,912,367	238,330,116	285,491,068	293,559,452	326,550,501	0.72
JP MORGAN			77,714	116,282	38,435	9,612	2,770,509	1,073,461	0.11
MUFG BANK	8,898,390	8,450,762	7,102,827	9,753,158	6,919,161	9,010,135	3,304,330	4,841,691	2.01
ODEA BANK	56,571,499	59,592,291	70,393,970	66,256,536	66,716,153	68,013,966	66,013,306	73,843,191	0.90
QNB BANK	130,580,590	127,753,121	124,702,921	126,657,350	147,338,488	160,065,201	196,730,552	243,059,690	0.52
RABOBANK	64,063	80,978	177,797	263,314	269,766	0.000	0.000	0.000	0.00
SOCIETE GENERAL	0	0	0	0	0	0	0	0	0.00
ŞEKERBANK	10,996,293	9,580,897	11,549,676	8,561,237	7,260,035	8,842,727	8,453,493	11,085,863	0.77
TURKISH BANK	414,077	760,29	914,651	485,268	310,984	239,009	210,324	369,601	1.31
TURKLAN D	211,943	94,766	253,728	363,914	371,506	387,737	224,779	125,068	2.91
TURKISH ECONOMY BANK	61,120,283	62,659,703	65,293,726	64,029,199	67,131,688	75,814,381	59,978,658	79,275,177	0.81
VAKIFBANK	86,831,607	119,435,885	125,619,719	153,405,327	145,396,553	165,348,580	188,113,168	155,312,366	0.99
YKB	244,190,107	286,475,134	258,946,377	264,731,720	278,096,919	253,269,333	285,537,649	289,861,231	0.91
ZİRAAT BANKASI	132,397,606	202,421,338	220,398,130	243,647,838	243,049,141	296,002,329	326,537,935	297,986,995	0.82
AVERAGE	74,411,685	88,871,444	82,168,171	80,787,773	81,060,662	87,355,840	90,028,499	99,619,015	0.91

Table 11. Deposit Money Banks Government Debt Securities

Name of Bank	31.12.2018 (1.000 TL)	31.03.2019 (1.000 TL)	30.06.2019 (1.000 TL)	30.09.2019 (1.000 TL)	31.12.2019 (1.000 TL)	31.03.2020 (1.000 TL)	30.06.2020 (1.000 TL)	30.09.2020 (1.000 TL)	06/2019-06/2020 ORANI	09/2019-09/2020 ORANI
AKBANK	36,502,564	38,696,213	40,574,537	48,267,455	51,965,942	50,350,315	45,739,966	44,546,435	0.887	1.08

ALTERNATİF BANK	3,272	3	4	37,827	228,962	742,372	765,753	902,011	0.000	0.04
ANADOLU BANK	443,217	442,017	489,028	482,352	534,490	847,306	2,233,891	2,162,316	0.219	0.22
BURGAN BANK	395,167	380,800	388,561	398,196	324,735	256,047	363,333	364,698	1.069	1.09
CITIBANK	719,697	648,974	650,364	926,011	2,299,286	3,539,699	4,268,906	3,236,182	0.152	0.29
DENİZBANK	7,437,891	8,675,054	9,679,839	11,698,877	10,442,990	10,045,246	13,742,694	13,512,141	0.704	0.87
DEUTSCHE BANK	362073	220476	151,177	72,588	243,174	97,643	328,395	275,649	0.460	0.26
FİBANK	386,807	700,488	742,256	714,137	764,596	780,554	1,379,167	1,572,042	0.538	0.45
GARANTİ BANK	46,877,037	48,128,903	49,770,817	50,004,527	51,826,322	51,732,122	59,822,233	63,000,643	0.832	0.79
HALKBANK	18,160,357	22,610,814	28,680,501	24,984,954	29,551,254	36,347,148	56,070,503	74,165,274	0.512	0.34
HSBC	522,930	689,443	945,119	1,313,029	1,686,525	1,910,997	5,559,222	7,641,848	0.170	0.17
ICBC TURKEY BANK A.Ş.	1,598,099	1,244,345	1,307,628	1,316,845	1,320,226	1,291,170	808,159	819,458	1.618	1.61
ING BANK	1,834,793	1,805,977	1,914,500	3,126,916	3,443,771	3,166,889	7,026,961	7,400,234	0.272	0.42
İŞBANK	66,388,548	68,714,270	72,871,396	75,661,736	80,423,796	83,581,118	95,416,932	99,677,591	0.764	0.76
JP MORGAN	42,764	44,449	170,164	62,996	39,740	81,214	38,029	18,778	4.475	3.35
MUFG BANK	0	0	0	0	0	0	0	0	0.000	0.00
ODEA BANK	2,262,044	2,324,243	2,299,387	2,143,645	2,434,584	3,038,633	5,426,212	6,152,981	0.424	0.35
QNB BANK	8,325,754	9,538,939	9,826,081	10,928,481	12,353,243	12,481,369	14,227,300	14,106,385	0.691	0.77
RABOBANK	0	0	0	0	0	0	0	0	0.000	0.00

SOCIETE GENERAL	73,371	71,769	73,367	71,802	73,419	47,429	48,500	47,672	1.513	1.51
ŞEKERBANK	3,288,406	2,750,360	2,852,728	2,760,898	2,740,183	3,209,043	3,293,655	3,545,281	0.866	0.78
TURKISH BANK	11.813	20.614	14.409	10.607	28.966	49.877	35.136	20.885	0.410	0.51
TURKLA ND	1,011,594	984,134	932,375	961,875	940,223	502,804	148,675	50,724	6.271	18.96
TURKISH ECONOMY BANK	3,813,641	5,023,848	4,272,421	4,205,459	6,699,716	9,391,949	12,626,545	12,740,168	0.338	0.33
VAKIFBANK	8,933,868	13,792,625	16,661,983	17,114,763	25,146,190	41,688,796	49,304,460	85,763,148	0.338	0.20
YKB	12,747,509	18,816,473	20,934,404	21,320,222	31,845,906	51,080,745	61,931,005	98,503,316	0.338	0.22
ZİRAAT BANKASI	21,681,377	32,609,098	37,596,387	38,434,985	56,992,096	92,769,541	111,235,465	184,266,464	0.338	0.21
AVERAGE	9,030,103	10,330,138	11,251,298	11,741,133	13,863,755	16,999,267	20,437,259	26,832,276	0.896	1.32

Changing the Stipulated Periods for Classifying Loans as Non-Performing Receivables

Due to the amendment in the Regulation on the Procedures and Principles Regarding the Classification of Loans and the Provisions to be Reserved for Them, which was made by the Banking Regulation and Supervision Agency due to the COVID-19 pandemic, it was observed that there was no significant difference in the averages of the March, June and September periods according to the calculation in the balance sheet for the allocation of expected loss provisions for the loans disbursed.

On the other hand, when the non-performing loans are examined in line with the data obtained from the monthly bulletins published by the BRSA, it is seen that there is no change in the course of non-performing loans in March, June and September periods, and the conversion rates to non-performing loans have been at the same levels in the last three quarters.

Table 12. Deposit Money Banks' Expected Loss Provisions

EXPECTED LOSS PROVISIONS									
Name of Bank	31.12.2018 (1.000 TL)	31.03.2019 (1.000 TL)	30.06.2019 (1.000 TL)	30.09.2019 (1.000 TL)	31.12.2019 (1.000 TL)	31.03.2020 (1.000 TL)	30.06.2020 (1.000 TL)	30.09.2020 (1.000 TL)	
AKBANK	-7,975,229	-9,029,761	-10,182,688	-11,533,741	-12,289,909	-13,148,468	-14,966,680	-16,814,095	
ALTERNATİF BANK	-954,436	-913,708	-996,725	-1,058,358	-516,011	-583,734	-673,910	-723,606	
ANADOLU BANK	-580,633	-657,179	-755,028	-815,207	-880,018	-892,628	-954,133	-923,628	

BURGAN BANK	-591,495	-613,249	-664,818	-739,455	-792,500	-910,227	-1,203,701	-1,255,352
CITIBANK	-93,327	-93,166	-95,910	-98,691	-106,904	-114,020	-114,226	-121,104
DENİZBANK	-5,838,214	-6,658,456	-7,589,834	-8,726,654	-8,846,240	-10,888,313	-11,538,129	-13,824,878
DEUTSCHE BANK	-1,039	-640	-798	-548	-222	-158	-3,855	-3,425
FİBABANK	-569,780	-619,522	-668,329	-690,764	-804,197	-753,708	-759,143	-805,635
GARANTİ BANK	-11,460,844	-12,920,266	-13,463,820	-14,929,072	-15,813,722	-18,225,650	-19,782,342	-21,573,668
HALKBANK	-8,458,602	-9,110,490	-9,770,932	-10,340,462	-11,411,407	-13,346,479	-15,143,269	-15,882,930
HSBC	-690,699	-1,588,098	-1,635,861	-1,573,711	-1,405,651	-1,497,309	-1,587,357	-1,663,129
ICBC TURKEY BANK A.Ş.	-210,904	-214,131	-229,721	-241,856	-208,280	-184,893	-222,174	-319,704
ING BANK	-1,530,939	-1,685,891	-1,761,251	-1,809,926	-1,891,399	-1,907,779	-2,020,985	-2,042,987
İŞBANK	-11,319,428	-12,598,195	-13,839,070	-13,804,659	-15,487,830	-17,226,914	-19,127,780	-21,254,502
JP MORGAN	0	0	0	0	0	0	0	0
MUFG BANK	-14,810	-11,064	-16,721	-35,192	-39,419	-30,928	-34,503	-47,449
ODEA BANK	-1,910,400	-2,023,754	-2,148,458	-2,198,557	-2,241,673	-1,689,351	-1,791,629	-1,944,827
QNB BANK	-7,469,183	-8,041,294	-8,516,854	-7,975,724	-8,387,811	-9,007,491	-9,666,045	-10,136,869
RABOBANK	0	0	0	0	0	3,905	3,964	0
SOCIETE GENERAL	0	0	0	0	0	0	0	0

ŞEKERBANK	-1,506,477	-1,656,422	-1,620,555	-1,719,018	-1,999,864	-2,061,790	-2,151,180	-2,216,275
TURKISH BANK	-35,813	-37,333	-40,827	-41,410	-45,042	-44,905	-46,153	-46,062
TURKLAND	-536,512	-571,817	-607,814	-485,619	-594,594	-534,922	-519,774	-504,742
TURKISH ECONOMY BANK	-2,849,784	-3,090,494	-3,339,761	-3,417,297	-3,641,996	-3,798,455	-3,951,683	-3,988,222
VAKIFBANK	-10,864,837	-12,174,154	-12,587,472	-13,895,588	-15,648,516	-16,315,616	-18,361,311	-19,804,453

YKB	-13,730,950	-14,712,717	-14,517,277	-15,600,040	-17,359,752	-18,421,887	-20,133,205	-21,911,283
ZİRAAT BANKASI	-8,385,966	-8,975,445	-9,543,346	-10,596,197	-13,010,621	-14,008,681	-16,776,801	-18,377,206
AVERAGE	-3,614,085	-3,999,898	-4,244,217	-4,530,657	-4,941,614	-5,392,237	-5,982,445	-6,525,409

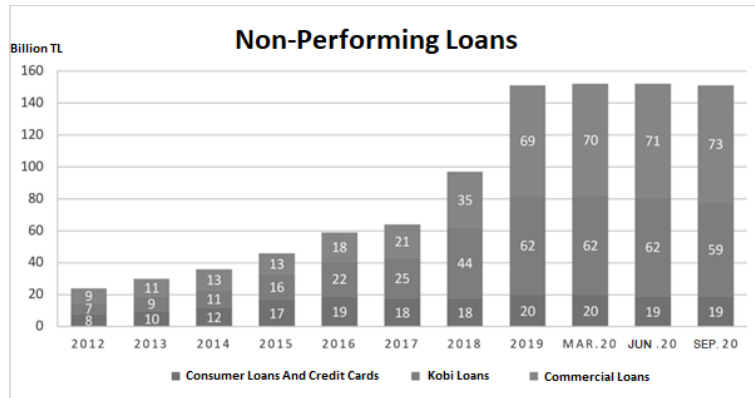


Figure 4.Non-Performing Loans

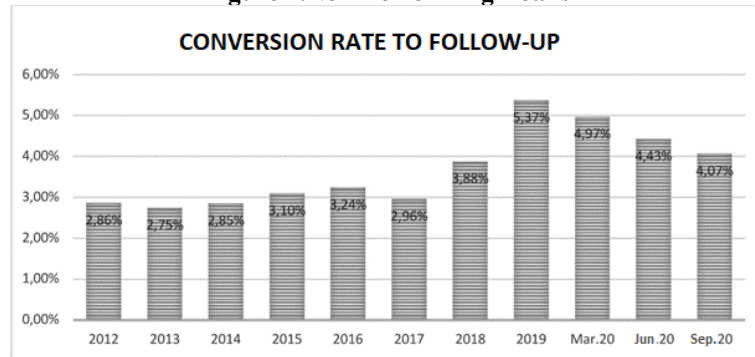


Figure 5.Conversion Rate to Follow-Up

AUDIT REPORTS RESULTS

Considering that it is important within the scope of this research to determine which audit companies audited the deposit banks in the Turkish banking sector during the pandemic period and how the audit opinions were formed, an examination was also made on this issue. In the examination, the results of the audit reports were determined as follows.

Table 13.Independent Audit Report Results

Name of the Bank	AUDIT FIRM	TYPE OF OPINI	VISION REST
------------------	------------	---------------	-------------

		ON	
AKBANK	PwC Independent Auditing and Independent Accountant Financial Consultancy Inc.	CONDIT IONAL	Explanation and Footnotes to Unconsolidated Financial Statements As stated in h.4 (i) of Part II of Chapter Five, in the accompanying unconsolidated financial statements prepared as of September 30, 2020, a total of TL 1,150,000 thousand was allocated by the Bank's management, of which TL 650,000 thousand was allocated in previous years and TL 500,000 thousand in the current period, except for the requirements of the BRSA Accounting and Financial Reporting Legislation. There is a free reserve in the amount.
ALTERNATİF BANK	GÜNEY INDEPENDENT AUDITING AND INDEPENDENT ACCOUNTANT FINANCIAL CONSULTANCY INC.	POSITIV E	
ANADOLU BANK	DRT INDEPENDENT AUDITING AND INDEPENDENT ACCOUNTANT FINANCIAL CONSULTANCY INC.	CONDIT IONAL	The accompanying interim unconsolidated financial information prepared as of September 30, 2020 includes the remaining TL 25,000 free provision after TL 25,000 was canceled in the current period due to the possible effects of adverse developments that may occur in the economy and markets, outside the scope of the BRSA Accounting and Financial Reporting Legislation. If the provision in question had not been set aside, other provisions would have been as much as TL 25,000 less in the current period, profit for the period would have been TL 25,000 less and extraordinary reserves would have been TL 50,000 more.
BURGAN BANK	GÜNEY INDEPENDENT AUDITING AND INDEPENDENT ACCOUNTANT FINANCIAL CONSULTANCY INC.	POSITIV E	
CITIBANK	KPMG INDEPENDENT AUDITING AND INDEPENDENT ACCOUNTANT FINANCIAL CONSULTANCY INC.	POSITIV E	
DENİZBANK	DRT INDEPENDENT AUDITING AND INDEPENDENT ACCOUNTANT FINANCIAL CONSULTANCY INC.	POSITIV E	
DEUTSCHE BANK	GÜNEY INDEPENDENT AUDITING AND INDEPENDENT ACCOUNTANT FINANCIAL CONSULTANCY INC.	POSITIV E	
FİBABANK	KPMG INDEPENDENT AUDITING AND INDEPENDENT ACCOUNTANT FINANCIAL CONSULTANCY INC.	CONDIT IONAL	The accompanying interim unconsolidated financial information prepared as of September 30, 2020, except for the provisions of the BRSA Accounting and Financial Reporting Legislation, due to the possible effects of negative developments that may occur in the economy and markets, a total of 170,000 thousand TL of free provisions, of which 125,500 thousand TL was written as expenses in the current period and 44,500 thousand TL in the past periods, and 27,610 thousand TL of the said provision in the current period and a total of 37,400 thousand TL of deferred tax assets, of which 9,790 thousand TL was written as income in the past periods .

GARANTİ BANK	KPMG INDEPENDENT AUDITING AND INDEPENDENT ACCOUNTANT FINANCIAL CONSULTANCY INC.	CONDIT IONAL	As stated in footnote 2.8.4 of Chapter Five, the accompanying interim unconsolidated financial information prepared as of September 30, 2020, apart from the provisions of the BRSA Accounting and Financial Reporting Legislation, is a total of 4,330,000 thousand, of which TL 1,830,000 thousand has been allocated by the Bank's management in the current period and TL 2,500,000 thousand has been written as expenses in previous periods, due to the possible effects of adverse developments that may occur in the economy and markets.It includes a free provision in the amount of TL.
HALKBANK	DRT INDEPENDENT AUDITING AND INDEPENDENT ACCOUNTANT FINANCIAL CONSULTANCY INC.	CONDIT IONAL	In line with the business model prepared in accordance with IFRS 9 of the Turkish Financial Reporting Standard, the Bank reclassified its government debt securities amounting to TL 18,965,006 thousand, which were previously classified into financial assets whose fair value difference was reflected in other comprehensive income, under financial assets measured by their amortized cost on May 23, 2018, and under other accumulated comprehensive income or expenses to be reclassified in profit or loss. 2,229,977 thousand TL of securities have canceled the depreciation fund. This is contrary to the relevant provisions of IFRS 9. As of September 30, 2020, the value of government debt securities classified into financial assets measured by their amortized cost is 18,664,297 thousand TL. If the relevant classification had not been made, as of September 30, 2020, total assets and equity would have been 1,851,739 thousand TL lower, excluding the tax effect.
HSBC	GÜNEY INDEPENDENT AUDITING AND INDEPENDENT ACCOUNTANT FINANCIAL CONSULTANCY INC.	POSITIV E	
ICBC TURKEY BANK A.Ş.	KPMG INDEPENDENT AUDITING AND INDEPENDENT ACCOUNTANT FINANCIAL CONSULTANCY INC.	POSITIV E	
ING BANK	KPMG INDEPENDENT AUDITING AND INDEPENDENT ACCOUNTANT FINANCIAL CONSULTANCY INC.	POSITIV E	
İŞBANK	GÜNEY INDEPENDENT AUDITING AND INDEPENDENT ACCOUNTANT FINANCIAL CONSULTANCY INC.	CONDIT IONAL	As stated in Chapter II.g.4.6 and IV.d of the Fifth Chapter of the Explanation and Footnotes to the Unconsolidated Financial Statements, the accompanying unconsolidated financial statements prepared as of September 30, 2020 were prepared by the Bank's management due to the possible effects of negative developments that may occur in the economy and markets, of which TL 1,125,000 thousand was allocated in the previous years, TL 1,850,000 thousand includes a total amount of TL 2,975,000 thousand allocated in the current period, which does not meet the recognition criteria of IAS 37 "Reserves, Contingent Liabilities and Contingent Assets" .

JP MORGAN	GÜRELİ SWORN-IN FINANCIAL CONSULTANCY AND INDEPENDENT AUDIT SERVICES INC.	POSITIV E	
MUFG BANK	PwC Independent Auditing and Independent Accountant Financial Consultancy Inc.	POSITIV E	
ODEA BANK	KPMG INDEPENDENT AUDITING AND INDEPENDENT ACCOUNTANT FINANCIAL CONSULTANCY INC.	POSITIV E	
QNB BANK	GÜNEY INDEPENDENT AUDITING AND INDEPENDENT ACCOUNTANT FINANCIAL CONSULTANCY INC.	POSITIV E	
RABOBANK	PwC Independent Auditing and Independent Accountant Financial Consultancy Inc.	POSITIV E	
SOCIETE GENERAL	GÜNEY INDEPENDENT AUDITING AND INDEPENDENT ACCOUNTANT FINANCIAL CONSULTANCY INC.	POSITIV E	
ŞEKERBANK	KPMG INDEPENDENT AUDITING AND INDEPENDENT ACCOUNTANT FINANCIAL CONSULTANCY INC.	CONDIT IONAL	As stated in footnote 2.9.d.1 of Chapter Five, the accompanying interim unconsolidated financial information prepared as of September 30, 2020, except for the provisions of the BRSA Accounting and Financial Reporting Legislation, Due to the possible effects of the negative developments that may occur in the economy and markets, 21,535 thousand TL allocated by the bank management in the current period and 78,465 thousand TL in the current period and 78,465 thousand TL in the past as expenses in the total amount of 100,000 thousand TL and 4,307 thousand TL in the current period and 15,693 thousand TL The TL amount includes a total of 20,000 thousand TL deferred tax assets, which have been written as income in the past periods.
TURKISH BANK	GÜNEY INDEPENDENT AUDITING AND INDEPENDENT ACCOUNTANT FINANCIAL CONSULTANCY INC.	POSITIV E	
TURKLAND	DRT INDEPENDENT AUDITING AND INDEPENDENT ACCOUNTANT FINANCIAL CONSULTANCY INC.	POSITIV E	
TURKISH ECONOMY BANK	DRT INDEPENDENT AUDITING AND INDEPENDENT ACCOUNTANT FINANCIAL CONSULTANCY INC.	POSITIV E	
VAKIFBANK	PwC Independent Auditing and Independent Accountant Financial Consultancy Inc.	CONDIT IONAL	Explanation and Footnotes to Unconsolidated Financial Statements As stated in Article 7 of Part II of Chapter Five, the accompanying unconsolidated financial statements prepared as of September 30, 2020 contain free reserves amounting to TL 852,000 thousand, all of which have been set aside by the Bank's management in previous periods, except for the requirements of the BRSA Accounting and Financial Reporting Legislation .

YKB	PwC Independent Auditing and Independent Accountant Financial Consultancy Inc.	POSITIVE	
ZİRAAT BANKASI	PwC Independent Auditing and Independent Accountant Financial Consultancy Inc.	CONDITIONAL	Explanation and Footnotes to Unconsolidated Financial Statements As stated in section 9.3 of Chapter II of the fifth section, in the accompanying unconsolidated financial statements prepared as of September 30, 2020, the Bank's management has allocated TL 830,000 thousand in the past periods, except for the requirements of the BRSA Accounting and Financial Reporting Legislation, 2,010,000 thousand TL is the total allocated in the current period There is a free reserve of 2,840,000 thousand TL.

September 2020 From the independent audit reports of 27 deposit banks obtained from KAP (Public Disclosure Platform), it was determined that 18 banks were given a positive opinion and 9 banks were given a conditional opinion. Of the audit firms that gave positive opinions for 18 banks, 7 are Güney Independent Audit and Free Accountant Mali Müşavirlik A.Ş., 3 are DRT Independent Audit and Free Accountant Mali Müşavirlik A.Ş., 4 are KPMG Independent Audit and Free Accountant Mali Müşavirlik A.Ş., 3 are PWC Independent Audit and Free Accountant Mali Müşavirlik A.Ş., and 1 is GÜRELİ Yeminli Mali Müşavirlik ve Independent Audit Services A.Ş. In addition, it is seen that 2 of the companies auditing the banks with 9 conditional opinions are DRT Independent Audit and Free Accountant Financial Consultancy Inc., 1 is Güney Independent Audit and Free Accountant Mali Müşavirlik A.Ş., 3 is KPMG Independent Audit and Free Accountant Mali Müşavirlik A.Ş., 3 of them are PWC Independent Audit and Free Accounting Mali Müşavirlik A.Ş.

On the other hand, when we look at the conditional opinion issues;

- 1) Free reserves are set aside by the bank management in accordance with the requirements of the BRSA Accounting and Financial Reporting Legislation,
- 2) Due to the possible effects of negative developments that may occur in the economy and markets by the bank management, IAS 37 "Provisions, Contingent Liabilities and Contingent Assets" includes free provisions that do not meet the accounting criteria,
- 3) In line with the business model prepared in accordance with IFRS 9 of the Turkish Financial Reporting Standard, the Bank has classified financial assets whose fair value difference was previously reflected in other comprehensive income.

It has been found that government debt securities have been reclassified under financial assets as measured by their amortized cost and the securities depreciation fund under other accumulated comprehensive income or expenses to be reclassified in profit or loss has been cancelled, which is in violation of the provisions of IFRS 9.

RESULT

The COVID-19 virus outbreak has not only caused problems in the field of health, but has also affected all sectors. In order to observe the effects on the economic and financial field, the effects of public, private and foreign-capital deposit banks operating in the selected banking sector reflected in the financial statements of the pandemic period were analyzed.

According to the examination made in the financial statements of the banks in order to determine the effect of the pandemic;

1. Return on assets decreased by 50 percent compared to the pre-pandemic period, especially in deposit banks other than ten banks, including public banks (excluding Denizbank, Halkbank, ICBC Turkey Bank, Odeo Bank, Şekerbank, Turkland, TEB, Vakıf-bank, YKB and Ziraat Bank).
2. Although it is seen that there is an increase in the loan/deposit ratio when compared before and after the pandemic, when we look at the distinction between public and private banks, it is observed that the increase is made by public banks and the loans extended to the real sector and households are made by public banks.
3. According to the cash flow statement items, cash flows arising from banking activities; It has been observed that there has been a major decline except for fifteen banks, including public banks.

4. In order to cope with the impact of uncertainties in the markets against all these negativities, it was determined that banks tried to keep their cash and cash equivalents strong against possible risks, and no trend in the same direction was observed in eight foreign-owned banks.
5. It was observed that the net interest margin decreased.

According to the data reflected in the financial statements of the banks of the arrangements made to eliminate the problems that the epidemic will cause in the country's economy and to prevent possible changes in the markets, credit deposit ratios are increased with the effect of the asset ratio, loans extended to the real sector and households increase, swap transactions are carried out to reduce the foreign exchange effect, credit deposit risk is reduced by purchasing government debt securities, loans are followed up. It is understood that they have contributed to the way in which their duration has been extended.

As a result, this study will enable Turkish deposit banks to better analyze the uncertain environments they may encounter in the future, while revealing the effects they have experienced due to the pandemic. It also shows how effective the banks are in managing the economic crisis caused by the pandemic.

BIBLIOGRAPHY

- Akdoğan, Nalan (Prof. Dr.), "Suggestions on the Arrangement of the Bank's Basic Financial Statements", Accounting and Auditing View, Year 1, Issue 2, October 2000, pp. 1-21.
- Akdoğan, Nalan, TENKER, Nejat Financial Statements and Financial Analysis Techniques, Revised and Revised 12th Edition, March 2008
- Arabacı Nihat, The Place, Operation and Performance Analysis of Participation Banks in the Banking Sector in Turkey, (Unpublished Master's Thesis), Eskişehir Anadolu University Institute of Social Sciences, Eskişehir, 2007,
- Barua, S. (2020). Understanding Coronanomics: The economic implications of the coronavirus (COVID-19) pandemic. SSRN Electronic Journal. <https://doi.org/10/ggq92n>.
- Beck, T. (2020). Finance in the times of coronavirus. In Baldwin, R. and di Mauro, B.W. (eds). Economics in the Time of COVID-19. A VoxEU.org Book, Centre for Economic Policy Research, London. Accessed 26 March 2020 at: <https://voxeu.org/system/files/epublication/COVID-19.pdf>
- Curak, Marijana, Poposki, Klime- Pepur, Sandra (2012), "Profitability Determinants of the Macedonian Banking Sector in Changing Environment", Procedia-Social and Behavioral Sciences(44), ss.406-416.
- Demirgüç-Kunt, A. ve Huizinga, H. (1999) "Determinants of Commercial Bank Interest Margins and Profitability: Some International Evidence" The World Bank Economic Review, 13: 379-408.
- Dietrich, Andreas-Wanzenried, Gabrielle (2014), "The Determinants of Commercial Banking Profitability in Low-Middle-, and High-income Countries", The Quarterly Review of Economics and Finance, 54, ss.337-354.
- Durer, S., (1988), "Capital Structure and Adequacy of Commercial Banks in Turkey", Yapı ve Kredi Bank, Publication No:8, Istanbul, 1988, pp. 103
- Goodell, J. W. (2020). COVID-19 and Finance: Agendas for Future Research. Finance Research Letters. 101512
- Gündoğdu, F. and Aksu, H. (2011). The Relationship Between Profitability and Macroeconomic Variables in Deposit Banking: An Application on Nutrition. Atatürk University, Journal of Economics and Administrative Sciences, 10. Econometrics and Statistics Symposium Special Issue, 243-270.
- Hauke BRUNKHORST, The Legitimation Crisis of European Union, Constellation, 2006,
- Keleş Yusuf, "Financial Statements That Should Be Prepared at the End of the Period", Tax World, No:232, (December 2000), p.245.
- Lagoarde-Segot, T., and Patrick L. L., (2013). Pandemics of The Poor and Banking Stability. Journal of Banking and Finance, 37(11): 4574-4583.
- Şahin Sinan, The Effects of Foreign Capital on the Financial Performance of the Turkish Banking Sector, Unpublished Ph.D. Thesis, Marmara University Institute of Banking and Insurance, Istanbul, 2011, www.bddk.org.tr www.kap.org.tr
- WIRNKAR, Alphonsius D. and Muhammad TANKO; (2008), "CAMELS and Banks Performance Evaluation: The Way Forward", Available at SSRN 1150968.
- Yoo, J.H., (2020). The Fight Against The 2019-Ncov Outbreak: An Arduous March Has Just Begun. J. Korean Med. Sci., 35–56 <https://doi.org/10.3346/jkms.2020.35>.

ENHANCING THE SAFETY AND RELIABILITY OF OVERHEAD CRANES THROUGH COMPARATIVE ANALYSIS AND PREDICTIVE MAINTENANCE

Ali SAFARLI

Azerbaijan Technical University, Department of Science, Baku/Azerbaijan
ali.safarli.n@student.aztu.edu.az

ABSTRACT

This research aims to introduce a modern diagnostic method for assessing overhead cranes, surpassing traditional practices outlined in international standards. By leveraging sensor-based monitoring and real-time data analysis, this study proposes a more precise evaluation of crane condition, allowing for preemptive maintenance interventions. The approach aligns with existing standards but also extends beyond them, offering an advanced framework for enhancing crane safety and reliability.

Keywords: Overhead cranes, gearbox, predictive maintenance, digital twin, diagnostic methods.

INTRODUCTION

Overhead cranes play a crucial role across various industrial sectors, where their ability to handle heavy materials efficiently is essential. However, with this critical function comes significant operational risk, necessitating stringent safety protocols and reliable maintenance regimes. The failure of an overhead crane can lead to substantial economic losses, equipment damage, and endanger human lives [1]. Thus, ensuring the safety and longevity of these systems is of utmost importance. This research is structured around two main phases: a comparative analysis of current diagnostic standards and the development of a predictive maintenance framework utilizing digital twin technology.

Relevance of the Research Topic

A considerable number of cranes currently in use in Azerbaijan were produced during the Soviet era, and many are still operational [2]. The capability to accurately assess the lifespan and operational health of these cranes is vital for safe and efficient operation. Historically, diagnostic approaches have largely been limited to static inspections based on established standards [3]. However, given the dynamic loads and environmental factors these cranes face, a more robust diagnostic method that includes dynamic analysis is necessary. This research addresses that gap by exploring advanced diagnostic strategies that move beyond the limitations of static checks.

Comparative Analysis of Diagnostic Methods

The first phase of the research involves a thorough comparative analysis of the diagnostic standards set by leading international bodies. These include ISO 9927-1:2013 (Cranes — Inspections — Part 1: General) [4], DIN EN 13001-3-1:2012 (Cranes — General Design — Part 3-1: Limit States and Proof of Competence of Steel Structures) [5], and ГОСТ 34589-2019 (Overhead and Gantry Cranes — General Technical Requirements) [6]. Each standard provides a unique framework for ensuring the safety and maintenance of overhead cranes.

- **ISO 9927-1** emphasizes routine inspections, categorizing them into daily, frequent, periodic, and major types. This standard highlights the importance of regular non-destructive testing (NDT), such as visual inspections, ultrasonic testing, and radiography, to ensure structural integrity is maintained [4].
- **DIN EN 13001-3-1** focuses on design principles, particularly concerning the steel structures of cranes. It ensures that cranes are designed to withstand expected loads and stresses, emphasizing the importance of sound engineering practices to minimize the risk of failure [5].
- **ГОСТ 34589-2019** outlines general technical requirements, including materials, load management, and safety systems. This standard provides a more flexible framework but must often be adapted to specific operational environments and conditions [6].

Comparative Analysis

The comparative analysis reveals that while all three standards aim to ensure the safety and reliability of overhead cranes, they differ in their approach. ISO 9927-1 provides a detailed inspection regime that is essential for ongoing maintenance, while DIN EN 13001-3-1 focuses on the structural design and safety margins during the crane's construction phase. ГОСТ 34589-2019, on the other hand, offers a more generalized approach, requiring adaptations for specific operational environments. The insights gained from this analysis form the foundation for the next phase of the research, where predictive maintenance techniques are explored.

Predictive Maintenance Using Digital Twin Technology

The second phase of this research introduces predictive maintenance using digital twin technology. Unlike traditional reactive maintenance approaches, which address failures after they occur, predictive maintenance aims

to anticipate and prevent such failures [7].

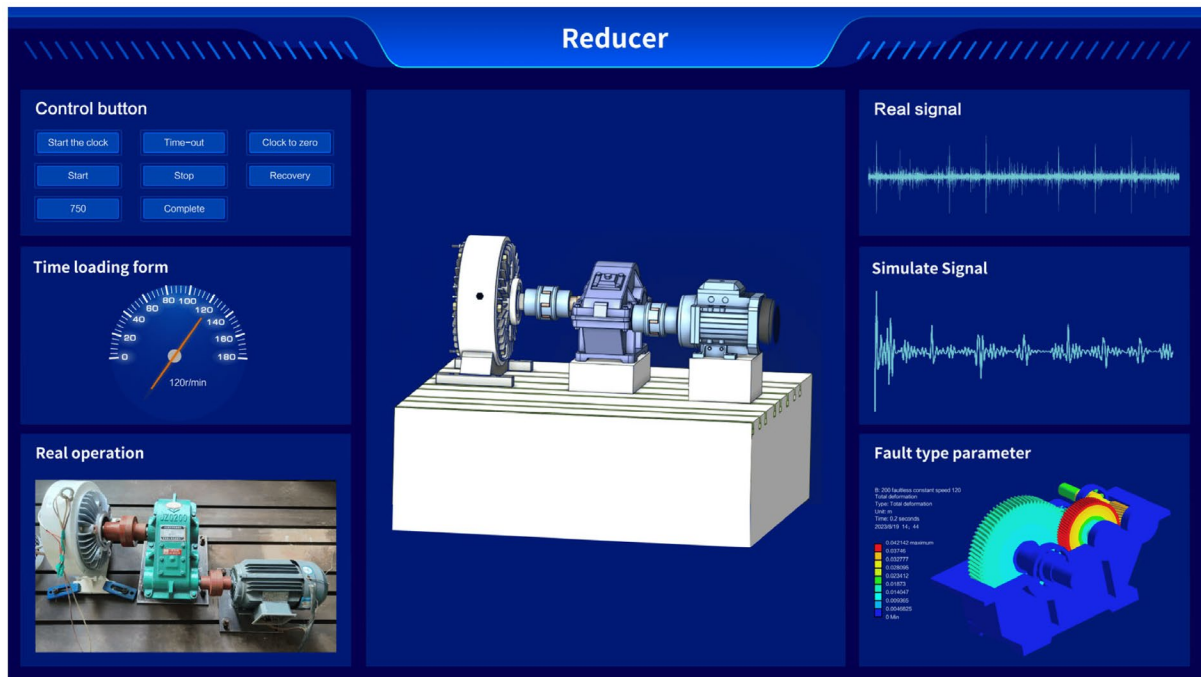


Figure 1. Digital twin system diagram

Development of a Digital Twin

A digital twin replicates the physical system's behavior in a virtual environment, allowing for real-time simulation of the crane's components under varying conditions. In this research, the focus is on developing a digital twin of the overhead crane's gearbox using ANSYS simulation software [8]. The virtual model replicates the reducer's operations under different temperature, humidity, and load conditions.

Simulations help predict potential points of failure, which allows for maintenance to be scheduled before failures occur. This forward-looking approach ensures operational continuity, reducing the risk of unexpected downtime and improving the overall reliability of the crane [8].

Integration of Sensors and Real-Time Monitoring

To complement the digital twin, real-time data from sensors installed on the gearbox is fed into the system. Sensors monitor critical parameters such as vibration, temperature, and load distribution [9]. This real-time data is continuously analyzed to provide ongoing insights into the reducer's health, allowing for more precise maintenance scheduling.

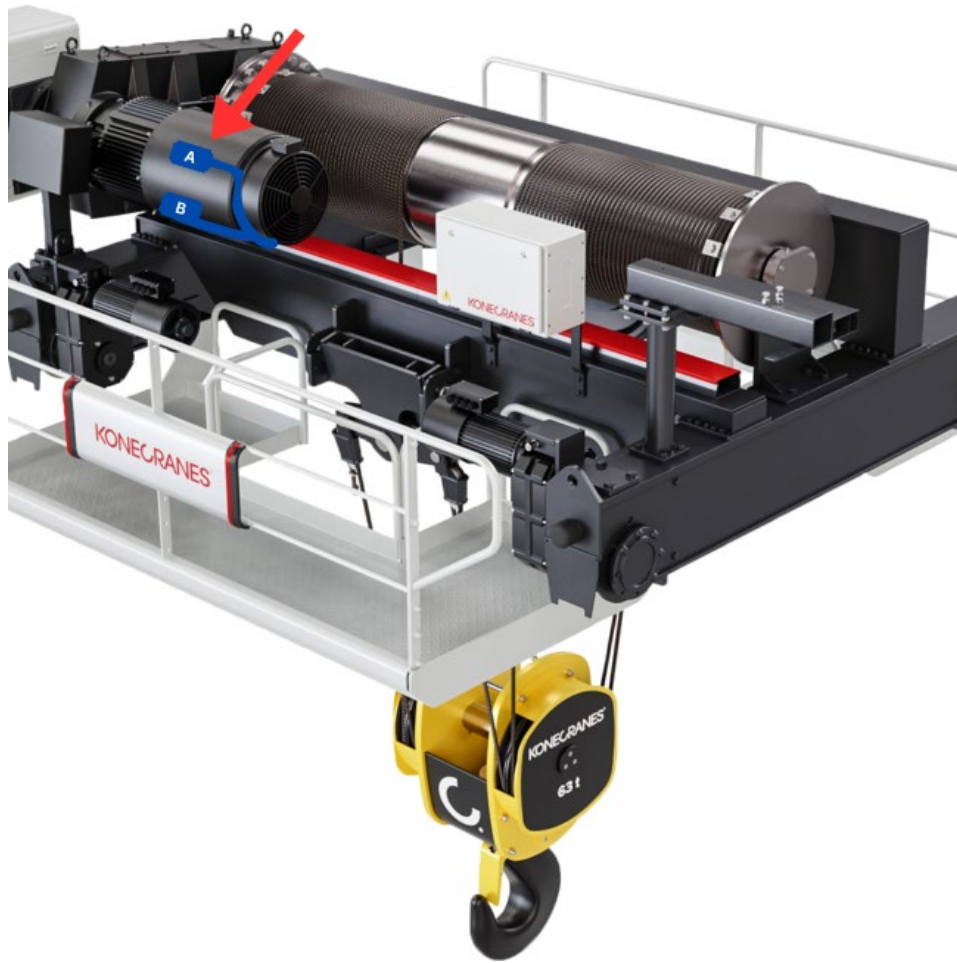


Figure 2. Example of monitoring system installed on a gearbox for predictive maintenance.



Figure 3. A vibration monitoring system composed of 4 sensors for simultaneously measuring 4 points in the same rotating machine

DISCUSSION OF RESULTS

The comparative analysis reveals that each standard offers valuable contributions to crane safety and reliability, but they differ significantly in scope. ISO 9927-1 excels in providing a comprehensive inspection regime, while DIN EN 13001-3-1 places emphasis on the structural integrity of crane components at the design stage [4]. GOCT 34589-2019 offers a generalized framework but is adaptable to specific operational contexts [6]. However, none of these standards fully account for the dynamic operational conditions of cranes or offer real-time monitoring, which are critical for modern safety and maintenance strategies [7].

SUMMARY AND CONCLUSION

Traditional diagnostic methods, while effective in certain respects, often fail to account for the dynamic and real-world conditions under which overhead cranes operate. By integrating real-time sensor data with digital twin technology, this research proposes a more advanced diagnostic method that enhances the accuracy of crane maintenance planning [8]. This approach allows for a more proactive and precise assessment of component lifespan, reducing unplanned downtime and improving overall operational efficiency.

Additionally, predictive maintenance strategies, when implemented through modern techniques such as digital twin technology, are essential for improving the operational lifespan and safety of heavy machinery, including cranes [9]. The introduction of real-time monitoring and predictive capabilities represents a vital step forward in ensuring the safety and reliability of overhead cranes.

REFERENCES

- Kazemian, M., & Tannous, J. (2018). Failure Analysis of Overhead Cranes in Industrial Settings. *Journal of Mechanical Engineering Science*, 232(5), 859-868.
- Safarov, T., & Babayev, F. (2020). The State of Soviet-era Industrial Equipment in Azerbaijan: A Case Study on Overhead Cranes. *Azerbaijan Journal of Industrial Engineering*, 12(2), 75-82.
- Alpay, R., & Sarpkaya, I. (2017). Dynamics and Diagnostic Approaches for Overhead Cranes under Variable Load Conditions. *Engineering Structures*, 142, 287-296.
- International Organization for Standardization. (2013). ISO 9927-1: Cranes — Inspections — Part 1: General. ISO.
- Deutsches Institut für Normung. (2012). DIN EN 13001-3-1: Cranes — General Design — Part 3-1: Limit States and Proof of Competence of Steel Structures. DIN.
- Federal Agency for Technical Regulation and Metrology. (2019). GOCT 34589-2019: Overhead and Gantry Cranes — General Technical Requirements. GOST.
- Rani, M., & Chahal, K. (2021). Predictive Maintenance for Mechanical Systems: Leveraging Digital Twin Technology. *International Journal of Engineering Research & Technology*, 10(6), 340-347.
- Smith, D. (2020). Simulation and Analysis of Gearbox Systems Using ANSYS. *Journal of Applied Mechanical Engineering*, 9(3), 500-507.
- Bogue, R. (2012). Sensors: Past, Present, and Future. *Sensor Review*, 32(2), 110-114.
- Johnson, M. (2019). Advances in Predictive Maintenance Techniques for Heavy Machinery. *Journal of Industrial Engineering and Management*, 12(3), 215-230.

EV HANIMLARININ DİJİTAL OKURYAZARLIK ALGILARI

Mübeyyen KAÇAR

Sakarya Üniversitesi Sosyal Bilimler Enstitüsü Gazetecilik Anabilim Dalı YL Öğrencisi
kacarmubeyyen@gmail.com

Nesrin AKINCI ÇÖTOK

Sakarya Üniversitesi İletişim Fakültesi
nakinci@sakarya.edu.tr

Mustafa ÖZTUNÇ

Sakarya Üniversitesi İletişim Fakültesi
oztunc@sakarya.edu.tr

ÖZET

Dijital okuryazarlık bilgi çağında dijital ortamda sunulan bilgiyi farklı şekillerde anlayıp kullanabilme becerisi olarak ifade edilmektedir. Bu okuryazarlık dijital teknolojileri kullanarak mevcut bilgiye ulaşma ve bu bilgileri etkili bir şekilde kullanarak bilgi üretme becerisi olarak da ifade edilebilir. Dijitalleşmenin bu denli etkin olduğu bir yüzyılda bu becerinin doğru ve etkin şekilde kullanılması da önem taşımaktadır. Dijital okuryazarlık becerisinin her meslek grubunda ve her statüde bireyler için gerekliliği kaçınılmazdır. Bu gereklilikten yola çıkılarak bu çalışmada öncelikle dijital okuryazarlık ve ev hanımları üzerine öncelikle bir literatür taraması gerçekleştirilmiştir. Ancak, ev hanımlarının dijital okuryazarlığına dair mevcut literatürde henüz bir makaleye rastlanmamıştır. Bu ihtiyaçtan hareketle bu çalışmada, ev hanımlarının dijital okuryazarlık yeterliliklerini ölçmek amacıyla nitel araştırma yöntemi kullanılmıştır. Yarı yapılandırılmış soru formu üzerinden ev hanımlarına yapılan mülakatlar Bursa şehri Nilüfer ilçesinde rastgele örnekleme yöntemi uygulanarak gerçekleştirilmiştir. Bu çalışmadan elde edilen sonuçlar, ev hanımlarının dijital okuryazarlık konusunda kendilerini eksik hissettikleri sonucunu göstermektedir. Bu eksikliklerin giderilmesi ve ev hanımlarının dijital dünya ile daha etkin bir şekilde etkileşimde bulunmaları için çeşitli önlemler alınması gerekmektedir. Eğitim kurumları, yerel yönetimler ve sivil toplum kuruluşlarının ev hanımlarına yönelik dijital okuryazarlık programları düzenleyerek bilinçlendirme çalışmalarının yapılması önerilebilir.

Anahtar Kelimeler: Ev hanımları, dijital okuryazarlık, dijital yeterlilik, Bursa

ABSTRACT

Digital literacy is defined as the ability to understand and use the information presented in the digital environment in different ways in the information age. This literacy can also be expressed as the ability to access existing information using digital technologies and to produce information by using this information effectively. In a century where digitalization is so effective, it is also important to use this skill correctly and effectively. It is inevitable that digital literacy skills are required for individuals in every occupational group and in every status. Based on this necessity, a literature review on digital literacy and housewives was conducted in this study. However, no article on the digital literacy of housewives has yet been found in the existing literature. Based on this need, this study will use qualitative research method to measure the digital literacy competencies of housewives. Interviews with 20 women using a semi-structured questionnaire were conducted on housewives selected by random sampling method in Nilüfer district of Bursa city. The results obtained from this research show that housewives feel deficient in digital literacy. Various measures need to be taken to overcome these deficiencies and for housewives to interact more effectively with the digital world. It can be suggested that educational institutions, local governments and non-governmental organizations should organize digital literacy programs for housewives to raise awareness.

Key words: Housewives, digital literacy, digital competence, Bursa

GİRİŞ

20. yüzyılda gerçekleşen sanayi toplumundan bilgi toplumuna geçişle birlikte gelen ve günlük hayatımızın vazgeçilmez olmayı başaran bilgi ve iletişim teknolojileri, genel olarak dijital teknolojilerden oluşmaktadır. Gün geçtikçe artan dijital teknolojilerin kullanımı artık eğitim, sağlık, kurumsal hizmetler ve iş alanları gibi günlük yaşamımızın her alanına kullanılmaktadır. Geleneksel medyaya ait olan medya okuryazarlığı da gelişen teknolojiler ile birlikte yerini dijital medya okuryazarlığına bırakmıştır. Bu kullanım alışkanlıklarının değişmesi durumunda da bireylerin dijital medya okuryazarlığı konusunda becerisinin olması ve buna uyum sağlaması beklenilmektedir.

Çağımızda dikkatleri üzerine çeken dijital okuryazarlık kavramı, günlük hayat akışımızı başarılı bir şekilde yönetebilmemiz için gerekli bir yeterlilik haline gelmiştir (Akman, 2021). Dijital okuryazarlık, bireylerin dijital

kaynaklara erişebilmesini, bilgi almasını, alınan bilgiyi analiz edip değerlendirmesini, paylaşma ve başkaları ile iletişim kurma becerilerini kapsar. Dijital okuryazarlık (sayısal yetkinlik), bireylerin dijital ve teknolojik kaynaklardan bilgi alma, kullanımda yetkinlik sağlama, bilgiyi işleyip sentezleyerek yeni bir bilgi üretme ve anlamlandırma süreci olarak ifade edilebilmektedir (Demircan ve Katsöz, 2022).

Artan dijital teknoloji ve bu teknolojilerin yaygınlaşması ile birlikte toplum, özellikle yaşı ileri düzeyde olan vatandaşlar için dijital ortama adapte olma sorunu görülmektedir. Dijitalleşme her yaşta bireyi etkilediği gibi ev hanımlarını da etkilemektedir. Dijital okuryazarlık teknolojinin hızla ilerlemesi noktasında kimi zaman belli sorunlara da yol açabilmekte ve bu sorunlar dijitalleşmenin aile ve sosyal ilişkilere etkileri kapsamında halen araştırılmaktadır. Ortalama yaşı ileri düzey olan ev hanımlarının büyük bir çoğunluğunun medya okuryazarlığı hakkında yeterli bilgi birikimine sahip olmaması araştırmanın problemi oluşturmaktadır. Bu problem doğrultusunda bu çalışmada ev hanımlarının dijital medya okuryazarlık düzeyinin ne olduğu, sosyal medya okuryazarlığına ve kullanımına dair algıları incelenmiştir. Dijital teknolojileri daha iyi kullanabilmeleri için dijital okuryazarlık konusunda bir beceri elde etmeleri gerekmektedir.

DİJİTAL MEDYA ve OKURYAZARLIK

Hayatımızda önemli bir yere sahip olan dijital medya, yeni medya, bilgi iletişim teknolojileri veya elektronik medya olarak adlandırılmaktadır. Elektronik ortamda iletişim için kullanılan her türlü kitle iletişim aracı dijital medya tanımına dahildir. Dijital medya, bilgisayar ortamında sayısal olarak kodlanmış her türlü ses, video, yazı ve fotoğraf içeriğini ve benzeri materyali ifade eder. Bilgisayar programları, oyunlar, dijital ses dosyaları, e-kitaplar, dijital medya materyalleri arasında akla ilk gelenlerdir (Kanat, 2016). Geleneksel medyaya göre daha düşük maliyet ve hızlı erişim gibi unsurlar dijitalleşme sürecinin hızını arttırmıştır. Teknolojinin bu denli yaygınlaşması her yaşta bireyin teknolojik cihazlarla iç içe yaşamasına sebep olmuştur.

Dijital medya sayesinde bireyler geleneksel medyadan farklı olarak bilgi ve enformasyona anında erişebilir hale gelmişlerdir. Ortaya çıkan bu yeni yapı içerisinde kullanıcılar sadece tüketici değil aynı zamanda üretici konumuna da gelmiştir. Ayrıca pek çok kişi sanal ortamda aynı anda aktif olabilir. Sosyal medya aracılığıyla bireyler sadece içerik oluşturmakla kalmaz aynı zamanda başkaları tarafından oluşturulan içeriği değiştirebilir, yorum yapabilir ya da paylaşabilir (Yeniçifti, 2016). Geleneksel medya, bireyleri sadece okuyucu, izleyici veya dinleyici olarak konumlandırırken, dijital medya, geri bildirim sağlayabilen yapısıyla "kullanıcı" konumunda olmalarına izin verir ve bireysel içerik üretme olanağı sunar (Karakuş, 2023). Buradan da anlaşılacağı gibi dijital platformların en önemli özellikleri arasında bilgi ve enformasyona hızlı ulaşım ve etkileşim olanakları gelmektedir.

Günümüzde gelişen bilgi ve iletişim teknolojileri ile birlikte dijital medya bireylerin günlük yaşantısında daha geniş bir yer almaya başlamıştır. Sosyal ve dijital medya ortamlarının en belirgin özelliği, Web 2.0 ortamı ile birlikte bireylerin enformasyonu üretebilmesi konumuna gelmesi ile birlikte katılımcı bir kültürün ortaya çıkmasıdır. Bu bağlamda yoğun bir şekilde medya mesajlarına maruz kalan bireylerin iletişim kanalları aracılığıyla iletilen mesajların içeriğini daha doğru ve etkili bir şekilde anlayıp kavraması gerekmektedir. (Böyük, 2022).

Dijital okuryazarlık kavramını popüler hale getiren Paul Gilster dijital okuryazarlığı, bilgisayarlar yoluyla bilgi sunulduğu zaman geniş kaynaklardan farklı biçimlerde bilgiyi kullanma ve anlama yeteneği olarak tanımlamaktadır (Acar, 2016). Teknolojinin yüzyılımızda dönüştürücü bir güç hâline gelerek, etkin ve yenilikçi kullanımı ile birçok alanda değişimi kaçınılmaz duruma getirmesi bireylerin ve kurumların teknolojideki değişime ve gelişime paralel olarak yaşam kalitesini artırmaya, bilgi ve becerilerini değiştirmeye, geliştirmeye çalışmasını zorunlu kılmaktadır (Kuru, 2019). Dijital okuryazarlık kişilerin iletişim teknolojilerini öğrenmede etkin olabilmelerini, bireysel gelişimine katkı sunmasını, yaşamının herhangi bir zamanında sorunları çözmesini, sosyal üretime arka çıkacak biçiminde teknoloji kullanımının yasal, ahlaki ve güvenli olma boyutlarının yeterli olması olarak tanımlanmaktadır (Kol, Batıhan, Keleş, Denk, & Demir, 2022).

Sosyal medya üzerinden gördükleri içerikleri okurken eleştirel düşünceye sahip olan kullanıcılar, görünen anlamların dışında içeriğindeki gizli mesajları da algılayabilir. Yani tek bir perspektif üzerinden değerlendirmek yerine çeşitli bakış açıları ile değerlendirmeyi gerektirir. Bireyler, kazandıkları sosyal medya okuryazarlığı becerileri sayesinde mevcut riskleri tespit edebilir ve ortamdaki ileteleri doğru bir şekilde analiz edebilirler (Yığıter, 2022).

Bireylerin bilgi ve iletişim teknolojilerini aktif ve üretken şekilde kullanabilmeyi ifade eden dijital okuryazarlık, aynı zamanda yaşadığımız bilgi çağında dijital platformlarda sunulan bilgiye ulaşma, farklı şekillerde algılayıp kullanabilme yeteneği olarak ifade edilebilir. Günlük hayatta gerçekleştirilen birçok iş gelişen teknoloji ile birlikte artık internet üzerinden yapılmaya başlanmıştır. Ticaret e-ticarete, kitaplar e-kitaplara dönüşmüş; bankacılık işlemleri ve birçok devlet kademesindeki işler, kurumlara gidilmeden e-bankacılık ve e-devlet üzerinden yapılmaya başlanmıştır. (Öztürk ve Budak, 2019.) Dijitalleşmenin bu kadar yaygın olduğu çağımızda teknoloji becerilerimizin doğru ve etkili kullanımı da önemli bir rol oynamaktadır. Her statü ve meslek grubundaki bireyler için dijital okuryazarlık becerisinin gerekliliği kaçınılmaz bir konumdur.

Tüm bu ifadelerin sonucu olarak yaşadığımız bilgi toplumu içerisinde dijital okuryazarlık temel beceri olarak karşımıza çıkmaktadır. Her meslek grubunda olduğu gibi ev hanımlarının da dijital okuryazarlık becerilerinin gelişmesi toplumsal gelişmenin ve bireysel fırsat eşitliğinin oluşmasına katkı sağlayacaktır.

YÖNTEM

İlgili literatür incelendiğinde dijital okuryazarlık konusu üzerinde yapılan çalışmalarda artış görülmüştür. Ulusal ölçekte yapılan araştırmalarda genellikle öğrencilerin, öğretmenlerin veya velilerin dijital okuryazarlık düzeylerini belirlemeye ve bazı değişkenlere göre incelemeye yönelik betimsel taramalar bulunmaktadır (Erbir, 2021). Literatür taraması sonucu ‘dijital okuryazarlık’ konusunda farklı meslek gruplarına ait çalışmalar bulunmaktadır ancak ev hanımları ile ilgili bir çalışmaya rastlanmamıştır. Yapılan bu çalışmanın ev hanımları üzerinden dijital okuryazarlıkla ilgili literatüre katkı sağlayacağı düşünülmektedir.

Çalışma kapsamında, nitel araştırma yönteminden görüşme tekniği kullanılarak verilere ulaşılmıştır. Yarı yapılandırılmış soru formu üzerinden 20 kadına yapılan mülakatlar Bursa şehri Nilüfer ilçesinde rastgele örnekleme yöntemi uygulanarak seçilen ev hanımları üzerinde uygulanmıştır.

Nitel yöntemle tasarlanmış araştırmalarda ele alınan konu hakkında derin bir kavrayışa ulaşma çabası vardır. Nitel araştırmayı, “gözlem, görüşme ve doküman analizi gibi nitel veri toplama tekniklerinin kullanıldığı, algıların ve olayların doğal ortamda gerçekçi ve bütüncül bir biçimde ortaya konmasına yönelik nitel bir sürecin izlendiği araştırma” olarak tanımlamak mümkündür (Yıldırım ve Şimşek, 2008, s. 39). Nitel araştırma, disiplinler arası bütüncül bir bakış açısını esas alarak, araştırma problemini yorumlayıcı bir yaklaşımla incelemeyi benimseyen bir yöntemdir. Üzerinde araştırma yapılan olgu ve olaylar kendi bağlamında ele alınarak, insanların onlara yükledikleri anlamlar açısından yorumlanır (Karataş, 2017).

Bu çalışmada öncelikle dijital okuryazarlık ve ev hanımları üzerine bir literatür taraması gerçekleştirilmiştir. Araştırmacının bulunduğu yer olması sebebiyle kolay ulaşılabilirlik özelliği ile kasti örnekleme yoluyla seçilen Bursa’da yaşayan ev hanımları örnekleme dahi edilmiştir. Çalışma ile örneklem grubunun dijital okuryazarlık oranlarının ne düzeyde olduğu saptanılması amaçlanmıştır. Ayrıca, ev hanımlarının yeterli düzeyde teknolojik cihaz bilgisi ve yeterliliği analiz edilmiştir. Bu genel amaç çerçevesinde ev hanımlarının dijital medya okuryazarlık düzeyleri ve sosyal medyayı kullanım düzeyleri, sosyal medya okuryazarlığına dair algıları vb. sorulara cevap aranmıştır.

BULGULAR

Araştırmaya 20 ev hanımı katılmıştır. Aşağıda katılımcıların yaş ve sosyal medya kullanım süresine ait veriler Tablo 1, ve Tablo 2’de sunulmuştur.

Yaş	f	%
50 yaş ve üzeri	8	%40
30-49 yaş arası	10	%50
29 yaş ve altı	2	%10

Tablo 1. Çalışmaya katılan ev hanımlarının yaşlarına ilişkin veriler

Tablo 1’e göre katılımcıların 8’ini (%40) 50 yaş üzeri, 10’unu (%50) 30-49 yaş arası, 2’sini ise (%10) 29 yaş altı ev hanımlarını oluşturmaktadır.

Kullanım saatleri	f	%
1 saatten az	4	%20
1-2 saat	9	%45
3-4 saat	5	%25
5 saatten fazla	2	%10

Tablo 2. Ev hanımlarının teknolojik cihazları (telefon, tablet, bilgisayar vb.) kullanım sürelerine ilişkin veriler Tablo 2’de ise sosyal medyayı kullanan ev hanımlarının 4’ü (%20) 1 saatten az, 9’u (%45) 1-2 saat, 5’i (%25) 3-4 saat ve 2’si (%10) 5 saatten fazla kullandığını belirtmiştir.

Kullanım amaçları	<i>f</i>	%
Sosyal medya	9	%45
Haberleşme	5	%25
Haber okuma	4	%20
Dizi izleme	1	%5
Bankacılık işlemleri	1	%5

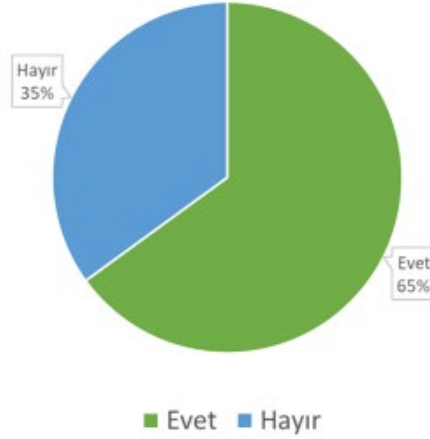
Tablo 3. Ev hanımlarının teknolojik cihazları (telefon, tablet, bilgisayar vb.) kullanım amaçlarına ilişkin veriler Tablo 3'te görülen sonuçlara göre ev hanımlarının 9'u (%45) sosyal medya, 5'i (%25) haberleşme, 4'ü (%20) haber okuma, 1'i (%5) dizi izleme, 1'i (%5) bankacılık işlemleri için kullandığı görülmüştür.

Dijital yetkinlik	<i>f</i>	%
Evet	6	%30
Hayır	12	%60
Kararsız	2	%10

Tablo 4. Katılımcıların dijital anlamda kendilerini yetkin bulma oranı Araştırmada ev hanımlarının %60'ı kendilerinin dijital anlamda başarılı ve yetkin bulmadığını belirtmiştir. %30'u ise dijital anlamda başarılı ve yetkin olduğunu düşünmektedir. %10'u ise dijital yeterlilik konusunda kararsız olduğunu belirtmiştir. Bu durumun nedeninin yüksek yaş ortalamasına sahip olmaları ve bununla birlikte teknolojik cihazlarla adapte olmaları konusunda zorluk yaşamaları olarak açıklayabiliriz.

Yaklaşım	<i>f</i>	%
Dijital okuryazarlık konusunda daha bilgili kişilere sormak	9	45
İnternette araştırma yapmak	5	25
Güvenilir sayfaları dikkate almak	3	15
Kurumsal sayfaları dikkate almak	3	15

Tablo 5. Katılımcıların yanlış içeriklere karşı sergiledikleri yaklaşıma ait veriler Tablo 5'de araştırmadaki katılımcıların yanlış içeriklere karşı sergiledikleri yaklaşıma ait veriler sunulmuştur. Görüldüğü üzere %45'lik kısım (9 kişi) karşılaştıkları yanlış içeriklere karşı dijital içerik konusunda kendilerinden daha bilgili kişilere sormayı tercih etmiştir. %25'lik kısım (5 kişi) gördükleri yanlış içerikleri araştırmayı tercih etmiştir. Geriye kalan %15'lik iki kısım ise güvenilir ya da kurumsal sayfaları dikkate aldıklarını belirtmişlerdir.



Grafik 1. Dijital okuryazarlık eğitimi almayı düşünen katılımcı grafiği

Grafik 1'e göre araştırmaya katılan ev hanımlarının %65'i dijital okuryazarlık eğitimi almak istediklerini, %35 ise almak istemediklerini belirtmiştir. Bunun nedeninin yüksek yaş ortalamasına sahip ev hanımlarının dijital okuryazarlık düzeylerinin düşük olmasından ve dijital anlamda çağa uyum sağlama isteklerinden kaynakladığı düşünülmektedir.

SONUÇ VE ÖNERİLER

Dijital medya okuryazarlığında teknolojilere olan adaptasyon ile dijital okuryazarlık konusundaki beceriler doğru orantılıdır. Dolayısı ile dijital okuryazar olan bireyler dijital ortamlarda sunulan bilgiye ulaşabilmesi, ulaştığı bilgiyi algılayıp değerlendirebilmesi ve üretkenlikleri ile ön plana çıkmaktadır.

Ev hanımlarına yönelik gerçekleştirilen bu çalışmada elde edilen verilere göre ev hanımları genel olarak dijital okuryazarlık konusunda kendilerini yeterince yetkin hissetmediklerini ve bu konuda eğitime ihtiyaç duyduklarını düşünmektedirler. Araştırmada Bursa'da yaşayan ev hanımlarına odaklanılmıştır. Çoğu ev hanımı teknolojik cihazlar arasından en çok telefonu tercih ettiğini ve ortalama 1-2 saat kullandığını belirtmiştir. Kullanma amacına bakıldığında da en çok sosyal medyanın kullanıldığı görülmüştür. Sosyal medyada gördükleri yanlış bilgileri ise dijital okuryazarlık konusunda kendilerinden daha yetkin buldukları kişilere danışma eğiliminde bulduklarını belirtmektedirler.

Ev hanımlarının dijital okuryazarlıklarının incelendiği bu çalışmada, ev hanımlarının dijital okuryazarlık düzeylerinin kendi ifadeleriyle yeterli olmadığı sonucuna ulaşılmıştır. Ev hanımlarının teknolojik cihaz bilgisi, uygulamalar ve kullanım düzeylerinin olumsuz ve yetersiz düzeyde hissedildiği düşünüldüğünde dijital okuryazarlık konusunda risk grubunda oldukları söylenebilir. Özellikle bankacılık, e alışveriş vb. daha resmi ve teknik süreçlerde bu yetersizlik algısı sosyal medyada gerçekleşebilecek olumsuz durumlara karşı risk oluşturabilecektir.

Teknoloji ile herkes gibi ev hanımlarının da bir ilişkisi mevcuttur, ancak ev hanımlarının teknolojik dünyanın ne kadar içinde yer aldığı tartışmalı bir konu olmasından dolayı dijital okuryazarlık konusundaki becerilerinin artırılması ve daha bilinçli bir tüketim aile ve çocuk yetiştirmede olumlu yönde etkili olabilecektir. Yaşamı kolaylaştırmada ve sürdürmede önemli olan dijital okuryazarlık becerisi, diğer becerilerde olduğu gibi geliştirilebilir ve sürdürülebilir bir yapıdadır. Bu eksikliklerin giderilmesi ve ev hanımlarının dijital dünya ile daha etkin bir şekilde etkileşimde bulunmaları için çeşitli önlemler alınması gerekmektedir. Bu kapsamda eğitim kurumları, yerel yönetimler ve sivil toplum kuruluşlarının ev hanımlarına yönelik dijital okuryazarlık programları düzenleyerek bilinçlendirme çalışmalarının yapılması önerilebilir.

KAYNAKÇA

- Acar, Ç. (2016). *Anne-Babaların Çocuklarının ve Kendilerinin Dijital Okuryazarlık Düzeylerine İlişkin Görüşleri*.
- Akman, Y. (2021). *Dijital Okuryazarlık, Çevrim İçi Öğrenme ve Akademik İsteklilik Arasındaki İlişkinin İncelenmesi*. TEBD, 19(2), 1012-1036.
- Bayrakçı, S., & Narmanlıoğlu, H. (2021). *Türkiye'deki Lisans Öğrencilerinin ve Mezunlarının Dijital Okuryazarlık Düzeylerinin İncelenmesi*. AJIT-E: Academic Journal of Information Technology, 12(46), 46-67.
- Böyük, M. (2022). *Dijital Dönemde Medya Okuryazarlığı: Türkiye'de İlk Covid-19 Vakası Haberleri Üzerine Bir İnceleme*. 9th International. "Communication In The New World" Congress.
- Erbir, M. (2021). *Hemşirelik Mesleğinde Dijital Okuryazarlık: Kayseri İli Örneği*. Ekonomi İşletme Siyaset ve Uluslararası İlişkiler Dergisi, 7(2), 336-352.

- Karaboğa, M. T. (2019). *Dijital Medya Okuryazarlığında Anne ve Baba Eğitimi*. OPUS–Uluslararası Toplum Araştırmaları Dergisi, 14(20), 2040-2073.
- Karataş, Z. (2017). *Sosyal Bilim Araştırmalarında Paradigma Değişimi: Nitel Yaklaşımın Yükselişi*. Türkiye Sosyal Hizmet Araştırmaları Dergisi, 1(1), 68-86.
- Kol, Ş., Batıhan E., Keleş, Ü., Denk, B., & Demir, G. (2022). *Sınıf Öğretmelerinde Dijital Okuryazarlığın Değerlendirilmesi*. Eurasian Education & Literature Journal, (16), 101-116.
- Kurt Demircan, G., & Katsöz, Y. (2022). *Ön Lisans Programı Öğrencilerinin Dijital Okuryazarlık Düzeyi*. Sosyal ve Beşeri Bilimler Araştırmaları Dergisi, 23(51), 225-248.
- Kuru, E. (2019). *Sosyal Bilgiler Öğretmen Adaylarının Dijital Okuryazarlık Kavramına İlişkin Görüşleri*. Electronic Turkish Studies, 14(3).
- Onursoy, S. (2018). *Üniversite Gençliğinin Dijital Okuryazarlık Düzeyleri: Anadolu Üniversitesi Öğrencileri Üzerine Bir Araştırma*. Gümüşhane Üniversitesi İletişim Fakültesi Elektronik Dergisi, 6(2), 989-1013.
- Özcan, A. (2017). *Dijital Medya Okuryazarlığı: Sorunlar, Uygulamalar ve Beklentiler*. Academic Journal of Information Technology, 8(28), 55-66.
- Öztürk, Y., & BUDAK, Y. (2019). *Öğretmen Adaylarının Kendilerine Yönelik Dijital Okuryazarlık Değerlendirmelerinin İncelenmesi*. Kesit Akademi Dergisi, (21), 156-172.
- Ulusoy, A. (2018). *Dijital Medya Okuryazarlığı Gereksinimler ve Yenilikçi Uygulamalar Üzerine Bir İnceleme*. Doktora Tezi. Erciyes Üniversitesi, Kayseri
- Uyar, A. (2021). *Meslek Yüksekokulu Öğrencilerinin Dijital Okuryazarlık Düzeyleri*. Uluslararası Güncel Eğitim Araştırmaları Dergisi, 7(1), 198-211.
- Yıldırım, A., & Şimşek, H. (2008). *Sosyal Bilimlerde Nitel Araştırma Yöntemleri* (6. Baskı). Ankara: Seçkin Yayıncılık.
- Kanat, S. (2016). *Uluslararası İlişkiler Yaklaşımları Açısından Dijital Medya ve Savaş*. TRT Akademi, 1(2), 528-546.
- Yeniçifti, N. T. (2016). *Hakla İlişkiler Aracı Olarak Instagram: Sosyal Medya Kullanan 50 Şirket Üzerine Bir Araştırma*. Selçuk İletişim, 9(2), 92-115.
- Yiğiter, A. (2022). *Dijital Medya Okuryazarlığı: Mersin Örneği*. Yüksek Lisans Tezi. Erciyes Üniversitesi Sosyal Bilimler Enstitüsü, Kayseri.
- Karakuş, M. M. (2023). *Dijital Medya Okuryazarlık Seviyesi ile Eğitim Seviyesi İlişkisi: Ankara İli Örneği*. Yüksek Lisans Tezi. Selçuk Üniversitesi Sosyal Bilimler Enstitüsü, Konya.

EXAMINING THE CHALLENGES WOMEN FACE IN LEADERSHIP POSITIONS AT SCHOOLS: INSIGHTS FROM A LIBYAN DISTRICT

Abdualmuhsin ALDABOU
mohsenaldbou2@gmail.com

ABSTRACT

This study aims to find challenges facing female Libyan leaders in leadership positions and how they overcome them. The qualitative research method was used to collect data from the participants. Twelve Libyan leaders from primary and secondary schools participated in this study. The data were collected through interviews, and content analysis methods were used. The findings show that Libyan women leaders face various challenges including sociocultural challenges and the need to balance family duties and work. However, by using different strategies they could overcome these challenges.

Keywords: Women, leadership

INTRODUCTION

Being a school leader requires diverse strategies and skills, whether a man or a woman takes on this responsibility. Education systems are constantly evolving, and these changes require visionary teacher leaders who understand their culture's harmonious, influential, and progressive nature. According to (Farrag, 2022), leadership is a process of persuasion undertaken by an individual or a management team to influence a group to pursue the goals the leader sets. This definition does not define or guide how women leaders can address specific issues related to women's leadership. Leadership involves motivating followers to act to achieve goals consistent with the values, motivations, desires, needs, and ambitions of the leader and followers. Women school leaders in Libya and around the world face many challenges that hinder their ability to provide effective school leadership.

Across the world, the representation of women in leadership positions has been widely discussed and highlighted over the past five decades ((Bowles et al.,2022). Similarly, underrepresenting women in educational leadership positions is a long-standing problem. Although 64 percent of teachers in the UK are women, women make up only 40 percent of school leaders. In secondary schools (2015-2016), only 38 percent of school principals were women (Fuller, 2017). Additionally, several studies indicate that women in private and public organizations hold 29 percent of all management positions in the United States. Despite these improvements, the proportion of women in management remains very low compared to their male counterparts, particularly in the education sector (Mbalilaki & Onyango 2021). In Canada, female principals represented only 42.1 percent (Holt, 2012). In Russia, only 19 percent of primary school principals are women (Shimalungwe, 2016). According to (Wood et al.,2018). in Australia, in all educational workplaces, women have not been able to obtain educational leadership positions, even though they have expressed the desire to do so and have the qualifications that justify their ability. In developed countries, the percentage of representation of women in management positions could be more encouraging.

According to a report by the United Nations Educational, Scientific and Cultural Organization (UNESCO), cited in Ramsay (2000), it was discovered that there is a significant global gender imbalance in government education. Men outperform women by about five times at the middle management level. Additionally, women tend to have limited aspirations, lack self-confidence, and experience work interruptions due to workplace instability (Alghofaily, 2019). This article explores the key barriers women face in leadership positions within schools, focusing on schools in one district in Libya.

Women in Education Leadership

The situation for women in leadership positions in education presents a mixed picture, combining courage and frustration. Recent statistics indicate a positive trend of increasing representation of women in various leadership positions in the education sector. However, differences persist in different areas of formal leadership, including serving as school board directors (Bahati & Ali, 2021). In educational leadership, (Maheshwari & Nayak 2021) asserts that collaboration between male and female employees is essential to ensure the effective functioning of schools and improve organizational performance. Collaboration promotes the exchange of knowledge, skills, and experiences among employees, which helps provide high-quality education. Collaboration among teachers toward teaching and learning goals and leadership goals can be achieved through joint efforts. (Qadir, 2019) asserts that creating a legal environment that ensures equal opportunities in leadership positions is essential for employee satisfaction and prosperity in educational institutions.

Cultural Norms And The Underrepresentation Of Women In Leadership Roles

Social structures and cultural values significantly hinder women's access to leadership positions. Culturally ingrained laws in many African societies assign specific tasks and responsibilities to each gender, assuming that individuals must conform to societal expectations based on gender (Kangas& Lämsä,2021). From this perspective, management positions are seen as the property of men, and women are encouraged not to aspire to such positions. This cultural dynamic is evident in the culture of traditional China, where women traditionally assume a submissive role at home and in the workplace (Fritz & Van Knippenberg, 2020). The belief that women are inherently weak compared to men and, therefore, unsuitable for leadership positions prevails in many developing countries (Shriberg et al., 2017). According to this hypothesis, management positions are reserved for men, and women should refrain from seeking these positions. Violating this expectation can lead to various social consequences, including reduced chances of marriage. (Fritz, & Van 2020). note that women, although they view themselves as equal to men, value their abilities less than their male counterparts. For example, when men and women are offered management positions, men express a greater desire to pursue these positions. In contrast, women may only hesitate once they feel fully prepared for these positions.

The Challenges Women Face In Balancing Family Life And Work

Researchers Christman and McLellan 2012 highlighted the challenges women leaders face due to societal norms regarding leadership and gender. These barriers arise primarily from gender roles and greatly influence how women in leadership positions are perceived (Eagly & Karau, 2002). Women leaders are constantly exposed to sexism, male domination, and systemic injustice within organizations, as well as the burden of unpaid work (Anwer et al.,2021). Additionally, women leaders often find themselves juggling responsibilities in the private and public spheres, including raising young children or caring for vulnerable people in the home who are facing violence, substance abuse, or poverty. This type of care represents one of the most sexed and gendered forms of work in contemporary societies (Anwer et al.,2021). In general, Libyan women face many challenges in balancing family work and their job as managers. This study will determine what challenges women face in leadership positions at Libyan schools.

Aim of the study

This research paper aims to discover the challenges that Libyan women face in school leadership positions, particularly on sociocultural barriers and balancing work and family duties. The research questions are:

- What are the sociocultural factors affecting women's leadership positions in Libyan schools?
- What challenges do Libyan women's leadership face in balancing work and family responsibilities?
- What do women leaders do to overcome the challenges they face?

METHODOLOGY

Research Model

The research used a qualitative method of inquiry, where data was collected through interviews. The qualitative methodology was selected to gather substantial data, although the sample size was limited. Moreover, it is a more flexible approach since it enables participants to express themselves while providing data. (Guest & Mitchell, 2013). Furthermore, it offers the chance to develop specific insights. Such as speech, word choice, and non-verbal communication of the participants. The study uses a qualitative approach Using techniques influenced by researchers such as (Lewins & Silver,2014) and (Creswell, 2011)

Sample Of The Research

The research focused on the Torhuna region, deliberately chosen due to its high representation of female leadership positions in educational agencies. The study included primary and secondary state schools, where twelve female leadership teachers participated, six teachers from primary schools and six female teachers from secondary schools. It included the school head and their deputy from each school. The interviews were audio-recorded and transcribed accurately. Before data collection, permission was obtained from the Department of Education of Tarhuna City, ensuring compliance with ethical principles.

Data Collection

A semi-structured interview technique was used to collect information from the participants. It was collected through questions prepared by the researcher and reviewed by reviewers. Semi-structured interviews help to discover the problems faced by participants in the study, and the researcher can also study this problem in-depth areas with more detailed questions (Yıldırım & Şimşek, 2013). The questions that were prepared were related to knowing the challenges female leaders face in Libyan schools and the strategies they use to overcome them. Data

was collected from participants after work hours through the WhatsApp program and recording calls. Each teacher was interviewed individually, and the interview lasted approximately 30 minutes.

Data Analysis

The acquired data was subjected to thematic analysis, a technique used to identify, document, and analyze patterns or themes in the data (Braun & Clarke, 2013; Rahi, 2017). Thematic analysis was chosen because it allows the researcher to explore the data from multiple perspectives. This approach allowed the researcher to comprehensively examine and interpret the meaning embedded in the data set. To protect the identity of the participants, they have been coded as follows: from (BS 1) to (BS 6) for primary school leaders and from (SS1) to (SS6) for secondary school leaders. The opinions of participating teachers were presented as quotations, aiming to provide validity for the research

Findings and discussion

Sociocultural Factors Affecting Women's Leadership Positions In Libyan Schools

This study indicates the significant influence of Libyan society's cultural attitudes toward women in school leadership positions. Libyan society's culture towards women affects women's implementation of leadership roles. Traditional beliefs hold that men are right to assume leadership positions, not women (Carli & Eagly, 2011). Women face difficulty in overcoming these cultures that oppress women's rights within Libyan society and equate them with men. Despite what the former president, who ruled Libya for more than 40 years, said in his famous book, *The Green Book*, where Gaddafi said, there is no difference between men and women, and the distinction between them is blatant injustice and has no justification (Kawczynski, 2011). Cultural beliefs overcame these political opinions and distinguished between men and women. In every interview, the participants expressed concern about these cultures that prefer men over women in leadership positions. One of the participants (PS2) said that as long as we remain in our Libyan society, this culture will continue to affect us as a woman. In our culture, men come first, then women. "If there is one seat, a man and a woman, the man will take it while the woman remains standing". She wanted to clarify this by saying:

"These cultural issues are not easy to change. When my brother and I get in the car, they will give the front seat to my brother while I must sit in the back. Also, in our social events, they give food to the men first, then the women. This is how society views women, which cannot be changed".

In another interview with the participant (SS7), she said:

"in our Libyan culture, only men's decisions are taken, and women must implement them. This belief affects women as they are often ignored when they attempt to assume leadership positions". Another participant (SP9) said: Our predominant culture is that a woman's role is confined to domestic responsibilities at home, taking care of the children, and performing household duties, while leadership position is considered suitable only for men.

"One time, I told my husband's mother that I had become the school leader, and she was amazed and said to me, "Are you going to be a male!"

Another participant (SS11) said:

"I took over the school administrator position after a man headed it. One of the parents came to ask about the school principal, and when I informed him that I was the principal, he refused to speak to me and said there was no man to talk to".

All the participants show that they face many social and cultural factors that influence their positions as school leaders. Gender stereotypes, social values, and the cultural perception of authority that often favor men are considered major obstacles to the advancement of women in leadership positions. For Libyan society, it is not easy to accept the presence of a female director leading men. The man who refused to meet the manager asked for a man to tell him his problem. (Shava & Ndebele, 2014) Support these observations, noting that most men believe that women cannot be leaders except in the absence of men. On the other hand, (Al-Ahmadi, 2011) confirms that the link between management and male positions is the most important obstacle for women in developing countries. Culture and customs in Libyan society assume that positions and decision-making belong to men, while women must follow men.

In conclusion, the findings of this study show the effectiveness of sociocultural factors on women's leadership positions in Libyan schools. Cultural expectations, gender, and traditional beliefs in male authority hinder the advancement of women and perpetuate inequality between men and women in leadership positions. Addressing these sociocultural barriers requires a concerted effort to challenge gender equality and to foster an inclusive

environment that acknowledges and values women leaders. By breaking down these barriers, Libyan society can harness the full potential of its female leaders and provide an equitable and inclusive educational system.

Challenges Libyan Women's Leadership Face In Balancing Between Work And Family Responsibilities

Despite efforts to achieve equality between men and women, women often make sacrifices when work conflicts with the needs of children and household duties (Carter, & Peters, 2016) confirmed that women are declining in leadership positions due to the challenges they face in balancing work and home responsibilities.

All the participants in this study were married with children, which means they had many household duties that interfered with their leadership roles. The participants revealed that while balancing life and work, they needed help prioritizing self-care.

One of the participants (PS11) said: *"I intentionally prioritize family and work over my health. For example, I have dental issues, but I do not have time to go to the doctor for treatment."*

Another participant (PP7) said: *"I go to bed late and wake up early so that I do not sleep more than six hours a day despite the conflict from work, just to balance family duties and work."*

(Brown, 2015). emphasized the importance of prioritizing health care and women getting enough sleep. However, most participants admitted to sacrificing their health and time to balance work and home. The study participants said they do not have enough time to enjoy with their husbands and children. Even on holidays, they do not go out to have fun but rather do their accumulated household duties.

One of the participants (PS12) said, *"I do not always join my husband and children on outings, and sometimes I apologize for attending family parties because I do not have enough time"*. This indicates that women sacrifice their leisure time to balance work and household duties. All the participants also indicated that their husbands do not help them with household chores, as one of them (PS5) said: *"Sometimes I work late, and my husband is at home, but he does not clean the house or cook food, as he considers it shameful to do women's work."*

This shows that Libyan women need more spousal support in household duties such as cleaning the house, cooking food, and caring for children. According to (Asma et al., 2024), sharing household chores positively impacts professional life and empowerment. It has also been shown that women whose husbands help them with household duties have less work-life conflict, are satisfied with their jobs, and enjoy their marriages. (Carman et al., 2013). Helping women with their family responsibilities positively impacts creating a balance between work and home responsibilities.

Another challenge Libyan women face in school leadership positions is achieving a balance between work and home responsibilities in the absence of their cars. Libyan culture considers women driving cars unacceptable, and this can create a major obstacle for women who hold leadership positions and need to travel to attend meetings frequently. Most participants said that their husbands bring them to work and return them home at the end of work. One of them (SP3) said: *"Sometimes I am late for work because I wait for my husband to take me to school, and sometimes I stay at school until my husband comes and takes me home"*. It is necessary to promote gender equality and empower women. This includes freeing them from traditional roles and societal norms and allowing them to drive cars to help them achieve a balance between their work and household responsibilities.

In conclusion, Libyan women in leadership face significant challenges in balancing work and family responsibilities. Despite gender equality efforts, women often make sacrifices, risk their health, put their families first, and work above their well-being. Study participants highlighted their challenges in managing household chores along with their leadership positions. One of the biggest problems these women face is the need for extra help from their partners with household chores. Many participants felt frustrated that their husbands did not help them with cleaning or cooking, as they viewed these tasks as exclusively female responsibilities. This not only increases the amount and duration of these women's work, but also perpetuates gender norms and differences within the family.

In addition, participants reported that they found it difficult to spend quality time with their spouses and children during the holidays. Constant juggling work and family obligations leave no time for personal hobbies or family interactions. This highlights the importance of finding a good work-life balance. In addition, the scarcity of women unable to lead in Libyan culture creates an additional barrier for women in leadership positions. Attending meetings or work-related activities can be time-consuming and difficult, as they rely on their partners and other means of transportation. To achieve gender equality and women's empowerment, we must challenge entrenched social roles and norms, such as allowing women to drive.

To solve these difficulties, a comprehensive approach is necessary, including changing Libyan women's life choices. They will be able to reconcile their personal and professional lives as free Libyan citizens. If some women have the ability to serve their nation as leaders, they have a chance to serve it. Every working woman must have a driving

license. They serve in a good way, and they save their time in this way. They will be able to balance their life. They have enough time for their family to spend leisure time with their children and husbands, increasing support for spouses and family members. Policies and programs that promote work-life balance and gender equality capable of providing, as well as fulfilling family life, play a vital role. If women in Libya balance life with work and home, they can serve their country well. If they face some medical issues, they have the option and time to visit their doctor by themselves; there is no need to wait. All these studies about Libyan women's needs were found during this study.

Overcoming The Challenges Women Leaders Face In Their Positions

The study shows that women do many things to overcome the challenges they face in their leadership positions. Among them is the call for education in the field of gender equality. Changing cultural attitudes requires broad awareness and understanding. They organized workshops and held marches to support demanding equality between men and women and challenging cultural attitudes hindering women's progress. One of the participants, PS8, said: *"I was organizing many workshops and marches in support of the importance of gender equality in leadership"*. As a researcher, such initiatives can have a lasting impact on future generations, creating a more supportive environment for women. According to (Fisher & Coleman 2017) women are generally more methodical and planned in their advocacy, which can help the cause gain momentum and support. Women's participation in protests can also help dispel gender stereotypes and change public attitudes regarding women's responsibilities in public life. The study highlights the importance of women's marches and their beneficial effects in promoting change and expanding women's rights.

The study also shows that most participants tried to challenge the predominant cultural norms in society by starting a dialogue with their families and friends and changing the prevailing cultural views that hinder women from reaching leadership positions. In this way, the issue can be addressed from its roots. Participating in such conversations is a positive step towards breaking stereotypes and fostering a more supportive environment for women in leadership roles. One of the participants, PS3, said: *"I always talk to my family, relatives, and friends that these cultural norms that hinder women's progress are backward norms that must be changed."* While systemic change is crucial, individual actions within families and communities play a large role in gender equality. Women can employ such strategies to overcome social and cultural challenges and reshape them to suit women.

In order to achieve gender equality, individual actions within families and communities play an important role. (Women, U. N. 2015). The UN Women's Report Progress on the Status of the World's Women 2015-2016: Transforming Economies, Realizing Rights explores the interconnections between women's economic empowerment and the enjoyment of their rights and highlights the role of discriminatory social norms in limiting women's actions. The report believes that Progress toward gender equality requires changes in economic, social, and political areas and that individual work within families and communities plays an important role in achieving this.

According to the study, participants established support networks among their peers. They created a WhatsApp group and named it "Women School Leadership". SP12, one of the participants, said: *"I started this group seven years ago, and at first, the number of participants was no more than ten."* However, to date, more than 750 participants from inside and outside the city of Tahuna". Participants emphasized that to overcome challenges they face in leadership positions, they constantly consult with each other through this network and seek help from experienced school administrators. Another participant (SP1) said *"I have almost decided to resign from my position as headteacher after encountering a problem at school, however, when I raised this difficulty in the group, I received advice from experienced managers, and by following this advice, I could overcome all the difficulties and problems I encountered"*.

The study shows that participants collaboratively communicate via social media. They overcame all the challenges they faced in their leadership position because of this group. One of the ways women communicate and exchange experiences and information is through this organization. The organization provides a forum to share ideas and resolve any issues. Women leadership can share their problems and ask questions about specific ways to solve them. Additionally, the WhatsApp group provides peer support and encouragement, which builds members' self-confidence and helps them succeed in their leadership positions. According to (Medlin et al., 2020), WhatsApp is one of the most widely used messaging applications in the world. Through it, people can exchange ideas and solve problems. It is an effective tool for communication and forming a bond between individuals, through which ideas can be discussed and the problems they face can be solved.

According to the majority of participants, when asked what they do to overcome the challenges they face in balancing between work and home as women leaders, they expressed their need to bring work to home, especially in the face of deadlines. For example, (PS3) said, *"When homework becomes too much, I take some work to home and do it after I finish my household responsibilities."* However, she admitted that she had to bring certain documents to meet deadlines. These statements suggest that school leaders are seeking to seamlessly manage their family and

school responsibilities by trying to put work aside while at home. However, in reality, they had to multitask both at home and at school to achieve their goals in both areas. This study aligns with the research conducted by (Parker et al., 2017), which emphasizes that while there has been an increase in the number of women leaders in academia, they still have a greater responsibility in managing the demands of their home and work. Women frequently assume various responsibilities both in their households and educational institutions, in contrast to their male colleagues.

Another strategy expressed by school leaders is that they use to balance work and home responsibilities. Some of the participants said that they brought maids into the house to help them with household chores, while others said that their husbands refused to let them bring maids into the house, but they have relatives who help them. One of the participants, (SP11), said: *“When I am at work, I ask my sister-in-law, who is an unmarried girl, to come and help me, and sometimes she stays with the young children who have not yet gone to school until I return from school”*. All participants said that they ask other teachers to help them and assume some leadership positions when they are away from school for any reason

McKay & McKay (2010) described the situation of President Wilson, who lacked an efficiently organized secretarial team. He took excessive charge of evaluating and completing files and documents that should have been reserved mostly for his confidential assistants. President Wilson lacked the ability to make effective use of individuals. McKay & McKay maintain the position that leadership traits consist primarily of courage, resilience, courage and determination, but place less emphasis on delegation. They assert that the skill of delegating intelligently and efficiently is an underappreciated but absolutely essential trait for a leader's success.

Participants in this study used delegation to complete tasks at home and school. They sought help from their relatives and colleagues to overcome the challenges they faced in balancing work and home. By intelligently practicing delegation, they successfully reduced the burden of work commitments and managed household responsibilities perfectly. Through the implementation of several preceding techniques, Libyan women successfully surmounted the obstacles encountered in their leadership roles. Furthermore, they demonstrated her capacity for leadership within Libyan society, on par with men, despite the challenging circumstances around them.

CONCLUSION

The study shows that Libyan women leaders face many challenges in their leadership positions. They face many sociocultural challenges like societal norms, gender stereotypes, and cultural perceptions of authority that prefer men over women. The results of our qualitative study are consistent with (Metcalfe & Mutlaq, 2011), who demonstrated that women in the teaching profession face multiple obstacles when seeking leadership positions. These challenges include the prevailing negative stereotype of women among men and significant cultural and structural barriers. Also, they face challenges in balancing work and family.

Additionally, Libyan women face challenges in managing the demands of their work and family duties. Despite efforts to achieve gender equality, women often compromise, put their health at risk, prioritize their children, and prefer work over their well-being. Libyan women leaders highlighted the challenges they face in managing the demands of their professional responsibilities and family obligations. One of the main barriers these women face is the need for increased support from their partners regarding domestic responsibilities. A significant percentage of participants expressed dissatisfaction with their husbands not helping them with household chores, such as cleaning and cooking, believing that these responsibilities fall solely on women. These results are consistent with previously conducted studies (Bahiru & Mengistu, 2018) (Cho et al., 2015) that show women leaders face many challenges in balancing work and family duties in their leadership positions.

Despite all the challenges that Libyan women leaders face in their leadership positions, they have not remained idle. They used different strategies, such as organizing workshops and creating groups through means of communication to exchange ideas and solve problems, and going out in peaceful demonstrations to demand their rights and requesting help from their relatives at home and their friends at work; the Libyan female leaders were able to challenge all the challenges they face and were also able to balance work and household responsibilities.

IMPLICATIONS

The study highlights the cultural challenges women face in their leadership positions that hinder women's progress, calling for changing these cultures and establishing equality between men and women. The study also highlights the challenges women face in balancing work and home responsibilities, calling for support from their family members and friends to balance work and home. The study also reveals that Libyan female leaders use different strategies to overcome these challenges. These strategies can also be a guide for women aspiring to leadership positions. It also calls on the Libyan Ministry of Higher Education decision-makers to develop laws to support women in leadership positions and make them equal to men.

REFERENCES

- Al-Ahmadi, H. (2011). Challenges facing women leaders in Saudi Arabia. *Human Resource Development International*, 14(2), 149-166.
- Al-Ali, N. (2012). Gendering the Arab Spring. *Middle East Journal of Culture and Communication*, 5(1), 26–31.
- Alghofaily, L. (2019). *Investigating the Perceived Barriers to Women's Rise to Leadership in Higher Education in Saudi Arabia* (Doctoral dissertation, University of Lincoln).
- Andersen, M. L. (2006). Race, gender, and class stereotypes: New perspectives on ideology and inequality. *Norteamérica: Revista Académica del CISAN-UNAM*, 1(1), 69–91
- Anwer, B., Hameed, W. U., Niaz, S. A., Bibi, S., Saleem, M., & Razzaq, S. (2021). Challenges Faced by Women Leaders in Higher Education During Global Crises and Effectiveness of Their Decisions and Strategies. In *Women and Leadership in Higher Education During Global Crises* (pp. 91-106). IGI Global.
- Anwer, B., Hameed, W. U., Niaz, S. A., Bibi, S., Saleem, M., & Razzaq, S. (2021). Challenges Faced by Women Leaders in Higher Education During Global Crises and Effectiveness of Their Decisions and Strategies. In *Women and Leadership in Higher Education During Global Crises* (pp. 91-106). IGI Global.
- Asma, E. M., Sanjak, E., Ahmed, D. A. M., & Darr, D. (2024). An overview of the development of agricultural cooperatives in Sudan over decades with special emphasis on Gum Arabic Producers' Associations (GAPAs). *Journal of Co-operative Organization and Management*, 12(1), 100217.
- Bahiru, B., & Mengistu, A. B. (2018). The challenges of women leaders of business organizations in Addis Ababa, Ethiopia, in balancing work-family responsibilities. *Journal of International Women's Studies*, 19(2), 140-158.
- Barkhuizen, E. N., Masakane, G., & van der Sluis, L. (2022). In search of factors that hinder the career advancement of women to senior leadership positions. *SA Journal of Industrial Psychology*, 48(1), 1-15.
- Brown-Saracino, J. (2015). How places shape identity: The origins of distinctive LBQ identities in four small US cities. *American Journal of Sociology*, 121(1), 1-63.
- Carman, K. L., Dardess, P., Maurer, M., Sofaer, S., Adams, K., Bechtel, C., & Sweeney, J. (2013). Patient and family engagement: a framework for understanding the elements and developing interventions and policies. *Health affairs*, 32(2), 223-231.
- Carter, D. R., & Peters, T. (2016). The underrepresentation of African American women in executive leadership: What's getting in the way. *Journal of Business Studies Quarterly*, 7(4), 115-134.
- Cho, Y., Kim, N., Lee, M. M., Lim, J. H., Han, H., & Park, H. Y. (2015). South Korean women leaders' struggles for a work and family balance. *Human Resource Development International*, 18(5), 521-537.
- Cho, Y., Kim, N., Lee, M. M., Lim, J. H., Han, H., & Park, H. Y. (2015). South Korean women leaders' struggles for a work and family balance. *Human Resource Development International*, 18(5), 521-537.
- Chodorow, N. (1978a). *The reproduction of mothering: Psychoanalysis and the reproduction of gender*. Berkeley, CA: University of California Press.
- Christman, D. E., & McClellan, R. L. (2012). Discovering middle space: Distinctions of sex and gender in resilient leadership. *The Journal of Higher Education*, 83(5), 648-670.
- Clarke, V., & Braun, V. (2013). Teaching thematic analysis: Overcoming challenges and developing strategies for effective learning. *The psychologist*, 26(2), 120-123.
- Creswell, J. W. (2011). Controversies in mixed methods research. *The Sage handbook of qualitative research*, 4(1), 269-284.
- Farrag, M. A. (2022). *Unveiling the Arab Mind: What are the Characteristics of Leaders Who Need to Capture Followers' Hearts and Minds?* (Doctoral dissertation, Case Western Reserve University).
- Farrag, M. A. (2022). *Unveiling the Arab Mind: What are the Characteristics of Leaders Who Need to Capture Followers' Hearts and Minds?* (Doctoral dissertation, Case Western Reserve University).
- Fisher, F. D., & Coleman, M. N. (2017). Gendered-racial stereotypic beliefs about African American women and relationship quality. *Journal of Black Sexuality and Relationships*, 3(3), 91-104.
- Fritz, C., & van Knippenberg, D. (2020). Gender and leadership aspiration: Supervisor gender, support, and job control. *Applied Psychology*, 69(3), 741-768.
- Fritz, C., & van Knippenberg, D. (2020). Gender and leadership aspiration: Supervisor gender, support, and job control. *Applied Psychology*, 69(3), 741-768.
- Frizzell, D. (2017). Positions in Solidarity: Voices and Images from the US Women's Marches. *Cultural Politics*, 13(3), 315-325.
- Guest, G., Namey, E. E., & Mitchell, M. L. (2013). *Collecting qualitative data: A field manual for applied research*. Sage.
- Holt, G. (2012, 29 May). Women hold fewer than third of top jobs. BBC Research. BBC News.

- hristman, D., & McClellan, R. (2008). "Living on barbed wire": Resilient women administrators in educational leadership programs. *Educational Administration Quarterly*, 44(1), 3–29. doi:10.1177/0013161X07309744
- Kangas, E., & Lämsä, A. M. (2021). Leadership practices in relation to men's work-family balance in Finnish organizations. *Community, Work & Family*, 24(5), 567-585.
- Kawczynski, D. (2011). *Seeking Gaddafi: Libya, the West and the Arab Spring*. Biteback Publishing.
- Lam, T. L. (2018). *Negotiating the labyrinth: Female executives in higher education leadership in Vietnam and Australia* (Doctoral dissertation, University of Newcastle).
- Lewins, A., & Silver, C. (2014). Using software in qualitative research: A step-by-step guide. *Using Software in Qualitative Research*, 1-384.
- Maheshwari, G., Nayak, R., & Ngyyen, T. (2021). Review of research for two decades for women leadership in higher education around the world and in Vietnam: a comparative analysis. *Gender in Management: An International Journal*, 36(5), 640-658.
- Mbalilaki, C., & Onyango, D. O. (2021). Factors Contributing to Female Teachers Underrepresentation in Schools Leadership: A Case of Sumbawanga, Tanzania. *East African Journal of Education and Social Sciences (EAJESS)*, 3(2), 120-129.
- Medlin, B. D., Vannoy, S., & Broderick, J. L. (2020, March). A Discussion Concerning the Adoption of Social Media Along Generational Timelines: Security and Privacy Concerns. In *ARBS 2020 Proceedings 7th Annual Conference March 26-27, 2020 Eastern Kentucky University Richmond, KY* (Vol. 2, p. 62).
- Metcalf, B. D., & Mutlaq, L. (2011). Women, leadership and development: reappraising the value of the feminine in leadership theorizing in the Middle East. *Leadership development in the Middle East*, 328-370.
- Mpofu, M. (2019). Challenges facing women in school leadership positions: Experiences from a district in Zimbabwe. *leadership*, 10, 14.
- Parker, P. S., Jiang, J., McCluney, C. L., & Rabelo, V. C. (2017). Race, gender, class, and sexuality. In *Oxford Research Encyclopedia of Communication*.
- Qadir, M. (2019). The challenges of women leadership and management in India. In *Proceedings of 10th International Conference on Digital Strategies for Organizational Success*.
- Qadir, M. (2019). The challenges of women leadership and management in India. In *Proceedings of 10th International Conference on Digital Strategies for Organizational Success*.
- Rahi, S. (2017). Research design and methods: A systematic review of research paradigms, sampling issues and instruments development. *International Journal of Economics & Leadership Sciences*, 6(2), 1-5.
- Shava, G. N., & Ndebele, C. (2014). Challenges and opportunities for women in distance education management positions: Experiences from the Zimbabwe Open University (ZOU). *Journal of Social Sciences*, 40(3), 359-372.
- Shimalungwe, B. N. (2016). *Challenges faced by female headteachers in the management of secondary schools: A case study of selected schools in Lyanshya District* (Doctoral dissertation, University of Zambia).
- Shriberg, D. L., Brooks, K., Jenkins, K., Immen, J., Sutter, C., & Cronin, K. (2017). Using student voice to respond to middle school bullying: A student leadership approach. In *School Psychology Forum* (Vol. 11, No. 1).
- Whitebook, M., & Sakai, L. (2003). Turnover begets turnover: An examination of job and occupational instability among child care center staff. *Early Childhood Research Quarterly*, 18(3), 273–293. doi:10.1016/S0885-2006(03)00040-1
- Women, U. N. (2015). Progress of the world's women 2015-2016: Transforming economies, realizing rights.
- Wood, K., Mata, J. P., Garvey, C. J., Wu, C. M., Hamilton, W. A., Abbeywick, P., ... & Gilbert, E. P. (2018). QUOKKA, the pinhole small-angle neutron scattering instrument at the OPAL Research Reactor, Australia: design, performance, operation and scientific highlights. *Journal of Applied Crystallography*, 51(2), 294-314.
- Yıldırım, A., & Şimşek, H. (2013). Sosyal bilimlerde nitel araştırma yöntemleri [Qualitative research in social studies]. Seçkin Publications.

EXAMINING THE CONCERNS OF PRIMARY SCHOOL ADMINISTRATORS ABOUT THE USE OF COMPUTER TECHNOLOGIES IN ACCORDANCE WITH THEIR OPINIONS

Beril ÖZAY

KSTU Education and Research Institute

berilozay04@gmail.com

ABSTRACT

This research was conducted to identify primary school administrators' concerns about the use of computer technologies and to offer suggestions on this issue. The population of the research consists of 171 primary school administrators in primary schools affiliated with the TRNC Ministry of Education in the 2021-2022 academic year. The sample of the research includes 60 managers selected from the population by random sampling method. In the research, the personal information form for primary school administrators and the questions prepared to determine their level of computer technology usage were taken from expert opinions and as a result, 5 interview questions were determined. The obtained interview forms and interviewers were contacted directly by the researcher, and the data obtained were audio-recorded, and analyzes were carried out after the themes and coding were made. As a result of the research, in line with the data obtained from the managers, it was emphasized that computer technologies are an inevitable part of our lives, and it was stated that the use of computer technologies has both positive and negative aspects. It has been determined that primary school administrators have concerns about the use of computer technologies, regardless of their gender. When the primary school administrators' age grouping is examined, it has been determined that as the average age increases, their anxiety levels increase, and as the average age decreases, their anxiety levels decrease in direct proportion. When we look at the education levels of primary school administrators, it is concluded that as their education levels increase, their anxiety levels decrease inversely. Within the scope of the solution suggestions received from primary school administrators, in order to be a solution to eliminate the concerns that may be experienced, at the point where the person thinks that it causes anxiety in himself, sees that he is deficient and realizes that he needs to improve himself in this regard, he should attend individual courses or seminars on computer technologies or attend the TRNC Ministry of National Education. It has been suggested that the school should participate in in-service training programs organized by the Joint Education Services and to program the necessary training for school administrator candidates. In addition, it has been suggested that the practical nature of these courses or seminars will greatly reduce concerns by preventing problems that may arise in practice.

Keywords; Computer technologies, education, primary school, anxiety, manager.

1. INTRODUCTION

This research was prepared to understand the reasons for the anxiety experienced by primary school administrators about computer use. Technology is the accumulation of knowledge obtained for the control and change of the physical environment with the tools developed by humans (TDK, 2021). International Association of Technology and Engineering Educators; He expresses that the change that people make in the natural environment in line with their needs in their daily lives is called technology (ITEEA, 2007). Technology is the application of information that facilitates human life and causing changes in the environment in line with its purposes while applying (Britannica, 2020). People invent concrete objects to produce solutions to the problems surrounding them and develop discipline for the use of these objects. He calls this technology. The effective use of inventions made since the beginning of human history has enabled humanity to evolve and survive (Basalla, 2013). Technology, which is the product of human intelligence (Bensghir and Leblebici, 2001), refers to the ability of a person to make it useful and functional by adding information to his/her existing knowledge for himself and his environment (Eren, 1982).

Science and technology, which are developing rapidly, as in every aspect of our lives, are also in a rapid development process in the field of education. Depending on these developments, we encounter many changes and innovations in the learning and teaching processes. Classical techniques, tools and materials, which are old methods applied in education, are now out of date. Especially in the last quarter century, these old methods have been replaced by new technical and technological tools (Yılmaz, 2010). Just as the development of technology leads to changes in the methods and techniques of education, scientific, social and global influences also lead to changes in the structure and functions of education (Yurdakul, 2015).

In our age, science and technological advances are among the factors that deeply affect the structure of society and education systems. Developing modern technology, basic sciences, production, transportation and communication methods change the structure of societies and necessitate their structural adaptation to this change (Akkoyunlu, 1998).

When we look at the educational structures in the world, it is seen that educational institutions are planned to provide skills to suit today's developments (Yolcu and Demirer, 2017). In our age where all kinds of technological and electronic means are used, the situation is no different for education. For this reason, research shows that people who are eager to acquire new knowledge and skills and have this perspective are needed in flexible societies (Aksoy, 2003). Therefore, the importance of educational institutions in meeting human needs comes to the fore once again at this point (Yılmaz, 2010).

Technological change and development in the world directly affects education and increases the value and efficiency of education within the framework of educational technologies. (Çakırer, 2002) For this reason, it is said that the use of computer technologies has become inevitable in order to make the education policy prepared for the future (Çallı, 2002) effective and efficient (Atman, 2005).

Educational institutions are among the institutions that need to use new technologies most effectively. Technological developments, which have become increasingly widespread since the early 1980s, are used in many areas such as presentations, teaching materials, and carrying out some administrative tasks in school environments. (Brush, 1998). The positive development that has occurred under the influence of education in the last quarter of a century can be seen in every aspect of our lives. Education that is so effective forces administrators to be leaders in teaching environments. They should be especially effective in the use of computer technologies, and school administrators should be the ones who guide and encourage teachers and students. For this reason, the school administrator must constantly improve and renew himself (Seven, 2021).

In order for educational organizations to become efficient and functional, educational administrators must provide leadership (Kurtuldu, 2007). The most important leadership qualities are being able to manage information in today's information age. Good management of information depends on ensuring the highest return and utilization in the most efficient way (Ata, 2006). School administrators and teachers bear the most responsibility for the use of technology in educational institutions (Yurteri, Fırat, Hayta & Yinal, 2023). The technological equipment of school administrators and their attitudes towards technology are very important for the efficiency of educational environments (Şahin, 2020).

Today, existing applications are being transformed and technologies suitable for the new system are being introduced (Fidan, 2007). The use of technology nowadays has pushed people to access information, use information and acquire new information. In order to use technology effectively while accessing information, leaders may be needed to guide from time to time. In the research carried out, standardization studies were carried out on this subject, and in the United States, technology leadership standards were developed by ISTE (International Society for It was determined by Technology in Education (International Technology Society in Education) in 2009 and technology leadership standards (NETS-A) were developed for education managers. According to these standards, the characteristics that a technology leader must have are listed as follows (Hacıfazlıoğlu, Karadeniz and Dalgıç, 2010);

1. *Visionary Leadership* : Provides technology integration to the organization covering the entire institution, develops a common vision to achieve excellence in corporate transformation and leads by inspiring.
2. *Digital Age Learning Culture* : It ensures its continuity by creating interesting environments that are suitable for the culture of the digital age, taking into account the needs of all students.
3. *Excellence in Professional Practice* : It supports the learning of both educators and students with a professional and innovative approach, using digital and contemporary technological resources.
4. *Systematic Development* : Ensures the continuous development of the governing institution through the use of effective information and technology resources, ensuring digital age management and leadership.
5. *Digital Citizenship* : It helps the organization understand social, ethical, official and legal issues by developing responsibilities regarding the changing digital culture.

Technological leadership; It is defined as being able to use technology effectively, creating an environment to access technology, providing resources, encouraging, inspiring and collaborating (Seven, 2021). In order for educational organizations to become efficient and functional, educational administrators must provide leadership (Kurtuldu, 2007). The most important leadership qualities are being able to manage information in today's information age. Good management of information depends on ensuring the highest return and utilization in the most efficient way (Ata, 2006).

In recent studies, leaders who are familiar with technology, have sufficient technological knowledge, follow technological developments, are pioneers in the application of technology, enable the use of technology by influencing their environment, and can use technology in other areas are defined as visionary leaders. They explain visionary leader characteristics by dividing them into four groups: digital age learning culture, excellence in professional practice, systematic development and digital citizenship (Gökoğlu and Çakıroğlu, 2014).

A conscious school administrator is a leader who makes efforts to renew and improve himself with the requirements of the information age (Uğur, 2010). It has been stated that people with high self-efficacy beliefs in using computer technologies are more participatory in activities related to computer technologies and that it is easier for them to cope with any problems they encounter (Akkoyunlu and Orhan, 2003). From this point of

view, it is seen that school administrators, who are role models for teachers and students, provide guidance regarding anxiety and self-efficacy perceptions in terms of using computer technologies (Uğur, 2010).

Adapting to rapidly developing technology can become difficult and cause anxiety lately. Definition of anxiety; In case of experiencing any of the emotions such as sadness, distress, fear, sense of failure, helplessness, anxiety of making a mistake and being judged, it is stated as an expression of excitement that can be measured by different physiological reactions such as heartbeat, blood pressure, chemical structure of blood, breathing and exhalation rates (Cüceloğlu, 2009).

In general, anxiety is the feeling that something bad will happen to a person (Öktem, 1981). It is described as a threat to basic motivations such as self-esteem due to the feeling of not being able to achieve a task that a person has undertaken to do (Fiske and Morling, 1996). Emotional reactions that cause pressure and tension in stressful situations such as sadness, tension, worry, delusion, restlessness and fear are defined as anxiety (Köknel, 1989; Özgüven, 1994).

Symptoms of computer anxiety can manifest itself as feeling uncomfortable using the computer, experiencing heart palpitations and panic attacks (Brosnan, 1999). According to the research, the behavioral patterns seen in people with computer anxiety are as follows: (Maurer and Simonson, 1994);

1. Avoiding areas and computers where computers are located.
2. Be extremely cautious and take precautions when using the computer.
3. Negative conversations about computers.
4. Preferring short periods of time when using the computer.

As a result, a person with computer anxiety is someone who avoids and is afraid of using computers. These people avoid encountering computers and communicating (Smith and Kotrlík, 1997). Anxiety about computer technologies causes fear and anxiety. This situation drives people to change their attitudes and behaviors towards innovations and causes them to resist innovation. However, in order for institutions to survive, they must have an innovative understanding and exhibit innovative features as a necessity of keeping up with the times (Çetin and Bülbül, 2017).

Studies show that people can experience computer anxiety and that it can be measured scientifically (Maurer and Simonson, 1994; Hakkinen, 1994). Computer anxiety is the individual's thoughts, prejudices or fear about using a computer and its consequences (Marcoulides, 1989). In order for innovative managers to be successful in the cultural environment they will create in their institutions, it depends on their ability to be free from fear and anxiety, enterprising, courageous, sensitive to their environment, interested in uncertainties, and accepting of events and situations (Bülbül, 2010).

PURPOSE 2

2.1. Purpose of the research

In this study; It targets primary school administrators working in the 2021-2022 academic year under the Department of Primary Education within the Ministry of National Education of the Turkish Republic of Northern Cyprus. This research aimed to determine the concerns of primary school administrators regarding their use of computer technologies. In this regard, answers to the following questions were sought in the research;

1. What are your views on the use of computer technologies in education?
2. Have you ever worried about the use of computer technology? If so, what would you say these concerns are based on?
3. If you were to rate your anxiety towards computer technologies on a scale of 1-10, how would you give yourself?
4. Have you been able to overcome your concerns about computer technologies? If you have overcome it, what method did you follow to overcome it?
5. What do you think can be done to overcome concerns about the use of computer technologies in education?

In line with this research, it aims to contribute to the field by giving primary school administrators the opportunity to evaluate themselves in the light of information about their concerns about computer technologies.

2.2. Importance of Research

Science and technology, which is now called the information age, continues to develop and renew at an incredible pace. In the face of this development and change, the education people receive remains inadequate throughout the process, which puts people in trouble in their own fields while practicing their profession. Primary school administrators have a critical importance in terms of the education and training process. It is thought that primary school administrators should have some innovations in order to use learning and teaching processes effectively and efficiently in terms of information and technology, which will positively affect other education workers and students. For this reason, primary school administrators' concerns about using computer technology should be determined and necessary arrangements should be made for the education system as a result of these concerns (Yılmaz, 2010).

In order for learning and teaching processes to be more efficient and effective, it is thought that school administrators' possession of certain technological competencies will have a positive impact on both teachers and students. For this reason, it is thought that it is important for the education system to determine the anxiety levels of primary school administrators in using computer technologies and take the necessary precautions in line with the results.

It is hoped that this research will provide guidance to primary school administrators in terms of what needs to be done by providing them with information to evaluate themselves in using computer technologies. Therefore, it is thought that school administrators will participate in applied courses or seminars to develop computer technologies and technological leadership competencies during their term of office, and by giving importance to in-service training activities, they will become more competent in recognizing technology and actively using these technologies.

When the literature was examined, it was seen that there were few studies on the use of computer technologies by primary school administrators in TRNC. For this reason, although the research is important in this respect, it is hoped that it will provide guidance to primary school administrators in TRNC in terms of what needs to be done by providing them with information to evaluate themselves in using computer technologies.

2.3. Limitations of the Research

1. This study is limited to administrators working in primary schools affiliated with TRNC Ministry of Education, Department of Primary Education in the 2021-2022 academic year.
2. The study is limited to the surveys used in the research.
3. This study is limited to the participants' responses to the surveys.

3. METHOD

3.1. Model of the Research

This research; In the light of the questions asked to the participants about their computer technology concerns, a holistic approach, flexibility in the research design, and a qualitative method with an inductive analysis in revealing perceptions were applied (Yıldırım and Şimşek, 2018).

Qualitative research method; It is a method of obtaining information that provides the opportunity to reach a small number of participants on detailed information and situations (Patton, 2014). In the research; On the basis of "case study", one of the qualitative research methods, a "nested single case" design, which allows multiple analyzes using a single case design, was applied (Yin, 2016). The situation examined in the research was conducted on 60 administrators in line with the opinions of the participants working in the administrative staff in primary schools affiliated to the Ministry of National Education of Northern Cyprus.

3.2 Sample of the Study

The sample of this research consists of 60 people working as administrators in public primary schools affiliated with the Ministry of National Education and Culture of Northern Cyprus in the 2021-2022 academic year. The sampled administrators consist of principals and assistant principals working in 24 different schools. The sample used for the research was made in accordance with the "purposive sampling" approach. Purposive sampling; It allows the desired situations to be examined in detail to obtain rich data (Yıldırım and Şimşek, 2018). The administrators selected in the research in accordance with purposive sampling, principals and assistant principals working in primary schools in different regions of the island, are suitable for "easily accessible case sampling". Easily accessible case sampling, or "convenience sampling", is based on items that are quickly and easily accessible (Patton, 2014).

3.3. Data Collection Tool and Data Collection

In the research, interview technique was used to analyze the views of primary school administrators towards computer technologies. The most powerful features of the interviews are; It allows us to have information about the lives of people, observed or unobserved situations, and to understand how they convey it with alternative explanations (Creswell, 2017).

To obtain research data, a semi-structured interview technique was used to obtain the opinions of 60 administrators affiliated with the Ministry of National Education and Culture of Northern Cyprus on the subject. In semi-structured interviews, it is aimed to make the most of participant experiences by using pre-prepared open-ended questions (Creswell, 2017).

The questions in this research consist of two parts. In the first part, there are questions to determine the school administrators' age, gender, educational background, degree of education, and years of service as an administrator. In the second part of the survey; The interview form questions consist of 5 open-ended questions. The interviews were held in the schools where the administrators worked, and focus group interview technique was used. Focus group discussions; It is the use of predetermined instructions that prioritize people's

characteristics. Among qualitative data collection techniques, it has recently been frequently used in action research (Yılmaz and Oğuz, 2011).

Individual interviews with each participant lasted approximately 20 minutes. The interview was audio recorded and answers to the following questions were sought during the interviews;

1. What are your views on the use of computer technologies in education?
2. Have you ever worried about the use of computer technology? If so, what would you say these concerns are based on?
3. If you were to rate your anxiety towards computer technologies on a scale of 1-10, how would you give yourself?
4. Have you been able to overcome your concerns about computer technologies? If you have overcome it, what method did you follow to overcome it?
5. What do you think can be done to overcome concerns about the use of computer technologies in education?

3.4. Data Analysis

In this research, the "content analysis" method was used to analyze the data. Content analysis; It is the quantification of what is said or written, oral or written material by coding it with a systematic analysis (Balçı, 2004). In content analysis, four stages are applied (Miles and Huberman, 1994). The application was made as follows;

- a) *Coding of Data* : The information obtained and analyzed during the interviews was compiled and coded by numbering the lines. While creating the coding list; "Consensus" was achieved, and new regulations were made on issues of "disagreement" by discussing them.
- b) *Finding Themes* : The codes determined in the first stage were collected under the created categories. Thus, an attempt was made to find common aspects between the codes.
- c) *Organizing the Data According to Codes and Themes* : In order to convey the opinions of the participants to the readers, numbers starting from 1 are given for each participant (For example: Y-1). These codings were used when quoting participants' opinions.
- d) *Description and Interpretation of Findings* : The findings obtained as a result of the interviews with the managers participating in the research and the interpretation of these findings are discussed in this section. The findings were presented in detail with quotations, thus strengthening the validity of the research.

4. FINDINGS AND INTERPRETATION

4.1. Results

In this section, the research was examined in line with the problem statement and the data obtained was analyzed. If we look at the tables showing the findings and the interpretations of the findings ;

Table 1.

Information on Demographic Characteristics of Primary School Administrators

Information on the demographic characteristics of primary school administrators is given in Table 1.1, Table 1.2, Table 1.3 and Table 1.4.

Table 1.1. Distribution of Participants by Gender

GENDER	N	%
Women	24	40
Male	36	60
TOTAL	60	100

Table 1. one; 24 female and 36 male managers participated in the research. The percentages were determined as 40 to 60.

Table 1.2. Distribution of Participants by Age

AGE	N	%
27-32	10	16.66
33-38	14	23.33
39-44	24	40
45-over	12	20
TOTAL	60	100

Table 1.2; It was observed that most of the participants were between the ages of 42-47, with 40% . The least number of participants are the 31-36 age group who have just started their managerial duties .

Table 1.3 Distribution of Participants by Education Level

EDUCATION LEVEL	N	%
Undergraduate	33	55
Master's Degree	22	36.66
PhD	5	8.33
TOTAL	60	100

Table1.3; When we look at the education levels of the participants in the study, it was determined that more than half of them had a bachelor's degree.

Table 1.4. Distribution of Participants According to Their Term of Office

TERM OF OFFICE	N	%
0-5	20	33.33
6-10	18	30
11-15	10	16.66
16-20	8	13.33
21-25	4	6.66
TOTAL	60	100

Table1.4 ; When the participants were asked about their tenure, the most common answer was 33.33% that they had been managers for 0-5 years.

Table 2.

I. Computer Tech in Education of Managers . Opinions on Their Use

OPINIONS		N	%
Negative Comments	* Diversity of information head confusion creates (N=3) * Annoyed use should only be done vehicle must be (N=2) * Use of if unknown problem habitable (N=2) * Use areas (sites , images) if not found si - crumbs happens (N=2) * Preparation if not, waste of time experienced (N=2)	12	7.79
	* Without effort to knowledge to reach provides (N=1)		
Positive Comments	* Image memory supports (more more to the sense address) (N=16) *It is of great importance (N=15) * Subject in his presentation convenience , practicality (N=14) * Education for is supportive (N=12) * To resources in reaching convenience (N=11) * Age to the necessity foot fake (N=10) * Use of productive And required (N=10) * Inevitable obligation (N=9) * In education speed increases (N=8) * Afar in education important contribution (N=7) * Fun learning provides (N=6)	142	92.20
	* Education for useful (N=6) * In children curiosity creates, attracts (N=5) * Research desire , ability earns (N=3) * To innovations path opens (N=3) * Qualification And efficiency increases (N=3) * In perception selectivity improves (N=2) * A lot advantageous situations provides (N=2)		
	TOTAL		

Primary school administrators expressed positive opinions about the use of computer technologies. Opinions such as " *it supports visual memory, it is of great importance, ease of presentation of the subject, practicality* " came to the fore the most . Participants who had a slightly negative opinion also stated that " *diversity of information creates confusion, if there is no preparation, there is a waste of time, and it allows access to information without effort.* " There were opinions such as:

Table 3.

I. Managers ' Computer Tech . Their Views Regarding Their Concerns About Their Use

OPINIONS		N	%
YES	* Wrong Something don't do that I have fear (N=8) * Previously education not taking (N=6) * Tek.nin fast development anxiety donor (N=5) * Wrong informations available (N=4) * In-service education insufficient (N=4) * Ads existence distressed (N=3) * Initially I was afraid (N=2) * Insufficient i am I think (N=2) * Process before preparation required (N=1) * Complicated use There are cases (N=1)	36	60
NO	* Technology with drink inward i am for I didn't hear (N=8) * Previously information And experience I own (N=7) * None anxiety I didn't hear (N=5) * Trying over time is learned (N=3) * Subject with relating to course I bought (N=1)	24	40
TOTAL		60	one hundred

In this table, 60% of the participants answered " *yes, I experience anxiety* ". The group that does not experience anxiety is 40% . Opinion of the participants who experienced the highest anxiety; " *I have a fear of doing something wrong* ". Another opinion is; " *I don't think I'm enough* ". The opinion of those who do not experience the highest level of anxiety among the participants is; It has been said, " *I have not heard of it because I am in touch with technology.* " If we look at the lowest opinion, it was stated that " *I took a course on the subject* ".

Table 4.

I. Computer Tech in Education of Managers . Their Self -Notes About Usage Concerns

X	X	X	X	X	X	X	X	X	X	X
X	X	X	X	X	X	X	X	X	X	X
X	X	X	X	X	X	X	X	X	X	X
X	X	X	X	-	X	X	X	X	X	-
X	X	-	X	-	X	X	X	-	-	-
X	X	-	X	-	-	X	-	-	-	-
X	X	-	-	-	-	-	-	-	-	-
XXX	X	-	-	-	-	-	-	-	-	-
X	X	-	-	-	-	-	-	-	-	-
X	X	-	-	-	-	-	-	-	-	-
X	-	-	-	-	-	-	-	-	-	-
X	-	-	-	-	-	-	-	-	-	-
X	-	-	-	-	-	-	-	-	-	-

NOTES	X	-	-	-	-	-	-	-	-	-
	14	10	4	6	3	5	6	5	4	3
POINT					60					

In this table, it was previously explained that anxiety increases as the grades move towards 10. In this case, if we take the average grade of 5 as seen in the table, 34 managers give themselves grades of 5 or above regarding the use of computer technologies; 26 managers gave themselves a score below 5 regarding anxiety.

Quotations about notations can be exemplified as follows;

1. "I gave myself 1. I have no concerns about this. "I think I will overcome the innovations that I may be worried about by getting education." (Y;11)
2. "I would give myself a 2 because I am competent to carry out many administrative and correspondence tasks in our school via computer and internet." (Y:13)
3. "I would give 3. "I do not have sufficient equipment in the field of computer technology." (Y:2)
4. "4 because, it is difficult, but it is not a problem that cannot be prevented." (Y:26)
5. "I give 5 because the information sources are diverse, there are inaccurate and non-standard sites." (Y:6)
6. "I give 6. "I am worried because I have not received sufficient training on this subject." (Y:49)
7. "My anxiety 7. I take many precautions to eliminate the problems, but they are not resolved." (Y:37)
8. "I would give 8. Because there is no reversal in any mistake and the efforts spent are wasted." (Y:15)
9. "I would give 9 because I think my level is good in this regard." (Y:58)
10. "I would give 10. "Like not having enough information, not being able to get help, not being able to correct me if I make a mistake." (Y:32)

Table 5.

I. Managers' Computer Tech. Methods They Use to Overcome Usage Concerns.

MAIN THEME THEME N %	
I Overcame My Anxiety	<ul style="list-style-type: none"> * Myself I developed (N=9) * To learn I made time for (N=8) * More _ I researched (N=8) * From the environment by asking I learned (N=7) 38 63.33 * Understanding from people help I bought (N=3) * Subject relating to course I bought (N=1)
my anxiety I couldn't get over it	* My anxiety I couldn't get over it , always innovations happens (N=12) 12 20
	* Anxiety I did not experience (N=10) 10 16.66
I Did Not Experience Anxiety	
TOTAL 60 100	

In Table 5, 38 participants agreed on overcoming concerns; Methods such as "I improved myself, took time to learn, researched more, learned by asking people around, got help from people who understood, and took courses on the subject" were stated.

that there were 10 participants who said " I did not experience anxiety ", while there were 12 participants who said " I could not overcome my anxiety, there are always innovations ".

Table 6.**I. Computer Tech. Through the Eyes of Its Managers. What are the Suggestions for Overcoming Usage Concerns?**

OPINIONS	N	%
Adequate training should be provided	28	46.66
Opportunity should be given to repeat, practice and apply	14	23.33
Must be convinced of the necessity of its use	6	10
Research should be done	3	5
Users should be made aware	3	5
Users must be willing	2	3.33
Purpose of use must be determined in advance	2	3.33
People to get help should be determined	1	1.66
Time should be allocated for use	1	1.66
TOTAL	60	100

adequate training should be provided " comes to the fore with the highest percentage . The next highest opinion percentage was " *the opportunity for repetition, research and application should be given* ". The opinions with the lowest rates were as follows: " *The purpose of use should be determined in advance, people to get help should be determined and time should be allocated for use .* "

4.2. Argument

In the research, information on demographic characteristics is presented in Table 1.1, Table 1.2, Table 1.3 and Table 1.4, in line with the questions asked to the participants. In Table 2 participants in training Their opinions regarding the use of computer technologies were stated. Table 3 shows the participants' opinions regarding their concerns regarding the use of computer technologies. Table 4 presents the scores given by the participants regarding the use of computer technologies in education. Table 5 shows the methods used by participants to overcome their concerns about using computer technologies. Finally, Table 6 shows the participants' suggestions for overcoming their concerns about using computer technologies . According to this; When we look at the results of the research, it is seen that administrators with higher seniority in primary school administration have increased concerns about using computer technologies compared to administrators with lower seniority.

Similar findings have been found in many studies as follows; According to Kökdemir 's (1997) research, when the computer anxiety levels of managers were measured, it was determined that managers between the ages of 49-60 were more anxious than managers between the ages of 37-48 and 24-36. Considering that the group with high anxiety would retire soon, they said, "I am no longer away from you." It has been concluded that it is possible that they may act with thoughts such as "I'm over it" or "What good will I do after this age?" and therefore they may avoid the learning process.

School administrators should provide the necessary support to teachers, who play a key role in the education system, and should not be concerned about adapting all kinds of technology (Çevik and Baloğlu, 2007). In a similar study, the attitudes of young administrators and teachers towards computer anxiety revealed more positive results than the attitudes of middle-aged administrators and teachers towards computer anxiety (Karaltürk, 1997). In another study, when the attitudes of teachers over the age of 35 about computer technologies were examined, it was determined that they were more anxious than those under this age (Cambaz, 1999). In another study that reached the same conclusion, it was observed that young people had significantly lower anxiety than older people (Rosen and Weil, 1995).

In a research conducted with teachers, it was found that those who had a bachelor's degree were more likely to use Windows , Word , Power . It has been observed that the level of anxiety they experience when using programs such as point is lower than teachers with associate degree degrees, and it has been concluded that they use such programs more frequently (Eroldoğan, 2007). When we look at another research, it was seen that there is no significant difference between managers' perceptions of their competence in technology leadership and their seniority (Çakır and Aktay, 2018; Dinç, 2019). In another study, it was revealed that a person's ability and desire to use computers in the teaching process is highly related to his or her level of education (Eliaçık , 2006).

It has been determined that school administrators who have worked in schools for 1-10 years are more competent than more senior administrators (Ergishi , 2005). In addition, it was found that managers with 10 years or less experience have lower anxiety towards computer technologies compared to managers with more than 10 years of experience (Bostancı, 2010). Another study found that there was no significant difference in the perceptions of seniority in management and technology leadership competencies (Çakır and Aktay, 2018; Dinç, 2019).

5. CONCLUSION AND RECOMMENDATIONS

The research findings were examined in line with the problem statement and it was seen that school administrators' concerns about using computer technology should be taken into consideration. A study with

similar conclusions concluded that it is necessary to train school administrators who will lead technology so that they can use technology effectively in schools (Turan, 2002). Informal interviews were held with school principals to determine the use of technology and the role of school administrators. In this research, it was stated that the technology to be used within the school is important and necessary, but they have little knowledge about using technology. In addition, it has been emphasized that professional courses should be held so that teachers can improve (Brooks, 1997). As a matter of fact, the same conclusion was reached with the findings obtained in this research. Based on this result, suggestions are made below.

1. This research was conducted with TRNC primary school administrators. Another study may be conducted at the level of middle and high school administrators.
2. Qualitative research method was applied in this research. Another study can be conducted on this subject in which the quantitative research method and the mixed method of quantitative and qualitative methods are used together.
3. In this research, managers were studied. Another study can be conducted to examine the reflection of administrators' anxiety levels on the school environment from student or teacher perspectives.
4. Solutions can be produced by examining the infrastructure in schools of school administrators who are experiencing anxiety.
5. When we look at the programs that train educational administrators, it is seen that there are no elements that will provide technology-related competence. In this context, in-service training, seminars, courses or postgraduate education programs can be organized for school administrator candidates with the support of universities.
6. Technology can be used as a facilitating element in manager selection. In this way, it can be aimed to train managers who are not afraid to use these technologies and who can integrate technology into their institutions.

REFERENCES

- Akkoyunlu, B. (1998). *Eğitimde Teknolojik Gelişmeler, Çağdaş Eğitimde Yeni Teknolojiler*. Anadolu Üniversitesi Yayınları No:1021, Eskişehir.
- Akkoyunlu, B. ve Orhan, F. (2003). Bilgisayar ve öğretim teknolojileri eğitimi (BÖTE) bölümü öğrencilerinin bilgisayar kullanma öz yeterlik inancı ile demografik özellikleri arasındaki ilişki. *The Turkish Online Journal of Educational Technology*, 2 (3), Article 11. Web: <http://www.tojet.net/articles/2311.htm> adresinden 12.12.2021 tarihinde alınmıştır.
- Aksoy, H. H. (2003). *Eğitim Kurumlarında Teknoloji Kullanımı ve Etkilerine İlişkin Bir Çözümleme*. Eğitim, Bilim ve Toplum Dergisi. 1(4), 4-22.
- Ata, N. (2006). *Bilgi çağında kariyer ve liderlik*. Yayınlanmamış Yüksek Lisans Tezi, Konya: Selçuk Üniversitesi Sosyal Bilimler Enstitüsü.
- Atman, Ç. (2005). *Matematik öğretmenlerinin bilgisayar kullanımına ilişkin yeterlikleri (Eskişehir ili örneği)*. Yayınlanmamış Yüksek Lisans Tezi, Eskişehir: Anadolu Üniversitesi Eğitim Bilimleri Enstitüsü.
- Balcı, A. (2004). Türkiye’de eğitim yöneticisi ve eğitim müfettişi yetiştirme uygulamaları: Sorunlar ve öneriler. *Çağdaş Eğitim Dergisi*, 29(307).
- Basalla, G. (2013). *Teknolojinin Evrimi*. (C. Soydemir, Çev.) Ankara: Doğu Batı Yayınları.
- Bensghir, T. K., ve Leblebici, D. N. (2001). Teknolojik gelişmenin örgütler ve örgütsel değişim üzerindeki yansımaları. *Amme İdaresi Dergisi*, 34(2), 19-37.
- Bostancı, H. (2010). *Okul Yöneticilerinin Teknolojik Liderlik Yeterlilikleri Açısından İncelenmesi* (Yüksek Lisans Tezi). Gazi Üniversitesi, Bilişim Enstitüsü, Ankara.
- Brush T., *Technology Planning and Implementation in Public Schools, A Five-State Comparison*, 1998.
- Bülbül, T. (2010). *Yenilik Yönetimi, Yönetimde Yeni Yaklaşımlar* (Ed: H. B. Memduhoğlu ve K. Yılmaz), Ankara: Pegem A Yayıncılık. 31-51.
- Britannica. (2020). Nisan 8, 2020 tarihinde *Encyclopædia Britannica*: <https://www.britannica.com/technology/technology> adresinden alındı.
- Brooks, S. (1997). “Are You Leading The Way?”, *Technology and Learning*, 18 (2):30.
- Brosnan, M. J. (1999). *Modeling Technophobia: A Case for Word Processing*. Computers in Human Behavior, 15(2), 105-121.
- Cambaz, H. (1999). *Öğretmen ve Öğrencilerin Öğretme-Öğrenme Süreçlerinde Bilgisayara Karşı Tutum ve Kaygılarının Değerlendirilmesi*. Yayınlanmamış yüksek lisans tezi, Marmara Üniversitesi Fen Bilimleri Enstitüsü, İstanbul.
- Cüceloğlu, D. (2009). *İnsan ve Davranışı*. (18. Basım). İstanbul: Remzi Kitabevi.
- Creswell, J. W. ve Creswell, J. D. (2017). *Research design: Qualitative, quantitative, and mixed methods approaches*. Sage publications.
- Çakır R. ve Aktay S. (2018). Okul Yöneticilerinin Teknoloji Liderliği Yeterlilikleri. *Karadeniz Uluslararası Bilimsel Dergi*, 37(37): 37-48.

- Çakırcı, M. A. (2002). *Bilgi Toplumunda e-öğrenim (e-learning) ve Türkiye’de Uygulamasının Avantajları*. İstanbul; VIII. Türkiye’de İnternet Konferansı’nda sunuldu, 19–21.
- Çallı, İ. (2002). *Türkiye’de Uzaktan Eğitimin Geleceği ve e-üniversite*. Anadolu Üniversitesi Açık ve Uzaktan Eğitim Sempozyumu’nda sunuldu, 23–25 Mayıs 2002. Web: [http://aof20.anadolu.edu.tr/bildiriler/Ismail Calli.doc](http://aof20.anadolu.edu.tr/bildiriler/Ismail%20Calli.doc) adresinden 12.12.2021 tarihinde alınmıştır.
- Çetin, D.; Bülbül, T. (2017). Okul Yöneticilerinin Teknostres Alguları ile Bireysel Yenilikçilik Özellikleri Arasındaki İlişkinin İncelenmesi. *Abant İzzet Baysal Üniversitesi Eğitim Fakültesi Dergisi*, 17 (3), 1241-1264.
- Çevik, V.; Baloğlu, M. (2007). *Okul Yöneticilerinin Bilgisayar Kaygısı Düzeylerinin Çeşitli Değişkenler Açısından İncelenmesi*. Educational Administration: Theory and Practice Fall 2007, Issue 52, pp:547-568 Kuram ve Uygulamada Eğitim Yönetimi Güz 2007, Sayı 52, ss: 547-568.
- Dinç, H. (2019). *Okul Müdürlerinin Teknoloji Liderliği Yeterlilikleri* (Yüksek Lisans Tezi). Düzce Üniversitesi, Sosyal Bilimler Enstitüsü, Düzce.
- Eliküçük, H. (2006). *Öğretmenlerin Öğretme-Öğrenme Süreçlerinde Teknoloji Kullanma Yeterlilikleri*. Yayınlanmamış yüksek lisans tezi, Marmara Üniversitesi Fen Bilimleri Enstitüsü, İstanbul.
- Eren, E. (1982). *İşletmelerde Yenilik Politikası: Kuram ve Uygulamada Yenilik*. İstanbul: İstanbul Üniversitesi Yayınları.
- Ergişi, K. (2005). *Bilgi Teknolojilerinin Okulda Etkin Kullanım ile İlgili Okul Yöneticilerinin Teknolojik Yeterliliklerinin Belirlenmesi* (Yayınlanmış Yüksek Lisans Tezi). Kırıkkale Üniversitesi, Sosyal Bilimler Enstitüsü, Kırıkkale.
- Eroldoğan, A. Y. (2007). *İlköğretim II. Kademe Okullarındaki Branş Öğretmenlerinin, Bazı Değişkenlere Göre Öğretim Teknolojilerini Kullanma Düzeylerinin İncelenmesi*. Yayınlanmamış yüksek lisans tezi, Çukurova Üniversitesi Sosyal Bilimler Enstitüsü, Adana.
- Fidan, N. (2007). *Resmi İlköğretim Okulu Yöneticilerinin Bilgi Yönetimi Araçlarını Kullanma Yeterlilik Düzeyine İlişkin Bir Araştırma (Antalya ili örneği)*. Yayınlanmamış Yüksek Lisans Tezi, Antalya: Akdeniz Üniversitesi Sosyal Bilimler Enstitüsü.
- Fiske, S. T., ve Morling, B. (1996). Controlling self and others: A theory of anxiety, mental control and social control. *Personality and Social Psychology Bulletin*, 22(2), 115-124.
- Gökoğlu, S., ve Çakıroğlu, Ü. (2014). *Bir Teknoloji Lideri Olarak Bilişim Teknolojileri Öğretmeni*. Antalya; II. International Instructional Technologies & Teacher Education Symposium.
- Hacıfazlıoğlu, Ö., Karadeniz, Ş. ve Dalgıç, G. (2010). Eğitim Yöneticileri Teknoloji Liderliği Standartlarına İlişkin Öğretmen, Yönetici ve Denetmenlerin Görüşleri. *Kuram ve Uygulamada Eğitim Yönetimi Dergisi*, 16 (4): 537-577.
- Hakkinen, P. (1994). “Changes in Computer Anxiety in a Required Computer Course”, *Journal of Research on Computing in Education*. 27 (2): 141-154.
- ISTE. (2009). *ISTE National Educational Technology Standards (NETS) for Administrators*. https://id.iste.org/docs/pdfs/nets-for-administrators-2009_en.pdf?sfvrsn=2 [20.04.2020].
- ITEEA. (2007). *Standards For Technological Literacy*. Virginia: International Technology Education Association.
- Karaltürk, S. (1997). *İstanbul’daki Okul Öncesi Eğitim Kurumlarında Bilgisayar Kullanımının Tespiti ve Yöneticiler ile Öğretmenlerin Bilgisayarlara Karşı Tutumlarının İncelenmesi*. Yayınlanmamış yüksek lisans tezi, Marmara Üniversitesi Sosyal Bilimler Enstitüsü, İstanbul.
- Kökdemir, D. (1997). Comphobia: Bilgisayar Fobisi. *PC Magazine Türkiye, Şubat*, 100-101.
- Köknel, Ö. (1989). *Genel ve Klinik Psikiyatri*. İstanbul: Nobel Kitabevi.
- Kurtuldu, P. S. (2007). *İlköğretim Okulu Yöneticilerinin Özgüven Düzeyleri ile Liderlik Düzeyleri Arasındaki İlişkinin İncelenmesi*. Yayınlanmamış Yüksek Lisans Tezi, İstanbul: Yeditepe Üniversitesi Sosyal Bilimler Enstitüsü.
- Maurer, M. M. ve M. R. Simonson (1994). “The Reduction of Computer Anxiety: Its Relation to Relaxation Training, Previous Computer”, *Journal of Research on Computing in Education*, 26 (2): 205-220.
- Marcoulides, G. A. (1989). “Measuring Computer Anxiety: The Computer Anxiety Scale”, *Educational and Psychological Measurement*, 49: 733-740.
- Miles, H.B. ve Huberman A. M. (1994). *Qualitative Data Analysis: An Expanded Sourcebook*. California: Sage.
- Öktem, Ö. (1981). *Anksiyetenin Öğrenme ve Hafızaya Etkisi*. İstanbul: Güryay Matbaası.
- Özgüven, İ. E. (1994). *Psikolojik Testler*. Ankara: Yeni Doğu Matbaası.
- Patton, M. Q. (2014). *Nitel Araştırma ve Değerlendirme Yöntemleri*. Ankara: Pegem Akademi.
- Rosen, L. D. ve M. M. Weil (1995). “Computer Anxiety: A Cross Cultural Comparison of University Students in Ten Countries”. *Computers in Human Behavior*, 11(1), 45-64.

- Şahin, F. (2020). *Okul Yöneticilerinin Teknolojik Liderliğinin, Okulun Etkinliğine ve Akademik Başarısına Etkisi*. Konya; Necmettin Erbakan Üniversitesi Eğitim Bilimleri Enstitüsü Yüksek Lisans Tez. 12.12.2021 tarihinde ulaşılmıştır.
- Seven, T. (2021). *Okul Yöneticilerinin Teknolojik Liderlik Öz Yeterliliklerinin Uzaktan Eğitim Tutumları ile İlişkisi*. İstanbul; İstanbul Kültür Üniversitesi Lisansüstü Eğitim Enstitüsü Yüksek Lisans Tezi. 12.12.2021 tarihinde ulaşılmıştır.
- Smith, M. R., ve J. W. Kotrlık (1990). "Computer Anxiety Levels of Southern Region Cooperative Extension Agents", *Journal of Agricultural Education*, 31 (1).
- TDK. (2021). Aralık 21, 2021 tarihinde Türk Dil Kurumu: <https://sozluk.gov.tr/teknoloji> adresinden alınmıştır.
- Turan, S. (2002). *Teknolojinin Okul Yönetiminde Etkin Kullanımında Eğitim Yöneticisinin Rolü 1; Kuram ve Uygulamada Eğitim Yönetimi*. Eskişehir: Osmangazi Üniversitesi, Eğitim Fakültesi, Eğitim Bilimleri Bölümü. Bahar (2002) Syı:30 55,271-280.
- Uğur, C. (2010). *Okul Yöneticilerinin Bilgisayar Öz-Yeterlilik Alguları ve Bilgisayar Kaygılarının, Bilgisayar Teknolojileri Kullanma Düzeylerine Etkisi (Burdur İli Örneği)* Burdur; Mehmet Akif Ersoy Üniversitesi Sosyal Bilimler Ana Bilim Dalı Yüksek Lisans Tezi.03.12.2021 tarihinde ulaşılmıştır.
- Yıldırım, A. ve Simsek, H. (2018). *Sosyal Bilimlerde Nitel Araştırma Yöntemleri*. Ankara: Seçkin Yayıncılık.
- Yılmaz, K. ve Oğuz, E. (2011). Nitel Bir Görüşme Yöntemi: Odak Grup Görüşmesi. *Kuramsal Eğitimbilim Dergisi*, 4(1), 95-107.
- Yılmaz, Ö. (2010). *İlköğretim Müfettişlerinin Mesleki Alanda Teknoloji Kullanımı ile Bilgisayar Kaygısı Düzeyleri (Kardemir Bölgesi Örneği)*. Tokat; Gaziosmanpaşa Üniversitesi Sosyal Bilimler Enstitüsü Yüksek Lisans Tezi. 12.12.2021 tarihinde ulaşılmıştır.
- Yin, R. (2016). *Qualitative research from start to finish* (2nd Ed.). New York: The Guilford Press.
- Yolcu, V.; Demirel, V. (2017). A review on the studies about the use of robotic technologies in education. *SDU International Journal of Educational Studies*, 4(2), 127-139.
- Yurdakul, B. (2015). Uzaktan Eğitim. Ö. Demirel (Dü.) içinde, *Eğitimde Yeni Yönelimler* (s. 271-288). Ankara: Pegem.
- Yurteri, B. K., Fırat, G., Hayta, G., & YINAL, D. A. (2023). The Relationship Between The Leadership Behaviors Of School Heads And Teachers'job Satisfied. *The Online Journal of New Horizons in Education-July*, 13(3).

EXPLORING HOW PHYSICAL ARTIFACTS MOTIVATE TEACHER LEADERS: A HERMENEUTIC PHENOMENOLOGY ABOUT THE LIVED EXPERIENCES OF TEACHER LEADERS

Allison CRUM

Ph.D.

Curriculum and Instruction, Liberty University
aacrum@liberty.edu

ABSTRACT

This hermeneutic phenomenology addressed the problem of falling teacher retention rates of K-12 teachers due to teacher burnout by exploring the lived experiences of teacher leaders and how they are motivated by physical artifacts. The theory framing this study is thing theory. Thing theory framed the study by exploring life experience and the relationship between teacher leaders and their things. The study offered additional information on the use of physical artifacts in qualitative research and the object discussion. This hermeneutic phenomenology used a triangulation of data collection including the semi-structured interview, object discussion, and in-person interviews. The research study setting was a K-12 charter school incorporated in rural Southeastern United States. The study included 16 teacher leaders from grades 2-12. Eligible candidates earned a qualifying score between 124 and 155 on the pre-screening survey, a valid and reliable tool adapted from two specific teacher leadership instruments. Findings suggest that teacher leadership creates positive experiences for teacher leadership and that physical artifacts motivate teacher leaders by creating a relational bridge and affirming professional choice.

Keywords: teacher leadership, thing theory, physical artifact, object discussion, self-efficacy, collective efficacy, teacher identity

INTRODUCTION

Historically, teacher leadership served as a means of improving school reform. The implementation of teacher leadership aimed to improve school reform efforts by democratically sharing authority through leadership frameworks such as distributed leadership (Spillane, 2005), in which leadership is shared between school administration and teacher leaders (Smylie et al., 2002; York-Barr & Duke, 2004). Moreover, adding leadership to the role of teacher was meant to professionalize and empower teachers and offer a solution to teacher attrition (Hallinger et al., 2020). To date, teacher leadership has existed for well over a century, yet teacher turnover and attrition are at an all-time high, with some research reporting that half of all new teachers leave the field within the first five years (Lovett, 2023; Madigan & Kim, 202).

Socially, increasingly more educational research reports fewer teachers remaining in the field for many reasons, including but not limited to environmental factors such as school climate and culture and, to a greater degree, psychosocial factors such as being overworked, experiencing burnout, and feeling stress (Madigan & Kim, 2021; Nguyen et al., 2020; Schott et al., 2020). Teacher leadership remains a relevant and practical means of school reform, if only for the teacher leaders themselves. Teacher leaders experience positive leadership outcomes such as diverse collaborative leadership, empowered professional growth, transformative learning connections, and leadership and validation (Crum, 2024). Primarily, teacher leaders show high degrees of influence in the classroom, on peers, and in the school (Yalçın & Çoban, 2023). The influence expressed by teacher leaders takes many forms, such as pedagogical excellence (Harris & Jones, 2019) and overall school improvement (Shen et al., 2020) through professional development and mentorship (Nerlino, 2020). The role of the teacher leader and partnership with school administration, through shared authority, empowers the teacher leader to support increased self-agency and self-efficacy within the teacher leader (Nguyen et al., 2020). Nevertheless, the problem of teacher attrition continues to grow.

Theoretically, the field of teacher leadership lacks robust empirical evidence extending the research base of teacher leadership (McGinity et al., 2022; Pan et al., 2023). Therefore, this study aimed to make a significant theoretical contribution by applying the thing theory (Brown, 2001). The study explored the lived experiences of teacher leaders and how physical artifacts, or things, motivate them. Things collected and kept by teacher leaders often induce nostalgia, promoting the authentic self and action-forward motivation (Sedikides & Wildschut, 2023). Thing theory expresses the idea of objects transcending to the place of things through a relationship with the human, particularly the subject-object relationship, and is rooted in Heidegger's thing-centered worldview of "das ding" (Brown, 2001; Zhao, 2023). Things inhabit and animate; things deliver artistic and philosophical findings, bringing with them their presence, force, and meaning to society (Brown, 2001). Dipert (1995) reported the hesitancy of

literature in defining artifacts. Hence, physical artifacts in this study are things collected and kept by teachers because they hold significance. Objects that become things have lives of their own and are no longer being used in their practical or usual way but in a new way that is representative of the "uncanniness" and nostalgia of the fantasy of life (Robertson, 2020).

Problem and Purpose of the Study

The research study addressed the problem of the falling teacher retention rates of K-12 teachers due to teacher burnout (Lovett, 2023; Pineda-Báez et al., 2020; Shen et al., 2020). Teacher leadership, a widely implemented solution to school reform efforts, holds the potential for increased teacher motivation and retention (Gordon et al., 2021; Y. Liu et al., 2021). Extant literature reported teacher leaders as experiencing increased self-efficacy and motivation due to increased possibility and avenues of influence on peers and students (Nerlino, 2020; Schott et al., 2020), yet attrition looms as an insurmountable challenge to teacher leadership due to burnout caused by high degrees of responsibility on the part of the teacher leaders (Arthur & Bradley, 2023; Ingersoll, 2023; Madigan & Kim, 2021).

This hermeneutic phenomenological study explored how physical artifacts motivate teacher leaders at a K-12 charter school system in the rural Southeastern United States. The seminal work of York-Barr and Duke (2004) defined teacher leadership as the individual or collective manner by which teachers influence peers, principals, students, and stakeholders to improve instructional practices to increase student achievement. The theory framing this study is thing theory (Brown, 2001). This hermeneutic phenomenology exploring how physical artifacts motivate teacher leaders was necessary to extend the current body of teacher leadership literature and provide workable solutions to teacher attrition through the practical avenue of motivation represented by physical artifacts.

The Significance of the Study

The research study drew theoretical significance from the thing theory (Brown, 2001). Thing theory aligned with the focus of hermeneutic phenomenology through Heidegger's phenomenological traditions of joining phenomenology and the philosophy of appearances (Rømer, 2011). Thing theory framed the study by exploring life experience and the relationship between teacher leaders and their things. The lens of thing theory allowed the researcher to examine the importance of things collected, kept, treasured, and used by teacher leaders for optimism, motivation, authenticity, and the pursuit of goals (Sedikides & Wildschut, 2023). Moreover, the framework of thing theory allowed the examination of things belonging to teacher leaders and what they say about teacher leaders concomitant with nostalgia and its affair with one's imagined life (Robertson, 2020). Many researchers report extant teacher leadership research to be unconcerned with theory (Ford et al., 2020; McGinity et al., 2022). Thus, the application of theory to the field of teacher leadership research is vitally significant in extending the knowledge base. Although thing theory primarily applies to human sciences such as psychology and anthropology, it was relevant to this study to examine the relationship between teachers and the things they keep (Robertson, 2020).

The empirical significance of the research study was to fill a gap in the current research by exploring how teacher leaders are motivated (Gordon et al., 2021; Y. Liu et al., 2021) by physical artifacts. Teacher burnout and attrition pose ongoing challenges to educational leaders, so understanding what induces the motivation causing teachers to stay in the classroom is an under-developed area of research integral to teacher retention (Arthur & Bradley, 2023). Intrinsic motivation is an innate factor driving teacher performance currently augmented through professional learning opportunities meant to improve teacher quality through teacher accountability (Guenther, 2021). The persistent and growing problem of teacher attrition demands answers to gaps in the literature about teacher identity development (Hong et al., 2024). Teacher identity is a complex construct revealing what teachers do and how and why they do it (Schutz et al., 2020). Understanding how physical artifacts motivate teacher leaders offers a unique view of teacher identity that is often unexplored and an avenue into apprehending what causes teachers to stay in the classroom. The physical artifacts collected and kept by teacher leaders show relevant messages about the lived experiences of teacher leaders supporting the extension of the field (Mozeley et al., 2023). The field of teacher leadership research is rife with myriads of definitions and unclear avenues of teacher leadership influence, so further research into the lived experiences of teacher leaders offers the possibility of consolidating the term and potential for best implementation (Nguyen et al., 2020). Other empirical significance regards using physical artifacts in qualitative methodologies and the material potency of things teachers keep (Harrison et al., 2024; Mozeley et al., 2023).

The research study was significant because it explored how physical artifacts motivate teacher leaders, revealing the potency of physical artifacts (Woodward, 2020) in the lives of teacher leaders. The research study aimed to maximize teacher leadership as a school reform effort, offering a potential solution to teacher burnout by using physical artifacts to motivate and provide professional learning for teacher leaders. The research study revealed how

the physical artifact functions as a relational bridge, revealing experiences with well-being (Mozely et al., 2023; Thorpe et al., 2024). Thus, the research study targeted why teacher leaders stay in the classroom by finding physical artifacts to validate and confirm through storytelling (Woodward, 2020).

Central Research Question

How do physical artifacts motivate teacher leaders?

LITERATURE REVIEW

Teacher Leadership

Extant literature shares a variety of definitions related to teacher leadership inhibiting the extension of knowledge (Berg & Zoellick, 2019; Nerlino, 2020). The variety of definitions includes the differing positions, dimensions, and roles of teacher leadership, incurring ambiguity and impeding the potency of teacher leadership as a means of school reform effort (York-Barr & Duke, 2004; Nguyen et al., 2020; Wenner & Campbell, 2017). The seminal work of York-Barr and Duke (2004) called attention to the role of teacher leader due to the complexities related to the position. Similarly, Wenner and Campbell (2017) shared concerns about the position of the teacher leader, dubbing it an 'umbrella' term that integrates infinite possibilities of functions. Within the field, definitions mistakenly promote normative teacher actions and behaviors like the assumption of authority, decision-making, and collaboration as leadership (Gümüş et al., 2022; Sawalhi & Chaaban, 2022; Wenner & Campbell, 2017). The ambiguity of the term exhausts research, slowing advancement with redundant and competing definitions and dimensions varying from the idea of leadership residing in the classroom next door and every teacher sharing ideas and being a leader (Gordon et al., 2021) to exhibiting leadership outside the classroom and school (Wenner & Campbell, 2017). Other seminal works report teacher leadership centered on the teacher leader's influence, position, and performance (Katzenmeyer & Moller, 2001; Lieberman, 1988) such as needing proof of teacher leadership measured by the improvement of colleagues (Reid et al., 2022).

The variety of definitions and dimensions of teacher leadership reveal disagreement on the core theoretical meaning of the term diminishing rather than improving the legitimacy of teacher leadership (Bellibaş et al., 2021; Nguyen et al., 2020; T. Wang et al., 2022). Recent research in the field of teacher leadership recognizes the need for a combined and operational definition, maximizing the potential of teacher leadership by offering unique variations of the term. Supovitz and Comstock (2023) targeted distributed leadership as a positive antecedent to teacher leadership. Distributed leadership, the most popular means of teacher leadership (Hallinger & Kovačević, 2022) elevates the role of the teacher leader from the classroom to the school and organization, thereby empowering teacher leaders (Gordon et al., 2021; Pineda-Báez et al., 2020). Oppi et al. (2023) delineated between the formal and informal and individual and collective aspects of teacher leadership, while Nerlino (2020) proposed four relevant dimensions of teacher leadership with a specific and compensated role for the teacher leader, extending the work of Berg and Zoellick (2019). Notably, out of 150 empirical articles, Nguyen et al., (2020) reported 17 different definitions along with the inadequacy of reports, 11 stating their definition of teacher leadership, and only six articles sharing their chosen definition from the extant literature. Therefore, the definition guiding this work is that of York-Barr & Duke (2004), stating that teacher leadership is how teachers influence all educational stakeholders, improving pedagogical practices to improve student achievement. Regardless of the manner, extant research agrees that teacher leadership unites the school community and promotes success for all stakeholders (Friesen & Brown, 2022).

Teacher Burnout and Attrition

The practice of teacher leadership produces overwhelmingly positive results, as reported in the literature (Schott et al., 2020), including both job satisfaction and student achievement as related outcomes (Fernández Espinosa & López González, 2023); however, a duality of teacher leadership exists whereby the nexus of burnout leading to attrition resides (Nerlino, 2020). Teacher attrition is a global problem, with the need for the global recruitment of 69 million teachers by 2030 (Madigan & Kim, 2021) to provide quality education. Teacher attrition is a common, longstanding problem in the United States (Han, 2023). Moreover, extant literature reports attrition in the ranks of new teachers, causing the loss of at least half of all new teachers within five years (Perryman & Calvert, 2020). Burnout, a state of exhaustion caused by demanding work conditions, cannot be reported as a direct cause of teacher attrition, but it is a contributing factor (Marcionetti & Castelli, 2023). The role of teacher leader offers a practical solution to burnout and attrition due to increased self-efficacy and feelings of empowerment, yet, coincidentally, the higher workload and greater responsibility of the role pose threats to job satisfaction (Nerlino, 2020). Often, when teachers transition from classroom teacher to teacher leader, the change generates resistance and opposition, resulting in isolation from peers due to the egalitarian nature of teaching (Nerlino, 2020; Sawalhi & Chaaban, 2022). Experiences such as these induce guilt and shame for the teacher leader, competing with the positive outcomes of

teacher leadership (Schott et al., 2020). Nonetheless, extant literature reports teacher leadership, due to greater self-agency gained from leadership experience (Yoon & Goddard, 2023), as a means of increasing self-efficacy for the teacher leader and improving job satisfaction. These positive outcomes might draw stronger candidates to the field and support teacher retention (Akman, 2021; Conan Simpson, 2021). This research study explored ways to increase teacher job satisfaction, offering a potential solution to teacher burnout, attrition, and gaps in the literature related to teacher identity (Hong et al., 2024) by answering how physical artifacts motivate teacher leaders.

Self-Efficacy and Collective Efficacy

Self-efficacy and collective efficacy are critical factors related to teacher motivation and degree of job satisfaction. Self-efficacy is an individual's belief about their ability to produce change and reach desired goals (Bandura, 1977a; Khan et al., 2024). Specifically, when teachers experience self-efficacy related to student engagement, learning, and achievement outcomes, it is known as teacher self-efficacy (Shafiee & Ghani, 2022). Self-efficacy is an essential factor in teacher leader because, when facing burnout and low job satisfaction, efficacious teachers exhibit greater degrees of resilience and self-esteem and are more active in leadership (Bellibaş et al., 2021; Kılınç et al., 2021) subsequently leading to higher morale and additional positive outcomes (Fernández Espinosa & López González, 2023; King & Holland, 2022; Yoon & Goddard, 2023). Efficacious teachers experience less conflict and closer relationships with students and exhibit persistence when facing challenging situations, positively affecting their teaching practices and overall commitment to the field (Marcionetti & Castelli, 2023; Yin et al., 2022). Collective efficacy includes the beliefs of the faculty, grade level, or department members related to their capability to create positive change and reach set goals (Bandura, 2000). Extant literature reports improved teacher morale and successful schools resulting from collective efficacy, while higher degrees of self-efficacy produce successful teachers, potentially leading to improved teacher retention (De Jong et al., 2022; Hosseingholizadeh et al., 2023; Y. Liu et al., 2022; Qadach et al., 2020).

Physical Artifacts in Qualitative Research

For this research study, artifacts are any objects humans make to which symbolic, emotional, and affective meanings are connected (Saldaña & Omasta, 2021). The physical artifacts collected by teacher leaders reveal their attitudes, beliefs, and values. Physical artifacts have stories, and through this research study, the researcher looked to infer the meanings of the artifacts that teacher leaders keep. The researcher applied four analytic frames for incorporating physical artifacts into qualitative research, including analysis of how the artifact is an extension of the owner, how the artifact belongs in its space, the symbolism of the artifact, and the process related to the thing (Saldaña & Omasta, 2021). The research study included object interviews during which the participants shared an artifact standing for their teacher leadership (Thorpe et al., 2024). The object interview prioritizes human experience and intelligence with objects instead of relying upon dialogue alone (Holmes, 2020).

The Study

The research study engaged a hermeneutic phenomenological research design with inductive data analysis and criterion sampling. The research study setting was a K-12 charter school incorporated in rural Southeastern United States. The study included 16 teacher leaders from grades 2-12. Eligible candidates earned a qualifying score between 124 and 155 on the pre-screening survey, a valid and reliable tool adapted from two specific teacher leadership instruments created by Katzenmeyer and Moller (2009) and J. Chen (2022). After acquiring IRB approval from Liberty University and site permission from the K-12 charter school incorporation Chief Educational Officer, all employed teachers, up to 190, were invited to participate in the study via email.

In total, 24 teachers responded. The researcher collected informed consent from 18 teachers, resulting in a final number of 16 participants. The 16 candidates participated in all three data collection methods: the semi-structured interview, object discussion, and in-person focus group meetings. For each method, data was collected in person and via Microsoft Teams to fit the candidate's schedule.

The researcher has a current CITI certification and receives no financial or otherwise gains from conducting the research. The data was stored on a password-protected computer that no one else could access. The researcher used qualitative data analysis software, NVivo 14, to aid the data analysis process and derive themes from codes with the highest frequency using theory as a lens.

Researcher's Positionality

The interpretive framework suited to my position as a researcher is social constructivism because, through it, I assign meaning to the world concerning my lived experiences, including both where I live and where I work (Denzin & Lincoln, 1994). Like hermeneutic phenomenology, social constructivism seeks to find meaning through people's

personal and subjective experiences and views, such as the research study participants (Naidoo & Mabaso, 2023). Social constructivism is well partnered with hermeneutic phenomenology because both "borrow" the experiences of others to find more profound and more significant meaning in the world (van Manen, 2015).

Interpretive Framework

The qualitative methodology of hermeneutic phenomenology permits the researcher to understand and interpret participants' lived experiences. Before delving into the research study's findings, the reader must understand how my thoughts and behaviors influence my personal beliefs and biases, acting as a lens through which I view the world (Smith, 2020).

I am the middle of three siblings and a first-generation college graduate. My younger sister earned her college degree in adulthood, four months before succumbing to breast cancer. My older sister graduated from high school and stayed home due to her disability. My parents both dropped out of high school in their teenage years to earn their general equivalency diploma (GED) in adulthood. My parents are determined and hard-working individuals who inspired and motivated me from an early age to pursue my education. I grew up believing in the power of education even though I did not have a role model with higher learning to whom I could look, so I found my role models at school as teachers.

While still in grade school, I decided, rightfully so, that I would become a teacher. Thus far, I have been in school my entire life, whether as a student, teacher, administrator, instructional specialist, or curriculum coordinator; I have dedicated my life to pursuing education for myself and my students. I have been a teacher leader in middle and high schools, and the teacher leader role has been the best professional development I have ever experienced. Teacher leadership empowered my personal growth as an educator and a leader, and this is why I earned my master's in educational leadership and, finally, my doctorate. Although I no longer have a classroom or students, I still consider teacher leadership my responsibility and duty. On every possible occasion, I champion teacher leadership.

Therefore, this research study on how teacher leaders are motivated by physical artifacts holds excellent personal value because I see the vitality of teacher leadership diminishing under the strain of increased workload and responsibility. Teacher leadership is valuable to education, and it is incumbent upon educational researchers to uncover ways to fill the gaps in the literature, like teacher identity and motivation, and solve the pervasive problems, such as burnout and attrition, facing the field. This research study aimed to present the experiential reality of teacher leaders' lifeworlds (van Manen, 2015) through the theoretical framework of thing theory and is a work of human science research and the heart, which Rousseau says provides surer insight than reason (van Manen, 2015).

FINDINGS

This hermeneutic phenomenological study explored how physical artifacts motivate teacher leaders at a K-12 charter school system in the rural Southeastern United States. The seminal work of York-Barr and Duke (2004) defined teacher leadership as the individual or collective manner by which teachers influence peers, principals, students, and stakeholders to improve instructional practices to increase student achievement. The theory framing this study is thing theory (Brown, 2001). Table 1 provides an overview of the study's themes, sub-themes, and codes.

The study revealed the lifeworld of the teacher leaders and how they are motivated by physical artifacts. The triangulation of data collection methods provided rich evidence revealing themes and sub-themes expressing the lifeworld of the candidates. Data analysis uncovered three themes with two sub-themes each. The themes and sub-themes follow:

- Inspired Leadership Embracing Growth with the sub-themes Motivating and Challenging and A Bridge to Connection
- Personal Connections Facilitating Engagement with sub-themes Sense of Belonging and Reflection and Emotional Connection
- Small Victories Confirming Effort with the sub-themes Accomplishment and Ownership and Affirmation of Effort

Table 1

Themes, Sub-themes, and Codes

Themes	Sub-Themes	Codes
Theme 1 Inspired Leadership Embracing Growth	Motivating and Challenging A Bridge to Connection	Belief in Self, Leading with Peers, How I changed, Where TL Happens, Answering to Others, I Can Do It, Confidence, Experienced Teacher, Collaborative Culture, Lending a Hand, Influencing Peers, Leading in the Classroom, Modeling for Peers, Modeling for Students, Practical Use, Taking Initiative, Improved Job Satisfaction, More Work and Stress, Teacher Leadership Behaviors, Trusting Relationships, Purposeful Planning
Theme 2 Personal Connections Facilitating Engagement	Reflection and Connection Emotional Sense of Belonging	Evidence of Student Learning, Improving Learning, Close Relationships with Students, Curriculum and instruction, Encouraging Students, Any Signs of Growth, Applying Learning to Real Life, Reaching Goals, Student Grades, Handwritten Notes from Students, Students Share Feedback, Students Gave it To Me, Very Important to Me
Theme 3 Small Victories Confirming Effort	Accomplishment and Ownership Affirmation of Effort	Confirms My Career Choice, Motivating, Feeling Good, Delegating Tasks to Peers, Uncertainty about Leading Peers, Being Just the Leader, Frustrating, Self-Doubt, Greater Responsibility, Highly Stressed, Improved Job Satisfaction, Keeps Me Going, Leading Peers, Just the Leader, Uncertain about Leading, Monitoring Students, Challenging, Types of Physical Artifacts, Notes and Cards from Students and Colleagues

Inspired Leadership Embracing Growth

All rounds of data collection, including the semi-structured interview, object discussion, and in-person focus groups, created evidence supporting theme one. All 16 participants referenced theme one in their interviews and discussions. The data collection resulted in the most significant references to this theme, with the richest quotes allowing for a deeper understanding of the lifeworld of teacher leaders and how physical artifacts motivate them. Theme one revealed that the role of teacher leadership nurtures inspiration within the teacher leader through the experiences of facing and overcoming challenging situations, resulting in motivation and fueling future success. Further, the role of the teacher leader allows the leader to build bridges of connection with students, peers, and stakeholders. Lilly Marie, a second-year teacher, said, "Everyone needs to feel supported." She also wanted to reassure others that they were "doing things right" and ensuring students and peers were "seen and heard." Jennifer, an 18-year veteran teacher, shared her goal of "doing what is best for the section" and "showing positive examples" in a teacher leader's

classroom. Jennifer directly addressed the sub-theme of motivating and challenging when referring to "not bossing" and leadership opportunities requiring her to be "assertive" and to "pick their battles."

Lisa, a veteran teacher with over 30 years of experience, shared about leadership in the classroom. She does not tolerate misbehavior in the classroom and takes care of student behavior without the aid of the school administration. This information directly relates to the motivating and challenging experiences of teacher leadership. With this quote, Lisa also shared additional challenges related to leading peers, "I have been privately a mediator between folks." Moreover, Lisa shared experiences of "there are haters" and teacher leadership of peers "being more collaborative than leadership." Most importantly, Lisa shared their inspiration and motivation for students to have fun in class so they "would come to school every day" and the utmost desire to "keep their team together."

Trusting relationships, a nuanced code supporting theme one and the sub-theme of bridges of connection, revealed how teacher leaders forge relationships with students and peers. A veteran math teacher, Bethany, shared how students who hate math love her class. Courtney, another veteran math teacher, shared her goal of making students comfortable in class, and Debra, another veteran math teacher, repeatedly emphasized her goal of building a classroom community. While math can be daunting for some students, these math teacher leaders work hard to build bridges of connection, embracing growth.

Improved job satisfaction, a code with 52 references, included phrases such as, "I do not feel like I will get burned out" and "You cannot associate teacher leadership with extra work." Several teacher leaders in the study referred to emotional well-being and how they maintain self-care. Bobby, a third-year high school electives teacher, said, "I mentally prepare for what I need to do beginning on Sunday afternoon." Courtney shared how she prepares for school, so they do not have to bring work home. Further, Courtney shared that her leadership goal is to retain teachers by helping them reduce their workload. Lisa shared the decision to not "dabble in too many things," thereby protecting herself from burnout.

Directly related to the embracing growth aspect of theme one, *belief in self*, a dense code with 65 references revealed that teacher leaders experience self-efficacy and have confidence in their abilities. Related to this, teacher leaders shared words such as "self-fulfilled," "proud of myself," "I feel important," "I positively affect others," "More confident," "Gave me a little boost," and "I am doing what I am supposed to be doing." Although teacher leadership of students and peers can be challenging, teacher leaders experience inspiration through leadership, which results in growth.

Personal Connections Facilitating Engagement

A triangulation of data supports theme two with references from each data collection method. Theme two exemplified the lived experiences of teacher leaders by capturing the essence of personal connection through the sub-themes of reflection, emotional connection, and sense of belonging. Teacher leaders create personal connections through academic means such as instruction and learning, as shown by the codes, with 73 references related to *evidence of student learning*, *curriculum and instruction*, and *student grades*. For example, the following descriptions capture the essence of the codes, student data related to testing, meeting the goals set by behavior plans, feeling emotionally secure, bridging gaps in academic learning, and students showing progress and mastery of content. However, the most powerful method of facilitating engagement occurs through reflection, emotional connections, and feeling a sense of belonging. The emotional connections created by teacher leaders significantly impact the engagement of peers and students. Emotional connections confirm the leader's career path and forge strong and lasting bonds, inducing feelings of belonging for the teacher leader and the recipients of the teacher's leadership. To this end, Pam shared that "Empowering students to become problem solvers" facilitates engagement. During the object discussion, Elizabeth stated, "[Physical artifacts] state I made a difference in somebody's life."

The study participants with the most to say about these two were Debra, with 32 references; Elizabeth, with 25 references; Jillian, with 15 references; and Hayley, with 16 references. Debra shared that the satisfaction she experiences from teacher leadership is "verification that I am doing what I am supposed to be doing." Further, Debra shared that she desires to instill faith in her teaching ability and that student learning is the reason she teaches directly relating to the sub-theme of sense of belonging. Elizabeth, regarding the object discussion and collection of physical artifacts, said many of the objects she collected throughout her 40-year career are notes written by former students who struggled and succeeded in her math class. A veteran math teacher, Jillian, shared that she collects and rereads handwritten notes from students, parents, and administration because they "encourage her to be a good teacher." A novice teacher, Hayley shared how she monitors student progress through "conversations with students" and "happy mail notes." The physical artifacts shared during the object interview exemplify a sense of belonging for teacher leaders.

Influencing students, a parent code with 245 references included child codes referencing the ways teacher leaders influence students. The study revealed ways of influencing students, including *trusting relationships*, *evidence of*

student learning, encouragement of students, and handwritten notes. Relating the emotional influence exhibited by teacher leaders, Lilly Marie, during the object discussion, recounted a story about her first-year teaching as a preschool teacher and a challenging situation with one student. The student, formerly combative, grew to trust Lilly Marie, and the physical artifact chosen for the object interview, a silly, seasonal headband, was the vehicle for building that trust. Lilly Marie shared how she allowed the student to wear the headband and how the gesture sparked a trusting relationship. She went on to say that, although she teaches high school now, she wears the headband as a reminder of the first powerful experience of winning her student's trust. From a different point of view, Marie, a veteran high school English teacher, shared how she works to find ways to help her students achieve and do well. Marie related an example of personal connection and facilitating engagement by influencing students by creating a data sheet collecting students' answers to questions about what motivates them to learn. Marie shared student answers such as "ice cream" and "using headphones." Teacher leaders maximize the power of their influence to create personal connections and facilitate engagement.

Small Victories Confirming Effort

Theme three included references from all three data sources, resulting in data triangulation. Theme three depicts the dual nature of teacher leadership by exploring the notion of small victories. Small victories often yield compromises, yet teacher leaders view them as proof that personal effort wins. The sub-themes of accomplishment and ownership and affirmation of effort portray the essence of teacher leadership through codes such as *keeps me going*, illustrating how the objects collected by teacher leaders incite them to keep working because the objects "show they love me too." The code *motivating* supports the sub-theme of accomplishment and ownership by apprehending how teacher leaders view the work of leadership. Regarding the code *motivating* and the sub-theme affirmation of effort, the study participants used words such as "genuine," "warm feelings to my heart," and "I mattered."

In *leading peers*, a code with 66 references, Harper, a veteran teacher secondary teacher, shared about mentoring a novice science teacher, trouble-shooting with experienced colleagues, and promoting positive behavior through positive feedback. Heather shared that teacher leadership means engendering "followership" among students and peers. Stanley, a third-year teacher, shared how he finds leading peers whose experience exceeds his challenging. Conversely, Pam called for "training sessions" on teacher leadership and more teacher leaders in general. In that vein, the competing ideas of *delegating tasks to peers*, *uncertainty about leading peers*, and *being just the leader* add layers of meaning to theme three. Lisa shared that she "likes to delegate more." Considering feeling uncertain about leading, Marie mentioned "self-confidence" as an issue. In the in-person focus group, Heather and Elizabeth shared that the best leaders "treated me as an equal." The code, *leading peers*, offers insight into the small victories that confirm effort for teacher leaders.

Challenging, a code with 31 references and *confirms my career choice*, with 33 references, relates the elements of effort, accomplishment, victory, and affirmation within the contradictory lifeworld of teacher leaders. Bethany shared about her physical artifact, a toolbox, and how it symbolizes what she tries to do for students and peers. Autumn shared that the written feedback she gets from students is "humbling" in sincerity. Debra said her physical artifact, a quilt with a motivational quote, challenges her "to go for it every day." Elizabeth, relating how student behavior can be challenging, said some students for whom math was hard were "goofy," yet she ended the sentiment by saying they made "me laugh." The physical artifact was integral to the code and *confirmed my career choice* because it physically confirmed the influence and leadership of the teacher leader.

Table 2 follows, listing participants, years taught, words describing the artifact, physical artifact, and grade level taught. Following Table 2, a short narrative provides more information about the object discussion and how the research study answered the central research question.

Table 2
Participants and Physical Artifacts

Teacher Participant	Years Taught	Words Describing Artifact	Physical Artifact	Grade Level
Debra	30 +	Treasure, reflection, inspirational,	Inspirational hanging quilt from parents from first-year teaching	9-12
Autumn	1	Humbling, empowering, sweet	Notes and pictures from students from first-year teaching	6-12
Harper	16	Vital, fluid, neat	Portable, paper calendar	6-12

Jennifer	18	Encouragement, a breath of fresh air, a reminder	Holy Bible	6
Marie	15	Research-based, inspirational	useful, Table of student motivators, self-created	10
Heather	8	Sentimental, fulfilling, sad	Manilla folder kept in classroom with notes from stakeholders	6-12
Bobby	3	Connection, personal	feel good, School yearbook with handwritten notes from students	9-12
Lisa	32	Special, relevant, funny	Kitty paw pointer from student	5
Bethany	26	Portable, organized chaos	resource, adapt, Toolbox with tools inside inspired by her father	8
Stanley	3	Empathy, caring, motivate	A note left by student from first year teaching	6-8
Elizabeth	42	Uplifting, treasured	motivating, and A box of student letters from first year teaching	9-12
Hayley	1	Special, heartfelt, and honest	Flashback Friday student worksheet	2
Pam	20	Delicate, unique, and ongoing	Seashell reference book	6-8
Courtney	27	Confidence, intelligent	relevance, and Cross-curricular student math unit, self-created	7-8
Jillian	18	Motivating, good	heartwarming, Folder of things collected from first year of teaching	6-12
Lilly Marie	2	Perseverance, empathy, joy	Seasonal, silly headband from self-bought	9-12

Debra

Debra is a veteran math teacher with over 30 years of experience. She used the words *treasure*, *inspirational*, and *reflection* to describe her physical artifact. Debra's artifact was a hanging wall quilt with an inspirational saying stitched into it. The saying follows, "Good, better, best! Never let it rest until your good is better and your better is best." Debra explained how her mother, a non-quilter, now in her late 80s, quilted that for her to hang in her first classroom over 30 years ago. She shared how the quilt has decorated each of her classrooms throughout the years and how the inspirational saying has become her motto. Debra related the story of receiving the quilt with tears in her eyes because her dad had passed away and charged her with not stopping until her better was best. She mentioned how she often points it out to students when they struggle and nostalgically recalls her dad's voice. While relating this story, Debra brushes tears from her eyes. For Debra, the physical artifact evokes memories of transitioning into adulthood and how her parents "sent" her off to work. The artifact motivates her to do her best for her students because that is what her daddy, an educator like her, would have wanted.

Autumn

Autumn is a new teacher with only one year of experience. She used the words *humbling*, *empowering*, and *sweet* to describe her artifacts. She had two artifacts: a handwritten note from a student explaining why she was her favorite teacher and a note with a doodled picture saying how she was the number one teacher. In the object discussion, Autumn directly answered how the physical artifact motivated her when she related how the artifacts confirm "why she does this." She also shared how, should she stop receiving physical artifacts like these, she would have to "re-evaluate" herself.

Harper

Harper is a veteran teacher who is currently not assigned to students. She used the words *vital*, *fluid*, and *neat* to describe her physical artifact, a portable paper calendar into which she pencils crucial, time-sensitive information. For her, the artifact symbolizes how she is a role model for students and teaches them to be responsible with their time by modeling the attribute herself. The physical artifact motivates her because it reminds her of a critical attribute she must model for her students and those around her.

Jennifer

Jennifer is a veteran teacher at the middle school. She used the words *encouragement*, *breath of fresh air*, and *reminder* to describe her physical artifact, the Holy Bible. She related a story about how she was a member of an unhealthy teaching team, and the bible encouraged her to be to others what she needed during that negative time in her life. She said teaching and leading in middle school is challenging, but the bible motivates her through encouraging and soothing scriptures.

Marie

Marie is a veteran high school English teacher. She used the words *research-based*, *useful*, and *inspirational* to describe her artifact, a self-created spreadsheet of students' self-reported items describing what would motivate them to participate in class. Marie said the artifact inspires her to do more for her students, answering the central research question.

Heather

Heather is a veteran high school English teacher in the Exceptional Student Education department. She used the words *sentimental*, *fulfilling*, and *sad* to describe her artifact. Her artifact was a folder of handwritten notes, cards, and pictures from students, colleagues, and parents. She pulled three different artifacts from the folder and shared stories related to each. She shared how the artifacts remained with her for motivation even though she recently moved classrooms. She directly answered the central research question when sharing how the artifacts belonged to her so she could access them when she had a "hard" day. Interestingly, Heather described her artifact as sad because she thinks it sad that she needs something like an artifact for personal affirmation when she works so hard as a teacher leader.

Bobby

Bobby is a third-year electives teacher in high school. He used the words *connection*, *feel good*, and *personal* to describe his artifact, a high school yearbook with handwritten notes from students. Bobby's eyes were full as he described what it meant to him that students took the initiative to write in his yearbook on their own time. The artifact motivates him because it shows that he did reach a few students.

Lisa

Lisa is a veteran elementary teacher who used the words *memorable*, *relevant*, and *funny* to describe her artifact, a pointer with a kitty paw at the end of it. She shared that a student bought it for her one year when she took her class to the book fair. Lisa said it was a surprise. She uses it for practical purposes, such as pointing out things with a dash of humor. Related to the central research question, the physical artifact motivates Lisa to instill humor into her lessons by reminding her that she teaches children who look up to her.

Bethany

Bethany is a veteran teacher currently teaching middle school math. Her physical artifact was a tool box containing typical tools. She used the words *portable*, *resource*, *adapt*, and *organized chaos* to describe her artifact. She shared how her dad inspired her to have her toolbox at school and how she helps many teachers during preschool planning when decorating classrooms. However, she related the symbolic meaning of the toolbox regarding teaching and learning math and the need for tools to complete the work. She also related the symbolic meaning of the toolbox and how it is a connecting point between her and other teachers who now see her as someone to rely upon for help. In answer to the central research question, Bethany's toolbox motivates her to provide what others need when they need it.

Stanley

Stanley is a third-year electives teacher at the middle school level. His artifact was an anonymous student note left behind on his desk. He used the words *empathy*, *caring*, and *motivate* to describe the note. The note said, "The way I see it. If you want the rainbow, you must put up with the rain." He said the note arrived by "cool timing." Stanley said he references the note every few weeks when he "is not having a good day." Stanley's artifact motivates him because it shows that someone "did care."

Elizabeth

Elizabeth is a veteran teacher with over 40 years of experience. She brought a few handwritten notes and cards from a more extensive collection she keeps at home. She described the artifacts as *uplifting*, *motivating*, and *treasured*. She stated that she has been collecting artifacts like these since her first year of teaching. The physical artifacts motivate Elizabeth because they tell her why she teaches and encourages her when she questions whether she is making a difference. When asked to read from one of the cards, Elizabeth begins only to stop with tears in her eyes, saying it is too "emotional" for her.

Hayley

Hayley is a novice elementary teacher, and her artifact was a Flashback Friday student handout, which she described as *unique*, *heartfelt*, and *honest*. Hayley shared how the handout proved she could help a student make friends in class. During the object discussion, Hayley shared about the student to whom the handout belonged. The student was struggling to make friends. The handout related to Hayley and how the student made "great friends." This year, Hayley challenged herself to work on the social-emotional learning of her students, and the artifact proved that she achieved her goal.

Pam

Pam, a veteran teacher, chose a seashell reference book as her physical artifact. She described it as *delicate*, *unique*, and *ongoing*. Pam symbolically related the seashell and its growth to teacher leadership and the influence of a teacher leader. She expressed how the seashell is a "metaphor for beauty and uniqueness in handling other humans." Pam's physical artifact motivated her because it figuratively reminded her to handle her students carefully.

Courtney

Courtney is a veteran middle school teacher whose physical artifact was her first self-created cross-curricular project. She described the artifact as *confident*, *relevant*, and *intelligent*. She explained how and why she developed the unit on her own and how her students engaged with it. The artifact is significant because it was her first unit of that type. Since then, Courtney has created several units, which she posted online for free teacher use. Courtney's physical artifact motivates her to believe in her ability to create learning units for students.

Jillian

Jillian, a veteran secondary teacher, brought a few handwritten notes from students, colleagues, and administrators as her physical artifact. Jillian described the artifacts as *motivating*, *heartwarming*, and *sound*. Jillian shared the importance of her artifacts by describing how her file of artifacts follows no matter where she moves as a military wife and teacher. She also files the artifacts next to her tax documents. Like Debra and Elizabeth, Jillian grew very emotional when reading from her artifacts. Jillian shared that she thinks every teacher should have a folder of artifacts and work to be the teacher the artifacts describe.

Lilly Marie

Lilly Marie is a second-year high school teacher whose artifact was a silly, seasonal headband that she described as *perseverance*, *empathy*, and *joy*. She recounted how the artifact was integral in helping her build a trusting relationship with a struggling student. She keeps the artifact to remind herself when having a "really bad day" that what she does matters.

Conclusion

The research study corroborated several existing empirical findings in teacher leadership research. To begin, teacher leaders experience many positive outcomes, including earning legitimacy from peers, such as Harper's mentorship of new teachers. Legitimacy occurs when peers recognize leadership in the classroom next door (Bezzina & Bufalino, 2019; Harris & Jones, 2022) and seek help from those with the necessary "toolbox" like that belonging to Bethany. Another positive outcome of teacher leadership is individual and collective improvement experienced

through self-efficacy and collective efficacy (Donohoo et al., 2020; Goddard et al., 2021). For example, Lisa's desire to keep her team together and the codes referencing improved pedagogy. Further, as expressed in the themes and sub-themes, teacher leadership embodies various behaviors and nuanced meanings (Nguyen et al., 2020; Pan et al., 2023; Schott et al., 2020; Wenner & Campbell, 2017).

The study addressed burnout-related factors through all three themes and sub-theme groupings. While the physical artifact and the object discussion do not offer an overall solution to teacher burnout and subsequent teacher attrition, the lived experiences expressed by the study's participants provide insight into why teachers stay (Marcionetti & Castelli, 2023). Further research into making every teacher a teacher leader must occur to maximize the influence of teacher leadership for all stakeholders, but most importantly, the teacher leader. Further, for the teacher leader, the physical artifact is a tangible reminder of why they teach. When teachers have bad days, the physical artifact lifts their spirits, reminding them that they make a difference and have the skills to complete the job. Teacher leaders express great resiliency; the physical artifact is a touchpoint for that resiliency. The artifacts hold material potency (Mozely, 2023), expanding the understanding of the lifeworlds of teacher leaders and creating relational bridges (Thorpe et al., 2024).

REFERENCES

- Akman, Y. (2021). The relationships among teacher leadership, teacher self-efficacy and teacher performance. *Kuramsal Eğitim Bilim Dergisi*, 14(4), 720-744. <https://doi.org/10.30831/akukeg.930802>
- Arthur, L., & Bradley, S. (2023). Teacher retention in challenging schools: please don't say goodbye!. *Teachers and Teaching*, 29(7-8), 753-771. <https://doi.org/10.1080/13540602.2023.2201423>
- Bandura, A. (1977). Self-efficacy: Toward a unifying theory of behavioral change. *Psychological Review*, 84(2), 191-215. <https://psycnet.apa.org/doi/10.1037/0033-295X.84.2.191>
- Bandura, A. (2000). Exercise of human agency through collective efficacy. *Current Directions in Psychological Science*, 9(3), 75-78. <https://doi.org/10.1111/1467-8721.00064>
- Bellibaş, M. Ş., Gümüş, S., & Liu, Y. (2021). Does school leadership matter for teachers' classroom practice? The influence of instructional leadership and distributed leadership on instructional quality. *School Effectiveness and School Improvement*, 32(3), 387-412. <https://doi.org/10.1080/09243453.2020.1858119>
- Berg, J. H., & Zoellick, B. (2019). Teacher leadership: Toward a new conceptual framework. *Journal of Professional Capital and Community*, 4(1), 2-14. <https://doi.org/10.1108/JPC-06-2018-0017>
- Bezzina, C., & Bufalino, G. (2019). Nurturing authentic leadership for teacher leaders: The challenges ahead. *Kappa Delta Pi Record*, 55(1), 18-23. <https://doi.org/10.1080/00228958.2019.1549434>
- Brown, B. (2001). Thing Theory. *Critical Inquiry*, 28(1), 1-22. <https://doi.org/10.1086/449030>
- Chen, J. (2022). Understanding teacher leaders' behaviours: Development and validation of the teacher leadership inventory. *Educational Management Administration & Leadership*, 50(4), 630-648. <https://doi.org/10.1177/1741143220945704>
- Conan Simpson, J. (2021). Fostering teacher leadership in K-12 schools: A review of the literature. *Performance Improvement Quarterly*, 34(3), 229-246. <https://doi.org/10.1002/piq.21374>
- Crum, A. (2024). An exploration of how teacher leaders perceive their influence on student learning: A transcendental phenomenology of the experiences of teacher leaders [Doctoral dissertation, Liberty University]. *Scholars Crossing*. The Institutional Repository of Liberty University. <https://digitalcommons.liberty.edu/doctoral/5962/>
- De Jong, L., Meirink, J., & Admiraal, W. (2022). School-based collaboration as a learning context for teachers: A systematic review. *International Journal of Educational Research*, 112, 101927. <https://doi.org/10.1016/j.ijer.2022.101927>
- Denzin, N. K., & Lincoln, Y. S. (1994). *The SAGE handbook of qualitative research*. Thousand Oaks, CA: Sage.
- Dipert, R. R., & The Hegeler Institute. (1995). Some issues in the theory of artifacts: defining 'artifact' and related notions. *Monist*, 78(2), 119-135. <https://doi.org/10.5840/monist199578218>
- Donohoo, J., O'Leary, T., & Hattie, J. (2020). The design and validation of the enabling conditions for collective teacher efficacy scale (EC-CTES). *Journal of Professional Capital & Community*, 5(2), 147-166. <https://doi.org/10.1108/JPC-08-2019-0020>
- Fernández Espinosa, V., & López González, J. (2023). The effect of teacher leadership on students' purposeful learning. *Cogent Social Sciences*, 9(1). <https://doi.org/10.1080/23311886.2023.2197282>

- Ford, T. G., Lavigne, A. L., Fiegner, A. M., & Si, S. (2020). Understanding district support for leader development and success in the accountability era: A review of the literature using social-cognitive theories of motivation. *Review of Educational Research*, 90(2), 264–307. <https://doi.org/10.3102/0034654319899723>
- Friesen, S., & Brown, B. (2022). Teacher leaders: Developing collective responsibility through design-based professional learning. *Teaching Education*, 33(3), 254–271. <https://doi.org/10.1080/10476210.2020.1856805>
- Goddard, R. D., Bailes, L. P., & Kim, M. (2021). Principal efficacy beliefs for instructional leadership and their relation to teachers' sense of collective efficacy and student achievement. *Leadership and Policy in Schools*, 20(3), 472–493. <https://doi.org/10.1080/15700763.2019.1696369>
- Gordon, S. P., Jacobs, J., Croteau, S. M., & Solis, R. (2021). Informal teacher leaders: Who they are, what they do, and how they impact teaching and learning. *Journal of School Leadership*, 31(6), 526–547. <https://doi.org/10.1177/1052684620924468>
- Guenther, A. R. (2021). “It should be helping me improve, not telling me I'm a bad teacher”: The influence of accountability-focused evaluations on teachers' professional identities. *Teaching and Teacher Education*, 108, 103511. <https://doi.org/10.1016/j.tate.2021.103511>
- Gümüş, S., Çağatay Kılınç, A., & Bellibaş, M. S. (2022). The relationship between teacher leadership capacity at school and teacher self-efficacy: The mediating role of teacher professional learning. *School Leadership & Management*, 42(5), 478–497. <https://doi.org/10.1080/13632434.2022.2123791>
- Hallinger, P., Gümüş, S., & Bellibaş, M. Ş. (2020). 'Are principals instructional leaders yet?' A science map of the knowledge base on instructional leadership, 1940–2018. *Scientometrics*, 122(3), 1629–1650. <https://doi.org/10.1007/s11192-020-03360-5>
- Hallinger, P., & Kovačević, J. (2022). Mapping the intellectual lineage of educational management, administration and leadership, 1972–2020. *Educational Management Administration & Leadership*, 50(2), 192–216. <https://doi.org/10.1177/17411432211006093>
- Han, E. (2023). The gendered effects of teachers' unions on teacher attrition: Evidence from district-teacher matched data in the US. *Feminist Economics*, 29(1), 141–173. <https://doi.org/10.1080/13545701.2022.2105375>
- Harris, A., & Jones, M. (2022). Teachers leading enquiry. *School Leadership & Management*, 42(4), 309–312. <https://doi.org/10.1080/13632434.2022.2117522>
- Harrison, M., Rhodes, T., & Lancaster, K. (2024). Object-oriented interviews in qualitative longitudinal research. *Qualitative Research : QR*, <https://doi.org/10.1177/14687941241255248>
- Holmes, H. (2020). Material relationships: Object interviews as a means of studying everyday life. *Mundane Methods*. <https://doi.org/10.7765/9781526152732.00011>.
- Hong, J., Cross Francis, D., & Schutz, P. A. (2024). Reconceptualizing teacher identity development. *Educational Psychologist*, 59(3), 159–176. <https://doi.org/10.1080/00461520.2023.2292713>
- Hosseingholizadeh, R., Amrahi, A., & El-Farr, H. (2023). Instructional leadership, and teacher's collective efficacy, commitment, and professional learning in primary schools: A mediation model. *Professional Development in Education*, 49(3), 518–535. <https://doi.org/10.1080/19415257.2020.1850510>
- Ingersoll, R. M., & Tran, H. (2023). Teacher shortages and turnover in rural schools in the US: an organizational analysis. *Educational Administration Quarterly*, 59(2), 396–431. <https://doi.org/10.1177/0013161x231159922>
- Katzenmeyer, M., & Moller, G. (2009). *Awakening the sleeping giant; helping teachers develop as leaders*, 3d ed. Ringgold, Inc.
- Khan, F., Preeti, & Gupta, V. (2024). Examining the relationships between instructional leadership, teacher self-efficacy and job satisfaction: a study of primary schools in India. *Journal of Educational Administration*, 62(2), 223–238. <https://doi.org/10.1108/jea-09-2022-0145>
- Kılınç, A. Ç., Bellibaş, M. Ş., & Bektaş, F. (2021). Antecedents and outcomes of teacher leadership: the role of teacher trust, teacher self-efficacy and instructional practice. *International Journal of Educational Management*, 35(7), 1556–1571. <https://doi.org/10.1108/ijem-04-2021-0148>
- King, F., & Holland, E. (2022). A transformative professional learning meta-model to support leadership learning and growth of early career teachers. *International Journal of Leadership in Education*, 1–25. <https://doi.org/10.1080/13603124.2022.2037021>
- Lieberman, A. (1988). *Building a professional culture in schools*. Teachers College Press, Teachers College, Columbia University, 1234 Amsterdam Ave., New York, NY 10027.
- Liu, Y., Bellibaş, M. Ş., & Gümüş, S. (2021). The effect of instructional and distributed leadership on teacher self-efficacy and job satisfaction: Mediating roles of supportive school culture and teacher collaboration. *Educational Management Administration & Leadership*, 49(3), 430–453. <https://doi.org/10.1177/1741143220910438>

- Liu, Y., Li, L., & Huang, C. (2022). To what extent is shared instructional leadership related to teacher self-efficacy and student academic performance in China? *School Effectiveness and School Improvement*, 33(3), 381-402.
- Lovett, S. (2023). Teacher leadership and teachers' learning: Actualizing the connection from day one. *Professional Development in Education*, <https://doi.org/10.1080/19415257.2023.2235583>
- Madigan, D. J., & Kim, L. E. (2021). Towards an understanding of teacher attrition: A meta-analysis of burnout, job satisfaction, and teachers' intentions to quit. *Teaching and Teacher Education*, 105, 103425. <https://doi.org/10.1016/j.tate.2021.103425>
- Marcionetti, J., & Castelli, L. (2023). The job and life satisfaction of teachers: A social cognitive model integrating teachers' burnout, self-efficacy, dispositional optimism, and social support. *International Journal for Educational and Vocational Guidance* 23, 441–463. <https://doi.org/10.1007/s10775-021-09516-w>
- McGinity, R., Heffernan, A., & Courtney, S. J. (2022). Mapping trends in educational-leadership research: A longitudinal examination of knowledge production, approaches and locations. *Educational Management Administration & Leadership*, 50(2), 217–232. <https://doi.org/10.1177/17411432211030758>
- Mozeley, F., Judge, S. K., Long, D., McGregor, J., Wild, N., & Johnston, J. (2023). Things that tell: An object-centered methodology for restoring women's longing and belonging. *Qualitative Inquiry*, 29(5), 610-621. <https://doi.org/10.1177/10778004221114125>
- Naidoo, D., & Mabase, M. (2023). Social constructivist pedagogy in business studies classrooms – teachers' experiences and practices. *Perspectives in Education*, 41(2), 62-76. <https://doi.org/10.38140/pie.v41i2.7151>
- Nerlino, E. (2020). A theoretical grounding of teacher leadership. *Journal of Professional Capital and Community*, 5(2), 117-128. <https://doi.org/10.1108/JPCC-12-2019-0034>
- Nguyen, D., Harris, A., & Ng, D. (2020). A review of the empirical research on teacher leadership (2003–2017). *MCB Publications Ltd etc.* <https://doi.org/10.1108/JEA-02-2018-0023>
- Oppi, P., Eisenschmidt, E., & Stingu, M. (2023). Seeking sustainable ways for school development: Teachers' and principals' views regarding teacher leadership. *International Journal of Leadership in Education*, 26(4), 581-603. <https://doi.org/10.1080/13603124.2020.1849809>
- Pan, H. L. W., Wiens, P. D., & Moyal, A. (2023). A bibliometric analysis of the teacher leadership scholarship. *Teaching and Teacher Education*, 121, 1–11. <https://doi.org/10.1016/j.tate.2022.103936>
- Perryman, J., & Calvert, G. (2020). What motivates people to teach, and why do they leave? Accountability, performativity and teacher retention. *British Journal of Educational Studies*, 68(1), 3–23. <https://doi.org/10.1080/00071005.2019.1589417>
- Pineda-Báez, C., Bauman, C., & Andrews, D. (2020). Empowering teacher leadership: A cross-country study. *International Journal of Leadership in Education*, 23(4), 388-414. <https://doi.org/10.1080/13603124.2018.1543804>
- Qadach, M., Schechter, C., & Da'as, R. (2020). Instructional leadership and teachers' intent to leave: The mediating role of collective teacher efficacy and shared vision. *Educational Management, Administration & Leadership*, 48(4), 617-634. <https://doi.org/10.1177/17411pp43219836683>
- Reid, J. W., Hardee, A. B., Criswell, B. A., Elrod, M., Berryhill, S. B., & Rushton, G. T. (2022). Empowering teacher leaders: The role of research in changing teacher leaders' sense of themselves as professionals. *International Journal of Leadership in Education*, ahead-of-print(ahead-of-print), 1-44. <https://doi.org/10.1080/13603124.2022.2045629>
- Robertson, R. (2020). Speaking Objects: A (Suit)case Study. *Life Writing*, 17(4), 573–579. <https://doi.org/10.1080/14484528.2020.1769845>
- Rømer, T. A. The Educational Thing. *Stud Philos Educ* 30, 499–506 (2011). <https://doi.org/10.1007/s11217-011-9250-y>
- Saldaña, J., & Omasta, M. (2021). *Qualitative research: Analyzing life*. Sage
- Sawalhi, R., & Chaaban, Y. (2022). Student teachers' perspectives towards teacher leadership, *International Journal of Leadership in Education*, 25(4), 586-602, <https://doi.org/10.1080/13603124.2019.1666430>
- Schott, C., van Roekel, H., & Tummers, L. G. (2020). Teacher leadership: A systematic review, methodological quality assessment and conceptual framework. *Educational Research Review*, 31, 878-896. <https://doi.org/https://doi.org/10.1016/j.edurev.2020.100352>
- Schutz, P. A., Hong, J., & Cross Francis, D. (2020). Teachers' goals, beliefs, emotions, and identity development: Investigating complexities in the profession. Routledge. <https://doi.org/10.4324/9780429456008>

- Sedikides, C., & Wildschut, T. (2023). Nostalgia as motivation. *Current Opinion in Psychology*, 49, 101537. <https://doi.org/10.1016/j.copsyc.2022.101537>
- Shafiee, N. S., & Ghani, M. A. (2022). The influence of teacher efficacy on 21st century pedagogy. *International Journal of Learning, Teaching and Educational Research*, 21(1), 217-230. <https://doi.org/10.26803/ijlter.21.1.13>
- Shen, J., Wu, H., Reeves, P., Zheng, Y., Ryan, L., & Anderson, D. (2020). The association between teacher leadership and student achievement: A meta-analysis. *Educational Research Review*, 31, 100357. <https://doi.org/10.1016/j.edurev.2020.100357>
- Smith, S. J. (2020). *Windows into the history & philosophy of education*. Kendall Hunt Publishing Company.
- Smylie, M. A., Conley, S., & Marks, H. M. (2002). Section four: Reshaping leadership in action: exploring new approaches to teacher leadership for school improvement. *Teachers College Record*, 104(9), 162-188. <https://doi.org/10.1177/016146810210400908>
- Spillane, J. P. (2005). Distributed leadership. *The Educational Forum*, 69(2), 143-150. <https://doi.org/10.1080/00131720508984678>
- Supovitz, J. A., & Comstock, M. (2023). How teacher leaders influence instruction. *Leadership and Policy in Schools*, 22(2), 418-437. <https://doi.org/10.1080/15700763.2021.1971260>
- Thorpe, H., Brice, J., Soltani, A., Nemani, M., & O'Leary, G. (2024). Methods for more-than-human wellbeing: A collaborative journey with object interviews. *Qualitative Research: QR*, 24(2), 147-170. <https://doi.org/10.1177/14687941221129374>
- van Manen, M. (2015). *Researching lived experience: Human science for an action sensitive pedagogy*. New York, NY: Routledge.
- Wang, T., Deng, M., & Tian, G. (2022). More leadership, more efficacy for inclusive practices? Exploring the relationships between distributed leadership, teacher leadership, and self-efficacy among inclusive education teachers in China. *Sustainability*, 14(23), 16168. <https://doi.org/10.3390/su142316168>
- Wenner, J. A., & Campbell, T. (2017). The theoretical and empirical basis of teacher leadership: A review of the literature. *Review of Educational Research*, 87(1), 134-171. <https://doi.org/10.3102/0034654316653478>
- Woodward, S. (2020). *Material Methods: Researching and Thinking with Things*. <https://doi.org/10.4135/9781529799699>.
- Yalçın, M. T., & Çoban, Ö. (2023). Effect of school leadership on student academic achievement: School level path variables. *Current Psychology*, <https://doi.org/10.1007/s12144-023-04886-6>
- Yin, H., Tam, W. W. Y., & Lau, E. (2022). Examining the relationships between teachers' affective states, self-efficacy, and teacher-child relationships in kindergartens: An integration of SCT and positive psychology. *Studies in Educational Evaluation*, 74, 101188. <https://doi.org/10.1016/j.stueduc.2022.101188>
- Yoon, I., & Goddard, R. D. (2023). Professional development quality and instructional effectiveness: Testing the mediating role of teacher self-efficacy beliefs. *Professional Development in Education*, 1-15. <https://doi.org/10.1080/19415257.2023.2264309>
- York-Barr, J., & Duke, K. (2004). What do we know about teacher leadership? Findings from two decades of scholarship. *Review of Educational Research*, 74(3), 255-316. <https://doi.org/10.3102/00346543074003255>
- Zhao, X. (2023). Heidegger's world: Re-enchanting through thingness. *Religions*, 15(1), 3. <https://doi.org/10.3390/rel15010003>

EXPLORING THE CHARACTERISTICS OF A GENDER-EQUAL URBAN PARK: TRABZON FAROZ-GANITA SEASIDE PARK EXAMPLE

Nimet HEKİMOĞLU

Urban Planner, Graduate Student,
Department of City and Regional Planning, Karadeniz Technical University
n.hekimoglu001@gmail.com

Zeynep YILMAZ BAYRAM

Assistant Professor,
Department of City and Regional Planning, Karadeniz Technical University
zeynepyilmaz@ktu.edu.tr

ABSTRACT

Social gender is a concept associated with distinct roles, duties, and responsibilities between women and men. It introduces a binary distinction defining household and caregiving responsibilities for women and livelihood provision and public space responsibilities for men. The organization of public spaces directly influences and directs the use of space by women, men, and other disadvantaged groups, offering opportunities to some while constraining others. In the spatial organization of park areas, diversity and inclusivity, flexibility and adaptability, comfort and convenience, safety and security, accessibility, and maintenance principles are expected to be ensured. Similar principles in the same urban park are perceived and utilized differently by women and men.

Given the roles imposed by gender, investigating the spatial features required for a park to achieve equal usage levels for both genders forms the basis of this study. The main hypothesis of the research is that Faroz-Ganita Seaside Park does not exhibit equal usage levels between women and men. Qualities and design principles of urban parks with equal usage levels by women and men were determined by reviewing relevant literature and examining the most visited park areas in countries with the lowest Gender Inequality Index (GII). Within this framework, the spatial qualities of Faroz-Ganita Seaside Park in Trabzon province, Ortahisar district (Central district), and its relationship with its immediate surroundings depending on its location in the city (accessibility, security, etc.) were examined. In the field study, a two-stage process was conducted: 1. Spatial Analyses: The spatial organization and qualities of the park were mapped based on findings obtained from relevant institutions, Google Earth, and observations made in the field. 2. Survey Study with Male and Female Users: A total of 740 individuals, consisting of 359 women and 381 men using the park, were randomly selected for the survey. Participants were asked questions about their demographic characteristics, purposes of park usage, reasons for preference, frequency of usage, aspects they liked and complained about regarding the area. Faroz-Ganita Seaside Park is predominantly perceived as a walking area with a green area/hard surface ratio of approximately 1/3. People come to this area mainly for walking and using the cafes. There are 7 cafes, 2 restaurants, 6 children's parks, and a 1.11 ha parking area in the vicinity. People mostly use hard surfaces and rocky areas for sitting. The bike path passes through the park but does not continue to the east; it extends westward but is not integrated with the city as a whole.

Keywords: Social Gender, Park, Spatial Qualities, Urban Design

INTRODUCTION

The concept of gender distinguishes between biological differences between women and men, while gender refers to the differences between femininity and masculinity resulting from socio-cultural factors (Butler, 2019). While gender is inherent, gender is shaped over time based on the values and lifestyles of societies. There is no superiority between the female and male sexes; however, inequality exists/has been created between femininity and masculinity based on social values and roles (Beauvoir, 2011). The responsibilities imposed by gender identity negatively affect a woman's life (Friedan, 2015). Since the earliest ages of human history, there has been an issue of women being confined to private spaces and men being directed towards public spaces (Yılmaz Bayram, 2011). As societies develop and urban environments grow, the dimensions and diversities of the problems experienced have also changed. Urban planning and urban design processes can sometimes be a means of reproducing inequality. Decisions made, policies produced, and spaces created can, albeit unconsciously, have exclusionary effects that prevent different groups from coming together (Yılmaz Bayram, 2020). One of the most important inequalities and exclusionary effects in urban spaces occur between women and men. One of the main reasons for this is the responsibilities imposed on women by gender. From this perspective, women are considered as individuals who perform household services and take care of children and other family members. From the perspective of gender, cities are defined as areas where spatial segregations based on gender occur without considering issues specific to women, and where inequality and injustice are reproduced (Bayraktar, 2005). In this context, urban planning and urban design remain limited in terms of producing areas where

economic and spatial structure is sufficient, safe, and suitable for women. Consequently, these shortcomings necessitate new spatial arrangements.

One of the areas where women and men experience the most differences in the use of urban services and spaces is recreational areas. In the production processes of recreational services and spaces in today's cities, certain generalizations and standards are taken into account, while demands arising from perceived gender differences in detail are disregarded. Criticism is often directed towards the standards and generalizations used in the formation processes of urban green spaces and parks, as they fail to contribute to the needs and priorities of all segments of society. Especially, women face more difficulties in spaces produced based on standards and generalizations compared to men. However, the issue is not the deliberate exclusion and victimization of women from urban environments; rather, it stems from practices that fail to consider the special and different needs of women arising from social gender (Yılmaz Bayram, 2011).

For an activity to be truly recreational, it must be actions individuals undertake according to their own preferences, apart from actions they are compelled to take to sustain their lives within the social structure they are in. Recreation need is an indispensable need for every individual. However, the way this need is met varies among individuals and societies because recreational demands vary depending on individual and societal characteristics and the qualities of recreational areas. One of the most important variables determining recreational demand is gender (Yılmaz Bayram, 2011).

When determining the recreational demands of women and men, it is necessary to examine in detail the individual and societal characteristics and factors related to the quality of recreational areas. For example, one of the individual and societal factors is the time constraints women face due to household and childcare responsibilities, leading them to primarily utilize residential areas and their immediate surroundings. However, there are generally children's play areas in neighborhood units. Women's needs are suppressed and pushed into the background due to the needs of children (Yılmaz Bayram, 2011).

Urban Parks

Tanrıverdi (1987) defines parks as social green spaces that provide residents of various neighborhoods and surroundings with active and passive entertainment and relaxation environments, creating measured, balanced, and beautiful compositions (Emür & Onsekiz, 2007). Additionally, parks are fundamental elements of urban open space planning because they support ecological diversity within the city with natural and/or artificial vegetation, occupying more space compared to other facilities. They serve as a prominent tool in social planning by not only enhancing the mental and physical health of urban residents but also creating an environment for entertainment and socialization. Individuals with different social, cultural, economic, and demographic characteristics who gather in parks learn to perceive each other's differences and look upon each other with tolerance (Thompson, 2002)

In the broadest sense, parks are green areas that enable residents of various age groups to engage in recreational activities such as relaxation, walking, playing games, and sports, as well as various cultural and social events (Baykan, 2005). Parks should be established in various parts of the city and in specific sizes. As seen in Table 1, parks are listed at the regional, city, district, neighborhood, and neighborhood unit levels, and the capacity of each park at each level varies according to the population it serves and its spatial size (Table 1).

There is no universally accepted standard for the norms used in park area arrangement worldwide. Moreover, differences can be found between cities in the same country. This is because the age, culture, occupation, and economic status of residents in each city vary, leading to diverse requirements for park areas (Steiner & Butler, 2007).

Table 1. Park Grading and Coverage (Aydemir, 1999; Aydemir, 2004; Ersoy, 2009, cited in Yılmaz Bayram, 2011).

SCALE (POPULATION)	PROVISION	SERVICE AREA RADIUS	UNIT AREA	COVERAGE
Region	Forest and Woodland areas Regional park National park	Approximately 20 km	3-6 m ² /person 25-60 m ² /person	Should allow for active and passive sports activities (such as hiking, living in nature, climbing, hunting, etc.), enabling interaction with nature, equipped camping areas (kitchen, toilet, shower) should be available (approximately 80-120 units).
Urban (starts from a minimum of 50,000 people. Expands as the city grows. Maximum 100,000 people)	City park	City-wide	4 m ² / person	Should accommodate cultural activities (concerts, shows, exhibitions, etc.), sports (various sports and games, fishing, walking, etc.), picnic and entertainment (amusement park, etc.) functions.
	Zoo (priority may be given to animals or humans)	City-wide	4 m ² / person (min. 40ha)	Within the zoo, there may also be a city farm where children and young people provide services to animals (This is an effective tool in the education of disabled children), providing opportunities for relaxation, education, and shopping.
	Botanic Garden	City-wide	4 m ² / person (min. 40ha)	The presence of facilities for relaxation, education, and shopping also enhances the potential usage of the area.
	Urban District Park (Serves several neighborhoods .)	Approximately 3-5 km	4-8 m ² /kişi	Picnicking, amateur nature observation/research, walking, and sports activities are facilitated, the presence of natural/artificial water surfaces is preferred.
Quarter 45,000-50,000 population	Quarter Park	1.5-2,5 km	1,5 m ² / person (min. 20ha)	Should be close to nature, catering to picnicking, sports, and recreational needs. (Traffic education area, recreation center, countryside café, etc., facilities may also be available.)
	Playground (sports adventure playground)	1-1,5 km	7-10 m ² / person	Sports facilities and adventure playground may not coexist.
Neighborhood 10,000-15,000 population	Neighborhood Park (Serves several neighborhoods)	0.8-1 km	Approximately 1.4 m ² /person (half of it sports area)	Should be arranged suitable for sports, viewing, entertainment, games, socializing, and relaxation activities.
Neighborhood Unit	Neighborhood Unit Park	250-500m	Approximately 1.5 m ² /person (minimum 5000 m ²)	Short-term relaxation, viewing, socializing, sports, equipped and unequipped (with and without vehicles) gaming activities are included.
Residential Group	Resting Area	Max. 100m	50-100m ² /person	Near the residence, a space for relaxation, socializing, child observation, etc., as an extension of the residence.
	Children's Play Area	Max. 300m	0,75 m ² / person	
	Children's Play Spot	Max. 100m	0,2-0,5 m ² / person	

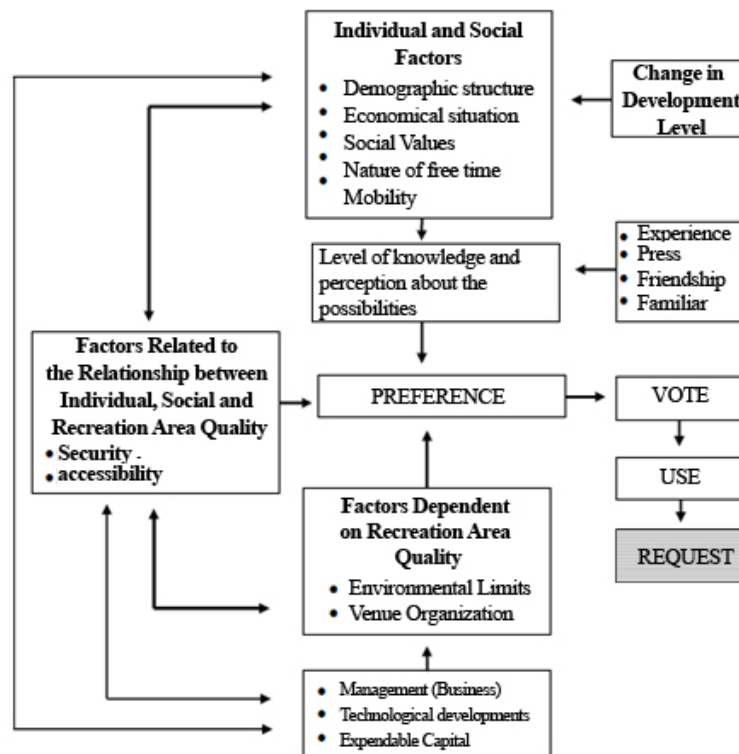
Recreation pertains to activities individuals engage in during their leisure time outside of working hours. According to Edginton and Ford (1985), recreation, as a modern social institution, is considered as a repository of knowledge and a professional field: it is independent of work, inherently valuable, and serves as a means for

fulfilling many important needs, contributing to a fulfilling and happy life (Karaküçük, 1997). Gökmen (1985) defines recreation as a series of activities that individuals can choose independently after fulfilling their occupational, familial, and societal obligations, aiming at relaxation, entertainment, skill enhancement, and self-renewal (Karaküçük, 1997). From a different perspective, recreation is seen as the preparation for a new and evolved work cycle, rejuvenating the worn-out body, and gaining freshness and energy for a new working period (Uzun and Altunkasa, 1997). Additionally, Gülez (1979) defines recreational activities as non-profit activities such as games, sports, entertainment, and relaxation, undertaken amateurishly, with the purpose of earning money (Gedikli, 1998). While all recreational activities are carried out during leisure time, not all activities done during leisure time can be considered as part of the phenomenon of recreation.

Recreational Demand And Factors Affecting It

Recreational demand refers to individuals' desire to use or not to use any recreational opportunity. The demand for recreation among all individuals (both men and women) in a society is not the same because demand is determined by a series of internal and external factors. According to Gold (1980), the fundamental factors influencing people's recreational demand vary depending on user potential, recreational area, and the relationship between user potential and recreational area (Uzun and Altunkasa, 1997; Yılmaz Bayram, 2011).

Factors related to the quality of recreational areas include the area's attractiveness to users, alternatives available, carrying capacity, and natural features (Yılmaz Bayram, 2011). Additionally, factors such as area management, keeping up with technological developments, and available capital indirectly affect the mentioned factors (Figure 1). Factors related to the relationship between individual and societal qualities and the quality of recreational areas include travel time and distance, the cost of recreational resources and equipment, knowledge and user perception of the area, safety, and accessibility. Particularly, safety and accessibility depend on the demographic structure of individuals (Yılmaz Bayram, 2011). For instance, to assert that the same location is equally safe and accessible for women and men, it is necessary to carefully examine and address the specific sensitivities of women and arrange accordingly (Figure 1).



Şekil 1. Factors Influencing Individuals' Demand for Urban Green Space - Park Usage (Yılmaz Bayram, 2011).

Şekil 1 illustrates the relationship between the factors influencing individuals' demand for urban green space - park usage. Individual and societal factors vary depending on people's level of self-improvement. These factors shape preferences based on individuals' knowledge and perception. Here, communication tools and the experiences of individuals around us can influence people, leading hidden demands to turn into directed demands (Yılmaz Bayram, 2011). Preferences are formed with the varying effects of all the factors described above. Choices determine individuals' selections. By choosing the type of recreation and area, new demands begin to emerge accordingly. In the context of gender, individual and societal factors influencing women's and men's demand for urban green space usage can be examined under the headings of demographic structure,

economic status, societal values, the nature of leisure time, and mobility. The most fundamental distinction arises from gender. Due to gender roles, individuals' educational levels vary. It is observed that women, in some cases, have limited educational opportunities, leading to insufficient employment opportunities for them. Consequently, they lead their lives as economically low-paid or unpaid individuals. Even economically affluent women, at the middle and upper levels, are known to be not as comfortable as men in terms of societal values. The tasks and responsibilities imposed on them restrict their use of public spaces. Particularly, their use of recreational facilities is suppressed by the priorities and demands of their children.

The Gender Inequality Index (Gender Inequality Index-GII)

The Gender Inequality Index (GII) is an indicator developed by the United Nations Development Programme (UNDP) as a measure of gender inequality. This indicator was introduced as an alternative to the Gender Empowerment Measure (GEM) in the Human Development Report (GDI) of the UNDP in 2010. GII considers three fundamental dimensions of gender inequality: 1.Reproductive Health: Reflects maternal mortality rates, adolescent birth rates, and inequalities in access to services. 2.Empowerment: Assesses women's participation in decision-making processes and access to education. 3.Economic Activity: Takes into account the gender gap in labor force participation and the ratio of earned income between women and men.

According to the Gender Inequality Index, in the 2020 report containing 2019 data, countries marked in red on the world map represent countries experiencing higher levels of gender inequality, while countries marked in green reflect greater equality (UNDP). GII combines these dimensions into a single index ranging from 0 to 1; higher values indicate greater gender inequality. Countries with higher GII scores typically face inequalities in health outcomes, limited access to education and economic opportunities for women, and lower levels of women's participation in political decision-making processes.

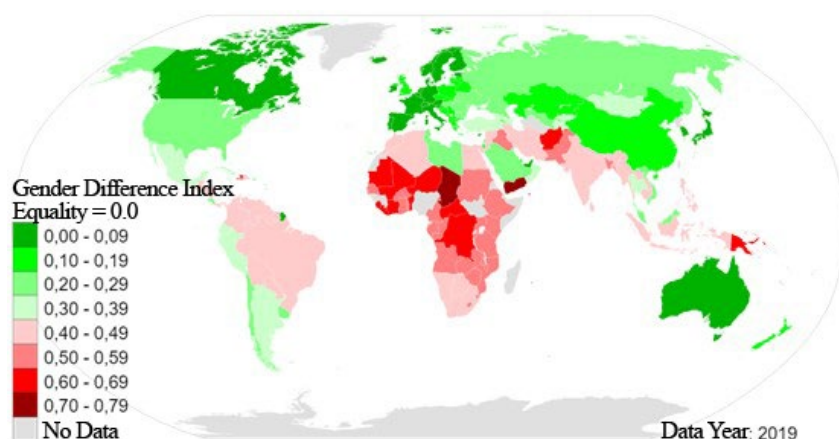


Figure 2. Gender Inequality Index of Countries (URL1)

Gender Inequality Index provides policymakers and researchers with a comprehensive measure of societal gender inequality, allowing for comparisons between countries and over time. It serves as a tool for monitoring progress towards gender equality and identifying areas where interventions are needed to address gender inequalities (URL1). In this study, the most frequently used parks in the capitals of the top 10 countries leading the GII ranking in the Gender Inequality Index were examined: namely, Zürichhorn in Zurich, Switzerland (GII value = 0.025); Slottsparken in Oslo, Norway (GII value = 0.038); Kaivopuisto in Helsinki, Finland (GII value = 0.039); Vondelpark in Amsterdam, Netherlands (GII value = 0.043); Ørstedsparken in Copenhagen, Denmark (GII value = 0.043); Kungsträdgården in Stockholm, Sweden (GII value = 0.045); Parc de Bruxelles in Brussels, Belgium (GII value = 0.045); Seoul Forest Park in Seoul, South Korea (GII value = 0.047); Jardin des Tuileries in Paris, France (GII value = 0.049); and Hljómskálagarðurinn in Reykjavik, Iceland (GII value = 0.058).

Examples Of Parks In Countries With High Scores On The Gender Inequality Index

Zürichhorn (Switzerland - Zurich)

At Zürichhorn, located on the shores of Lake Zürich, there are numerous dock structures. This park, with a total area of 11.4 hectares, consists of 5.8 hectares of green areas, 1.7 hectares of recreational areas, and a 0.33-hectare Chinese garden. Within the park, there are facilities such as a sailing club building, an art workshop, the Le Corbusier museum, and a casino (covering 0.6 hectares).

The Zürichhorn Park, located in the Seefeld district of Zurich, stands out as the most frequently visited park, situated 3-4 minutes away from the city center and hosting various tourist attractions. This area, protected by trees and reeds, became the focal point of national exhibitions such as the 1939 'Landi' and the 1959 'G59'. Zürichhorn Park serves as a place of relaxation for both locals and foreign visitors (URL2). The park offers modern amenities such as sculptures like Jean Tinguely's 'Heureka', playgrounds, and recreational areas (URL3). It provides various facilities appealing to people, including playgrounds, picnic areas, and sports facilities. Located by the lake, the park offers opportunities for swimming, boat trips, and walks along the shoreline. Throughout the year, concerts, festivals, and cultural events are held in Zürichhorn Park. Accessible by public transportation and designed to integrate with the city's bicycle paths and pedestrian walkways, the park features limited vehicular roads, with surrounding roads restricted to a maximum speed of 50 km/h. A bicycle lane is positioned east of the area to seamlessly connect with the city. Pedestrian crossings are provided to ensure safety at intersections between pedestrians and vehicles.

Slottsparken (Norway - Oslo)

Slottsparken, also known as the Royal Palace Park, encompasses greenery, winding paths, and serene ponds within an area of 5.3 hectares. With a total area of 21.4 hectares, the park comprises 12.5 hectares of green spaces, 0.49 hectares of water areas, and a total of 4.8 hectares of parking areas. The parking area designated for the art museum covers 0.28 hectares, while the parking area designated for the hotel occupies 0.1 hectares. The art museum occupies an area of 0.32 hectares, with a storage area of 0.075 hectares, and a single hotel occupies an area of 0.40 hectares. Additionally, there are parking areas allocated for an office (0.040 hectares), a children's playground (0.012 hectares), a greenhouse (0.055 hectares), and a small park area (0.033 hectares). Designed by architect Hans Linstow in the 19th century, the park reflects the principles of English landscape design (URL5). Slottsparken offers a wide range of facilities including cafes, recreational areas, and ample space for outdoor activities (URL6). Throughout the year, Slottsparken hosts cultural events that contribute to Oslo's cultural scene (URL7). Apart from service roads providing access to the hotel and museum within the area, there are no vehicular roads, but stairs are available for pedestrian pathways. Public transportation routes pass through the south and east of the area. The maximum speed on vehicular roads is limited to 50 km/h, and pedestrian-vehicle encounters are facilitated by pedestrian crossings. Due to its central location, the majority of surrounding uses consist of office spaces .

Kaivopuisto (Finland - Helsinki)

Kaivopuisto, located in the southern part of Helsinki, offers recreational activities such as sightseeing, skiing, and playgrounds. With a total area of 16.6 hectares, this park covers 11.8 hectares of green spaces and is situated along the coastline. The parking area in the park totals 0.11 hectares, and there is a field measuring 0.80 hectares. Additionally, the park features a dog park spanning 0.087 hectares, a children's playground covering 0.090 hectares, and commercial buildings occupying 0.2 hectares.

The Cygnaeus Gallery, Finland's oldest art museum, is located in this area. It features pathways for walks (URL8). Known for its sculptures, playgrounds, and natural beauty, Kaivopuisto demonstrates Helsinki's heritage and commitment to green spaces through conservation efforts and societal engagement (URL9). People are drawn to the lawns, pathways, and panoramic views of the sea (URL10). Additionally, the park serves as a hub for cultural events and picnics, enhancing its appeal with its proximity to the sea and nearby islands (URL11).

Vondelpark (Netherlands - Amsterdam)

Vondelpark boasts sports facilities such as running and walking tracks, football fields, and playgrounds. The park offers recreational activities. With a total area of 47.5 hectares, wooded areas cover 11.7 hectares, grass areas cover 13.7 hectares, and water areas cover 8.5 hectares. Additionally, there are sports fields covering 0.31 hectares and children's playgrounds covering 0.99 hectares. Furthermore, the park features outdoor theater areas, musical areas, and cafe-restaurant-kiosk areas totaling 0.21 hectares.

During the summer months, free concerts/shows are held at the open-air theater, and the cafes/restaurants located throughout the park also provide relaxation opportunities (URL12). Dogs and their owners are allowed to roam freely in designated areas (URL12). Vondelpark is adorned with a national monument bridge and viaduct. Historical structures such as the Pavilion, where the Vondel statue is located, and the music-dome Groot Melkhuis are found in the park. The topography over the waste storage area in Vondelpark is utilized to prevent flooding (URL13). Being pedestrian and cyclist-friendly, the park serves as a bustling activity center where people from all walks of life come together to relax, socialize, and enjoy outdoor activities (URL14). While vehicular roads exist in the area, they are currently not open to vehicle traffic but are accessible for vehicles servicing the facilities and for emergency response in case of fire or emergencies. Bicycle paths are present to the north, west, and east of the area, with public transportation serving the vicinity. Although the surrounding roads have a width of 35 meters, the speed limit is restricted to 30 km/h.

Ørstedsparken (Denmark - Copenhagen)

Located centrally in Copenhagen, Ørstedsparken is situated amidst the bustling streets and cultural venues of the city. Offering panoramic views, Ørstedsparken sprawls over approximately 12 hectares of land. The total area of the park is 6.5 hectares, within which 2.4 hectares are wooded areas and 1.8 hectares are water areas. Additionally, there are six parking lots covering a total area of 0.2 hectares. The park features eight structures, including a café; the remaining structures are utilized as sheltered seating areas. In total, these structures cover an area of 0.046 hectares.

The park features concerts, outdoor events, and a public playground. Additionally, Ørstedsparken offers outdoor recreational activities such as yoga, tai chi, and cycling, and hosts cultural events throughout the year (URL15). Surrounding the park are vehicular roads with a width of 20 meters. However, within the restricted area with a speed limit of 50 km/h, there are no vehicular roads, but stairs are available for elevation differences. A bicycle path serving the city is present to the west of the area. Pedestrian pathways have an average width of 2-3 meters, with lighting every 15-20 meters.

Kungsträdgården (Sweden - Stockholm)

This park in Sweden is surrounded by a 20-meter-wide vehicular road, with a speed limit of 30 km/h, and it has been designed as an integral part of the city. With a total area of 10.9 hectares, the park consists of 6 hectares of green spaces, 0.6 hectares of monument areas, and 0.33 hectares of water areas. Additionally, there are planned areas for events (0.1 hectares), retail space (0.35 hectares), and walking paths (4.08 hectares).

Bicycle lanes dominate the cityscape and also traverse through the area. Roadside parking has been preferred along the vehicular road passing through the eastern part of the area, where bicycle lanes are also present. The main pedestrian axis to the east of the park connects to other park areas and the marina, enhancing the accessibility of the area. Pedestrian crossings are available for pedestrian-vehicle encounters. In the center of the park, there is typically a large fountain serving as a meeting point for visitors (Johnson, E., 2018).

Parc de Bruxelles (Belgium - Brussels)

Located north of the Brussels Royal Palace, this park area houses artistic activities, open-air buffets, and cafes. To the south of the area, there is a 2x2 lane vehicular road with a speed limit of 30 km/h on all surrounding roads. A tram line runs from west to north of the area, and a metro line passes under the area at a depth of 4 meters, with a station within the area. With a total area of 13 hectares, the park comprises 11 hectares of green space. Additionally, there are designated areas for a children's playground (0.14 hectares), a theater and live music area (0.35 hectares), and an open-air buffet area (0.03 hectares).

The park serves as a hub for public transportation lines. While there are bicycle lanes around the perimeter of the area, there are no bicycle lanes within the park itself. Parking areas are located within the facilities within the area and to the south of the park. There are two water features within the area. Throughout the park, there are monuments, statues, and memorials. The park features ample open spaces suitable for picnics, recreational activities, and gatherings. Strategically placed benches and seating areas provide resting spots and relaxation areas along the park's length (Dupont, M., 2015).

Seoul Forest Park (South Korea - Seoul)

Seoul Forest Park is the largest park in Seoul, the capital of South Korea, with a population of 10 million. Major city roads pass through the area, necessitating the presence of overhead crossings due to their hazardous nature. Additionally, the area houses facilities such as a high school, water treatment plant, and equestrian club. With a total area of 78 hectares, the park encompasses 40 hectares of green space. Furthermore, there are designated areas for playgrounds (0.4 hectares), sports fields (1 hectare), and the high school (1.8 hectares). The water treatment plant occupies an area of 28.5 hectares, while the water area covers 1.96 hectares.

The bicycle lanes located at the center of the area are uniformly distributed throughout the entire park. The area is integrated with the city, and the speed limit on the road passing through the area is restricted to 50 km/h. Pedestrian-vehicle encounters are facilitated by pedestrian crossings in the center of the area, while pedestrian paths connecting the area to the river outside are provided by overhead crossings. Public transportation stops serve the area. The park features wetlands, ponds, and streams that provide habitat for various plant and animal species. As the name suggests, Seoul Forest encompasses forested areas with walking trails for visitors to explore nature and enjoy outdoor walks. Cultural facilities such as art galleries, exhibition spaces, and performance venues are located within the park. Seoul Forest also includes a special children's park with playgrounds, sandpits, and other amenities for young visitors. Sports enthusiasts are catered to with facilities such as football fields, basketball courts, and tennis courts within the park. Bicycle and rollerblade paths are available for recreational activities (Kim, J., 2019).

Jardin des Tuileries (France - Paris)

The parking area is underground, with a bicycle path passing through the northern part of the area, where the speed limit is 30 km/h. Metro transportation is available in the area. Illumination within the area provides people with the opportunity to sit safely on benches. With a total area of 21 hectares, the area encompasses 11 hectares of green space. Additionally, the museum area covers 0.23 hectares, the built area (cafe and restaurant) covers 0.08 hectares, and water elements span 0.65 hectares. The amusement park occupies 2.8 hectares, while the children's play area covers 0.7 hectares.

Pedestrian crossings are available for pedestrian-vehicle encounters. Along the southern part of the area, there is a promenade pathway along the banks of the River Seine. (Pierre, L., 2020). The park is aligned along the central axis from the Louvre Museum to the Place de la Concorde, providing spatial connectivity. Within the garden, there are ponds, fountains, and basins such as the Grand Bassin Rond and Bassin Octogonal. (Leclerc, M., 2018).

Hljómskálagarðurinn (Iceland-Reykjavik)

On the shore of Lake Tjörninn, this park boasts a children's play area, a concert hall, and commercial structures. A city road traverses through the park, with a speed limit of 50 km/h enforced. Urban pedestrian pathways and bicycle lanes pass through the area, contributing to the coherence of the city. With a total area of 10.35 hectares, the park encompasses 8 hectares of green space. Additionally, there is a 1-hectare children's play area and a 0.05-hectare building zone within the park. Bicycle lanes are also present within the area.

The lake is completely covered with ice during the winter months, allowing people to engage in activities such as ice skating and skiing on the lake. The only complaint about the area is the lack of a café with toilet facilities. Pedestrian-vehicle encounters are facilitated by pedestrian crossings. Hljómskálagarðurinn offers various recreational activities, including playgrounds for children, sports fields, and exercise equipment for adults. The park is accessible to people of all ages, including wheelchair users, with asphalt paths and ramps (Jónsson, Ó., 2018).

RESEARCH QUESTIONS AND METHODOLOGY

Considering the gender roles attributed to women, investigating the spatial characteristics that a park should have to achieve equal usage levels for both genders forms the basis of this study. Starting from the hypothesis that Faroz-Ganita Coastal Park does not have equal usage levels by women and men, the study aims to answer the following questions: How do the spatial qualities and location of Faroz-Ganita Coastal Park affect its usage levels by genders?, For what purposes do women and men prefer the park?, What are the complaints and spatial qualities in the park identified by women and men?. In this study, the qualities and design principles of urban parks with equal usage levels by women and men were determined by reviewing relevant literature and examining the most visited park areas in countries with the lowest scores on the Gender Inequality Index (GII). Within this framework, the spatial qualities (size, functional diversity, amenities, area size, security, etc.) of Faroz-Ganita Coastal Park in Trabzon province, Ortahisar district (Central district), and its relationship with its immediate surroundings based on its location in the city (accessibility, security, etc.) were investigated. The fieldwork consisted of a two-stage process: 1. Spatial Analysis: The spatial organization and qualities of the park were mapped based on findings obtained from relevant institutions, Google Earth, and observations made in the field. 2. Survey Study with Female and Male Users: A total of 740 participants, consisting of 359 women and 381 men using the park, were randomly selected for the survey. Participants were asked demographic questions, as well as questions regarding their reasons for park usage, preferences, frequency of use, aspects they liked and complained about the park. The survey aimed to assess individual factors influencing urban open and green space usage in the context of gender (gender, age, education level, economic status), the park's capacity to meet needs (walking opportunities, recreational services, resting facilities, etc.), and people's satisfaction levels with the park. The survey was conducted between February 6, 2024, and February 25, 2024.

Study Area

The Faroz-Ganita Coastal Park is located in the Ortahisar District, which is the central district of Trabzon, Turkey. Situated west of the Trabzon Port, it is the park closest to the city's central business district. The park originated in the early 1900s when a Greek family built the Ganita Tea Garden on the rocks. The name "Ganita" derives from the Greek word "Καίητα," meaning "beautiful place." Over time, this area has evolved into one of the most significant parks along the coastal strip of Trabzon, with various recreational enhancements (Figure 3).



Figure 3. Faroz-Ganita Coastal Park (Trabzon Metropolitan Municipality)

The area is located along the seaside and comprises three pier structures. While one of the piers is designed with seating areas, serving as an internal structure, the two pier structures located to the east are primarily utilized as docking areas for tourist boats.

FINDINGS AND EVALUATIONS

Spatial Findings

The total area of this site is 12 hectares, with 3.3 hectares designated as green space. Additionally, there is a 0.2-hectare children's play area, a 2.6-hectare walking path, and a 0.2-hectare bicycle path. Within the area, there is also a total of 0.3 hectares allocated for kiosks, cafes, etc. (Figure 4).

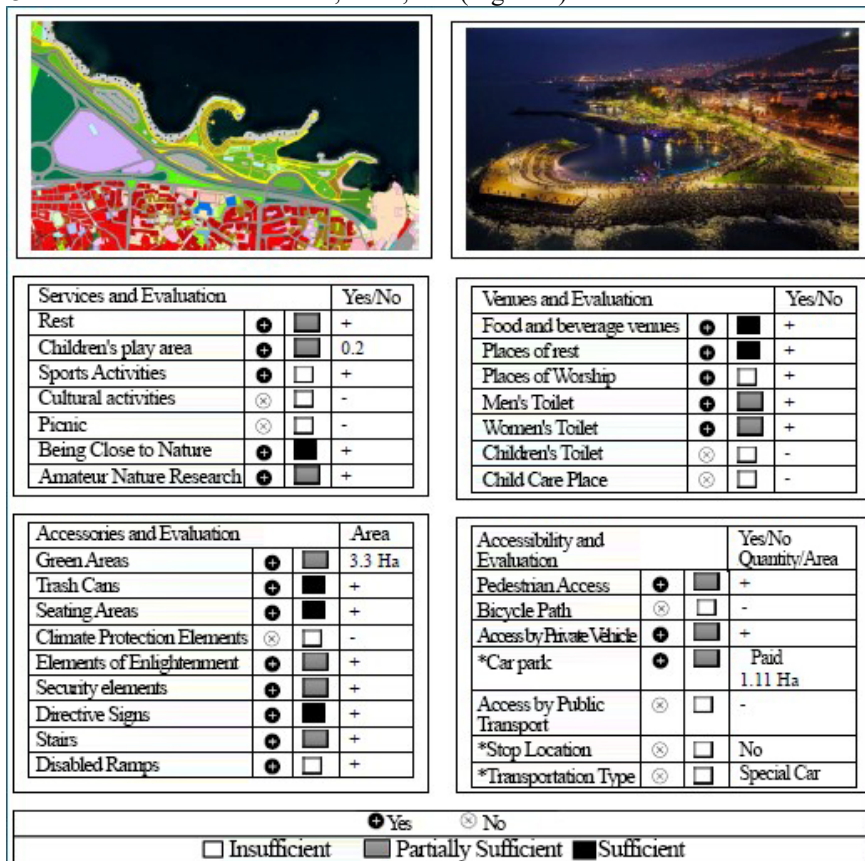


Figure 4. Evaluation of the Spatial Characteristics of Faroz-Ganita Coastal Park (Turkey-Trabzon)

In contrast to the other parks examined (See; Park Examples in Countries with Good Gender Inequality Index), there is a 35-meter-wide Black Sea coastal road passing from the south, which is the D010 Black Sea coastal road connecting the city to other cities. Although the normal speed limit of this road is 82 km/h, due to its three lanes, vehicles usually travel at speeds exceeding 90 km/h (Trabzon Directorate of Security, Regional Traffic Control Department). As a result, while people can access other parks through pedestrian crossings, pedestrian overpasses are mandatory in Faroz-Ganita Coastal Park. This restricts the access of disabled individuals and young children to the area. Access to the area is typically provided by using 3-meter sidewalks alongside the 15-meter-wide roads used from the Square-Gazipaşa slope-Ganita direction, followed by stairs or elevators. This is considered a disadvantage for those who walk to the area. For those arriving by car, the parking area in the park

is used with a fee (up to 1 hour for 20 TL (0.61 \$), up to 4 hours for 30 TL (0.92 \$) as of April 2024, exchange rate 1\$=32.53 TL). After getting off the vehicle, it is necessary to walk about 500 m to reach the busiest part of the area (Figure 4). When compared to the parks in the aforementioned countries (See; Park Examples in Countries with Good Gender Inequality Index), Ganita Park, other parks are more accessible and safe, there are spaces prioritizing nighttime use, there are more green areas for picnicking, and the area is designed as an integral part of the city. Also, having a city-wide bicycle route, having a pedestrian transportation system where city pedestrian roads are connected, and the surrounding roads of the park having low speeds such as 30-50, which are city limits, making them suitable for pedestrian crossings, also increase disabled access. The noticeable decrease in the number of people towards the ends of the area is also due to its separate design from the city (Figure 4).

Table 2: A Comparison of Parks in Countries with Good Gender Inequality in the Context of Social Gender Inequality and Faroz-Ganita Park

Good examples of gender equality in public parks within the context of societal gender inequality		OrstedPark, Denmark Copenhagen	Kaivopuisto Finland Helsinki	Slottsparken Norway Oslo	Vondelpark Netherlands Amsterdam	Zürichhorn Switzerland Zürich	Hljomskalagar durinn Iceland Reykjavik	Kungsträdgård en Sweden Stockholm	Parc de Bruxelles Belgium Brüksel	Jardin des Tuileries France, Paris	Seoul Forest Korea Seoul	Faroz-Ganita Turkey Trabzon
Topic												
Size		6.5 Ha	16.6 Ha	21.4 Ha	47.5 Ha	11.4 Ha	10.35 Ha	10.9 Ha	13 Ha	21 Ha	80 Ha	12 Ha
Accessibility	Pedestrian											
	Bicycle											
	Private vehicle											
	Public transportation											
Functional Areas	Resting areas											
	Children's play areas											
	Sports facilities											
	Cultural events spaces											
	Picnic areas											
	Proximity to nature observation points											
Facilities	Dining											
	Resting											
	Toilets											
	Childcare											
Infrastructure Amenities	Green elements											
	Water features											
	Sculptures, etc.											
	Seating elements											
	Elements for protection from climatic conditions											
	Lighting											
	Security cameras											
	Security measures (railings, parapets, etc.)											
	Stairs											
Ramps												

	Information signs												
--	-------------------	--	--	--	--	--	--	--	--	--	--	--	--

In Table 2, the cells shaded in light gray represent existing variables, while those shaded in dark gray represent non-existent variables. When examining the most commonly used parks in the capitals of countries with the lowest scores on the Gender Inequality Index (GII) in the context of social gender inequality, many common features stand out. These features include the homogeneous organization of urban parks throughout the city. For instance, the travel routes of individuals commuting to work in the mornings are planned along urban pedestrian and bicycle paths leading to the parks. In contrast, Faroz-Ganita Coastal Park, due to its internal arrangement of pedestrian and bicycle paths, is designed as an area to be visited solely for the purpose of enjoying the park, independent of the city. Therefore, the number of visitors to Faroz-Ganita Coastal Park is lower during weekdays and working hours. This is because the park is situated outside the city as a destination to be visited according to a specific plan. Since there are no bicycle lanes in Ortahisar district of Trabzon, people use their bicycles in this area solely for sports purposes. In contrast, in countries with good gender equality in terms of social gender inequality, bicycle lanes are dominant throughout the city, including those passing through park areas. During off-peak hours, Faroz-Ganita Coastal Park is deserted; however, it is used on holidays, weekends, and sunny days. Climate protection facilities are also available in other cities. For instance, enclosed areas are provided to people during windy times. These facilities include shaded areas under trees, umbrellas, and covered seating areas (excluding cafes and restaurants). In Faroz-Ganita Coastal Park, only cafe and restaurant areas have enclosed spaces. In parks in countries with good gender inequality, there are ramps for disabled access. Although Faroz-Ganita Coastal Park also has ramps, there are no facilities for disabled vehicles along the access routes to the area. Due to the high sidewalks, a disabled individual attempting to reach the park in a wheelchair encounters many obstacles. Unlike in parks in countries with good gender inequality, where bus and taxi stops and metro stations directly serve the parks, the nearest stop to Faroz-Ganita Coastal Park is 600 m away, and access is provided via stairs, overpasses, and 1.5-2 m sidewalks. Insufficient pedestrian access is the most important deficiency. The majority of married women using Faroz-Ganita Coastal Park visit the area to take their children for a walk. Women who cannot deviate from their childcare responsibilities spend their park visits dependent on their children, feeling obligated to act outside their own personal desires. When examining parks in countries with good gender inequality, women visit these areas comfortably at all times of the day, either with their children or alone or with friends. Each park has a green area ratio of over 50% compared to paved areas, while Faroz-Ganita Coastal Park has a green area ratio of only 20%. All parks have a water feature, with parks located by the sea or lake having pools and pond structures. Faroz-Ganita Coastal Park is also located by the sea, which is a prominent feature. Unlike in other cities, where bicycle lanes dominate and are planned in accordance with this structure, Faroz-Ganita Coastal Park has a bicycle lane that starts within the park and ends at Faroz Port. In parks in countries with gender inequality, ground-level pedestrian crossings are provided for pedestrian-vehicle encounters. However, due to the presence of the D010 Black Sea Coastal Road, which is a long-distance road passing from the south of the park, with a speed limit of 82 km/h, individuals only access the area via overpasses. In parks in countries with good gender inequality, the surrounding roads have speed limits of 30-50 km/h, allowing people to visit the park without the necessity of crossing a parkour using pedestrian crossings (Table 2).

FINDINGS AND EVALUATION OF THE SURVEY

More than half of the respondents in the survey are male (359 females, 381 males), with the average age of female park users being 33, while males have an average age of 37. The majority of park users, regardless of gender, are married (N: 379, 51.21%). Single users account for 342 individuals (46.21%), while there are 19 users who are widowed or divorced (2.56%). Most of the park users have attained a university-level education, with a significant portion of them being females. While the number of female high school graduates exceeds that of males, users with lower levels of education are predominantly male (Table 3).

Table 3. Demographic Characteristics of the Respondents

VARIABLES		FEMALE	MALE	TOTAL	FEMALE %	MALE %
1. Demographic Profile of Park Visitors:						
Age	0-17: Child	0	16	16	0.00	100.00
	18-24: Young adult	95	80	175	54.29	45.71
	25-34: Adult	131	113	244	53.69	46.31
	35-44: Middle-aged adult	61	46	107	57.01	42.99

	45-54: Older adult	34	50	84	40.48	59.52
	55-64: Elderly	26	39	65	40.00	60.00
	65+: Senior	12	37	49	24.49	75.51
Marital Status	Married	185	194	379	48.81	51.19
	Single	170	172	342	49.71	50.29
	Widowed	4	15	19	21.05	78.95
Educational Background	Primary school	29	55	84	34.52	65.48
	Middle school	27	50	77	35.06	64.94
	High school	126	120	246	51.22	48.78
	University	177	156	333	53.15	46.85
Economic Status	Poor	11	11	22	50.00	50.00
	Middle-class	89	125	214	41.59	58.41
	Well-off	259	245	504	51.39	48.61
Homeownership Status	Renter	74	81	155	47.74	52.26
	Homeowner	285	300	585	48.72	51.28
Accompanying Person(s) to the Park	Individual	52	95	147	35.37	64.63
	Group	307	286	593	51.77	48.23
Health Status	Has illness	59	104	163	36.20	63.80
	Does not have illness	300	277	577	51.99	48.01

The majority of park users express that their economic status is good. While women mostly indicate that their economic situation is good, men tend to provide responses indicating a moderate status. The vast majority of park users either reside in their own homes (N: 585, 79.05%) or with their families. A large proportion of park users visit the park in groups. While the number of men coming alone (64.63%) exceeds that of women, the number of women coming in groups (51.77%) exceeds that of men (48.23%). Women tend to visit the park with their spouses or relatives, whereas men mostly come with friends or alone. The overall health status of park users is generally good. All disabled individuals visiting the park arrive using their family's private vehicle. Due to the lack of facilities for disabled access, the park is not suitable for disabled individuals; the majority of park users are healthy adults (Table 3).

As described in Table 4, when park users were asked how often they use the park, the majority stated that they rarely visit (1-2 times a month) (N: 379, 51.21%). However, those spending a few days a week in the park outnumber those who visit every day. The majority of those who rarely use the park are women. Additionally, the majority of users who visit 1-2 days a week are men. Consequently, women tend to use the park less frequently than men (Table 4)

Table 4. Factors Related to Park Usage

VARIABLES		FEMALE	MALE	TOTAL	FEMALE %	MALE %
2. Factors Related to Park Usage						
Frequency of Park Usage	For Touristic Purposes	13	6	19	68.42	31.58
	Rarely	195	184	379	51.45	48.55
	Every day	28	49	77	36.36	63.64
	Several days a week	123	142	265	46.42	53.58
Type of Transportation Used to Access the Park	Bus (Public Transportation)	18	17	35	51.43	48.57
	Minibus	88	54	142	61.97	38.03
	Private vehicle	168	175	343	48.98	51.02
	Pedestrian	75	120	195	38.46	61.54
	Bicycle	7	13	20	35.00	65.00
	Scooter	3	2	5	60.00	40.00
Purpose of	Walking	173	161	334	51.80	48.20

Visiting the Park	Dining	84	84	168	50.00	50.00
	Socializing	1	1	2	50.00	50.00
	Proximity to nature	21	23	44	47.73	52.27
	Listening to music	4	17	21	19.05	80.95
	Taking children for a stroll	40	31	71	56.34	43.66
	Fishing	0	23	23	0.00	100.00
	Reading books	0	3	3	0.00	100.00
	Having a picnic	18	16	34	52.94	47.06
	Other	18	22	40	45.00	55.00
Reasons for Preferring the Park	Resting	114	145	259	44.02	55.98
	Engaging in sports	56	47	103	54.37	45.63
	Dining	33	27	60	55.00	45.00
	Socializing (Meeting friends, spending time together, etc.)	109	109	218	50.00	50.00
	Natural Beauties: Sea	0	2	2	0.00	100.00
	Touristic Excursion	30	19	49	61.22	38.78
	Other	17	32	49	34.69	65.31

As the park does not have a minibus or bus stop, approximately half of the arriving users (N: 343, 46.35%) come by their own vehicles. The number of pedestrians approaching the park is close to the number of minibus passengers, as minibuses from the city center pass near the park. The low number of cyclists coming to the park is due to the absence of bicycle lanes in the city. Nearly half of the users come to the park for walking purposes (N: 334, 45.13%). Additionally, those who come for dining and walking purposes outnumber those with other purposes. Women generally show more interest in outdoor activities such as walking and taking children for a stroll. Furthermore, their interest in dining activities is remarkable (N: 297, 82%). However, their interest in indoor activities such as listening to music and reading books is slightly lower (N: 4, 0.01%). Men, on the other hand, tend to show more interest in outdoor activities, especially fishing and hiking (N: 223, 58.5%). Additionally, their interest in indoor activities such as listening to music and reading books is slightly higher compared to women (N: 20, 0.04%). When users were asked about their reasons for choosing the park, the majority, regardless of gender, stated that they came for socialization and relaxation. The proportion of those engaged in sports, using dining areas, and visiting the park for tourism purposes is very close. Observations and interviews clearly indicate that during weekend holidays and lunch hours, people visit the park more frequently. The number of visitors during weekdays decreases by half compared to weekends, and this ratio remains the same during both day and night hours (Table 4).

As described in Table 5, when users were asked about their favorite aspects of the park, the majority, regardless of gender, expressed appreciation for the park's location, panoramic views, and the presence and variety of seating areas (N: 378, 51.1%). (Table 5).

Table 5. Satisfaction and Complaints Regarding the Park

VARIABLES		FEMALE	MALE	TOTAL	FEMALE %	MALE %
3. Satisfaction and Complaints in the Park						
Most Liked Criteria in the Park	Variety and Quality of Food and Beverage Venues	19	27	46	41.30	58.70
	Cleanliness and Maintenance of Food and Beverage Venues and Surroundings	31	30	61	50.82	49.18
	Panoramic View	138	141	279	49.46	50.54

	Connecting with Nature	24	24	48	50.00	50.00
	Meeting with the Sea	8	40	48	16.67	83.33
	Presence of Quiet Areas within the Park	38	25	63	60.32	39.68
	Existence and Variety of Seating Areas	55	44	99	55.56	44.44
	Presence of Playgrounds and Amusement Equipment	5	9	14	35.71	64.29
	Organizing Cultural and Art Events	27	20	47	57.45	42.55
	Other	13	22	35	37.14	62.86
Most Complained Criteria in the Park	Inaccessibility of Venues	26	39	65	40.00	60.00
	Lack of Separate Areas for Different Age Groups	11	12	23	47.83	52.17
	Obstacles in Pedestrian Access	14	4	18	77.78	22.22
	Sidewalks and Walkways not Suitable for Wheelchair Use due to Height	13	15	28	46.43	53.57
	Distance of Minibus-Bus Stops from the Park or Residence	12	17	29	41.38	58.62
	Transportation Costs	15	8	23	65.22	34.78
	Paid Parking	8	12	20	40.00	60.00
	Paid Toilets	15	32	47	31.91	68.09
	Odors of Algae and Wastewater	55	56	111	49.55	50.45
	Noise Pollution from Surrounding People, Children, and Animals	62	101	163	38.04	61.96
	Presence of Stray Street Animals	3	10	13	23.08	76.92
	Inadequacy of Emergency Assistance Facilities	12	0	12	100.00	0.00
	Neglected and Dirty Playground Equipment	12	19	31	38.71	61.29
	Inadequacy of Park Facilities	66	51	117	56.41	43.59
	Lack of Place of Worship	6	12	18	33.33	66.67
	Other	16	6	22	72.73	27.27

When park users were asked about the issues they were complaining about, people expressed the most discomfort with noise (N:163, 22%). Among the complaints raised by individuals are the odors generated by structures that dispose of wastewater into the sea, as well as the inadequate equipment in the park (Table 5).

CONCLUSION AND RECOMMENDATIONS:

The Faroz-Ganita Coastal Park, located in the center of Trabzon, is an important park area; however, it faces challenges in terms of access and usage. Accessibility issues, especially for disabled individuals and children, pose a significant barrier. Insufficient pedestrian crossings, underpasses, and overpasses present difficulties for visitors using wheelchairs or strollers. Additionally, safety concerns in the park particularly deter women from using it.

Comparing Faroz-Ganita Coastal Park with parks in countries with good gender equality, it is evident that it lacks in terms of accessibility and security. To enhance safety in the park, it is necessary to improve nighttime lighting and strengthen security measures. Facilitating access to the park requires the installation of disabled ramps and prioritizing pedestrian access on existing roads (creating pedestrian crossings, reducing speed limits). Measures such as increasing lighting in the park and installing additional security cameras in areas with security deficiencies should be implemented to increase nighttime usage and ensure visitor safety. Establishing public transportation stops around the park perimeter would facilitate easier and more economical access for visitors. Park areas can be organized to accommodate different age groups and disabilities through the principles of diversity and inclusivity. Flexibility and adaptability can be achieved by equipping parks with modular designs for easy adaptation to different activities and allocating spaces for temporary events. Sufficient seating areas should be provided for comfort, and areas designed to protect visitors from the sun and rain. Accessibility measures should include the provision of ramps, elevators, and barrier-free pathways for disabled individuals to comfortably use the park.

Regarding safety and security, parks should be equipped with lighting systems, camera systems, and adequate security personnel presence to ensure overall safety. Communication and intervention systems for emergencies should also be established. Finally, expert teams should be assigned for the regular maintenance of park areas, and regular maintenance plans should be developed. Implementing these recommendations can transform the Faroz-Ganita Coastal Park into a more accessible, secure, and attractive urban park. These improvements will contribute to the overall silhouette of the city and enhance the quality of life for its residents.

REFERENCES

- Aydemir, S. E. (1999). Planlama ve Planlamanın Evrimi, Kentsel Alanların Planlanması ve Tasarımı, Ders Notları No: 54, Karadeniz Teknik Üniversitesi, Mühendislik ve Mimarlık Fakültesi Mimarlık Bölümü, (pp.62-91), Trabzon.
- Aydemir, S. E. (2004). Kentsel Donatılar-Rekreasyon, Kentsel Alanların Planlanması ve Tasarımı, Akademi Kitapevi, (pp.285-338), Trabzon.
- Aydemir, S. E., Sancar, C. ve Beyazlı, D. Ş. (2004). Türkiye’de İmar Kurumu, Kentsel Alanların Planlanması ve Tasarımı, Akademi Kitapevi, (pp.409-501), Trabzon.
- Beauvoir, S. (2011)."The Second Sex".
- Butler, J.(2019)."Gender Trouble: Feminism and the Subversion of Identity.
- Dupont, M. (2015). "Parc de Bruxelles: A Historical Perspective." Brussels Heritage Quarterly, vol. 10, no. 3, (pp.15-28).
- Gedikli,R.(1998).Kentlerde,KişiBaşınaDüşmesiGerekenAçıkYeşilAlanBüyükülüğününDeğerlendirilmesindeKullanılabilecekMatematikselBirModelÖnerisi: Trabzon Örneği, Doktora Tezi,KTÜ, Fen Bilimleri Enstitüsü, Trabzon.
- Friedan, B. (2015). "The Feminine Mystique".
- Güleç, S. (1987). Park-Bahçe ve Peyzaj Mimarisi, Karadeniz Teknik Üniversitesi Orman Fakültesi Ders Notları, Trabzon.
- Johnson, E. (2018). "History of Kungsträdgården: From Royal Garden to Public Park." Scandinavian Journal of Urban Studies, vol. 15, no. 2, (pp.45-59).
- Jónsson, Ó. (2018)."Hljómskálagarðurinn: A Green Oasis in Reykjavik." Icelandic Parks and Recreation Journal, vol. 10, no. 2, (pp.30-45).
- Karaküçük, S. (1997). Rekreasyon Boş Zamanları Değerlendirme Kavram, Kapsam ve Bir Araştırma, 2. Baskı, Seren Ofset, Ankara.
- Karaküçük, S. ve Gürbüz, B., Rekreasyon ve Kent(li)leşme, Gazi Kitapevi, Ankara.
- Kim, J. (2007). "Seoul Forest: A Comprehensive Guide to Urban Nature." Seoul City Parks Review, vol. 25, no. 3, (pp.40-55).
- Leclerc, M. (2018). "The Jardin des Tuileries: A Historical Overview." Parisian Gardens Journal, vol. 20, no. 2, (pp.45-58).
- Thompson, C. W. (2002). Urban Open Space in The 21st Century, Landscape and Urban Planning, 60, 2, (pp.59-72).
- Trabzon Metropolitan Municipality
- Trabzon Provincial Security Directorate, Regional Traffic Inspection Branch
- Uzun, G. ve Altunkasa, M.F. (1997).Rekreasyonel Planlamada Arz ve Talep, Çukurova Üniversitesi Ziraat Fakültesi Yayın No:6, Yardımcı Ders Kitapları Yayın No:1, Adana.
- Yılmaz Bayram, Z. (2011). Toplumsal Cinsiyet Bağlamında Kentsel Açık Yeşil Alan Kullanım Talebini Etkileyen Etmenler, Trabzon,
- Yılmaz Bayram, Z. (2020). Belediyeler İçin Kadın Hizmetleri Rehberi, Birinci Baskı, İdealkent Yayınları, Ankara.

ONLINE SOURCES

- (URL1) https://tr.wikipedia.org/wiki/Cinsiyet_E%C5%9Fitsizli%C4%9Fi_Endeksi. Accessed: 03 February 2024
- (URL2)<https://www.stadt-zuerich.ch/ted/de/index/gsz/natur-erleben/park-und-gruenanlagen/parkanlagen-von-az/zuerichhorn.html>. Accessed: 04 February 2024
- (URL3)<https://www.stadt-zuerich.ch/ted/de/index/gsz/natur-erleben/park-und-gruenanlagen/parkanlagen-von-az/zuerichhorn.html>. Accessed: 03 February 2024
- (URL4) Zurich strategies, 2025. Accessed: 05 February 2024
- (URL5) Kraliyet Sarayı . "Slottsparken" (Norwegian). Accessed: 03 February 2024
- (URL6) <https://www.kongehuset.no/artikkel.html?tid=115020&sek=99667>. Accessed: 05 February 2024
- (URL7) "Slottsparken" . www.kongehuset.no (Norwegian) . Accessed: 04 February 2024
- (URL8) https://www.rky.fi/read/asp/r_kohde_det.aspx?KOHDE_ID=1553. Accessed: 05 February 2024
- (URL9) <https://vihreasyliet.fi/kaivopuisto/>. Accessed: 05 February 2024
- (URL10) <https://www.pps.org/places/kaivopuisto>. Accessed: 04 Şubat 2024
- (URL11) https://www.rky.fi/read/asp/r_kohde_det.aspx?KOHDE_ID=1553. Accessed: 04 February 2024
- (URL12) <https://www.amsterdam.nl/toerisme-vrije-tijd/parken/vondelpark/>. Accessed: 03 February 2024
- (URL13) www.openluchtheater.nl. Accessed: 03 February 2024
- (URL14) <https://www.pps.org/places/vondelpark>. Accessed: 03 February 2024
- (URL15) <https://www.trfihi-parks.com/en/park-details/14341-%C3%98rstedts-Park>. Accessed: 03 February 2024

FACTORS AFFECTING OCCUPATIONAL HEALTH AND SAFETY AWARENESS

Halil İbrahim KURT
halilkurt059555@gmail.com

Yrd. Doç. Dr. Azmiye YINAL
azmiye.yinal@akun.edu.tr

ABSTRACT

The main purpose of this study is to determine the factors affecting occupational health and safety awareness in workplaces in the Turkish Republic of Northern Cyprus. The research was conducted on 305 randomly selected participants in an explanatory descriptive survey type. In the study, participants' Occupational Health and Safety (OHS) awareness levels were evaluated on four sub-dimensions: general OHS awareness, occupational health education-communication, occupational health risk perception and total OHS scale. In the general occupational health awareness sub-dimension, the average OHS awareness level of the participants was measured as 51.59 points. It was determined that receiving OHS training had significant effects on general occupational health awareness and occupational health risk perception. When OHS awareness levels were analyzed according to marital status, no significant differences were found between married and single participants in general. However, it was determined that OHS awareness levels of single participants were higher than married participants under occupational health risk perception and total OHS scale. When OHS awareness levels were analyzed according to the sectors of employment, significant differences were found between the sectors in general. It was observed that participants working in the food sector obtained higher scores under general occupational health awareness, occupational health training-communication and total OHS scale than those working in other sectors. When OHS awareness levels were analyzed according to position, no significant differences were found between participants with different positions. Although participants who received OHS training had lower scores under general occupational health awareness, this difference was not significant. However, it was determined that participants who received OHS training obtained higher scores under occupational health risk perception.

Keywords: Occupational health, occupational safety, Awareness.

1. INTRODUCTION

1.1. Problem Status

In today's business world, occupational health and safety issues are among the top priorities of both employees and employers. Understanding, preventing and effectively managing potential risks in the workplace forms the basis of a healthy working environment. In this context, occupational health and safety awareness ensures that employees are conscious and sensitive about this issue, contributing to both protecting their individual health and creating a safer atmosphere in the workplace. This thesis aims to understand the effects of these factors on employees' safety behaviors by examining the factors affecting occupational health and safety awareness. These factors, which determine employees' compliance with safety standards in workplaces, are considered from a broad perspective and discuss how occupational safety culture is shaped and can be improved (Dalyan and Pişkin, 2020).

Occupational health and safety awareness refers to an important concept for employees to recognize potential risks in the workplace, act consciously against these risks and comply with safety standards. In today's business world, dynamic changes in workplaces, technological advances and challenges in various sectors have made emphasizing occupational health and safety issues even more necessary. Occupational health and safety awareness enables employees to identify potential dangers they may encounter while performing their daily work and take protective measures against these dangers (Tüzer, 2012). By complying with workplace safety procedures, employees assume responsibility for protecting their own health and the safety of other employees in the workplace. This awareness also contributes to the creation of a safety culture in workplaces. Employees who adopt a conscious approach to occupational health and safety in the workplace can create a safer working environment together (Yanık, 2018). This creates an effective strategy to minimize occupational accidents and health problems in workplaces. Occupational health and safety awareness can be increased through various methods such as training programs, seminars, safety meetings and information campaigns. These events inform employees of safety standards, emergency procedures, and potential risks in the workplace. Regular training to create a conscious occupational safety culture constantly increases employees' safety awareness (Dalyan and Pişkin, 2020).

Occupational health and safety awareness is a fundamental element in ensuring that employees work safely, creating a healthier and safer environment in workplaces, and contributing to the sustainability of the business world in total. In the Turkish Republic of Northern Cyprus (TRNC), occupational health and safety is becoming more important day by day. Dynamic changes in the business world, technological developments and

globalization increase the potential risks that employees are exposed to, and this makes occupational health and safety issues more critical. This thesis aims to understand the factors affecting occupational health and safety awareness in workplaces in TRNC and to examine the effects of these factors on employees' safety behaviors. Occupational health and safety not only protects the physical health of employees in a workplace, but also increases work efficiency by creating a sustainable working environment in workplaces. Awareness in this field in TRNC aims to prevent work accidents, reduce occupational diseases and ensure that employees operate in a safe environment. (Yilmaz and Oktay, 2015).

1.2. Purpose and Importance of the Research

Occupational health and safety is of critical importance in protecting the lives of employees and providing a sustainable working environment in workplaces. The main purpose of this thesis is to determine the factors affecting occupational health and safety awareness in workplaces in the Turkish Republic of Northern Cyprus (TRNC). This research will systematically analyze various factors affecting occupational health and safety awareness and examine in depth how these factors affect workplaces. The main purpose of the study is to determine these factors and contribute to the development of strategies to increase occupational health and safety awareness.

The importance of the research highlights the potential effects of a safety culture in workplaces on not only protecting the health of employees but also improving business continuity and productivity. Increasing awareness of occupational health and safety contributes to preventing work accidents and occupational diseases, allowing the creation of a positive work environment for both employers and employees. It will inform decision makers about the development, updating and improvement of occupational health and safety policies in workplaces in TRNC and shed light on strategic planning in this field. This thesis aims to make a significant contribution to all stakeholders who aim to take steps to create safer and healthier workplaces at the local and global level in the field of occupational health and safety.

1.3. Hypotheses

The hypotheses of this research are as follows:

1. H₁: There is a significant difference between OHS awareness level and marital status.
2. H₁: There is a significant difference between the OHS awareness level and the sector in which one works.
3. H₁: There is a significant difference between OHS awareness level and task.
4. H₁: There is a significant difference between the OHS awareness level and the participants' OHS training status.

1.4. Assumptions

research participants gave their answers to the scale questions sincerely.

1.5. Limitations

Research;

- With research participants,
- With the scale questions used in the research,
- It is limited to people working in TRNC.

1.6. Definitions

Work health And Safety (OHS): Work health And safety of employees works during they encountered potential dangers determination of risks evaluation And This to risks opposite protector measures receiving process including One It was discipline (Tüzer , 2012).

Awareness : Awareness is a person or groups around events , situations or information understanding And clutch status expression does (Dalyan and Pişkin, 2020).

2. THEORETICAL FRAMEWORK

2.1. Occupational Health and Safety Concept

Regulations on occupational health and safety create a system in which employers and employees bear joint responsibility. In this context, determining the measures to be implemented in the workplace, providing regular training to employees, creating occupational safety policies and effective implementation of these policies are prioritized (Yavuz and Gür, 2021). Occupational health and safety is to ensure the safety of employees, to prevent work accidents and occupations. It refers to an area that requires a multidisciplinary approach in order to prevent diseases and is regulated within the framework of Law No. 6331. Systematic and scientific studies in this field aim to ensure that both employers and employees have a healthy and safe working environment (Yanık, 2018).

Work health And Security policy , a OSH objectives of the business And their commitments indicating official One document . This policy is _ in place trustworthy One study environment to provide employees your health to protect And legal regulations rapport to ensure like general purposes Contains . Work health And Safety (OHS) Policy , a OSH objectives of the business And their commitments determining , employees health And your security to protect aiming official One document . This policy applies to workplace trustworthy One study of the environment creation , business of accidents And job of diseases prevention , legal regulations rapport providing And general as OHS culture incentive to be like general purposes Contains . OHS Policy is the company's management of your team their commitments And responsibilities determines . These commitments ensure that employees health And your security to protect in the name of will be taken precautions , OHS training , risk management strategies And emergency plans _ Contains . OHS Policy covers the OHS performance of the business . continually aspect to improve targets (Durdyev, Omarov and Ismail, 2017).

Policy document , employees' OHS responsibilities about of consciousness increasing And This your responsibilities all levels understanding for important One is the tool . In addition , OHS targets determination , this to goals to reach for to be watched your strategies definition And This to strategies rapport to ensure in the name of organised out of sight of passing to be done like elements Contains . OHS Policy is the company's work arms , size And activity to the fields specific aspect is customized . This document complies with the company's OHS standards . your harmony provide , legal regulations your harmony recruitment to do And your employees your health And your security -most top level to protect in the name of strategic One document aspect is evaluated . OHS Policy , a the company's OHS understanding and commitments And your goals emerge puter important One document . This policy is just legal One necessity being not left same in time of the business to sustainability And your employees to your well-being contribute found comprehensive an OSH strategy the basis creates (Ezer, 2019).

2.2. Education And Awareness

To employees work health And security on the subjects education giving , potential to the dangers opposite awareness raising And trustworthy study habits gaining . Work health And security training of employees at work potential dangers understanding , safe study methods to learn And This on the subject awareness to win providing critical One is the element . These trainings help businesses your employees your health And your security to protect in the name of they practiced measures effective One way to be transmitted And adoption targets . Education And awareness programs to employees work in place potential dangers identification , safe study applications adoption And urgent with situations start over emergence on the subjects information provides . Work health And security trainings Generally work at the beginning of a new on duty appointed employees for compulsory and is regular at intervals all to employees giving is important (Üzgeç , 2018).

These trainings during , at work used of equipment TRUE One way How chemicals to be used to substances exposure risks , fire And emergency procedures _ like topics hand is taken . Also , ergonomics topics , personal protector of equipment usage , security tags And work in place other security to the protocols aimed at information is also shared . Education And awareness programs , businesses legal regulations rapport to provide helper being well queue , employees work security culture to adopt And This culture work in place to spread supports . This is at work minimizing risks , preventing accidents And job their illnesses to prevent aimed at One strategy strengthens . Awareness , employees daily their duties in its place while bringing around them potential to risks opposite carefully to be provides . This job health And security of culture One Part of it being beyond passes , same in time your employees to each other support being , dangers to notify And trustworthy study habits to create incentive it does . Work health And security education And awareness programs , business in their places trustworthy study culture of creating basis stones . Your employees conscious And trustworthy One way their work to provide only legal regulations rapport by providing does not remain the same in time LONG futures sustainable One work health And security strategy of creating important One is part of (Güllüoğlu , 2019).

3. METHOD

3.1. Research Method

Research generally moves on to the application phases after establishing its theoretical foundations. Documentary foundations generally form the basis of a research. After this stage, data is collected using empirical methods based on observation, these data are processed, analyzed and a conclusion is tried to be reached with the analysis results. While past studies and documents are used to create the documentary side of the research, methods such as surveys and scales, which are observation-based data collection tools, constitute the empirical side of the research (Can, 2018). While examining past studies and documents forms the documentary basis of a research, observation methods carried out with tools such as surveys and scales constitute the empirical side of the research. Empirical research is generally scanner research, that is, research aimed at understanding the characteristics of the phenomenon under study. The analysis method of data collected in research may include qualitative and quantitative dimensions. Quantitative studies are studies in which data are

processed numerically and analyzed using quantitative techniques. In such studies, the characteristics of variables can be revealed in different aspects, and the interactions and relationships between variables can be examined (Karataş, 2015).

This research started by explaining the research variables based on past studies, in accordance with documentary research criteria. Data collected by observational methods from a valid sample created from the population representing the research variable were analyzed with quantitative methods. In this context, the research can be defined as a descriptive survey type, quantitative research of explanatory nature.

3.2. Population and Sample

In research, the population refers to all of the elements or individuals within the scope of the study and from whom data is collected through observation or other methods. It often represents a large area that the researcher cannot fully examine. Researchers conduct their studies by creating a more accessible universe and taking a sufficient number of samples from this universe (Can, 2018). The set of these samples is called the sample that represents the universe. It is important that the research sample is large enough to adequately represent the population and that the results obtained are generalizable. Sample items that will represent the universe can be selected by various methods. The most common is the simple random selection method, where each item has an equal chance and the probability of being included in the sample is left to chance. Samples should represent the universe with a margin of error of at most 5% within a 95% confidence interval (Sönmez and Alacapınar, 2018). The population of this study consists of individuals residing in the Turkish Republic of Northern Cyprus and working in various sectors. 305 people selected by random selection method constitute the research sample. The survey forms distributed to the managers at the workplace were delivered to randomly selected units from each department by the managers. Participation in the research is voluntary and approval and consent were obtained from each participant.

3.3. Data Collection Tools

In the research, two separate data collection tools were used to determine the demographic characteristics of the participants and measure Occupational Health and Safety (OHS) awareness. These tools are primarily the survey form used to determine the demographic characteristics of the participants and secondarily the Occupational Health and Safety Culture Scale (Olçay, 2021). The survey form consists of 9 questions to measure the demographic characteristics of the participants such as age, gender, marital status, educational status, profession, and vocational training. These questions were used to better understand the participants' profiles and take them into account in the analysis. The Occupational Health and Safety Culture Scale consists of 19 items and 3 sub-dimensions in total. These sub-dimensions are general occupational safety awareness (12 questions), OHS training-communication (4 questions) and risk perception (3 questions). These sub-dimensions, determined as a result of the factor analysis of the scale, explain 49.74% of the total variance. To evaluate the reliability of the scale, alpha Cronbach coefficient was used. Alpha is 0.92 for the occupational safety awareness sub-dimension, 0.75 for OHS training-communication, and 0.66 for risk perception. Cronbach values show that the scale is quite reliable. Additionally, the overall reliability of the scale was calculated as 0.89. Calculations were made by taking the adverse items that constitute the risk perception sub-dimension into consideration in statistical analyses. These data emphasize that the research is based on a solid methodology and the scales used are reliable (Olçay, 2021).

The reliability analysis results of the scales used in this study are given in Table 1:

Table 1. Reliability Analysis

Cronbach's Alpha	Article
0.801	19

Reliability analysis of the Occupational Health and Safety (OHS) awareness scale was evaluated using Cronbach's Alpha statistic. The obtained Cronbach's Alpha value was found to be 0.801. This value indicates that the internal consistency of the scale is high. In other words, it indicates that the items in the scale are measured in harmony with each other and that the scale is a reliable measurement tool. The 19 items in the OHS awareness scale were measured in harmony with each other and in a way that increased the reliability of the measurement. This shows that the scale is an effective tool in reliably assessing the participants' level of awareness about OHS.

3.4. Analysis of Data

In the research, data analysis was carried out using the SPSS 28 package program. Statistical methods such as descriptive statistics, t test and ANOVA test were used to analyze the data. The main focus of the research is to consider the skewness and kurtosis values of the scales when choosing parametric tests. The fact that these values were between +2 and -2 supported the assumption that normal distribution conditions were met.

Therefore, parametric tests were preferred in the research process and analyzes were built on this basis. These statistical methods were used to examine meaningful relationships and differences between different variables in the data set in accordance with the purpose of the research.

4. FINDINGS

4.1. Demographic features

Demographic variables of the participants are given in Table 2.

Table 2. Demographic Information

		N	%
Gender	Woman	104	34.1
	Male	201	65.9
Age	22-30 years old	97	31.8
	31-40 years old	107	35.1
	41-50 years old	76	24.9
	51 and over	25	8.2
marital status	Married	164	53.8
	Single	141	46.2
Education	Middle/High School	74	24.3
	Associate Degree (2-Year Faculty or College)	116	38.0
	Undergraduate (4-Year Faculty)	42	13.8
	Master's/Ph.D.	73	23.9
Working sector	Automotive	15	4.9
	food	21	6.9
	Industry	21	6.9
	Service	160	52.5
	Others	88	28.9
Duty	Employee	104	34.1
	Chef/Master	69	22.6
	Officer	25	8.2
	Manager/Manager	37	12.1
	Other	70	23.0
Professional experience	less than 2 years	36	11.8
	3-5 years	46	15.1
	6-10 years	95	31.1
	11-15 years	88	28.9
	more than 16 years	40	13.1
Total		305	100.0

When the gender distribution of the 305 people participating in the study is examined within the framework of their demographic characteristics, 65.9% of the participants are men and 34.1% are women. Distribution by age groups: 31.8% are between the ages of 22-30, 35.1% are between the ages of 31-40, 24.9% are between the ages of 41-50, and 8.2% are between the ages of 51 and 51. It is in the above age group. When examined in terms of marital status, 53.8% of the participants were determined to be married while 46.2% were single. Regarding education levels, 24.3% of the participants are secondary school/high school graduates, 38.0% are associate degree graduates, 13.8% are undergraduate graduates, and 23.9% are graduate/doctoral graduates. Distribution according to the sectors they work in: 52.5% of the participants work in the service sector, 28.9% in other sectors, and 6.9% each in the automotive, food and industrial sectors. When examined by duty, 34.1% of the participants are workers, 22.6% are supervisors/masters, 12.1% are managers/managers, 8.2% are civil servants,

and 23.0% are other duties. is performing. Finally, in the distribution according to professional experience, 11.8% have less than 2 years, 15.1% have 3-5 years, 31.1% have 6-10 years, 28.9% have 11-15 years, and 13.1% have more than 16 years of professional experience. In total, these demographic data reveal the profiles of the individuals participating in the study from various perspectives.

Table 3. OHS Information of Participants

		N	%
Participants' ISG Training Status	Yes	136	44.6
	No	169	55.4
Work accident situation	Yes	82	26.9
	No	223	73.1
Near Miss Experience	Yes	32	10.5
	No	273	89.5
Total		305	100.0

The OHS knowledge of the participants in the study was evaluated based on their OHS education level, work accident and near miss. When the participants are examined according to their OHS training, it is seen that 44.6% have received training and 55.4% have not received training. When the situation of experiencing a work accident is evaluated, 26.9% of the participants have experienced a work accident before, while 73.1% have not had a work accident. Additionally, when the near miss situation was examined, 10.5% of the participants experienced such a situation, while 89.5% did not experience such a near miss situation. In total, the OHS information of the 305 individuals participating in the study varied in terms of educational status, work accidents and near misses. These data show that the level of knowledge and experience on occupational health and safety issues is in a wide range.

4.2. Descriptive Findings Regarding OHS Awareness

Table 4. Scale Descriptive Statistics

		Min.	Max .	Cover.	ss
General occupational health awareness sub-dimension		41.00	58.00	51.5934	4.64800
Occupational health education-communication sub-dimension		12.00	19.00	16.6820	1.79010
Occupational health risk perception sub-dimension		10.00	15.00	12.8328	1.04578
OHS Scale total		70.00	92.00	81.1082	5.71857

Occupational Health and Safety (OHS) awareness levels of the individuals participating in the study were evaluated through four sub-dimensions: general OHS awareness, occupational health education-communication, occupational health risk perception and total OHS scale. In the general occupational health awareness sub-dimension, the average awareness level of the participants on OHS was measured as 51.59 points. While an average score of 16.68 was obtained in the occupational health education-communication sub-dimension, an average score of 12.83 points was determined in the occupational health risk perception sub-dimension. Under the total OHS scale, the average OHS awareness of the participants was calculated as 81.11 points. These values represent the quantitative data provided by the study to determine the participants' awareness levels on OHS and indicate a generally high OHS awareness.

4.3. OHS Awareness Levels According to Demographic Information

Table 5. OHS Awareness Levels by Marital Status

		N	mean	Ss .	f	p.
General occupational health awareness	Married	164	51.6159	4.81867	3,320	0.069
	Single	141	51.5674	4.45823		

sub-dimension							
Occupational health education-communication sub-dimension	Married	164	16.6768	1.84003			
	Single	141	16.6879	1.73672	0.257	0.613	
Occupational health risk perception sub-dimension	Married	164	12.7683	0.98826			
	Single	141	12.9078	1.10777	4,098	0.044	
OHS Scale total	Married	164	81.0610	6.01603			
	Single	141	81.1631	5.37271	6,134	0.014	

p < 0.05

When Occupational Health and Safety (OHS) awareness levels were examined according to marital status, some significant differences were determined between married and single participants. In the general occupational health awareness sub-dimension, the average score of married participants was 51.62, while the average score of single participants was 51.57. However, this difference is not statistically significant (p=0.069). In the occupational health education-communication sub-dimension, no significant difference was determined between married and single participants. While the average score of married participants was 16.68, the average score of single participants was 16.69 (p = 0.613). A significant difference was determined between married and single participants in the occupational health risk perception sub-dimension. While the average score of married participants is 12.77, the average score of single participants is 12.91 (p = 0.044). In this case, it can be said that the occupational health risk perception levels of single participants are higher than married participants. Under the total OHS scale, a significant difference was determined between married and single participants. While the average score of married participants was 81.06, the average score of single participants was 81.16 (p=0.014). In this case, it can be said that single participants' OHS awareness levels are higher than married ones.

Table 6. OHS Awareness Levels by Sector of Work

		N	Cover.	Ss .	f	p.
General occupational health awareness sub-dimension	Automotive	15	52.6667	4.48277		
	food	21	49.3333	4.38558		
	Industry	21	52.4286	4.83292	2,928	0.021
	Service	160	51.1625	4.66337		Others > Food
	Others	88	52.5341	4.45913		
Occupational health education-communication sub-dimension	Automotive	15	16.8000	1.93465		
	food	21	15.7619	1.84132		
	Industry	21	16.9524	1.62715	3,328	0.010
	Service	160	16.5125	1.84625		Others > Food
	Others	88	17.1250	1.58159		
Occupational health risk perception sub-dimension	Automotive	15	12.6000	1.18322		
	food	21	13.0476	1.02353		
	Industry	21	12.5238	0.87287	1,139	0.338
	Service	160	12.8063	1.04909		
	Others	88	12.9432	1.05436		
OHS Scale total	Automotive	15	82.0667	5.06341		
	food	21	78.1429	5.47983		
	Industry	21	81.9048	6.16364	3,731	0.006
	Service	160	80.4813	5.65905		Others > Food-Service
	Others	88	82.6023	5.52848		

p < 0.05

When Occupational Health and Safety (OHS) awareness levels were examined according to the sectors worked, generally significant differences were determined between the sectors. In the general occupational health awareness sub-dimension, the average score of the participants working in the sector specified as others (52.67%) was found to be significantly higher than those working in the food sector (p = 0.021). In the occupational health education-communication sub-dimension, the average score of the participants working in

the sector specified as others (16.80%) was found to be significantly higher than those working in the food sector ($p = 0.010$). In the occupational health risk perception sub-dimension, no significant difference was determined according to sectors. No significant difference could be detected in the occupational health risk perception sub-dimension between participants working in different sectors ($p = 0.338$). The average score (82.07%) of the participants working in the sector specified as others under the total OHS scale was found to be significantly higher than those working in the food and service sector ($p = 0.006$). These results show that the sector studied may be effective in some sub-dimensions in determining OHS awareness levels.

Table 7. OHS Awareness Levels by Task

		N	Cover.	ss	f	p.
General occupational health awareness sub-dimension	Employee	104	52.1250	4.75759	1,090	0.362
	Chef/Master	69	51.8261	4.50476		
	Officer	25	50.2400	4.23556		
	Manager/Manager	37	51.0541	4.81863		
	Other	70	51.3429	4.65595		
Occupational health education-communication sub-dimension	Employee	104	16.7885	1.81511	1,224	0.301
	Chef/Master	69	16.8406	1.74578		
	Officer	25	16.0800	1.73013		
	Manager/Manager	37	16.3784	1.86117		
	Other	70	16.7429	1.76673		
Occupational health risk perception sub-dimension	Employee	104	12.9038	0.99043	0.892	0.469
	Chef/Master	69	12.8841	1.07835		
	Officer	25	12.4800	0.96264		
	Manager/Manager	37	12.7838	1.15795		
	Other	70	12.8286	1.06283		
OHS Scale total	Employee	104	81.8173	6.11502	1,785	0.132
	Chef/Master	69	81.5507	5.27351		
	Officer	25	78.8000	4.73462		
	Manager/Manager	37	80.2162	5.69178		
	Other	70	80.9143	5.72749		

$p > 0.05$

When Occupational Health and Safety (OHS) awareness levels were examined by task, generally no significant differences were determined between participants with different duties. In the general occupational health awareness sub-dimension, the average scores of participants working as workers (52.13%), supervisors/masters (51.83%), civil servants (50.24%), managers/managers (51.05%) and other positions include: No significant difference was detected ($p = 0.362$). No significant difference was determined according to the task in the occupational health education-communication sub-dimension. No significant difference was detected between the average scores of workers (16.79%), chief/master (16.84%), officer (16.08%), manager/manager (16.38%) and participants working in other positions ($p = 0.301$). No significant difference was determined in the occupational health risk perception sub-dimension depending on the task. No significant difference was detected between the average scores of workers (12.90%), chief/master (12.88%), officer (12.48%), manager/manager (12.78%) and participants working in other positions ($p = 0.469$). Under the total OHS scale, no significant difference was determined depending on the task. No significant difference was detected between the average scores of workers (81.82%), chief/master (81.55%), officer (78.80%), manager/manager (80.22%) and participants working in other positions ($p = 0.132$). These results show that the task did not have a significant effect on determining OHS awareness levels.

Awareness Levels of Participants According to OHS Training Receipt

		N	Cover.	ss	f	p.
General occupational health awareness sub-dimension	Yes	136	51.1765	4.90937	4,304	0.039
	No	169	51.9290	4.41261		

Occupational health education-communication sub-dimension	Yes	136	16.6765	1.89691	2,425	0.120
	No	169	16.6864	1.70500		
Occupational health risk perception sub-dimension	Yes	136	12.9853	0.97362	6,650	0.010
	No	169	12.7101	1.08779		
OHS Scale total	Yes	136	80.8382	6.00767	2,760	0.098
	No	169	81.3254	5.48325		

p < 0.05

When the OHS awareness levels of the participants were examined according to their Occupational Health and Safety (OHS) training status, some significant differences were determined between the participants who received and did not receive OHS training in general. In the general occupational health awareness sub-dimension, the average score of the participants who received OHS training (51.18%) was found to be significantly lower than the average score of the participants who did not receive OHS training (51.93%) (p=0.039). In the occupational health education-communication sub-dimension, no significant difference was determined between participants who received OHS training and those who did not (p=0.120). In the occupational health risk perception sub-dimension, the average score of the participants who received OHS training (12.99%) was found to be significantly higher than the average score of the participants who did not receive OHS training (12.71%) (p = 0.010). Under the total OSH scale, the average score of the participants who received OHS training (80.84%) was found to be significantly lower than the average score of the participants who did not receive OHS training (81.33%) (p = 0.098). These results show that the general occupational health awareness, occupational health risk perception and total OHS awareness levels of the participants who received OHS training were lower than those who did not receive training.

4. CONCLUSION AND RECOMMENDATIONS

In the study , participants Work health And Safety (OHS) awareness levels , general OHS awareness , business health education-communication , business health risk perception And total OSH scale to be about four subdimensions _ over has been evaluated . General work health In the sub- dimension of awareness , participants' awareness of OHS awareness levels average 51.59 points aspect measured . OHS training receiving , general work health awareness And work health risk perception on significant effects is has been determined .

Civil to the situation According to OHS awareness levels When examined , married And single participants between general aspect significant Differences detection has not been done . However , work health risk perception And total OHS scale under single participants' OHS awareness levels for married people according to more high is has been determined .

studied to sectors According to OHS awareness levels When examined , overall aspect sectors between significant Differences has been determined . food in the industry worker participants , other in sectors to employees according to general work health awareness , business health education-communication And total OHS scale under more high points get did has been observed .

to the task According to OHS awareness levels When examined , different to tasks owner participants between general aspect significant Differences detection has not been done . OHS training area participants general work health awareness under more low points to take Although , this difference is significant It is not . However , work health risk perception OHS training under area participants more high points get did has been determined .

Conclusion As , the study OHS awareness throughout levels high is however some demographic And process relating to factors This levels may affect has been observed . These findings , OSH training programs effectiveness And sectoral your differences into consideration receiving in terms of important tips offers .

Research finally the following Suggestions has been prepared :

- OHS awareness increase for especially general work health awareness And work health risk perception under effective could be education programs should be edited . These programs provide participants with work health on the subjects information And skill to earn should focus .
- Married And single participants between general work health awareness under significant difference detection not done Even though he is married participants work health risk perception more low has come out . In this context , married participants work health risk perception to increase aimed at special programs can be improved .
- Sectoral Differences eyelash before taking into account , especially other in sectors to employees aimed at wide comprehensive OHS training programs should be edited . These programs provide the sector with specific risks And security precautions emphasizing participants awareness can increase .

- OHS training did not receive participants for special awareness campaigns should be edited And This to the participants aimed at advantages should be emphasized . In this way , OHS training getting benefits more wide to the masses can be delivered .
- OSH policies in workplaces And practices , participants awareness to increase aimed at more effective One way should be edited . OHS culture to look like for incentive disturbing policies And daily applications It is important .
- Your employees different to tasks owner being , OHS training needs may affect . Therefore , workers , managers , chef / master _ like different duty to groups aimed at customized OSH training modules should be created .

REFERENCES

- Dalyan, O., Pişkin, M., (2020). İşyerlerinde ramak kala bildirimlerinin iş kazalarına etkisi ve inşaat sektöründe uygulama. *Çanakkale Onsekiz Mart Üniversitesi Fen Bilimleri Enstitüsü Dergisi*, 6(1), 133-143.
- Durdyev, S., Omarov, M., Ismail, S. (2017). Causes of delay in residential construction projects in Cambodia. *Cogent Engineering*, 4(1), 1291117.
- Ezer, A., (2019). *Şantiyelerde iş kazaları*, Yüksek Lisans Tezi. İstanbul Esenyurt Üniversitesi, Fen Bilimleri Enstitüsü.
- Güllüoğlu, E. N., Güllüoğlu, A. N., (2019). Türkiye inşaat sektöründe istihdam ve iş kazalarının analizi. *Karaelmas İş Sağlığı ve Güvenliği Dergisi*, 3(2), 65-81
- Karataş, Z. (2015). Sosyal bilimlerde araştırma yöntemleri, *Sosyal Hizmet Dergi, Manevi Temelli Sosyal Hizmet Araştırmaları Dergisi*, 1(1), 62-80.
- Olçay, Z. F. (2021). İş sağlığı ve güvenliği kültürü ölçeği; geçerlik ve güvenilirlik çalışması. *Avrupa Bilim ve Teknoloji Dergisi*, (23), 678-685.
- Sönmez, V. & Alacapınar, F. G. (2018). *Örneklendirilmiş bilimsel araştırma yöntemleri*, Ankara: Anı Yayıncılık.
- Tüzer, F. S. (2012). *İstanbul genelinde inşaat işlerinde iş sağlığı ve güvenliği üzerine bir araştırma*, Yüksek Lisans Tezi, İstanbul Kültür Üniversitesi Fen Bilimleri Enstitüsü.
- Üzgeç, M., (2018). *Kurumsal bir şirkette çalışanların iş güvenliği farkındalığının tespitine yönelik bir çalışma*. Yüksek Lisans Tezi, Çukurova Üniversitesi Fen Bilimleri Enstitüsü.
- Yanık, S., (2018). *Dondurulmuş gıda üretimi yapan firmalarda iş güvenliği*, Çanakkale ilinde bir uygulama, Yüksek Lisans Tezi, Çanakkale Onsekiz Mart Üniversitesi Fen Bilimleri Enstitüsü.
- Yavuz, Ş. & Gür, B. (2021). Sağlık kurumlarında çalışanların iş sağlığı ve güvenliği yönünden algı düzeylerinin incelenmesi. *Journal of Social and Humanities Sciences Research*, 8(68), 961-974
- Yılmaz, F., Oktay T. (2015). Bir inşaat şantiyesinde iş kazalarının neden olduğu iş-günü kayıplarının işverene maliyetinin belirlenmesi, *International Journal of Economic and Administrative Studies*, 14, 143-156.

GAZETECİLİK MESLEK ETİĞİNİN AMERİKAN SİNEMASINDA SUNULUŞ BİÇİMİ: NIGHTCRAWLER FİLMİ ÜZERİNE BİR İNCELEME

Mustafa ÖZTUNÇ

Sakarya Üniversitesi, İletişim Fakültesi
oztunc@sakarya.edu.tr

Melike ÇOKOL

Sakarya Üniversitesi, Sosyal Bilimler Enstitüsü,
İletişim Bilimleri Anabilim Dalı Yüksek Lisans Öğrencisi
melike.cokol@ogr.sakarya.edu.tr

Miransah KÖSE

Sakarya Üniversitesi, Sosyal Bilimler Enstitüsü,
İletişim Bilimleri Anabilim Dalı Yüksek Lisans Öğrencisi
miransah.kose1@ogr.sakarya.edu.tr

Tuğba ŞAHİN SOYHAN

Sakarya Üniversitesi, Sosyal Bilimler Enstitüsü,
İletişim Bilimleri Anabilim Dalı Yüksek Lisans Öğrencisi
tugba.soyhan@ogr.sakarya.edu.tr

Bauyrzhan ZHUMADILLA

Sakarya Üniversitesi, Sosyal Bilimler Enstitüsü,
Uluslararası İlişkiler Anabilim Dalı Yüksek Lisans Öğrencisi
bauyrzhan.zhumadilla1@ogr.sakarya.edu.tr

Gaye UZ

Sakarya Üniversitesi, Sosyal Bilimler Enstitüsü,
İletişim Bilimleri Anabilim Dalı Yüksek Lisans Öğrencisi
gayeuzzz12@gmail.com

ÖZET

Gazetecilik mesleğinin sadece kamuoyunun bilgi alma özgürlüğünü sağlamak değil, aynı zamanda bireylerin ihtiyaç duydukları demokrasiyi sağlamak gibi önemli bir görevi bulunmaktadır. Gazetecinin bu sorumluluk karşısında meslek etik değerlerini benimseyerek hem meslek saygınlığını koruması hem de kamuoyunun ihtiyacı olan gazeteciye güven duygusunu sağlaması gerekmektedir. Ancak gazeteciliğin sermayenin gölgesinde kalması durumu, gazetecinin etik değerlerine zarar vermekte ve kamuoyunun bilgiye ulaşma özgürlüğünün geri plana atılmasına zemin hazırlamaktadır. Bu durum mesleğe ve gazetecinin kimliğine zarar verdiği düşüncesi ile hem meslek örgütleri tarafından hem de akademik camiada sıkça gündeme getirilmektedir. Para ya da güç gibi heveslerin, mesleki değerlerin önüne geçmesi şüphesiz pek çok olumsuz geri dönüş sağlamakta ve uzun vadede mesleğe olan güveni ortadan kaldırmaktadır. Nitel olan bu çalışmada günümüzün en büyük mesleki sorunları olan bu tartışmalar, Nightcrawler filmi üzerinden ele alınmaktadır. Çalışmada daha büyük maddi güce ulaşmak isteyen gazetecinin sergilediği etik dışı davranışlar incelenmekte ve mesleki değerlerin bir defa sekteye uğratılmasının ne gibi ihlallere yol açtığı üzerinde bir değerlendirme yapılmaktadır. Veri toplama yöntemi olarak doküman incelemesi yönteminin kullanıldığı bu çalışmada elde edilen bulgular, Türkiye Gazetecileri Hak ve Sorumluluklar Bildirgesi ve Gazetecilik Meslek Etik İlkeleri Küresel Bildirisi'nde çizilen etik çerçeve bağlamında içerik analizi yöntemi ile değerlendirilmektedir. Aynı zamanda çalışmada elde edilen bulgular Deontoloji kuramı ile ilişkilendirilerek incelenmektedir. Çalışmada; gazeteci imajının filmde etik değerler dışında bir anlayış ile yansıtıldığı, haber üretim sürecinde gazetecinin maddi-manevi çıkarlar elde etme çabası içinde olduğu, haber içeriklerinde abartılı söylemlere yer verildiği ve haberlerin gerçek bağlamından uzaklaştırıldığı, gazetecinin çıkar ilişkisi gözeterek meslek etiğini çiğnediği gibi birtakım sonuçlara ulaşılmıştır. Bunlara ek olarak çalışmada; basın ve sermaye ilişkisine dikkat çekildiği, medyanın ticari bir boyut kazandığı, özgür basın anlayışının sarsıldığı ve haber üretim süreçlerinin rekabete dayalı bir şekilde gerçekleştiği ile ilgili sonuçlara ulaşılmıştır.

Anahtar Kelimeler: Gazetecilik, Etik, Medya ve Etik, Amerikan Sinemasında Gazetecilik

ABSTRACT

The journalism profession has an important duty not only to ensure the freedom of public opinion to receive information, but also to provide the democracy that individuals need. By adopting professional ethical values in the face of this responsibility, a journalist should both protect his professional reputation and provide a sense of trust to a journalist that is needed by the public. However, the fact that journalism is overshadowed by the capital harms the ethical values of journalists and prepares the ground for the public's freedom of access to information to be put on the back burner. This situation is frequently brought up by both professional organizations and the academic community with the idea that it harms the profession and the identity of a journalist. The fact that ambitions such as money or power get in the way of professional values undoubtedly provides many negative returns and eliminates the trust in the profession in the long run. In this qualitative study, these discussions, which are the biggest professional problems of today, are discussed through the Nightcrawler film. In the study, the unethical behaviors exhibited by the journalist who wants to achieve greater financial power are examined and an assessment is made on what kind of violations the disruption of professional values once leads to. The findings obtained in this study, in which the document review method is used as a data collection method, are evaluated by the content analysis method in the context of the ethical framework drawn in the Declaration of Rights and Responsibilities of Journalists of Turkey and the Global Declaration of Professional Ethical Principles of Journalism. At the same time, the findings obtained in the study are examined in relation to Deontology theory. In the study, some results were reached, such as that the journalist's image is reflected in the film with an understanding other than ethical values, that the journalist is trying to obtain material and spiritual interests in the news production process, exaggerated rhetoric is included in the news content and the news is removed from its true context, the journalist violates professional ethics by considering the relationship of interest. In October, in addition to these, in the study; conclusions have been reached about the fact that attention has been drawn to the relationship between the press and capital, the media has gained a commercial dimension, the understanding of a free press has been shaken, and news production processes have been realized in a competitive manner.

Keywords: Journalism, Ethics, Media and Ethics, Journalism in American Cinema

GİRİŞ

Demokratik toplumlarda bireylerin özgürlük alanlarının korunmasında medya; yasama, yürütme ve yargının ardından dördüncü sırada gelmektedir. Medya aynı zamanda otoriteler ve kamuoyu arasında bir köprü görevi görerek etkili iletişimi sağlamaktadır. Bu noktada medyanın ve gazetecinin etik değerlere ilişkin hassasiyetleri önem kazanmaktadır. Medyanın hizmet ettiği toplumun kültürel yapısından etkilendiği gibi toplumu da kendi değerleri doğrultusunda etkilediği bilinmekte ve toplumların ahlaki yapılarında değişimlere neden olabilmektedir. Medyanın bu işlevi toplumsal etiğe ilişkin tartışmalarda sıkça yer almasına ve etik değerler noktasında sıkça eleştirilmesine neden olmaktadır (Erimli, 2014). Medya emekçilerinin sürekli bu tartışmaların odağında kalmasının sebebi, gazetecilik meslek etik kurallarının ihlaliyle sıkça karşılaşılmasıdır. Toplum faydasının ön sıralarda yer aldığı medya meslek gruplarında gazetecilik mesleğinin etik ilkeleri gazetecinin ayrılmaz parçası olarak konumlandırılmakta ve haberin oluşturulma sürecinde en önemli kriter olarak değerlendirilmektedir (Demir V. , 2006). Dolayısıyla Gazeteci başkalarının merakını giderirken yasal kuralların yanı sıra mesleğin etik ilkelerini de dikkate almalıdır.

Etik, iletişim alanında çalışanların işlerini yaparken uymayı kabul ettikleri kuralları ifade etmektedir. Gazeteciliğe ilişkin etik değerler kamuoyunun gazeteciye olan güven duygusunun sağlanması için oluşturulmuştur. Gazeteciler için oluşturulan etik ilkelere uyulmaması hukuki olarak bir anlam ifade etmez, herhangi bir zorlayıcılık söz konusu değildir (Alemdar & Uzun, 2013). Bu noktada gazetecinin etik değerleri kendi iradesiyle uygulamaya koyması ve bunu mesleğinin ayrılmaz bir parçası olarak görmesi gerekmektedir. Bu bilinci kazanmamış bir gazeteci hem toplumsal değerlere hem de mesleki değerlere zarar verebilmektedir. Gazetecinin mesleğini yaparken dikkat edeceği etik kurallar birtakım metinlerle düzenlenmiştir. Türkiye Gazeteciler Cemiyeti de gazetecinin uyması gereken ilkeleri düzenleyen bir meslek kuruluşu olarak karşımıza çıkmaktadır. Cemiyet tarafından oluşturulan “Türkiye Gazetecileri Hak ve Sorumluluklar Bildirgesi” ile uzmanlaşmış bir mesleğin objektif etik kodları sunulmaktadır (Kaya & Uçak , 2020).

Gazetecilerin uyaacağı evrensel etik değerler ise Gazetecilik Meslek Etik İlkeleri Küresel Bildirisi’nde düzenlenmiştir. Medya, tarihsel süreç içerisinde devlete karşı mücadele ederek dördüncü güç niteliği kazanmıştır. Medyanın amacı kamuoyunu dolayısıyla da demokrasiyi güçlendirmek olarak belirlenirken zamanla maddi kaygılar ön plana geçmiş, bunun sonucu olarak sermayeyle bütünleşmiş ve sermaye çıkarlarının sözcüsü haline gelmiştir (Uzun , 2011). Bu bağlamda paranın gücü karşısında gazeteci, maddiyatı mesleki sorumluluklarının önünde tutar hale gelmiştir. Bu çalışmada; paranın gücü karşısında mesleğe ilişkin etik değerlerden vazgeçen, kamuoyunu bilgilendirme ve demokrasiyi sağlama güdülerini bir kenara bırakan, meslek etik ihlallerini yapmaktan çekinmeyen bir gazetecinin hayatının anlatıldığı Nightcrawler filmi üzerinden “gazetecilik etiği” bağlamında bir değerlendirme yapılmaktadır. Aynı zamanda reyting kaygısının ön planda tutulduğu, reyting getiren haberlerin değer gördüğü ve asıl amacın para kazanmak olarak ele alındığı filmde etik değerlerin ihlal

ediliş biçimleri üzerinde durulmaktadır. Çalışmada elde edilen etik ihlallere ilişkin bulgular yukarıda bahsedilen Türkiye Gazetecileri Hak ve Sorumluluklar Bildirgesi ile Gazetecilik Meslek Etik İlkeleri Küresel Bildirisi'nde düzenlenen etik çerçeve bağlamında değerlendirilmektedir. Çalışma sonucunda filmdeki Lou Bloom isimli gazetecinin; çıkar ilişkisi gözetmemek, gerçeklerin olduğu gibi çarpıtılmadan aktarılması, şiddeti övmekten, haklı göstermekten kaçınma, ayrımcılık yapmaktan kaçınma, belgeleri göz ardı etmemek, demokratik değerlerin savunulması, özür dileme, düzeltme ve cevap hakkı tanımak gibi etik ilkeleri ihlal ettiği gözlemlenmiştir.

KAVRAMSAL ÇERÇEVE

Gazetecilik Mesleğine Kısa Bir Bakış

İnsanlar tarih boyunca içinde bulunduğu topluma dair bilgi edinme ve bu toplumu keşfetme ihtiyacı hissetmiştir. Bu ihtiyacın karşılanması; toplum bilincinin oluşmasında ve beşeri bağların kurulmasında büyük bir önem taşımaktadır. Haberleşme kavramı bu noktada devreye girmekte ve sosyal bağların kurulmasında ihtiyacımız olan bilgi eksikliğinin karşılanması sağlamaktadır. İnsanlar, bu haberleşme ihtiyacını gidermek için gazetecilik mesleğini ortaya çıkarmıştır. Bilgi açlığı olarak yorumlanan bu ihtiyacın giderilmesi adına oluşturulan gazetecilik mesleğinin birtakım tanımları bulunmaktadır (Parlak, 2019). Gazetecilik mesleği, kamuoyunu toplumsal olaylar hakkında bilgilendiren ve güncel bilgileri topluma aktaran bir meslek olarak tanımlanmaktadır. Aynı zamanda gazeteciler; yazılı, sözlü ve elektronik basında yer alan haberleri üreten ve bu haberlerle ilgili çalışmaları yürüten kişiler olarak ifade edilmektedir (Eraslan, 2022). Gazetecilik haber yapımı ve haber üretimi süreçlerini kapsamaktadır. Dolayısıyla gazeteciler; habere konu olabilecek her türlü olay ile ilgili bilgileri bir araya getiren kişiler olarak tanımlanabilmektedir. Gazeteciler bu bilgileri; toplayan, yazan, görüntü alan ve bunları sistematik olarak bir araya getirip, yayınlayan kişilerdir. Siyasal, ekonomik, toplumsal, eğitim, spor ve sağlık gibi pek çok alanda kamuoyunu bilgilendiren gazetecilerin, toplumsal yaşamda büyük bir öneme sahip olduğu yadsınamaz bir gerçektir. Gazeteciler elde ettiği her türlü bilgiyi bir araya getirmekte, onları düzenlemekte, yorumlamakta ve yazıya aktarmaktadır. Yazıya aktarılan bu bilgiler, hedef kitleye ulaştırılmakta ve böylelikle hedef kitle konuyla ilgili bilgilendirilmektedir (Eraslan, 2022).

Toplumsal yaşamda haberlerin doğru bir şekilde aktarılması, somut verilerle oluşturulması ve gerçek bilgilere dayandırılması oldukça önemlidir. Bu özellikleri içeren haberler, hedef kitlede büyük bir etki yaratarak, kamuoyunu bilgilendirme işlevini yerine getirmektedir. Dolayısıyla gazetecilerin haber üretim sürecinde bu unsurlara dikkat etmesi ve haberleri bu çerçevede oluşturması gerekmektedir. Gazetecinin buradaki en önemli görevi, haber üretim sürecinde araştırmaya büyük önem vermesi ve iyi bir araştırma sonucunda haber üretimini gerçekleştirmesidir. Bu durum gazetecilerin en önemli sorumluluklarından biri olarak karşımıza çıkmaktadır. Bunların yanı sıra gazetecilerin bilgi edinme sürecinde de dikkat ettiği birtakım hususlar bulunmaktadır. Bunlar aşağıdaki gibidir:

- Gazeteciler bilgi erişiminde hızı, doğruluğa ve kolay ulaşılabilişliğe önem vermektedir.
- Gazeteciler; yaş, cinsiyet, eğitim ve deneyim farklılıklarını gözetmeksizin haberle ilişkili bilgilere ihtiyaç duymaktadır. Bu nedenle bilgiyi aramaya ve bilgiye erişmeye odaklanmaktadır.
- Gazeteciler, haber üretim sürecinde ilgili kaynaktan orijinal kaynağa ulaşma eğilimi ile hareket etmekte ve bilgiye bu şekilde ulaşmayı hedeflemektedir.
- Gazeteciler, bireysel farklılıkları bağlamında geliştirdikleri kendilerine ait bir bilgi arama davranışına sahiptir.
- Gazetecilerin bilgi toplamada kullandığı araçlar; arama motorları, haber ajansları, bilgi merkezleri, veri tabanları ve kupürler olarak sıralanmaktadır (Eraslan, 2022).

Toplumu bilgilendirme ve aydınlatma görevini üstlenen gazetecilerin toplumsal sorumluluk bilinci ile hareket etmesi gerekmektedir. Basın kuruluşlarında kadrolu veya sözleşmeli olarak çalışan gazetecilerin çalıştığı kuruma karşı da birtakım sorumlulukları bulunmaktadır. Bu sorumluluklar yasalar tarafından belirlenmekte ve gazetecilerin mesleki gerekliliklerini ortaya koymaktadır. Gazeteciler bu mesleki gereklilikleri yerine getirmek ve bağımsız kamu haberciliği yapmak ile yükümlüdür.

Gazetecilik ve Etik

Etik kavramı yaşamın her alanında karşımıza çıkan ve bazı kesimler tarafından tartışılan bir konudur. Geçmişten günümüze birçok düşünür etik ile ilgili birtakım tanımlamalarda bulunmuştur. İlk olarak Aristoteles tarafından felsefe bilimine kazandırılan etik kavramı ile insan davranışlarının ardında yatan ahlaki yargılar üzerine bir değerlendirme yapılmaktadır. Bu bağlamda etik; insan davranışlarında neyin iyi veya neyin kötü olduğu, neyin doğru veya neyin yanlış olduğunu ortaya koyan ahlaki yargıları içermektedir. Kökeni Yunanca Etos kelimesinden gelen Etik kavramının ilk kullanımı; alışkanlık, töre ve görenek anlamlarını taşımaktadır (Eraslan, 2022). Toplumsal yaşamda geçerli olan töreye uygun bir şekilde eylemde bulunmak, etik davranmak olarak nitelendirilmektedir.

Dar ve gerçek anlamı ile değerlendirildiğinde etik kavramı; toplumda aktarılan eylem kurallarının üzerinde düşünmek ve onları iyiye ulaşmak adına alışkanlık haline getirmek olarak tanımlanmaktadır. Etik davranmak, erdemli olmak anlamını taşımakta ve etik kavramı bir karakter anlamına gelmektedir. Toplumsal yaşamda etik ve

ahlak kelimeleri sıklıkla karıştırılan veya birbiri yerine kullanılan kelimeler olarak karşımıza çıkmaktadır. Latince kökenli “mores” kelimesinden türetilen ahlak kelimesi, insanların “iyi” veya “kötü” olarak yorumlanması ve standart davranışların belirlenmesinde kullanılmaktadır. Her toplumun kendi içinde belirlediği bir ahlak anlayışı bulunmaktadır. Bu anlayış toplumun tarihine, coğrafi özelliklerine ve kültürel yapısına göre değişmektedir. Dolayısıyla etik kavramı ile kültür arasında doğrudan bir bağlantı bulunmaktadır. Bir ahlak felsefesi olan etik; insan davranışlarını, bu davranışların altında yatan anlamları, davranışa ilişkin kuralları, davranış ilkelerini ve bu ilkelerin ahlaki temelini inceleyen felsefe dalı olarak tanımlanmaktadır. Etik ve ahlak kavramları arasında uygulama ve teorik farklılıklar bulunsu da ahlak etik kavramının toplumsal yaşama yansıyan kurallar bütünüdür. Etik yalnızca kurallardan veya ilkelere oluşmamaktadır. Etik insan davranışlarının doğruları ve yanlışları ile ele alınması, bu davranışlara ait ilkelerin kuramlara dayandırılarak, tarafsız bir bakış açısı ile uygulanmasını kapsamaktadır.

Gazetecilik meslek etiği bu anlayışa göre oluşturulan bir alt etik kategorisini oluşturmaktadır. Gazeteciler, bu alt etik kategorisinde ortaya konan birtakım ilkelere uymak zorundadır. Bu etik anlayış iki farklı çerçevede ele alınmaktadır. Bunlardan ilki John Stuart Mill’e dayandırılan ve sonuçla ilgilenen yaratıcı etik anlayışıdır. Kant’a dayandırılan ikinci etik anlayışta ise önceden belirlenen kural ve ilkeler üzerinde durulmaktadır. Kant’a göre akıl, özgürlük ve ahlaklı olmak arasında sıkı bir bağ bulunmaktadır. Kant, ahlakın temelini ise özgür insana bağlamaktadır. Ona göre insanın varlığı, akıl ile ilişkilidir ve akıl insanda ahlaki anlamda vicdan olarak ortaya çıkmaktadır. Yaratıcı etik anlayış 19. Yy’da Jeremy Bentham ve John Stuart Mill tarafından geliştirilmiştir. Bu anlayışta kararların, çıkarlar için alınması gerektiği düşüncesi hakimdir. John Stuart Mill’e göre iyi ve kötü arasında ayrımın yapılmasını sağlayan temel ölçüt, yarardır. Eylemlerin sonucu mutluluk getiriyorsa doğru, getirmiyorsa yanlış olarak ifade edilmektedir (Eraslan, 2022). Bu nedenle doğruları yazıya dökmek, bir erdem olarak görülmektedir. Dolayısıyla gazetecilerin şartlar ne olursa olsun doğru bilgileri yazıya dökmesi beklenmektedir. Doğruluk, etik anlayışın önsözünü oluşturmaktadır.

Etik kavramı, gazetecilik etiğini de şekillendirmiş ve mesleğe yönelik güven tartışmalarının küresel alana yayılmasına katkıda bulunmuştur. Bu durum bilim insanlarını etik kodlar üzerinde düşünmeye ve bu alanda çalışmalar yapmaya itmiştir. Bunlara karşın kamuoyunu bilgilendirme görevini üstlenen gazeteciler, haber üretimi ve sunumunda etik dışı davranışlarda bulunmakta ve alana yönelik yaptırımları yetersiz kılmaktadır. Basın özgürlüğü temelinde sorumluluk bilinci ile haber üretmesi gereken kişiler olarak gösterilen gazetecilerin, etik dışı davranışları tartışmalara yol açmaktadır. Bu etik dışı davranışlarla toplumsal sorumluluğa ilişkin ilkeler ve etik normlar çiğnenmektedir. ABD’de gazetecilik etiği ilkelerini belirleyen Profesyonel Gazeteciler Cemiyeti (Society Of Professional Journalists-SPJ) bu alana önemli katkılar sunmuştur. SPJ’nin belirlediği etik ilkeler özdenetim ile ilgili olarak oluşturulmuştur ve hukuki olarak bir yaptırım yoktur. Dört bölümden oluşan bu ilkeler; gerçeği aramak ve rapor etmek, zararı en aza indirmek, bağımsız olmak, hesap verebilir ve şeffaf olmak şeklindedir.

Amerika Birleşik Devletleri’nde Geliştirilen “Gazetecilik Etiği Kuramı”

ABD’de yapılan çalışmalar gazetecilik mesleğinin gelişiminde etkili olmuştur. Eylemlerin moral temelleri üzerine yoğunlaşıldığı bu çalışmalarda meslek etiği ile ilgili birtakım tartışmalar ön plana çıkmıştır. İkinci Dünya Savaşı’nın yaşandığı yıllarda ABD’de kurulan Basın Özgürlüğü Komisyonu, Özgür ve Sorumlu Basın Raporu’nu yayınlamıştır. Bu raporda; Amerikan basınının demokratik işlevleri yerine getiremediği ve toplumsal işlevleri karşılayabilmesi için toplumsal sorumlulukların farkına varması gerektiği üzerinde durulmuştur. Kamuoyunun bilgilendirilmesi için toplumsal sorumluluk bilincinin gerekli olduğunu vurgulayan raporda, basın özgürlüğü ve demokrasinin altı çizilmiş ve böyle bir basın ortamının oluşmasında herkesin çabalaması gerektiği anlayışı savunulmuştur. Bunların yanı sıra raporda, özdenetim modelleri üzerinde de durulmuştur. Özdenetimin sağlanamadığı noktada hükümetin medyada söz sahibi olabileceği, bunun dışında medyaya yönelik müdahalenin yanlış olduğu düşüncesi aktarılmıştır.

Kitleli Haberciliğin Doğuşu ve Gazetecilik Söylemi

Ticari bir oluşum haline gelen basın; içerik, biçim ve dağıtım açısından bir dönüşüm geçirmiştir. Okurlar açısından bakıldığında da basının, öncüllerinden farklı bir şekilde yapılandırıldığı görülmektedir. Basında yer alan haberler; çarpıcı başlıklar ve illüstrasyonlar ile dramatik bir hale getirilmektedir. Basında giderek yaygınlaşan bu anlayış, ana sayfalara taşınmakta ve basının haber sunuş biçimleri değişmektedir. Basında yer alan haberler genellikle suç, dedikodu, spor, mizah, moda ve ailevi konularda oluşturulan haberlerden oluşmaktadır. Bu anlayış 1880’lerde W. T. Stead’in öncülüğünde ortaya çıkan “Yeni Gazetecilik” anlayışı ile ortaya çıkmış ve bir yükseliş yakalamıştır. Okurun dikkatini çekmek üzerine oluşturulan haberlerin ön planda olduğu yeni gazetecilik anlayışında, tipografik teknikler büyük bir öneme sahiptir. Haber üretim sürecinde kullanılan bu tipografik tekniklerin, gazeteleri daha çekici hale getirdiği ve haberin okunurluğunu arttırdığı düşüncesi hakimdir. Büyük puntolarla oluşturulmuş başlıklar, kısa bir şekilde yazılmış paragraflar, görsel öğelerin artırılması, büyük manşetlerin kullanılması gibi birçok özellik gazeteleri, eski gazetelerin monoton görünümünden uzaklaştırmaktadır. İçerik bağlamında bakıldığında ise bu haber formu, sansasyonelliğe ve

milliyetçiliğe vurgu yapmaktadır. Milliyetçilik, gazete içeriklerini hareketlendirmek ve okuyucuların dikkatinin çekmek adına kullanılmaktadır. Aynı zamanda milliyetçilik; okur kitlesinin yabancılaştırılması tehlikesini ortadan kaldırmanın bir yolu olarak partizan tavır almanın gerekli görüldüğü bir stratejidir. Sansasyonellik ise haber seçim süreçleri ile ilişkilidir. Bu bağlamda editörler; haber seçimi yaparken yazım biçimine, sözcüklere, anlatı öğelerine, bakış açılarına, hitap biçimine ve olayı dramatize etmeye yönelik söylemsel pratiklere dikkat etmektedir. Dolayısıyla kitlesel haberciliğin doğuşu ile her türlü habere sansasyonel bir boyut katmak mümkün hale gelmiştir. Ekonomik rekabetin ortaya çıktığı kitleselleşme sürecinde gazetelerin gerçeklik ile olan ilişkileri farklı bir boyut kazanmıştır. Toplumsal sorunların bir haber değeri olup, olmadığı okur ilgisine ve ticari potansiyele bağlı hale gelmiştir. Bir haberin haber değerini belirlemek için bu ölçütler temel alınmaya başlanmıştır. Önceleri haber değeri siyasal boyutlarla belirlenirken, bu durum yerini ticari boyuta bırakmıştır. Burada ön plana çıkan iki farklı söylemsel oluşum; tarafsızlık ve çeşitlilik (Taş, 2011).

Kitlesel olarak üretim yapan gazeteciler, farklı beğenilere odaklanmış ve bu beğenilere yönelik haber üretme yoluna gitmiştir. Bu durum basın toplumu eğlendirme işlevini gündeme getirmiştir. Basın artık okurların görüşlerini değiştirmek gibi bir amaç gütmemeye başlamıştır. Böylelikle gazeteler, siyasi niyetlere sahip kurumlar olmaktan çıkmış, haberlerin nesnel olarak topluma yansıtıldığı kurumlar haline almıştır. Özellikle 1880'li yıllarda kurulan gazetelerin en dikkat çekici iddiası, apolitik bir anlayış benimsediklerini söylemeleri olmuştur. Haberlerin editoryal amaca bağlanması, kamusal idealinin kitlesel haber üretimi ile bağdaştırılması ve bağımsız haberciliğin temel alınması gazeteciliğin merkezini oluşturmaya başlamıştır. Bu dönemde objektiflik olgusu dört temel norma bağlanmıştır. Bunlar; doğruluk (accuracy), dengelik (balance), tarafsızlık (impartiality) ve yansızlık (neutrality) şeklindedir. Bu normlar gazetelerin siyasal bağlamdan kopuşunun gerçekleştiği dönemde savunulmuştur. Siyasal arena ve kamusal alanda tarafsız olma anlayışını benimseyen gazeteciler, kendilerini siyasal sürecin katılımcıları olarak görmemektedir. Gazeteciler kendilerini bu sürecin bir dolayımlayıcısı olarak görmektedir (Taş, 2011).

Kitlesel habercilik anlayışında geniş bir okuyucu kitlesine ulaşabilmek adına siyasal görüşler farklılaşmıştır. Gazeteler artık siyasal olarak tarafsız olmanın ve kamu yararına yönelik haber üretmenin önemine vurgu yapar hale gelmiş ve etik mecraya yerleşmiştir. 1880'de kurulan Gazeteciler Enstitüsü ile birlikte tüm gazeteler siyasal anlamda bağımsızlaştıklarını ifade etmişlerdir. Popüler basında gazeteci, okurlara haber ürünü sağlayan bir profesyonel olarak tanımlanmıştır. Bu durum gazetecilerin eğitici rolüne yönelik normatif kavrayışta bir zayıflama yaşadığına dikkat çekerken, basın endüstrisi kavramının baskın bir hale gelmesine sebep olmuştur. Dolayısıyla basın endüstrisinde neyin haber olacağı, neyin kamusallaştırılacağı ile ilgili normatif iddiada bulunma yetkisi, pazar mekanizmalarına devredilmiştir. Böyle bir ortamda gazeteciler, objektif bir bakış açısı elde etmek adına bağımsız habercilikten beslenmeye başlamıştır. Bu davranış biçimi, objektif bilgiye dayalı habercilik piyasası fikrinin siyasal olarak haklılaştırma gerekçesi olarak sunulmuştur. Objektiflik ideale bağlı olarak hareket eden gazeteciler üç temel unsura dikkat etmektedir. Bunlar olgusalılık, profesyonellik ve tarafsızlıktır. Ticari gazetecilik anlayışının kitleleri keşfetmesi ile bu unsurların uygulama biçimleri farklılaşmıştır.

Türkiye Gazeteciler Sendikası Gazetecilik Etik İlkeleri

12 Haziran 2019'da Tunus Uluslararası Gazeteciler Federasyonu (IFJ) 30. Kongresi'nde kabul edilen "Gazetecilik Etik İlkeleri Küresel Bildirisi" ile gazetecilik mesleğini bağlayan birtakım etik haklar ve ilkeler belirlenmiştir. 1954 IFJ Gazetecilik Prensipleri Deklarasyonu'nun (Bordeaux Deklarasyonu) bir tamamlayıcısı olarak nitelendirilen bu bildiri, uluslararası yasalara ve uluslararası İnsan Hakları Beyannamesi'ne dayandırılarak oluşturulmuştur. 16 madde ve başlangıç kısımlarından oluşan bu bildiri, gazetecilik mesleğine yönelik haklar ve etik ilkeler sıralanmıştır. Uluslararası İnsan Hakları Beyannamesi'nin 19. Maddesi, bilgi ve fikre erişim hakkı ile ilişkilidir. Bu hak, gazetecilik mesleğinin temelini oluşturmaktadır. Bu bildiriye göre; gazetecilerin topluma karşı sahip olduğu sorumluluk, diğer sorumluluklardan önce gelmektedir. Aynı zamanda bu sorumluluk, işverenlere ve kamu otoritelerine karşı sorumluluklardan da önceliklidir. Gazetecilik mesleğinin icra edilmesi; zamana, kaynağa ve uygulama alanına bağlıdır. Mesleğin bağımsızlığı adına tüm bu unsurların sağlanması büyük bir önem taşımaktadır. Bu uluslararası bildiri; haber üretiminde araştırma, derleme, aktarma, yayımlama, yorumlama veya herhangi bir mecrada haber anlatımı ile ilgili tüm süreçler ele alınmaktadır. Bu bağlamda bildiri, gazetecilik mesleğinde bir kılavuz görevi görmekte ve mesleğin ana hatlarını belirlemektedir (TGS, 2019).

Gazetecilik Etik İlkeleri'nin Belirlendiği Bildiri Maddeleri aşağıdaki gibidir:

- i. Hakikate ulaşmak, toplumun bilgiye erişim hakkına riayet etmek, gazetecinin ilk görevidir.
- ii. Gazeteci toplumun bilgiye erişim hakkına riayet ederken; dürüst bir şekilde haber toplama ve yayımlama özgürlüğünü daima savunmalıdır. Aynı zamanda gazeteci, adil yorum ve eleştiri haklarını da savunmalıdır. Olguya dayalı bilgiler, gazeteci tarafından yorum ve eleştiriden açıkça ayrılmalıdır. Gazeteci tüm bu yükümlülükleri yerine getirmelidir.
- iii. Gazeteci kaynağından emin olduğu gerçekler üzerine haber yapmakla yükümlüdür. Kritik öneme sahip bilgiler gazeteciler tarafından saklanmamalı, belgeler çarpıtılmamalıdır. Gazeteciler toplumda

- tanınmamış kişilerin sosyal mecrada veya başka mecralarda yayımladıkları içerikleri aslına uygun olarak kullanmaya özen göstermelidir.
- iv. Gazeteci haber için topladığı her türlü belgeyi, hakkaniyetli yöntemlerle elde etmeli ve karşı tarafa gazeteci olduğunu bildirmelidir. Gazeteci kamu yararı gözetilerek toplanan bilgilerin haricinde, gizli bir şekilde ses ve görüntü kaydı almaktan kaçınmalıdır. Bunların yanı sıra gazeteci, tüm bilgi kaynağına kesintisiz bir şekilde erişebilmeyi ve kamu yararını sağlayan bilgileri araştırma özgürlüğünü savunmalıdır.
 - v. Aciliyet ya da hız kaygıları, bilgi ve kaynakların doğrulanmamasına fırsat vermemeli ve yanıt hakkını çiğnememelidir.
 - vi. Gazeteci, yayımlanan haberlerin hatalı olduğu anlaşıldığında hızlı ve şeffaf bir şekilde bu hataları düzeltmelidir.
 - vii. Gazeteci kendisine verilen gizli bilgi kaynaklarını, mesleki sır olarak saklı tutmakla yükümlüdür.
 - viii. Gazeteci mahremiyete dikkat etmeli ve saygılı olmalıdır. Adı geçen veya temsil edilen bireylerin haysiyetlerine saygılı olmalı, bireylere konuşmaların yayımlanma ihtimalini söylememelidir. Gazeteci, görüştüğü kişilerin deneyimsizliği veya savunmasızlığına karşı özenli davranmakla yükümlüdür.
 - ix. Gazeteci, yayımladığı bilgilerin veya görüşlerin nefrete ya da önyargılara yol açmayacağından emin olmalıdır. Bu bağlamda; etnik köken, ırk, din, dil, cinsiyet, engellilik, siyasi görüş, cinsel yönelim veya başka nedenlerle yapılan her türlü ayrımcılığı yaymamak için çaba sarfetmelidir.
 - x. Gazeteci bazı durumlarda da meslek etiğine aykırı davranmaktadır. Bunlar; intihal, gerçeklerin çarpıtılması, hakaret, karalama, iftira ve asılsız suçlamalardır.
 - xi. Gazeteci, güvenlik güçlerine (polis ya da diğer) yardımcı olma görevi üstlenmekten kaçınmalıdır. Gazeteci sadece bir medya platformunda yayımladığı bilgileri, güvenlik güçlerine vermekle yükümlüdür.
 - xii. Gazeteci meslektaşları ile bir dayanışma içinde olmalıdır. Bunu yaparken kendi araştırma, bilgi edinme, eleştiri yapma, yorumda bulunma gibi özgürlüklerinden feragat etmemeli; hiciv ve editöryel seçim haklarını saklı tutmalıdır.
 - xiii. Gazeteci basın özgürlüğünü başka amaçlar için kullanmamalı, yaydığı veya yaymadığı bilgiler sayesinde haksız bir avantaj elde etmekten kaçınmalıdır. Dolayısıyla gazeteci, mesleğini yaparken çıkar çatışması yaratan durumlardan kendini sakınmalıdır. Buna sebebiyet verdiği durumlarda hemen buna bir son vermelidir. Gazeteci, mesleki faaliyetlerinin reklam veya propagandaya karışmaması için çaba göstermeli ve bunlardan uzak durmalıdır. Bilgi ticaretinden ve piyasa manipülasyonlarından kaçınmalıdır.
 - xiv. Gazeteci kendi bağımsızlığına dikkat etmeli, bunu tehlikeye atacak her türlü eylemden kaçınmalıdır. Bunların yanı sıra kayıt dışı (off the record), ambargo veya anonimlik gibi özgürce kabul ettiği bilgilerin toplanması/yayılması gibi yöntemlere taahhütlerin şeffaf ve tartışılmaz olması şartı ile saygı göstermelidir.
 - xv. Gazeteci unvanı kazanmış kişiler, yukarıda sıralanan ilkelere sadık hareket etmeyi görev bilmektedir. Bu bildiriye göre gazeteciler, mesleki kanaate ve vicdana aykırı faaliyetlerde bulunmaya ya da görüş bildirmeye zorlanamazlar.
 - xvi. Gazeteci, her ülkenin kendi hukuk kurallarına göre meslek ahlakı ile ilişkili konularda -hükümetlerin veya diğer güçlerin müdahalelerini reddederek- kamuya karşı şeffaf bağımsız özdenetim organlarının yargı yetkisini tanımaktadır.

Türkiye Gazetecileri Hak ve Sorumluluk Bildirgesi

Herkes bilgi edinme, özgür düşünme, düşüncelerini ifade etme, eleştiri yapma ve haber alma hakkına sahiptir. Düşünce ve ifade özgürlüğünün sağlanabilmesinin temelinde basın ve yayın özgürlüğü bulunmaktadır. Bu özgürlük temel insan hak ve özgürlükleri arasında yer almaktadır. Tüm bu hakların, demokratik hukuk devletinde anayasal olarak güvence altına alınması gerekmektedir. Gazetecinin temel hakları, halkın haber alma ve ifade özgürlüğü ile ilişkilidir. Meslek ilkeleri ise doğru ve dürüst bir iletişimin temelini oluşturmaktadır. Dolayısıyla meslek ilkeleri basın ve yayın organları ile ilgili bir özdenetim görevi görmektedir. Burada değerlendirme mercii ilk olarak vicdanlardır. Bu bağlamda; gazeteciler, basın ve yayın organlarına sahip yöneticiler bu meslek ilkelerine uymalı ve diğerlerinin de bu meslek ilkelerine uymasını sağlamalıdır. Gazeteciler dışında gazetecilik mesleğine ilişkin faaliyetlerde bulunan kişiler de bu meslek ilkelerine karşı sorumludur. Türkiye Gazetecileri Hak ve Sorumluluk Bildirgesi; sadece geleneksel medyada değil, dijital medyada yapılan her türlü yayıncılık faaliyetlerini de kapsamaktadır.

Tablo 1. Medya İçerikleri Etik Analiz Kategorileri

Kategoriler	Türkiye Gazetecileri Hak ve Sorumluluk Bildirgesinin İlgili Maddesi (TGC, 2019)
i. Gerçeklerin Olduğu Gibi Çarpıtılmadan Aktarılması	Halkın bilgi edinme hakkına bağlı kalarak; haber alma, yorum ve eleştiri yapma özgürlüğünü kullanan gazeteci, sonuçlar kendi açısından ne olursa olsun gerçekleri olduğu gibi çarpıtmadan aktarmak ile yükümlüdür.
ii. Demokratik Değerlerin Savunulması	Gazeteci; hukukun üstünlüğünü tanır, demokrasi, laiklik, barış, insan hakları gibi evrensel değerleri savunur.
iii. Ayrımcılık Yapmaktan Kaçınma	Gazeteci; ırk, din, dil, milliyet, cinsiyet, cinsel yönelim, cinsel kimlik, mezhep, inançsızlık, inanç, etnisite, dünya görüşü ve sınıf ayrımcılığı yapmaksızın tüm ulusların, halkların ve bireylerin haklarını tanır ve onlara saygı gösterir.
iv. Düşmanlığı Körüklemekten Kaçınma	Gazeteci; uluslar, topluluklar ve insanlar arasında düşmanlığı ve nefreti körükleyebilecek her türlü yayından kaçınır.
v. Dini ve Kültürel Değerlere Karşı Saygılı Olma	Gazeteci; bireylerin, toplulukların ve ulusların benimsediği kültürel değerleri, inançları ya da inançsızlıkları küçümsemeyebilir, bu değerlerle alay edemez ve bu değerleri saldırı konusu haline getiremez.
vi. Şiddeti Övmekten, Haklı Göstermekten Kaçınma	Gazeteci; şiddete özendirir, şiddeti haklı kılacak, bireyleri şiddete karşı kışkırtacak yayınlar yapamaz.
vii. Kaynaktan Emin Olma ve Kaynak Bilgisini Şeffaf Bir Şekilde Kamuoyu ile Paylaşma	Gazeteci; kaynağından emin olmadığı bilgi ve haberlerle ilgili yayın yapmaz. Yayınlamaya karar verdiği haberde, kaynak açık bir şekilde belirtilmiyorsa, bununla ilgili kamuoyuna gerekli bilgilendirmelerde bulunur.
viii. Belgeleri Göz Ardı Etmemek	Gazeteci; bilgileri yok edemez, göz ardı edemez ve belgeler üzerinde değişiklikler yapamaz.
ix. Özel Yaşamın Gizliliğine Uygun Davranmak	Gazeteci; kamuoyunun haber alma hakkı ile ilgili olmayan hiçbir amaç uğruna, izin alınmadıkça hiçbir kimsenin özel yaşamının gizliliğine müdahale edecek bir ihlalde bulunamaz.
x. Özür Dileme, Düzeltme ve Cevap Hakkı Tanımak	Gazeteci; yayınlarıyla alakalı yaptığı her yanlış kısa zamanda düzeltmek ve gerekli durumlarda bu yanlışlarla ilgili özür dilemek ile yükümlüdür. Kötüye kullanılmaması ve kabul edilebilir şekilde yapılması koşuluyla cevap hakkına saygılı olmakla yükümlüdür.
xi. Kimliğini Gizlemekten Kaçınma	Gazeteci; bilgiye erişim sürecinde kimlik gizleme ve sosyal mecralarda kimlik gizleme gibi yanıltıcı eylemlerde bulunamaz.
xii. Çıkar İlişkisi Gözetmemek	Gazeteci; bilgi, haber yayını veya haberin yayınlanmaması adına maddi-manevi hiçbir menfaat sağlayamaz. Çıkar çatışmalarından kaçınır. Gazeteci her türlü faaliyetinde konumundan bağımsız olarak, haber kaynağı olan kişiler ya da kurumlar ile iletişim ve ilişkisinde meslek ilkelerini gözetir. Elde ettiği bilgileri ve belgeleri kendi çıkarlarına göre kullanamaz.
xiii. Reklam ve Propagandalardan Kaçınmak	Gazeteci; mesleğini halkla ilişkiler, reklamcılık mesleği ile karıştıramaz. Mesleği propaganda aracı haline getiremez. Reklam ve ilan kaynaklarından herhangi bir öneri ve telkin alamaz veya maddi olarak bir kazanç elde edemez.
xiv. Hak ve Özgürlükleri Temel Alma	Gazeteci; ulusal ve uluslararası politikalara ilişkin yayınlar yaparken öncelikli olarak halkın haber alma hakkına, meslek ilkelerine ve özgürlükçü demokrasi ölçütlerine göre hareket eder.
xv. Güçsüzün Yanında Durma	Gazeteci; ötekileştirilen, mağdur olan, güçsüz, yoksul ve sesini duyuramayan kişilerin sesi olmak ile yükümlüdür.
xvi. Kamuoyunun Haber Alma Hakkının Savunucusu Olmak	Gazeteci basın özgürlüğünü; kamuoyunun haber alma ve bilgi edinme hakkı için dürüstçe kullanmakla yükümlüdür.

	Gazeteci her türlü sansür ve oto sansürün karşısında durur. Önce halka ve gerçeğe karşı yükümlüdür. Bu yükümlülükler kamu otoritelerine ve işverene karşı olan yükümlülüklerden önce gelir. Gazeteci; bilgi kaynaklarının tümüne serbestçe ulaşabilme hakkına sahiptir. Bunların yanı sıra gazeteci kamu yaşamını belirleyici, kamuoyunu ilgilendiren her türlü olayı izleme ve araştırma hakkına sahiptir. Gazeteciyi sınırlandıran engeller, hukuka ve uluslararası normlara uygun olmalıdır.
--	---

Kaynak: TGC Maddeleri Dikkate Alınarak Yazarlar Tarafından Oluşturuldu.

Medya Etiği

Medya günümüzde reyting temelli şekillenen, nicelik üzerine kurulu bir sektör halini almıştır. Bu medya ortamında ne söylendiği veya ne yazıldığı önemli değildir. Burada önemli olan izlenme ve satış oranlarıdır. Etik bağlamında değerlendirildiğinde, medyanın etiğinde reyting kaygıları yer almaz (Demir G. Y., 2012). Dolayısıyla medyada etik anlayıştan bahsedebilmek için ilk olarak bu kaygıların olup, olmadığı konusunda bir değerlendirme yapmak gerekmektedir. Medya etiği; medyada çalışan herkesi kapsayan birtakım mesleki ve etik ilkelerin belirlendiği değerlerden oluşmaktadır. Yasama, yürütme ve yargıdan sonra dördüncü güç olarak nitelendirilen medyanın topluma ayna tutması, toplumu bilgilendirmesi ve kamusal yarar sağlaması gibi birtakım sorumlulukları bulunmaktadır. Medyanın sahip olduğu bu sorumluluklar, medya ile ilgili etik ilkelerin sorgulanmasının ve bu etik sorunların konuşulmasının önünü açmıştır (Yüksel, 2009). Medyada etik, basın ahlakını da ifade eden geniş bir çerçeveyi kapsamaktadır (Şimşek, 2001). Bu bağlamda; yalan haber yapmamak, haberleri çarpıtmamak, art niyetli bir şekilde haber üretmemek, uydurulmuş bir senaryo üzerinden haber yazmamak, yargısız infaz yapmaktan kaçınmak, kamuoyunu yanlış yönlendirmemek, kişi haklarını ihlal etmemek, suça yönlendirmemek, suçluyu övmemek, kamuoyunu çıkarlarını gözetmek gibi maddeler medyada etik anlayışa uygun davranmanın gereklilikleridir. Medya kamuyu bilgilendirme görevini üstlenmekte ve toplumsal sorumluluk bilincinin yayılmasına katkı sağlamaktadır. Bu durum medyanın, kamu vicdanına yönelik doğru bir değerlendirme yapması gerekliliğini ortaya çıkarmaktadır. Medya etiği, medya çalışanlarının mesleğin gerektirdiği gibi hareket etmesini sağlayacak ilkeler ortaya koymaktadır. Bu ilkeler medya çalışanlarına kılavuzluk etmekte ve meslek etiğinin bir bütün olarak ele alınmasını sağlamaktadır. Medya etiğini oluşturan ilkeler hem yerel hem de evrensel değerleri taşımaktadır. Teknolojide yaşanan hızlı değişimler, medya etiği ilkelerinin sürekli güncellenmesi ve yenilenmesi gerekliliğini ortaya çıkarmaktadır. Soyut ve düzenleyici ilkelere dayanan medya etiğinde; dürüstlük, haber ve yorum ayrımı, yansızlık, mahremiyet, cevap ve tekzip hakkına saygı duyulması, eleştiri sınırlarını aşmama, şahsi ve kurum çıkarlarına göre hareket etmeme, şiddet-terör vb. her türlü olumsuz faaliyete karşı olma, masumiyet karinesine uyma gibi ilkeler üzerinde durulmaktadır (Katıtaş, Seylim, & Demirkan, 2022).

Görsel ve İşitsel Medya Etiği

Görsel içeriklerin daha sık kullanılır hale gelmesi ile birlikte bu anlamda da etik ilkelerin belirlenmesi gerekliliği ortaya çıkmıştır. Haber içerikleri, programlar, filmler gibi görsel ve işitsel öğelerin yer aldığı içeriklerde, neyin doğru veya neyin yanlış olduğunu belirlemek adına birtakım etik ilkeler belirlenmiştir. Televizyonun Avrupa kültürüne yönelik yarattığı olumsuz etkileri önlemek ve buradaki yayın içeriklerini düzenlemek adına “Avrupa Sınır Ötesi Televizyon Sözleşmesi” hazırlanmıştır. Bu sözleşme Avrupa konseyi üyeleri, Avrupa Kültür Anlaşması taraf devletleri ve Avrupa Birliği'nin imzasına sunulmuştur. Bu sözleşme 22 Kasım 1993'de Türkiye'de Bakanlar Kurulu tarafından imzalanmıştır. 12 Aralık 1993'de yayımlanan Resmi Gazete ile birlikte de ilan edilmiştir (Öztürk, 2004). Türkiye'de yayıncılık ile ilgili düzenlemeler yapan kurum Radyo ve Televizyon Üst Kuruludur. Bu kurum radyo ve televizyon programlarının denetlenmesinden, bunlar hakkında düzenlemeler yapılmasından ve hizmet ilkelerinin belirlenmesinden sorumludur. 6112 sayılı Radyo ve Televizyonların Kuruluş ve Yayın Hizmetleri Hakkında Kanun çerçevesinde belirlenen bu ilkeler ile medya uygulayıcılarının mesleki sorumlulukları belirlenmektedir. Bu ilkeler; Türkiye Cumhuriyeti'nin bölünmez bütünlüğünü koruma, farklılıkları tanıma ve toplumu düşmanlığa sevk etmeme, adil ve tarafsız olma, kişilerin mahremiyetine ve haysiyetlerine aykırı yayın yapmama gibi ilkeleri kapsamaktadır (RTÜK, 2014). Bunlara ek olarak ilkeler; ayrımcılık, yargının üstünlüğü, özel hayatın gizliliği gibi maddeleri de içermektedir (Katıtaş, Seylim, & Demirkan, 2022). Genel etik ilkeler ile uyumlu olan bu maddeler görsel ve işitsel medyada etik davranma ile ilgili sorumlulukları belirtmektedir.

Medya Etiği Yaklaşımları: Deontoloji ve Teleoloji

Medya etiğinde farklı yaklaşımlar ortaya konmuştur. Bunlar deontoloji ve teleoloji olarak karşımıza çıkmaktadır. Bu yaklaşımlar; medyanın özgürlüklerini, etik ilkelerini ve sorumluluklarının anlamlandırılmasına katkı sunmaktadır. Bu yaklaşımlar dışında; sözleşmeci, sosyal sorumluluk yanlısı, feminist, kıyaslamacı, kültür

çoğulculuk yanlısı ve yurttaş gazeteciliği yaklaşımları da bulunmaktadır (Işıklı & Üzer, 2023). Deontolojik etikte, eylemin doğasına odaklanılmakta ve eylemin kendisine yönelik ahlaki prensipler üzerinde durulmaktadır. Burada eylemin doğru olup, olmadığı eylemin kendisine ve içeriğine bağlanmaktadır. Teolojik etikte ise; eylemlerin sonuçlarına odaklanılmaktadır. Burada eylemin doğruluğu, o eylemin ortaya koyduğu sonuçlar çerçevesinde değerlendirilmektedir.

Sözleşmeci etik; etik değerleri sosyal ve kültürel bağlamlar çerçevesinde ele almaktadır. Dolayısıyla etik ilkelerin ve normların toplum tarafından kabul edilen kural ve sözleşmeler ile belirlenmesi gerektiğini savunur. Kıyaslamacı etikte; eylemlerin doğruluğu kıyaslama ve karşılaştırma yapma yoluyla belirlenmektedir. Ahlaki açıdan bir eylemin, diğer seçenekler arasında daha az kötü olanın seçilmesi ile ilişkili olduğu anlayışına sahiptir. Sosyal sorumluluk etiğinde; medya kuruluşlarının topluma ve kamu yararına uygun bir şekilde hareket etme yükümlülüğü olduğu savunulmaktadır. Feminist etikte; cinsiyet eşitliği üzerinde durulur ve kadın öncelidir. Medyanın kadınları temsil etme biçimlerine odaklanılır. Kültürel çoğulculuk yanlısı etikte ise; kültürel farklara ve farklı toplulukları ayrımcılık yapmadan temsil etmeye yönelik ilkeler değerlendirilmektedir. Yurttaş gazeteciliği; bireylerin haberleşme sürecine katkısı, bilginin yayılmasının teşvik edilmesi, doğru kaynaklarla, objektif haberlerin yapılması gibi temel etik ilkelerin korunmasını vurgulamaktadır. Tüm bu etik yaklaşımlar, medya profesyonellerine mesleğe yönelik iç görüler sunmaktadır. Yunanca “deontos” (ödev) ve “logos” (bilim) kelimelerinden türetilen deontoloji, bir mesleğe ilişkin kurallar ve sorumluluklar listesini ifade etmektedir. Bu nedenle deontoloji, bazı kesimler tarafından “görev bilinci” ile eşdeğer olarak kabul edilmektedir. Teleoloji ise Yunanca “telos” (gaye ve amaç) ve “logos” (bilim) kelimelerinden türetilmiştir. “Erek-bilim” olarak tanımlanan teleolojide, eylemlerin sonuçlarına odaklanılmaktadır. Bu yaklaşımda çoğunluğa ulaşmak adına, azınlık kesimin haklarının yok sayılması veya göz ardı edilmesi gibi birtakım riskler ortaya çıkmaktadır. Bu da insan haklarının ihlallerine yol açabilmektedir. Deontolojik tutumda görev bilinci yüksektir. Bu anlayışı benimseyen gazeteciler, yasalara, ilkelere ve prensiplere bağlı kalmaktadır. Yaptıkları her haberde kamuoyunu bilgilendirme ilkesine uygun davranmayı görev edinmektedirler. Fakat bu tutumda gazeteciler, çalıştıkları kurumun sahipleri veya çeşitli güç grupları ile çatışma riski yaşamaktadır. Bu noktada gazetecilerin vicdani sorumlulukları devreye girebilmektedir. Dolayısıyla vicdani sorumluluklar ve kamu çıkarı arasında bir sıkışma yaşanması da söz konusu olabilmektedir (Işıklı & Üzer, 2023).

Immanuel Kant tarafından ortaya konan Deontolojik etik, ilkelere bağlı kalarak karar verme şeklinde tanımlanmaktadır. Kant’ın geliştirdiği bu sistemde önemli olan eylemlerin sonucu değil, benimsenen ilke ve kuralların doğruluğudur. Deontolojik etikte hakkaniyet ilkesi oldukça önemlidir. Bu nedenle tüm kararların doğru, tutarlı ve tarafsız bir şekilde ele alınması gerekmektedir. Kant’a göre ahlaki olarak kusursuzluk, dürüstlük ve doğruluğa erişebilmenin temelinde ilkelere uygun hareket etmek ve erdemli davranışa erişebilmek yatmaktadır. Bu anlayışa göre daima çıkar elde etmeye odaklanan fırsatçı bireyler erdemli değildirler. Dolayısıyla bir bireyin erdemli olarak tanımlanabilmesi için ahlaki ilkeleri benimsemesi ve içselleştirmesi gerekmektedir. Aynı zamanda bu ilkeleri eylemlerinde bir kılavuz olarak kullanmalıdır. Kant’ın üzerinde durduğu bir diğer varsayım ise bireylerin kişisel çıkarlar için diğer bireyleri araç olarak kullanmaması gerektiği düşüncesidir. Deontolojik etikte eylemlerin etik duruma uygun olup olmadığı sorgulanmaktadır. Davranışların ortaya çıkaracağı sonuçlara, faydaya veya mutluluk duygusuna odaklanılmamaktadır. Burada odaklanılan nokta davranışın ardında yatan niyet, ödev, yükümlülük, hak ve görev bilinci üzerinedir. Deontolojik etikte kişiden kişiye değişmeyen, saf etik anlayış bilincine değinilmekte ve eylemler bu anlayış ile değerlendirilmektedir. Bu kurama göre bir davranış; yasa, hak, hukuk, görev ve ilke gibi kavramlarla tutarlı ise o davranışın etik bir davranış olduğu ifade edilmektedir. Kant’ın ahlak anlayışına göre kişileri veya kurumları etik davranışa yönlendiren haz, etki, fayda veya mutluluk olmamalıdır. Çünkü bu kavramlar öznel kavramlardır ve etik açıdan değerlendirildiğinde tutarsızlıklar ortaya çıkabilmektedir. Kant’a göre ahlakın temelinde kişiden kişiye değişmeyen bir “ahlak yasası” bulunmalıdır. “Kendine davranılmasını istediğin şekilde başkalarına davranmak” düşüncesi bu kuramın temel düşüncesini yansıtmaktadır (Esen, 2020).

Teleolojik etik ise davranışların sonuçlarına odaklanılmaktadır. Davranışların ortaya çıkardığı ahlaki durumlar sonuca göre değerlendirilmektedir. Bu etik anlayışta davranışların yarattığı sonuçlar toplumun geneline bir fayda sağlıyorsa o davranışlar, etik ve ahlaklı olarak nitelendirilmektedir. Teleolojik etikte bir davranış tek başına iyi veya kötü olarak değerlendirilmemektedir. Bu anlamda bir değerlendirmede bulunmak için o davranışın sonuçlarına bakmak gerekmektedir. Teleolojik etik, faydacılık görüşü ve egoizm düşüncesinden beslenmektedir. Egoizmde bireyin çıkarları ahlakın temeli olarak nitelendirilmektedir. Niccola Machiavelli ve Max Weber bu düşüncenin öncüleridir. Egoizmde her birey kendi çıkarını gözeterek, kendisi için en iyi olan davranışı arzulamaktadır. Dolayısıyla bu anlayışta bireysel menfaatler ön planda tutulmaktadır. Faydacılık kuramında ise ahlaki davranışın herkese mutluluk getirmesi beklenmektedir. Burada ifade edilen davranışların yarattığı sonuçların, bu davranışlardan etkilenen herkes için bir fayda sağlaması ve iyiliğe yol açması düşüncesidir. John Stuart Mill ve Jeremy Bentham Faydacılık kuramının temsilcileridir (Esen, 2020). Jeremy Bentham bireylerin yaradılış olarak hazzı odaklı olduğu ve acıdan kaçınma davranışı sergilediği düşüncesini savunmaktadır. Burada “iyi” olarak nitelendirilen davranışlar hazzı arttıran davranışlardır. “Kötü” olarak nitelendirilen davranışlar ise acıya ve mutsuzluğa sebep olan davranışlardır. Bentham bu anlayışta bireysel iyi ve toplumsal iyi arasında nasıl

bir ilişki olduğunu sorgulamaktadır. John Stuart Mill ise bireylerin, kendi çıkarlarını gözetmeleri için diğer bireylerin faydasını gözetmek durumunda olduğu düşüncesini savunmaktadır. Mill'e göre bir davranış, bireyde ve toplumda mutluluk yaratıyorsa o davranış ahlaki olarak nitelendirilmektedir. Etik anlayış bağlamında değerlendirildiğinde burada nihai amaç mutluluğa ulaşılabilir. Dolayısıyla mutluluğu arttıran davranışlar etik olarak değerlendirilmektedir.

Amerikan Sinemasında Gazeteci Temsili

Çalışmaya konu olan filmin Amerikan sinemasına ait olması sebebiyle; Amerikan sinemasına ilişkin birtakım bilgilere yer vermek yararlı görülmüştür. Bu bağlamda; Amerikan sinemasında 1930'lu yıllardan bu yana gazetecilik mesleği ile ilgili birçok film yapıldığını söylemek mümkündür. Bu filmlerde genellikle özgür basın miti desteklenmekte, basının toplum ve iktidar ile olan ilişkisine yönelik birtakım toplumsal ve siyasi söylemlere yer verilmektedir. Drama, gerilim, komedi, aksiyon gibi pek çok türde gazeteci karakterlerin yer aldığı Hollywood sinemasında, mesleğe dair önemli göndermeler yapılmaktadır. Hollywood'da konusunu basının oluşturduğu ve ana karakterin gazeteci olduğu ilk film *The Front Page* (1931) adlı filmidir. Filmdeki ana karakter; haber uğruna her şeyi yapan, neşeli, alaycı, sansasyonel, etik değerleri olmayan, yalan söyleyen bir gazeteci olarak temsil edilmektedir. Basınla ilgili içeriklerin Hollywood sinemasında kullanılabilirliğinin keşfedilmesi ile birlikte romantik komedi, aşk, drama, korku gibi pek çok yapımda gazeteci karakterlere yer verilmeye başlanmıştır. *The Front Page* filmi ile başlayan bu süreç, gazeteci tiplerinin farklı sunumları ile devam etmiştir.

1940'lı yıllarda Amerikan sinemasında basının gücünün sorgulandığı bir anlayış yaygınlaşmaya başlamıştır. Basının gücünün sorgulandığı ilk film *Citizen Kane* (1941) adlı film olmuştur. Bu filmde basındaki sermaye gücüne yönelik eleştiriler yapılmış ve basınla ilgili farklı söylemlere yer verilmiştir. Bu süreç televizyon yayıncılığının başlaması ve reyting kaygılarının ortaya çıkması ile devam etmiştir. Bu kaygılara eleştirel olarak yaklaşan, habercilik üzerine yapılmış *Network* (1976) adlı film bu dönemde yayınlanmıştır. Gerçek gazetecilerin sinemanın ana karakterleri olarak temsil edilmesi ise Amerika'da Washington Post muhabirlerinden Bob Woodward ve Carl Bernstein'in Watergate skandalının ortaya çıkarılma sürecini anlatan *ALL President's Men* (1976) adlı film ile başlamıştır. 1980'li yıllarda ise gazetecilik mesleği ile ilgili filmlerde bir artış yaşanmış, bu artış 1990'lı yıllara kadar devam etmiştir. 2000'li yıllara gelindiğinde ise sinemada gazetecilik mesleğinin temsili büyük bir ivme yakalamıştır (Ünal, 2018). Özellikle toplumsal konuları ele alan, basın-sermaye- iktidar üçgenini inceleyen ve bunlar hakkında eleştiride bulunan bu filmler, toplumsal yaşamda büyük bir yankı yaratmıştır. Örneğin; *The Boston Globe* gazetesinin rahipler ile ilgili skandalının ele alındığı *Spotlight* (2015) 'da gerçek olayların araştırılması, medyada sunuluş biçimlerinin yansıtılması ve bunların haber yapılmasına ilişkin içgörüler sunulmaktadır.

Bunların yanı sıra Amerikan sinemasında gazetecilerin sunuluş biçimleri geçmişten günümüze farklılaşmakta ve mesleğe ilişkin temsiller değişmektedir. Bu bağlamda etik sorumluluklar sinema filmlerinde bazen olumsuz bir bakış açısıyla da ele alınmaktadır. Gazeteciler bu tür filmlerde etik dışı davranan, bencil, manipülatif olarak da tasvir edilebilmektedir. Tarihsel süreç incelendiğinde Amerikan sinemasında basının temsilinde özgür basın miti dikkat çekmektedir. Sinema filmlerinde genellikle bu anlayış ile kurgulanan karakterler bulunmaktadır. Son olarak; Amerikan sinemasında bu tür filmlerin birtakım toplumsal, siyasal veya sosyal unsurlar çerçevesinde oluşturulduğunu söylemek mümkündür. Dolayısıyla bu filmler, yayınlandığı döneme ışık tutmakta ve bu döneme ait bilgiler vermektedir.

ARAŞTIRMANIN YÖNTEMİ

Toplum için iyi ya da kötü olanı ayırt edebilme duygusu olarak tanımlanabilen etik, toplumsal yaşamın bir parçası olarak güncel yaşamda olduğu gibi bilimsel alanlarda da sıklıkla tartışılan ve üzerinde durulması gereken bir kavram olarak karşımıza çıkmaktadır (Ay & Aytakin, 2005). Bu çalışmada nitel araştırma yöntemi kullanılmakta ve gazetecilik mesleğine ilişkin etik sorunlar *Nightcrawler* filmi üzerinden incelenmektedir. Aynı zamanda çalışmada *Nightcrawler* filminde yer alan gazetecilik meslek etik kural ihlalleri, Türkiye Gazetecileri Hak ve Sorumluluklar Bildirgesi ve Gazetecilik Meslek Etik İlkeleri Küresel Bildirisi bağlamında ele alınmaktadır. Nitel araştırma yöntemi; bir problemi ele alma, sorgulama, yorumlama ve anlama olanağı sunmaktadır. Sosyal yaşamın içindeki olay ve olgulara odaklanan ve bunları irdeleyen nitel araştırma; karmaşık ve çok yönlü olan sosyal yaşamın doğasını anlamaya ilişkin farklı bakış açıları ortaya koymaktadır. Sosyal yapı ve sistemleri keşfetmeyi sağlayan nitel araştırma yöntemi, insanın kendi potansiyelini ortaya koymasında etkilidir. Olay ve olgular ile ilgili derin bir algıya ulaşabilmeyi mümkün kılan nitel araştırmada; görüşme, doküman analizi, gözlem, söylev analizi gibi veri toplama teknikleri kullanılmaktadır. Bunların yanı sıra insan ile ilişkili olay ve olguların, sosyal gerçeklik ile doğal sürecinde detaylı bir şekilde incelendiği bu araştırma biçimi farklı disiplinlerin bir araya geldiği bütüncül bir anlayışa sahiptir. Nitel araştırmalarda araştırmacı daima bir keşif halindedir ve kişisel fikirler araştırmanın seyrinde farklılıklar yaratabilmektedir. Bu durum nitel araştırmaları öznel kılmaktadır. Bu bağlamda çalışmada veri toplama tekniği olarak doküman incelemesi ve literatür taraması

kullanılmıştır. Doküman olarak konuyla ilişkili rapor, yazılı belge, dijital materyaller ve literatüre başvurulmuştur. Elde edilen bulgular içerik analizi yöntemi kullanılarak açıklanmış ve yorumlanmıştır.

Kapsam ve Sınırlılıklar

Çalışmada; bir gazetecinin mesleğinde başarılı olmak ve daha çok para kazanmak için etik değerleri hiçe sayarak geçirdiği meslek hayatını konu edinen Nightcrawler filmi ele alınmaktadır. Gazetecinin meslek etik değerlerine ilişkin yaptığı ihlaller; Türkiye Gazetecileri Hak ve Sorumluluklar Bildirgesi ile Gazetecilik Meslek Etik İlkeleri Küresel Bildirisi bağlamında ele alınmakta, bunun dışındaki herhangi bir bildiri ya da meslek etik kuralları çalışmaya dahil edilmemektedir. Bu bağlamda; gazetecilik mesleğine ilişkin etik değerlerin örnek bir film üzerinden ele alınması ve iki farklı meslek etik bildirgesi çerçevesinde bir değerlendirme yapılması çalışmanın sınırlılıklarını oluşturmaktadır.

Verilerin Toplanması

Çalışmada Nightcrawler filminin tamamı izlenerek her bir sahne sosyal bilimler araştırmalarında sıkça başvurulan doküman analizi tekniğiyle incelenmiş ve veriler bu yolla elde edilmiştir. Hızla gelişen bilişim teknolojileri sayesinde yapılan araştırmaların sayılarında artışlar gözlenmektedir. Önceleri sadece nicel veri toplama teknikleri ve analizleri ile sayısal ve genellenebilir ifadelerin kullanıldığı araştırmalar yapılırken; 21. yüzyılın başlarından itibaren olayları, olguları, durumları yorumlayıcı ve anlamlandırmaya dönük yeni bir araştırma yöntemi de kullanılmaya başlanmıştır (Kıral, 2020). Doküman analizi tekniği bu gelişimin ardından ortaya çıkan ihtiyacı karşılamaktadır. Doküman analizi, araştırma verilerinin birincil kaynağı olarak çeşitli dokümanların toplanması, gözden geçirilmesi, sorgulanması ve analizi olarak tanımlanabilen bilimsel bir araştırma yöntemidir. Bu yöntem, alan yazında çoğunlukla diğer araştırma yöntemlerinin tamamlayıcısı olarak hizmet ederken, tek başına bir yöntem olarak da kullanılmaktadır (Sak, Sak, Öneren Şendil, & Nas, 2021). Belgesel tarama olarak da bilinen doküman analizinde, var olan kayıt ve belgeler incelenerek veri elde edilmektedir. Doküman analizi, belli bir amaca dönük olarak kaynakları bulma, okuma, not alma ve değerlendirme işlemlerini kapsamaktadır (Karasar, 2005).

Verilerin Analizi

Çalışmada elde edilen veriler nitel bir araştırma yöntemi olan içerik analizi tekniğiyle çözümlenmektedir. Bu verilerin etik ilkelere uygunluğu ise Türkiye Gazetecileri Hak ve Sorumluluklar Bildirgesi ile Gazetecilik Meslek Etik İlkeleri Küresel Bildirisi çerçevesinde değerlendirilmektedir. İçerik analizi; nesnel, ölçülebilir, doğrulanabilir bilgilere ulaşmak amacıyla doküman, metin ve evrak gibi pek çok farklı materyali belli kurallar dahilinde (örnekleme, kodlama, kategori vs.) analiz etmeyi amaçlayan nitel araştırma yöntemi içerisinde yer alan bir tekniktir (Metin & Ünal , 2022). İçerik analizi, sosyal bilimlerde yapılan bilimsel çalışmalarda sıkça başvurulan bir yöntemdir. İçerik analizi yönteminde veriler ele alınan kriterler doğrultusunda incelenir ve objektif bir değerlendirme yapılır. Herhangi bir içerik analizi çalışmasında kullanılan kurallar, mesajın içeriğindeki her türlü değişimi hesaba katacak kadar ayrıntılı bir şekilde oluşturulmalıdır. Aynı zamanda bu kurallar, tutarlı ve sabit bir şekilde uygulanmalıdır. Böylelikle diğer araştırmacılar veya okurlar aynı mesajlara baktıklarında, aynı ya da karşılaştırılabilir sonuçlara ulaşabilmektedir. Bu, ölçümlerin güvenilirliği ve sonuçta elde edilen bulguların geçerliliği olarak düşünülebilir (Seltiz, Jahoda, Deutsch, & Cook, 1959).

LİTERATÜR ARAŞTIRMASI

Literatür araştırmasında gazetecilik mesleğindeki etik kodlar ve Amerikan sinemasında gazetecilik mesleğinin işlenişe ilişkin çalışmalar incelenmiştir. Çizilen bu çerçeveye ilişkin literatür çalışmaları şu şekilde sıralanmaktadır:

İlk çalışmada gazetecinin ve medya kuruluşlarının etik değerlere yaklaşımındaki farklar ortaya konulmuştur (Atabek , 1994). Çalışmada gazetecinin mesleğini icra ederken karşılaştığı çevresel koşullar (haberi baskıya yetiştirme, rakiplerle oluşan rekabet ortamı, ekonomik koşullar vb.) etik değerlere uygun hareket etme noktasında gazetecinin önündeki engeller olarak belirlenmiştir. Bunun dışında gazetecilik mesleğindeki etik çerçeveyi koruyabilmek için bu alanda eğitim almış kişilerin mesleği yapmasının elzem olduğu sonucuna ulaşılmıştır. İkinci çalışmada gazetecilik etik kodları ile basındaki özgürleşme süreci, etik bağlamda idealleşmiş gazeteciliğin dördüncü güç olma pozisyonuna etkisi, meslek gelişimi ile kazanılan özgürleşme durumlarının ilişkileri irdelenmiştir (Durna, 2012). Çalışmada basında ticarileşme olgusu ile etik kodların neo-liberal ekonominin ideolojik varsayımlarından ayrı olarak değerlendirilemeyeceği sonucuna ulaşılmıştır. Üçüncü çalışmada Hürriyet Gazetesi Ombudsmanı Faruk Bildirici tarafından yazılan “*Günahlarımızda Yıkandık: Örneklerle Gazetecilik Meslek Etiği*” isimli kitabındaki etik yaklaşımı ve medyadaki etik bilinci tartışılmıştır. Çalışmanın sonunda medyadaki etik problemlerin tamamen sonlanmadığı ancak gazetecilik mesleğinde etik ilkelerine ilişkin bilinç olduğu görüşü bildirilmiştir. Dördüncü çalışmada gazetecilikte meslek etiği kavramının kapsam ve sınırlılıkları ile meslek etik ilkelerinin uygulanması önündeki engeller üzerinde durulmuştur (Erimli, 2014). Araştırmacı, çalışmasında medya patronlarının basın üzerindeki etkisi, ombudsmanlık pozisyonu, editör

kontrolü, kurum politikaları gibi etmenlerin etik kavramını etkilediği sonucuna ulaşmıştır. Bunun dışında etik ilkeleri benimsemeye yönelik denetim mekanizmasının önemine de vurgu yapılmıştır. Beşinci çalışmada Kırklareli Üniversitesi Pınarhisar Meslek Yüksekokulu medya ve iletişim bölümü öğrencilerine Nightcrawler filmi izletilmiş ve öğrencilere filmi izlemeden önce/izledikten sonra gazeteciliğe bakışları sorulmuş, ideal gazeteci tanımları dinlenmiş, etik olan/olmayan gazeteci davranışlarına ilişkin değerlendirmede bulunmaları beklenmiş ve gazetecilik mesleğini yapacak kişi bunun eğitimini almış olmalı mıdır? Sorusunu cevaplamaları beklenmiştir. (Eraslan , 2022) Çalışmanın sonucunda Nightcrawler isimli filmin okullarda eğitim alan öğrencilere izletilmesi gerektiği yönünde görüş bildirilmiş, gazeteci adayı öğrencilerin mesleğe farklı perspektiflerden baktığı değerlendirilmiş ve gazetecilik mesleğini yapacak kişilerin mutlaka bir eğitimden geçmesi gerektiği sonucuna ulaşılmıştır. Altıncı çalışmada *Spotlight*, *Truth* ve *Nightcrawler* isimli filmleri Amerikan demokrasisi kavramına dair görüşleri açısından değerlendirilmiş ve döneme ilişkin özgür basın anlayışı irdelenmiştir (Ünal, 2018). Çalışmada, ele alınan filmlerin reyting odaklı gazetecilik olgusunu uç noktalarda işlediği sonucuna ulaşılrken, Amerikan halkının basına yönelik kaygı ve şüphelerinin de bu filmlerde incelendiği bildirilmiştir. Yedinci çalışmada Amerikan sinemasından ele alınan 55 filmdeki gazeteci inşası ve özgür basın teması ele alınmıştır (Ünal, 2023). Çalışmanın sonucunda gazetecilerin ele alınan filmlerde sansasyonel karakterler olarak incelendikleri görülmüştür. Ayrıca ele alınan örneklerden yola çıkılarak Amerikan sinemasında iyi gazetecinin her zaman kazandığı; kötü olanın ise her zaman yenilgiye mahkum olduğuna ilişkin bir profil çizildiği çıkarımı yapılmıştır.

FİLM KÜNYESİ (NIGHTCRAWLER)

- a) **Yönetmen:** Dan Gilroy
- b) **Senaryo:** Dan Gilroy
- c) **Yapımcı:** Jennifer Fox, Tony Gilroy, Michel Litvak, Jake Gyllenhaal, David Lancaster
- d) **Başrol Oyuncular:** Jake Gyllenhaal, Rene Russo, Riz Ahmed, Bill Paxton
- e) **Orijinal Adı:** Nightcrawler
- f) **Yapım Yılı:** 31 Ekim 2014 yılında Open Road Films tarafından yayına girmiştir.
- g) **Yapım Yeri:** Amerika Birleşik Devletleri (ABD)
- h) **Türü:** Dram, Suç Gerilim Filmi
- i) **Ödüller:** 87th Academy Awards'da (Akademi Ödülleri'nde) En İyi Özgün Senaryo adaylığına layık görülmüştür.
- j) **Süre:** 117 dakika
- k) **Metraj:** Uzun Metrajlı
- l) **Görüntü Yönetmeni:** Robert Elswit
- m) **Kurgu:** John Gilroy
- n) **Müzik:** James Newton Howard,
- o) **Karakterler:** Jake Gyllenhaal – Louis Bloom, Rene Russo – Nina Romina, Riz Ahmed – Rick, Bill Paxton – Joe Loder, Michael Papajohn – Güvenlik Görevlisi, James Huang – Marcus Mayhem, Carolyn Gilroy – Jenny, Kevin Rahm – Frank Kruse, Ann Cusack – Linda, Kiff Vanden Heuvel – Editör, Dig Wayne – Komşu, Myra Turley – Kadın Komşu.

Filmin Konusu ve Özeti

Film; uzun süredir hırsızlık yaparak hayatını sürdüren Louis Bloom'un iş araması ile başlamaktadır. İş için görüştüğü yerlerde kimse onu işe almak istememektedir. Stajyer olarak bile işe alınmayan Louis Bloom, her şeye rağmen iş bulma çabasını sürdürmektedir. Louis Bloom, yolda arabası ile seyir halindeyken bir kazaya şahit olmaktadır. Arabadan inip, kazaya baktığında ise amatör bir film ekibinin, araba kazasını kamera kaydına aldığına tanık olur. Bunun üzerine Louis, karşılaştığı amatör film ekibinden iş istemekte fakat film ekibi bu iş teklifini geri çevirmektedir. Bu görüntülerin sabah haberlerine çıktığını gören Louis Bloom, bu işle ilgilenmeye başlamaktadır. Louis bu işi yapabilmek için ilk olarak sahilde çaldığı bisikleti satarak bir kamera ve bir polis telsizi satın almaktadır. Böylelikle polis telsizini kullanarak, çevrede yaşanan olayları takip etmeye başlamakta ve olay yerine ilk giden kişi olmaya çalışmaktadır. Louis polis telsizini dinleyerek, araba hırsızlığının yaşandığı olay yerine gitmekte ve burada olayla ilgili çekimler yapmaktadır. Araba hırsızlığının gerçekleştiği olayın görüntülerini kayıt altına alan Louis, bu görüntüleri yerel bir televizyon şirketine satmak için haber müdürü Nina Romina ile görüşür. Haber müdürü Nina Romina, Louis'in iyi açılarda çekim yapabileme yeteneğine dikkat çekerek onun görüntülerini satın alır. Bu görüntüleri satmasından sonra Louis sürekli olarak farklı olayları çekmeye, sansasyonel çekimler yapmaya odaklanmaktadır. Bir süre sonra Louis, paraya ihtiyacı olan genç bir adamı (Rick) ortağı olarak işe alır ve onunla şehirde gezerek gece vakti meydana gelen olayları araştırır. Kısa süre sonra çektikleri görüntüler televizyonda popüler olunca haber ajansı Louis'e iyi para ödemeye başlar. Louis ise kazandığı paralar ile daha kaliteli çekim yapabilmek adına yeni bir araba ve ekipman satın alır. Bu sırada çevrede yaşanan adli olayların peşinde olan bir başka gazeteci, Louis'den önce olay yerine ulaşır ve bir uçak kazasının görüntülerini çeken ilk kişi olur. Bunu öğrenen Louis, diğer gazeteciyi oyun dışı bırakmak için plan

yapar. Rakibinin arabasına gizlice zarar verir, bu da onun kaza yapmasına neden olur. Gazeteci kontrolü kaybederek bir direğe çarpar ve omurgasını kırar. Kazaya sebebiyet veren Louis, kaza sonrası olay yerine giderek o görüntüleri kayıt altına alır ve sansasyonel bir haber haline getirir. Bir başka gece gezisinde Louis ve Rick kendilerini zengin bir mahallede, bir ev soygununun yaşandığı olay mahalinde bulurlar. Louis, polis gelmeden önce failler arabayla olay yerinden uzaklaşırken bu anları kayıt altına alır. Sonrasında Louis eve girer ve evin her yerini çekmeye başlar. Yerde hareketsiz bir şekilde kanlar içinde yatan kurbanları tüm detayları ile videoya alır. Polisten önce eve girerek olay mahalinde çekim yapan Louis, çektiği bu görüntüleri Nina'nın haber ajansına 15.000 dolara satar. Louis bu görüntüleri satarken, Nina ile olan iş birliğini sürdürmek adına ona birtakım şartlar sunar. Nina'yı bu şartları kabul etmesi için zorlar ve onu görüntüleri başka bir haber merkezine satmakla tehdit eder. Nina Louis'in bu şartlarını kabul eder ve onunla anlaşır. Louis bunun üzerine "Video Haber Prodüksiyonu" adlı şirket adı ile haber üretmeye başlar. Rick ve Nina ise artık bu şirketin bir çalışanı olarak konumlanır. Nina, Louis'i haber merkezinde çalışanlarla tanıştırır ve haber içeriklerini Louis'in oluşturduğunu duyurur. Bu sırada ev soygunu ile ilgili olayı araştıran polis, haberlerde yer alan görüntüleri Louis'in çektiği bilgisine ulaşır. Bunun üzerine Louis'in ifadesine başvurur. İfade sırasında polis Louis'in bilgi sakladığından şüphelenmeye başlar. Soygunla ilgili ifade veren Louis, soyguncuları görmediğini ve elinde onlarla ilgili bir görüntü olmadığını söyler. Olay yeri ile ilgili çektiği görüntüleri kesen ve soyguncuların görüldüğü kısımları ortadan kaldıran Louis üzerinde oynadığı bu görüntüleri polise verir. Polis sorgusundan kurtulan Louis, bu olayla ilgili daha sansasyonel bir haber üretme peşine düşer. Polisten önce, olay yerinde çektiği görüntülerde yer alan araba plakasından faillere ulaşmaya çalışır. Ortağı Rick ile faillerin peşine düşen Louis, failleri bulur ve onları takip etmeye başlar. Fakat polisi aramak için acele etmez, bunun yerine soyguncular evden çıkana kadar bekler ve ardından onları bir şeyler yemek için durdukları bir fast food restoranına kadar takip eder. Louis ancak o zaman polisi arar ve suçluların nerede olduğunu açıklar. Burada amacı polis ve faillerin arasında yaşanacak çatışmaları kayıt altına almak ve bundan sansasyonel bir haber yaratmaktır. Polisi beklerken daha fazla maaş alması gerektiğini düşünen Rick, Louis'e şantaj yapar ve suçlularla ilgili bazı bilgileri polisten sakladığını bildiğini Louis'e söyler. Rick, Louis'i maaşına zam yapmazsa onu polise şikayet etmekle tehdit eder. Louis bunun üzerine Rick'in şartlarını kabul etmek zorunda kalır. Bu konuşmaların yaşandığı sırada polisler olay yerine gelmeye başlar. Louis ve Rick bu anları kayıt altına almak için görev dağılımı yaparlar. Polislerin gelmesi ile birlikte restoranda silahlı bir çatışma başlar. Polisler, faillerden birini olay yerinde vurur, diğer fail ise arabaya binerek kaçmayı başarır. Faillerden birinin araba ile kaçtığını gören Louis onu takip etmeye başlar. Rick de Louis'e eşlik eder ve tüm bu kovalamacayı kayıt altına alır. Polis ve fail arasında yaşanan kovalamacada bir kaza yaşanır ve failin içinde bulunduğu araç, tersyüz olur. Louis, kaza yapan failin aracına yaklaşır ve failin ölmediğini görür. Buna rağmen Rick'e öldüğünü ima ederek, çekim yapmasını söyler. Çekim için araca yaklaşan Rick, fail tarafından vurulur. O sırada olay yerine gelen başka bir polis aracı, faili de öldürür. Louis fail tarafından silahla vurulan yaralı ortağına yaklaşır ve güvenilmez bir çalışanı şirketinden uzaklaştırmak için ona yalan söylediğini itiraf eder. Rick olay yerinde ölür. Haber ajansında herkes video karşısında şok olur, bu onların TV kanalı için gerçek bir sansasyondur. Ancak polis farklı düşünür, insanların öldüğü çatışmayı filme almak için kasıtlı olarak suçluları hemen teslim etmediğinden şüphelenerek Louis'i gözaltına alır. Ancak Louis'e karşı yeterli kanıtları olmadığından polis onu serbest bırakmak zorunda kalır. Filmin sonunda ise Louis'in kendi haber şirketi için yeni çalışanları stajyer olarak işe aldığı gösterilir ve film bu sahneyle son bulur.

BULGULAR

Sahne 1



Sahne Zaman Bilgisi: 08. Dakika 24. Saniye

Sahne Diyalog Bilgisi

Louis Bloom: Affedersiniz! Bu televizyonda yayınlanacak mı?

Joe Loder: Sabah haberlerinde. Kan demek reyting demek.

Louis Bloom: Hangi kanal?

Joe Loder: En çok parayı hangisi verirse.

Louis Bloom: Böyle bir olay için ne kadar verirler?

Joe Loder: Fazla değil aslında.

Gerçekleşen Etik İhlal: Olay yerinde kazazede araç içinde sıkışmıştır. Polisler kazazedeği çıkarmak için büyük çaba göstermektedir. Haberi alan iki kameraman olay yerine gelir ve görüntü almaya başlar. Polisler tarafından kadın aracın içinden sağ bir şekilde çıkarılır. Kameramanlar farklı açılardan olayı kayıt altına alır. Daha sonra Louis Bloom ile Joe Loder arasında yukarıda yer verilen diyalog gerçekleşir. Yaşanan bu sahnede haberin maddi çıkarlar doğrultusunda satıldığı gösterilmektedir. Gerçekleşen bu eylem gazetecilik etik ilkelerinden çıkar ilişkisi gözetmemek ilkesi ile çatışmaktadır.

Türkiye Gazetecileri Hak ve Sorumluluk Bildirgesinin İlgili Maddesi (TGC, 2019) “Çıkar İlişkisi Gözetmemek”: Gazeteci; bilgi, haber yayını veya haberin yayınlanmaması adına maddi-manevi hiçbir menfaat sağlayamaz. Çıkar çatışmalarından kaçınır. Gazeteci her türlü faaliyetinde konumundan bağımsız olarak, haber kaynağı olan kişiler ya da kurumlar ile iletişim ve ilişkisinde meslek ilkelerini gözetir. Elde ettiği bilgileri ve belgeleri kendi çıkarlarına göre kullanamaz. (T.G.S., 2024). Gazeteci haberini yapmak için olaylara erişim imkanı hakkına sahiptir. Ancak elde ettiği bu bilgileri ve verileri kendi maddi-manevi çıkarları doğrultusunda kullanması etik ihlalidir.

Sahne 2



Sahne Zaman Bilgisi: 17. Dakika 22. Saniye

Sahne Diyalog Bilgisi

Nina Romina: Komşuyu şuraya koy. Anneyi de çocuklarla birlikte kapının yanına. 02:16'dan itibaren oynat. Biraz ses efekti eklemeni istiyorum. Komşuların olduğu sahneye köpek sesini ekle ve birde arka planda ağlayan çocuk sesi olsun.

Teknisyen: Tamam.

Gerçekleşen Etik İhlal: Her haber yayına girilmeden önce editoryal süreçten geçmektedir. Nina Romina yayınlanacak haber üzerinde kurgu ve sesler aracılığıyla haberi ilgi çekici hale getirmeye çalışmaktadır. Nina Romina'nın habere ağlayan çocuk sesleri ekletmesi ve sahneler üzerinde oynaması gerçeklerin olduğu gibi çarpıtılmadan aktarılması ilkesi ile çatışmaktadır.

Türkiye Gazetecileri Hak ve Sorumluluk Bildirgesinin İlgili Maddesi (TGC, 2019) “Gerçeklerin Olduğu Gibi Çarpıtılmadan Aktarılması”: Halkın bilgi edinme hakkına bağlı kalarak; haber alma, yorum ve eleştiri yapma özgürlüğünü kullanan gazeteci, sonuçlar kendi açısından ne olursa olsun gerçekleri olduğu gibi çarpıtılmadan aktarmak ile yükümlüdür (T.G.S., 2024). Haberi yayınlamadan önce mevcut içeriğinden uzaklaştırmak, abartıya yer vermek habercilik için ortama sis bombası bırakmak demektir. Oysa ki gazeteci mesleki etik ilkeleri gereği gerçeği abartmadan ve bağlamından kopartmadan vermekle yükümlüdür.

Sahne 3



Sahne Zaman Bilgisi: 19. Dakika 08. Saniye

Sahne Diyalog Bilgisi

Nina Romina: Ne görüntüsü var?

Louis Bloom: Sizi heyecanlandırarak bir şey olduğuna eminim.

Nina Romina: Nedir?

Louis Bloom: Bir vurulma olayı. Birkaç yerinden vurulan adam yerde yatıyor. Yerde yatarken kanaması var. Bana kalırsa hayatta kalması mucize. Aracı gasp edilirken vurulmuş.

Nina Romina: Birinci batı caddesindeki mi?

Louis Bloom: Evet doğru.

Nina Romina: O olayla ilgili yeterince görüntümüz var.

Louis Bloom: Ordaydım. Ben olaya daha yakındım.

Nina Romina: Tamam tamam göster bakalım.

(Görüntü izlenir ve Nina Romina Haber Editörü olan Frank'ı görmeni istediğim bir şey var diyerek yanlarına çağırır. Frank içeri girer ve onu Louis Bloom ile tanıştırır.)

Nina Romina: Baştan oynat. Bu baş haber olur. Görüntüyü kesilere ayır. Saat beş ve beş buçukta olmak üzere iki tanıtım girsin. Ayrıca başına uyarı yerleştirilmiş bir kopyasını istiyorum.

Frank: Bunu yayınlayacak mısın?

Nina Romina: Uyarı koyarak.

Frank: Aşırı şiddet içerikli.

Nina Romina: Her gün böyle bir haber koymalıyız ama.

Frank: İnsanlar kahvaltılarını yapıyor olacak.

Nina Romina: İşe gittiklerinde de bu haberi konuşuyor olacaklar. Glendan ve Palms ta ki araç gasplarıyla bunun arasında bir ortak nokta kurun. Ne zamandı martta mı? Araç gasplarında artış. Başlık bu. Kurbanın ailesi ile iletişime geç. Ağızlarından laf al. Ne kadar?

Louis Bloom: Bu özel parça için 1000 dolar istiyorum.

Nina Romina: Yok öyle bir fiyat. Bu saatte gidecek başka bir yerin yok. Ayrıca görüntü kalitesi de berbat. 250 dolardan fazla vermem. Tamamsa ödemeni yapalım.

Gerçekleşen Etik İhlal: Haber ile ilgili görsel kan ve derin yara içerikli bir görseldir. Nina Romina görüntüyü yayınlamak isterken Frank aşırı şiddet içerikli uyarısında bulunur. Ancak Nina Romina reyting uğruna bunu yayınlamayı tercih eder. Bu sahne ile şiddeti övmekten, haklı göstermekten kaçınma ilkesi ihlal edilmiştir.

Türkiye Gazetecileri Hak ve Sorumluluk Bildirgesinin İlgili Maddesi (TGC, 2019) “Şiddeti Övmekten, Haklı Göstermekten Kaçınma”: Gazeteci; şiddete özendirilecek, şiddeti haklı kılacak, bireyleri şiddete karşı kıskırtacak yayınlar yapamaz (T.G.S., 2024).

Gerçekleşen Etik İhlal: Louis Bloom çekmiş olduğu kan ve derin yara içerikli görseli kanala para karşılığında satarak maddi kazanç elde etmek istemiştir. Gerçekleşen bu eylemde gazetecilik etik ilkelerinden çıkar ilişkisi gözetmemek ilkesi ile çatışmaktadır.

Türkiye Gazetecileri Hak ve Sorumluluk Bildirgesinin İlgili Maddesi (TGC, 2019) “Çıkar İlişkisi Gözetmemek”: Gazeteci; bilgi, haber yayını veya haberin yayınlanmaması adına maddi-manevi hiçbir menfaat sağlayamaz. Çıkar çatışmalarından kaçınır. Gazeteci her türlü faaliyetinde konumundan bağımsız olarak, haber kaynağı olan kişiler ya da kurumlar ile iletişim ve ilişkisinde meslek ilkelerini gözetir. Elde ettiği bilgileri ve belgeleri kendi çıkarlarına göre kullanamaz. (T.G.S., 2024).

Sahne 4



Sahne Zaman Bilgisi: 20. Dakika 30. Saniye

Sahne Diyalog Bilgisi

Nina Romina: Hali vakti yerinde beyazların azınlık ya da fakir kesim tarafından kurban edilmesi öncelikli tercihimiz olacak.

Louis Bloom: Sadece suç mu?

Nina Bloom: Hayır, kazada olur. Araba, otobüs, tren, uçak, yangın.

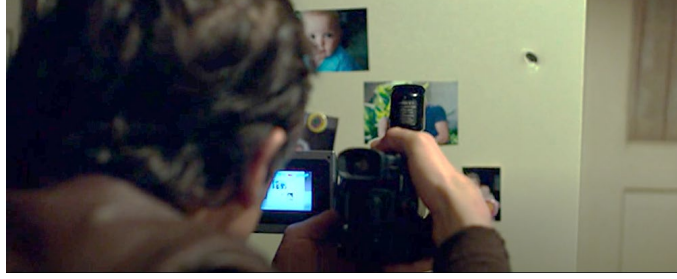
Louis Bloom: Ama kanlı olmalı.

Nina Romina: Şey çarpıcı diyelim.

Gerçekleşen Etik İhlal: Bu sahnede geçen diyalogda haber önceliklerinde beyaz ve siyahlar arasındaki ayrımcılığa değinilmiştir. Buda gazetecinin ayrımcılık yapmaktan kaçınma ilkesi ile çatışmaktadır. **Türkiye Gazetecileri Hak ve Sorumluluk Bildirgesinin İlgili Maddesi (TGC, 2019) “Ayrımcılık Yapmaktan Kaçınma** Gazeteci; ırk, din, dil, milliyet, cinsiyet, cinsel yönelim, cinsel kimlik, mezhep, inançsızlık, inanç, etnisite, dünya görüşü ve sınıf ayrımcılığı yapmaksızın tüm ulusların, halkların ve bireylerin haklarını tanıyarak ve onlara saygı gösterir. (T.G.S., 2024). Gazetecilerin görevleri gereği toplum üzerinde etkisi oldukça büyüktür. Bu nedenle

hassas davranmaları gereken en önemli ilkelerden biri ayrımcılık ilkesidir. Gazeteci ayırım yapmadan tüm bireylerin haklarını tanımalı ve saygı göstermelidir. Beyazların yaşadığı herhangi bir olumsuzluğun daha fazla haber değeri olduğunu ve bunu gündeme getirerek diğer gurubu ötekileştirmeleri gazetecilik etik ilkelerinden ayrımcılık yapmaktan kaçınma ilkesi ile çatışmaktadır.

Sahne 5



Sahne Zaman Bilgisi: 32. Dakika 40. Saniye

Sahne Diyalog Bilgisi

Nina Romina: Harika bir çekim. Bu inanılmaz. Muazzam bir video bu.

Frank: Çiftle röportaj yapmadın mı?

Louis Bloom: Görüntülerini aldım. Komşularıyla röportaj yaptım. Küfrediyor ama o kısmı kesersiniz. Frank: İçeri nasıl girdin?

Louis Bloom: Kapı açıldı.

Frank: İzin aldın mı?

Louis Bloom: İçeri gir diyen birini duydum. Sonra herkes çıktı bende çıktım.

Nina Romina: Hoşuna gitmeyen ne?

Frank: Ama alabildiğin tek görüntü camın arkasından. Bu hiç hoşuma gitmedi. İçeri izinsiz girmiş görünüyor. Ev sahibinin yakın plan çekimi yok. İsimlerini de çaldığı bir mektuptan öğreniyoruz.

Louis Bloom: Evet ama o önemsiz bir konu.

Frank: Evet ama buna itirazım var.

Nina Romina: Bu haberi yayına veriyoruz.

Frank: Bu benim işim.

Nina Romina: Hayır senin işin günün tweetini yazmak. Hava durumunu sunan kişinin ne tarafa döneceğini söylemek. Bunu yayınlıyoruz.

Gerçekleşen Etik İhlal: Louis Bloom olay yerine izinsiz bir şekilde girer. Evleri kurşunlanan aile dışarıda polise ifade verirken o evin içerisinde kurşunların isabet ettiği buzdolabı üzerinde fotoğrafların yerlerini değiştirerek haberi daha fazla dramatize edecek görüntüler çeker. Görüntü dışarıda kucaklarında bebekleri ile ifade veren aile ile sonlanır. Ailenin kişisel bilgilerini alabilmek için masanın üzerindeki posta zarfını izinsiz alır ve olay yerinden ayrılır. Yapılan bu eylem gazetecinin belgeleri göz ardı etmemek ilkesi ile çatışmaktadır. **Türkiye Gazetecileri Hak ve Sorumluluk Bildirgesinin İlgili Maddesi (TGC, 2019) “Belgeleri Göz Ardı Etmek”:** Gazeteci; bilgileri yok edemez, göz ardı edemez ve belgeler üzerinde değişiklikler yapamaz (T.G.S., 2024). Gazetecinin temel görevi, olaylar hakkında bilgileri toplumla paylaşmak ve halkın bu bilgilere erişimini sağlamaktır. Medya, bu nedenle veriyi toplumla paylaşan ve aktaran araç olarak tanımlanır. Gazeteci bu sorumluluğu ile olay yerine hiçbir şekilde müdahale etmemeli ve olay yerinden izinsiz bir şekilde veri-bilgi hırsızlığı yapmamalıdır. Yapılan bu eylem etik ihlalidir.

Sahne 6



Sahne Zaman Bilgisi: 41. Dakika 15. Saniye

Sahne Diyalog Bilgisi

Louis Bloom: Televizyon haberleri neler oldu?

Olay Tanığı: (Telefonla konuşur) Sanırım kafa kafaya çarpışmışlar. Sonra diğer tarafta yerde ölü yatan bir adam var. Birde sıkışmış bir kadın. Onlara yardım etmem mi gerekiyor?

Louis Bloom: Kazanın nasıl olduğunu gördünüz mü?

Olay Tanığı: Görmedim ben sonradan geldim.

Louis Bloom: Tam olarak nasıl oldu anlatabilir misiniz?

Olay Tanığı: Şu kamerayı üzerimden çeker misin? Git başımdan 911 ile konuşmaya çalışıyorum. (Olay Tanığı 911 ile konuşmaya devam eder.)

Gerçekleşen Etik İhlal: Louis Bloom kaza yerine geçer ve oradan görüntü almaya başlar. Ancak görüntüyü kaydettiği kadraj ona yetersiz gelir. Kamerayı bırakarak aracın yanında yatan ölü adamı ayaklarından çekerek kendine uygun bir kadraj oluşturacak şekilde yerini değiştirir. Olay yerinde gerçekleştirdiği bu değişiklik ile artık istediği kadrajı çekebilecektir. Bu yaptığı eylem ile hem etik ihlali gerçekleştirmiş hem de olay yeri bulgularını karartmıştır. Ayrıca bir kazazedenin hayatını tehlikeye atmıştır. Polis ve acil yardımın gelmesi ile olay yerinden uzaklaşır. **Türkiye Gazetecileri Hak ve Sorumluluk Bildirgesinin İlgili Maddesi (TGC, 2019) “Belgeleri Göz Ardı Etmek”:** Gazeteci; bilgileri yok edemez, göz ardı edemez ve belgeler üzerinde değişiklikler yapamaz (T.G.S., 2024).

Sahne 7



Sahne Zaman Bilgisi: 50. Dakika 50. Saniye

Sahne Diyalog Bilgisi

Nina Romina: Tamam bak iyi iş çıkardın. Bizde sana iyi ödeme yaptık. Hem de çok iyi. İstersen seni sözleşmeli personel yapabilirim. Bu şekilde aldığın ücret çok daha yukarı çıkar. Hatta kanalda bir iş bile ayarlayabilirim. Prodüksiyon asistanı olursun böylece işi içerden öğrenirsin. Hedefin doğrultusunda ilerlersin.

Louis Bloom: Beni dinlemiyorsun Nina. Hiçbir kanalda iki yıldan fazla çalışmadığımı burada da iki yılının dolmak üzere olduğunu biliyorum. Sözleşmenin bitmek üzere olduğunu göz önünde bulundurursak gelecek ayın reytingleri kaderini doğrudan etkileyecektir.

Nina Romina: Yani beni tehdit ediyorsun öyle mi?

Louis Bloom: Pazarlık yapıyorum.

Nina Romina: Bana görüntü satmamakla tehdit ediyorsun.

Louis Bloom: Bu senin seçimin. Bir malın gerçek fiyatını onu talep edenler belirler. Sen bir şey istiyorsun. Bende seni istiyorum.

Nina Romina: Yatağa atmak için.

Louis Bloom: Ve arkadaşlık etmek için.

Nina Romina: Aman tanrım insan arkadaşını zorla yatağa atmaya çalışmaz.

Gerçekleşen Etik İhlal: Louis Bloom hazırladığı haberler ile reytingleri arttırdığını bilir. Nina Romina hakkında her şeyi öğrenmiştir. Kariyeri için onun haberlerine ihtiyacı olduğunu farkındadır. Nina Romina'ya haber satma karşılığında ilişki teklif eder. Louis Bloom haberleri üzerinden maddi kazanç sağlamanın yanında artık ahlak dışı teklifler lede etik ihlali yaptığı görülmektedir. Yapılan bu eylem gazetecilik etik ilkeleri kapsamında çıkar ilişkisi gözetmemek ilkesi ile çatışmaktadır. **Türkiye Gazetecileri Hak ve Sorumluluk Bildirgesinin İlgili Maddesi (TGC, 2019) “Çıkar İlişkisi Gözetmemek”:** Gazeteci; bilgi, haber yayını veya haberin yayınlanmaması adına maddi-manevi hiçbir menfaat sağlayamaz. Çıkar çatışmalarından kaçınır. Gazeteci her türlü faaliyetinde konumundan bağımsız olarak, haber kaynağı olan kişiler ya da kurumlar ile iletişim ve ilişkisinde meslek ilkelerini gözetir. Elde ettiği bilgileri ve belgeleri kendi çıkarlarına göre kullanamaz. (T.G.S., 2024).

Sahne 8

Sahne Zaman Bilgisi: 55. Dakika 35. Saniye

Sahne Diyalog Bilgisi

Joe Loder: Hey kardeşim! Beş ölü. İnanılmaz mutluyum. Hepsi kül oldu. Aman tanrım bu çok özeldi. Haberi patlattım bu sefer. Bu arada diğer aracında Carlson'da intihar görüntüsü çekiyor. Biliyorsun keşke beni dinleseydin dostum. Sana yol göstermeye çalışıyordum. Geleceğe hoş geldin kardeşim.

Louis Bloom: (Joe Loder'e cevap vermez ancak bu haberi kaçırdığı için öfkelenir. Sessiz bir şekilde olay yerinden ayrılır)

Gerçekleşen Etik İhlal: Joe Loder olay yerine Louis Bloom'dan önce varmış ve olayı görüntülemiştir. Joe Loder'in Louis Bloom'a söylediği ifadeler bir habercinin meslek etiği açısından asla kabul edilemeyecek söylemlerdir. Gazeteci bir insanın ya da canlının hayatını kaybetmesinden ötürü mutluluk duyduğunu ifade etmemelidir. Bu meslek etiğinin yanında insan olmasının bir göstergesidir. Yapılan bu eylem demokratik değerlerin savunulması etik ilkesi ile çatışmaktadır. **Türkiye Gazetecileri Hak ve Sorumluluk Bildirgesinin İlgili Maddesi (TGC, 2019): "Demokratik Değerlerin Savunulması":** Gazeteci; hukukun üstünlüğünü tanır, demokrasi, laiklik, barış, insan hakları gibi evrensel değerleri savunur (T.G.S., 2024). Gazeteci önce insan olduğunu unutmamalı daha sonra mesleğinin bilinci ile hareket etmelidir. Haber değeri adına insani değerlerini hiçe sayan bir haber yaptığında meslek ilkesinin yanında insan olmakla sahiplendiğimiz etik eylemleri de çiğnemiş olacaktır. Haberin değeri, kayıt altına alınması, aktarılma şekli gazetecilik ilke ve esasları ile belirlenmiştir. Ancak haber karşısında yaşanan kayıplardan duyulan mutluluğu ifade etmek gazetecilik ilke ve esaslarının yanında bizi var eden, insan olduğumuzu hissettiren etik davranışların yerle bir olmasıdır.

Sahne 9

Sahne Zaman Bilgisi: 59. Dakika 25. Saniye

Sahne Diyalog Bilgisi:

(Rick ve Louis araç içinde haber peşindedirler. Telsize bir tecavüz haberi düşmüştür ancak Louis gerçekleşen kaza yerine gitmek istemektedir. Rick bu önemsiz haber için Louis'in neden bu kadar acele ettiğini ve istekli olduğunu anlayamamaktadır.)

Rick: Oooo lanet olsun. Tanrım lanet olsun. Mayhem'in minibüsü değil mi bu? Joe Loder ve diğer adam. İsmi neydi onun Marcus muydu?

Louis Bloom: Aracı park et ve kameranı unutma.

Rick: Ne olmuş burada böyle?

Louis Bloom: Görgü tanıklarına göre aşırı hız yapıyorlarmış. Muhtemelen Grafick park etrafında turlarken buradaki trafik ışığına girdiler. Başka araç yokmuş.

Rick: Trafik ışığına nasıl girmişler peki? Hey çekip durma dostum o bizden biri.

Louis Bloom: Artık değil Rick. Biz profesyoneliz. Kolay satılır.

Gerçekleşen Etik İhlal: Louis Bloom haber için olay yerine varmada sürekli Mayhem Video gazetecileri ile yarışmaktadır. Joe Loder'in Louis Bloom'u bir haberde atlatması ve ona söyledikleri Louis'i kızdırır. Bunun üzerine hırslarına yenilen Louis, Joe Loder'in haber aracını bozar. Bunun üzerine Mayhem video habercileri olay yerine giderken bir kaza geçirirler. Louis daha önemli bir haber varken yaşanan bu kaza yerine gitmek için acele eder. Bu olay Rick'in dikkatini çeker. Çünkü yaşanan bir tecavüz olayı varken neden bu basit haber olayına

gittiklerini sorgular. Olay yerine vardıklarında aracın Mayhem videoya ait olduğunu gördüğünde Rick çok şaşırır. Louis'in bu haberi de görüntüye almak istemesinden rahatsızlık duyar ve daha fazla görüntü almamasını ister. Ancak Louis intikamını almak istemektedir. Haber için yarıştığı rakibinin kaza görüntülerini çekmekten ve bunu haber yapmaktan ötürü mutluluk duyar. Louis'in haber uğruna yapacaklarının artık bir sınırı kalmamıştır. Yapılan bu eylemde kazazedenin yaralı ve kanlı görüntülerinin çekilmesinde şiddeti övmekten, haklı göstermekten kaçınma etik ilkesi, haberi kendi menfaati doğrultusunda kullanmasında ise çıkar ilişkisi gözetmemek ilkesi ihlal edilmiştir. **Türkiye Gazetecileri Hak ve Sorumluluk Bildirgesinin İlgili Maddesi (TGC, 2019) "Şiddeti Övmekten, Haklı Göstermekten Kaçınma"**: Gazeteci; şiddete özendirecek, şiddeti haklı kılacak, bireyleri şiddete karşı kıskırtacak yayınlar yapamaz (T.G.S., 2024). **Türkiye Gazetecileri Hak ve Sorumluluk Bildirgesinin İlgili Maddesi (TGC, 2019) "Çıkar İlişkisi Gözetmemek"**: Gazeteci; bilgi, haber yayını veya haberin yayınlanmaması adına maddi-manevi hiçbir menfaat sağlayamaz. Çıkar çatışmalarından kaçınır. Gazeteci her türlü faaliyetinde konumundan bağımsız olarak, haber kaynağı olan kişiler ya da kurumlar ile iletişim ve ilişkisinde meslek ilkelerini gözetir. Elde ettiği bilgileri ve belgeleri kendi çıkarlarına göre kullanamaz. (T.G.S., 2024).

Sahne 10



Sahne Zaman Bilgisi: 1 Saat 4. Dakika 02. Saniye

Sahne Diyalog Bilgisi:

Nina Romina: Bir saattir sana ulaşmaya çalışıyorum. Bir daha elinde haber olmadığı zaman lanet olası telefonlarıma cevap ver.

Louis Bloom: Elimde bir haber var.

Nina Romina: Ne?

Louis Bloom: Konut baskını ve üçlü cinayet.

Nina Romina: O olay daha yeni patlak verdi.

Louis Bloom: Polisten önce oraya gittik.

Nina Romina: Sende mi?

Louis Bloom: Bu parçanın avantajlarını sıralamama gerek olduğunu sanmıyorum tamam mı en iyisi kendin izle.

Nina Romina: Oraya birini yollayabilirdim bana neden haber vermedin?

Louis Bloom: Bana ihtiyacını ve pazarlık gücümü arttırmak için.

Nina Romina: Frank, Jenny iki numaraya hemen. Linda'yı buraya gönder. Granada da konut baskını. Polisten önce oraya varmış. Yayına on dakikamız var. Bunun ne kadarını gösterebiliriz?

Linda: Yasal açıdan mı?

Nina Romina: Yok ahlaki açıdan. Tabi ki yasal açıdan.

Linda: Kimlikleri belirlendi mi?

Frank: Olay daha yeni bu yüzden açıklanmadığını farz etmek zorundasın.

Linda: Birinci dereceden yakınlarına haber vermeden kimlikleri yayınlamayız.

Nina Romina: Kimlikleri ifşa etmeyeceğiz.

Linda: Yüzlerini göstererek etmiş olacaksınız.

Nina Romina: Yüzlerini mozaikleriz.

Linda: Bunu nereden buldun?

Nina Romina: Bir strangerdan.

Louis Bloom: Merhaba Linda ben Louis.

Nina Romina: Tanrı aşkına bunu yayınlarsak yasaları çiğnemiş olur muyuz?

Linda: Yüzlerini gösterme, açık adres verme. Bu şekilde olursa sanıyorum ki yani bilmiyorum sanırım çiğnemiş sayılmayız.

Frank: Habercilik etiği açısından da mı? Bu yayınla tüm yayıncılık standartlarını aşıyoruz.

Nina Romina: Gece haberlerini izledin mi? Bu hiçbir şey değil.

Frank: Buna ne kadar ödedin?

Louis Bloom: Haberin fiyatı henüz konuşulmadı.

Nina Romina: Ah bize bir iki dakika izin verin. Ne kadar?

Louis Bloom: Yüz bin dolar.

Gerçekleşen Etik İhlal: Louis olayı frekans yayınından duyduğu anda olay yerine gider. Polis henüz olay yerine intikal etmemiştir. Sabırsız olan Louis polisleri beklemeden olay yerine girer. Olay yerinde suçluları görür ve kayıt altına alır. Bununla yetinmeyerek evin içine girer ve vurulan insanların görüntülerini izinsiz kayıt eder. Evin içinden görüntüler aldıktan sonra polis gelmeden evi terk eder. Elde ettiği görüntüleri Nina'ya götürür ve bununla ilgili pazarlık yapar. Görüntüler için eve nasıl girdiği sorgulandığında Louis yardım için eve girdiğini ifade ederek yalan beyanda bulunur. Nina görüntüleri mozaikleterek ve montajlayarak yayına alır. Ancak haber sunumunda sunuculardan olayı abartı ifadeler ile anlatmalarını ister. Görüntülerde şiddet ve korku içerikleri mevcuttur. Olayın asıl sebebinin uyuşturucu olmasına rağmen haberi konut baskını olarak kurgular. Olayı araştıran dedektifler haber görüntüleri üzerine Louis ile iletişime geçerler. İzinsiz ve polis gelmeden aktif bir suç mahaline girmiş olmasından dolayı ona sorular sorarlar. Louis suçluları görmüş ve görüntülerini almış olmasına rağmen dedektiflere sadece gördüğünü ama karanlık olduğu için tarif edemeyeceğini ifade eder. Dedektifler görüntülerin bir kopyasını ister. Louis daha önce hazırlamış olduğu görüntülerin kopyasını onlarla paylaşır ancak haberin devamlılığının sağlanması adına suçluları dedektiflerden gizler. Ancak kendisi kayıt altına aldığı görüntülerden suçlulara ulaşır. Haber görsellerinin şiddet içerikli olmasına rağmen reyting uğruna yayınlanması ile şiddeti övmekten, haklı göstermekten kaçınma ilkesi ihlal edilmiştir. Haberin maddi çıkarlar doğrultusunda satılması ile çıkar ilişkisi gözetmek ilkesi ihlal edilmiştir. Louis'in olay yerine ait görüntüleri montajlayarak ve keserek yayına teslim etmesi ve dedektiflere vermesi ile belgeleri göz ardı etmek ilkesi ihlal edilmiştir. Nina Romina'nın haberi yayına alışı şekli ve sunan kişilerden istediği abartı söylem tarzı ile gerçeklerin olduğu gibi çarpıtılmadan aktarılması ilkesi ihlal edilmiştir. **Türkiye Gazetecileri Hak ve Sorumluluk Bildirgesinin İlgili Maddesi (TGC, 2019) "Şiddeti Övmekten, Haklı Göstermekten Kaçınma":** Gazeteci; şiddete özendirecek, şiddeti haklı kılacak, bireyleri şiddete karşı kışkırtacak yayınlar yapamaz (T.G.S., 2024). **Türkiye Gazetecileri Hak ve Sorumluluk Bildirgesinin İlgili Maddesi (TGC, 2019) "Çıkar İlişkisi Gözetmemek":** Gazeteci; bilgi, haber yayını veya haberin yayınlanmaması adına maddi-manevi hiçbir menfaat sağlayamaz. Çıkar çatışmalarından kaçınır. Gazeteci her türlü faaliyetinde konumundan bağımsız olarak, haber kaynağı olan kişiler ya da kurumlar ile iletişim ve ilişkisinde meslek ilkelerini gözetir. Elde ettiği bilgileri ve belgeleri kendi çıkarlarına göre kullanamaz. (T.G.S., 2024).

Türkiye Gazetecileri Hak ve Sorumluluk Bildirgesinin İlgili Maddesi (TGC, 2019) "Belgeleri Göz Ardı Etmemek": Gazeteci; bilgileri yok edemez, göz ardı edemez ve belgeler üzerinde değişiklikler yapamaz (T.G.S., 2024). **Türkiye Gazetecileri Hak ve Sorumluluk Bildirgesinin İlgili Maddesi (TGC, 2019) "Gerçeklerin Olduğu Gibi Çarpıtılmadan Aktarılması":** Halkın bilgi edinme hakkına bağlı kalarak; haber alma, yorum ve eleştiri yapma özgürlüğünü kullanan gazeteci, sonuçlar kendi açısından ne olursa olsun gerçekleri olduğu gibi çarpıtılmadan aktarmak ile yükümlüdür (T.G.S., 2024).

Sahne 11



Sahne Zaman Bilgisi: 1 Saat 26. Dakika 17. Saniye

Sahne Diyalog Bilgisi:

Rick: Polisi arayacak mıyız?

Louis Bloom: Bekleyeceğiz.

Rick: Ne için?

Louis Bloom: Önce içeride kim var görelim. Sonra tutuklanma anı için daha ilginç bir yere gitmelerini bekleriz.

Rick: Neresi mesela?

Louis Bloom: Nereye istersek. Çıkmasını bekleyeceğiz. Sonra peşine takılacağız. Sonra da daha kalabalık bir semte geçtiğinde polise ihbar edeceğiz. Şiddete meyilli biri o yüzden olay çıkarmadan teslim olacağını sanmıyorum.

Rick: Daha fazla para istiyorum. Çok daha fazla.

Louis Bloom: Bir işi cazip kılan tek şey onun karşılığında aldığın ücret değildir Rick. Sen gelişmekte olan bir şirketin içindesin. Senin ödülün bir kariyer.

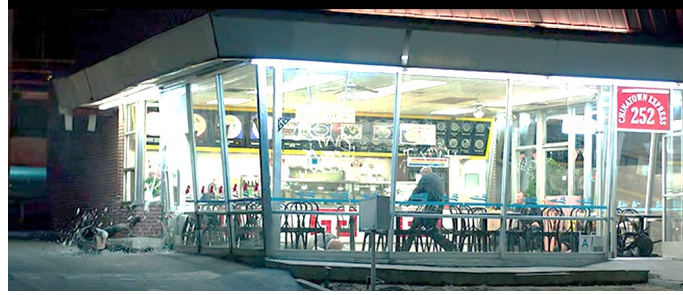
Rick: Boş versene abuk subuk bir işten bahsediyorsun bana. Sürekli dediklerine boyun eğmemi bekliyorsun. Daha fazla para istiyorum.

Louis Bloom: İnsanlara zorla bir şey yaptıramam Rick bunu yapmak istiyorsan yaparsın istemiyorsan seni zorla tutamam.

Rick: Beni kovmakla mı tehdit ediyorsun? Hey benimde bir kozum var. Suçluların yerini ihbar etmek yerine malzeme yakalamak için olay çıkmasını beklemenin yasalara aykırı olduğunu söylesem evet bu kesinlikle polisin ilgisini çekecektir. Anladın mı o yüzden daha fazla para istiyorum.

Gerçekleşen Etik İhlal: Louis konut baskını olayında yer alan şüphelileri görmüş ve kayıt altına almıştır. Bu bilgiyi haber kanalından ve dedektiflerden gizleyerek haberin büyümesini ve devamlılığını istemiştir. Suçluları plaka numaralarından ve görüntüdeki yüzlerinden tespit eden Louis onları aramaya koyulur. Rick ile suçluların adresine giden Louis polise haber vermek yerine onların daha kalabalık olan bir ortama girmelerini beklemektedir. Çünkü suça meyilli olan bu kişiler sorunsuz bir şekilde teslim olmayacaktır. Louis te bu karmaşadan yeni haberler elde etme peşindedir. Yapılan bu eylem çıkar ilişkisi gözetmemek ilkesi ile çatışmaktadır. **Türkiye Gazetecileri Hak ve Sorumluluk Bildirgesinin İlgili Maddesi (TGC, 2019) “Çıkar İlişkisi Gözetmemek”:** Gazeteci; bilgi, haber yayını veya haberin yayınlanmaması adına maddi-manevi hiçbir menfaat sağlayamaz. Çıkar çatışmalarından kaçınır. Gazeteci her türlü faaliyetinde konumundan bağımsız olarak, haber kaynağı olan kişiler ya da kurumlar ile iletişim ve ilişkisinde meslek ilkelerini gözetir. Elde ettiği bilgileri ve belgeleri kendi çıkarlarına göre kullanamaz. (T.G.S., 2024).

Sahne 12



Sahne Zaman Bilgisi: 1 Saat 26. Dakika 17. Saniye

Sahne Diyalog Bilgisi:

Rick: İçeride insanlar var.

Louis Bloom: Ben altı kişi sayıyorum.

Rick: Ateş açabilirler.

Louis Bloom: Olabilir.

Rick: Bana kalabalık bir semte gideceğimizi söylemiştin. Lanet olası bir restorana değil.

Louis Bloom: Umduğunu değil bulduğunu ye. Sokağın başına gidip tam şu açıdan görüntüler çekiyorsun eller sabit.

Gerçekleşen Etik İhlal: Louis saldırganları bir restorana gelene kadar takip eder. Saldırganlar restorana girdiklerinde polisi arayarak ihbarda bulunur. Tüm ayrıntılarıyla eşkâllerini ve yerlerini söyler. Polis ekipleri restorana yönlendirilir. Rick bu durumdan çok rahatsızdır çünkü restoranda başka masum insanlarda yer almaktadır. Ateş açıldığında onların hayatları için tehlike söz konusudur. Louis için bu hiç önemli değildir. Çünkü o haberin sansasyonelliği ile ilgilenmektedir. Kaç kişinin öldüğü ya da yaralandığı onun için haber değerinden farklı bir önem teşkil etmemektedir. Louis'in kendi çıkarları doğrultusunda gerçekleştirdiği bu eylem çıkar ilişkisi gözetmemek ilkesi ile çatışmaktadır. **Türkiye Gazetecileri Hak ve Sorumluluk Bildirgesinin İlgili Maddesi (TGC, 2019) “Çıkar İlişkisi Gözetmemek”:** Gazeteci; bilgi, haber yayını veya haberin yayınlanmaması adına maddi-manevi hiçbir menfaat sağlayamaz. Çıkar çatışmalarından kaçınır. Gazeteci her türlü faaliyetinde konumundan bağımsız olarak, haber kaynağı olan kişiler ya da kurumlar ile iletişim ve ilişkisinde meslek ilkelerini gözetir. Elde ettiği bilgileri ve belgeleri kendi çıkarlarına göre kullanamaz. (T.G.S., 2024).

Sahne 13



Sahne Zaman Bilgisi: 1 Saat 41. Dakika 39. Saniye

Sahne Diyalog Bilgisi:

Louis Bloom: Kantağı kapat. (Saldırganın aracına doğru yönelir.) Ölmüş gel görüntü al. Eller sabit. Zoom kullan.

Rick: Onu gördün. Onu gördün.

Louis Bloom: Güvenilmez bir eleman için şirketimin başarısını göz göre göre riske atamam. Anlıyor musun?

Rick: Sen delisin. Sen delisin.

Louis Bloom: Benim pazarlık gücümü elimden aldın Rick. Bana karşı kullandın. Tekrar yapabiliyordun itiraf et.

Rick: Bilmiyorum.

Louis Bloom: Ben biliyorum. Biliyorum. (Rick hayatını kaybeder.)

Gerçekleşen Etik İhlal: Saldırganın kaçması ile polis onu takibe başlar. Rick ve Louis te onların peşinden gitmektedir. Yaşanan tüm kovalamaca sürecini kayda alırlar. Polis aracı ve saldırganın aracının kaza yapması sonucu Louis araçtan iner ve kamerası ile olayı görüntülemeye çalışır. Saldırganın araç içinde ölmediğini görmesine rağmen Rick'i çağırır ve görüntüyü kayıt etmesini ister. Rick görüntü almaya yaklaşırken Louis te biraz uzaklaşıp olanları kayıt etmeye başlar. Rick'i gören saldırgan ona ateş açar ve Rick vurulur. Louis Rick'i tuzağa düşürmüştür ve onun ölmesine sebep olmuştur. Louis yaptığı tüm etik ihlallerin yanında iş ortağının ölümüne sebep olmuş ve bununla da yetinmemiş bu sahneyi de haberleştirmiştir. Louis Rick'i tuzağa düşürerek çekmiş olduğu bu görüntüler ile gerçeklerin olduğu gibi çarpıtılmadan aktarılması ilkesini hem de şiddeti övmekten, haklı göstermekten kaçınma ilkelerini ihlal etmiştir. **Türkiye Gazetecileri Hak ve Sorumluluk Bildirgesinin İlgili Maddesi (TGC, 2019) "Gerçeklerin Olduğu Gibi Çarpıtılmadan Aktarılması":** Halkın bilgi edinme hakkına bağlı kalarak; haber alma, yorum ve eleştiri yapma özgürlüğünü kullanan gazeteci, sonuçlar kendi açısından ne olursa olsun gerçekleri olduğu gibi çarpıtılmadan aktarmak ile yükümlüdür (T.G.S., 2024). **Türkiye Gazetecileri Hak ve Sorumluluk Bildirgesinin İlgili Maddesi (TGC, 2019) "Şiddeti Övmekten, Haklı Göstermekten Kaçınma":** Gazeteci; şiddete özendirerek, şiddeti haklı kılacak, bireyleri şiddete karşı kıskırtacak yayınlar yapamaz (T.G.S., 2024).

Sahne 14

Sahne Zaman Bilgisi: 1 Saat 47. Dakika 56. Saniye

Sahne Diyalog Bilgisi:

Frank: Charles suçla mücadele biriminin Granada Hills teki evde uyuşturucu ele geçirildiğine dair bir haber almış. Evin zemininde yirmi kilodan fazla kokain ve sarılı paket bulunmuş ve olay yerindeki müfettişte bunu doğrulamış. Olay konut baskını değil. Uyuşturucu soygunuymuş.

Nina Romina: Akşam ekibine ver bunu.

Frank: Haberin aslı bu.

Nina Romina: Bizim olayın üzerine gölge düşürür.

Frank: Olayın aslı bu ama.

Nina Romina: Bu olay kenar mahallede işlenmiş kentsel bir suç. Hikâye bu işte.

Frank: Tanrım Louis gibi konuşuyorsun.

Nina Romina: Bence Louis biraz daha yukarı ulaşmamız için hepimizi teşvik ediyor.

Gerçekleşen Etik İhlal: Haber editörü Frank haberin bir konut baskını değil bir uyuşturucu hırsızlığı olduğunu ve haberi doğrulandığını Nina'ya haber verir. Ancak Nina bunun haber değeri taşımadığını ve akşam haberlerine verilmesi gerektiğini söyler. Frank haberin düzeltilmesi gerektiği üzerine ısrar ederken Nina kendilerine gölge düşürmemek için bunu duymazdan gelmektedir. Bu eylem ile özür dileme, düzeltme ve cevap hakkı tanımak ilkesi ihlal edilmiştir. **Türkiye Gazetecileri Hak ve Sorumluluk Bildirgesinin İlgili Maddesi (TGC, 2019) "Özür Dileme, Düzeltme ve Cevap Hakkı Tanımak":** Gazeteci; yayınlarıyla alakalı yaptığı her yanlış kısa zamanda düzeltmek ve gerekli durumlarda bu yanlışlarla ilgili özür dilemek ile yükümlüdür. Kötüye kullanılmaması ve kabul edilebilir şekilde yapılması koşuluyla cevap hakkına saygılı olmakla yükümlüdür (T.G.S., 2024). Yanlış haber yayınlamak her gazetecinin mesleki açıdan en büyük korkularından biridir. Yapılan hatalı haberler medya kanalına güvenin azalması sonucunu doğurabilir. Ayrıca bazı kişi ve gruplar için büyük sıkıntı verici sonuçlar ortaya çıkartabilir. Hızlı ve tempolu bir sürecin içinde yer alan haber kanallarında yanlış haberler yapmak insani

bir olgu olarak görülebilir. Ancak en kısa sürede hatalı haber ile ilgili düzeltme aksiyonu alınması gerekmektedir. Böylece verilen zarar bir nebze de olsa azaltılabilir.

Tablo 2. Bulgularda Tespit Edilen Sahnelerin Etik İhlalleri

Kategoriler	01	02	03	04	05	06	07	08	09	10	11	12	13	14
Gerçeklerin Olduğu Gibi Çarpıtılmadan Aktarılması		X								X			X	
Demokratik Değerlerin Savunulması								X						
Ayrımcılık Yapmaktan Kaçınma				X										
Düşmanlığı Körüklemekten Kaçınma														
Dini ve Kültürel Değerlere Karşı Saygılı Olma														
Şiddeti Övmekten, Haklı Göstermekten Kaçınma			X						X	X			X	
Kaynaktan Emin Olma ve Kaynak Bilgisini Şeffaf Bir Şekilde Kamuoyu ile Paylaşma														
Belgeleri Göz Ardı Etmemek					X	X				X				
Özel Yaşamın Gizliliğine Uygun Davranmak														
Özür Dileme, Düzeltme ve Cevap Hakkı Tanınmak														X
Kimliğini Gizlemekten Kaçınma														
Çıkar İlişkisi Gözetmemek	X		X				X		X	X	X	X		
Reklam ve Propagandalardan Kaçınmak														
Hak ve Özgürlükleri Temel Alma														
Güçsüzün Yanında Durma														
Kamuoyunun Haber Alma Hakkının Savunucusu Olmak														

Yukarıda yer alan tablo incelendiğinde; Gerçeklerin Olduğu Gibi Çarpıtılmadan Aktarılması 3, Demokratik Değerlerin Savunulması 1, Ayrımcılık Yapmaktan Kaçınma 1, Şiddeti Övmekten, Haklı Göstermekten Kaçınma 4, Belgeleri Göz Ardı Etmek 3, Özür Dileme, Düzeltme ve Cevap Hakkı Tanımak 1, Çıkar İlişkisi Gözetmemek 7 olarak tespit edilmiştir.

SONUÇ VE ÖNERİLER

Bireylerin mesleki faaliyetlerinde ve kurdukları ilişkilerde uymaları gereken ahlaki standartları ifade eden kavrama meslek etiği denilmektedir. Meslek etiği, bireylerin davranışlarını düzenlemekte ve topluma karşı sorumluluklarını yerine getirmelerinde onlara yardımcı olmaktadır. Gazetecilik etiği ise; yansızlık, nesnellik, denge, mahremiyet ve kamu yararı gibi birtakım konuları içermektedir. Gazetecilerin kamuoyunu bilgilendirme sürecinde; tarafsız haber oluşturması, demokrasiye uygun davranması ve meslek etik ilkeleri çerçevesinde hareket ederek, kamuoyunu doğru bir şekilde bilgilendirmesi gerekmektedir. Gazetecilik etiği; gazetecilerin profesyonel bir şekilde hareket etmesini ve mesleğin gerekliliklerini yerine getirerek, ahlak kurallarına ve toplum normlarına uyulmasını sağlamaktadır. Yasama yürütme ve yargıdan sonra dördüncü güç olarak karşımıza çıkan medyanın, etik dışı olaylarla adından söz ettirmesi, gazeteciliğe olan güveni azaltmaktadır. Özellikle günümüzde teknolojinin gelişmesiyle beraber dönüşen medya, daha fazla okunma ve tıklanma amacıyla etik kurallardan uzaklaşmaktadır.

Basın Konseyi'nin hazırladığı "Basın Meslek İlkeleri" ve Türkiye Gazeteciler Cemiyeti'nin hazırladığı "Türkiye Gazetecileri Hak ve Sorumluluk Bildirgesi'nde" gazetecilik mesleğine ilişkin birtakım etik kurallar belirlenmiştir. Gazetecilik mesleğinin güvenilirliğini korumak amacıyla hazırlanan bu ilkeler bir gazetecinin kamuoyunu bilgilendirme sürecinde izlemesi gereken süreçleri açıklamaktadır. Yapılan haberlerin etik ilkelere uygun olabilmesi için mesleki kuruluşlar tarafından geliştirilen bu etik kodlar tek başına yeterli olmamaktadır. Farklı kuruluşlar tarafından hazırlanan bu etik kodların televizyon ve gazete haberlerinde ne kadar uygulandığı ise bir tartışma konusudur. Sinema sektörü bu tartışmaların şekillenmesinde etkin bir rol oynamaktadır. Sinemada gazetecilik mesleğine ilişkin sunulan imajlar, bu mesleğin algılanış biçimlerini de etkilemektedir. Dolayısıyla sinemada gazeteci imajının nasıl oluşturulduğu oldukça önemlidir. Gazetecilik mesleğini konu edinen filmler, kamuoyunda bu mesleğe ilişkin ortak bir anlayışın oluşmasında etkilidir. Aynı zamanda bu filmler, gazetecilik mesleğine yönelik güven kaybının yeniden inşa edilmesinde önemli çıktılar sağlamaktadır. Bunların yanı sıra sinema filmlerinde izleyicilerin kolayca tanıyabileceği ve bağ kurabileceği evrensel anlam taşıyan arketipler mevcuttur. Sinemada kullanılan gazetecilik arketipleri, film ya da dizi içerisinde gazetecinin sahip olması gereken karakterin temsilidir. Bu arketipler, gazetecilerin mesleklerini icra ederken karşılaşılabilecekleri zorlukları, etik sorunları ve toplum üzerindeki etkilerini ele almaktadır. Geçmişte bu konu ile ilgili yapılmış sınırlı sayıda araştırma bulunmaktadır. Bu araştırmalarda incelenen Hollywood filmlerinde gazetecilik arketipi, genellikle ilgi çekici ve heyecan verici bir şekilde temsil edilmektedir. Bu filmlerde karakterlerin mesleklerine olan bağlılıkları ve verdikleri mücadeleler izleyicilerde ilgi uyandırmaktadır. Aynı zamanda bu filmler gazetecilik mesleğinin önemini ve zorluklarını da yansıtmaktadır. Ancak son dönemde bu konu ile ilgili yapılmış alan araştırmalarında mevcut gazetecilik arketiplerinin, daha fazla okunma ve tıklanma amacıyla sahip olduğu etik değerlerden uzaklaştığı görülmektedir. Bu durumda bilişim çağı ile hayatımıza giren dijitalleşmenin sinemada mevcut arketipleri de değişime uğrattığını söylemek yanlış olmayacaktır. Bu çalışmada Amerikan sinemasında gazetecilik mesleğinin sunuluş biçimi, Nightcrawler filmi üzerinden ele alınmıştır. Nightcrawler filmi, Türkiye Gazeteciler Cemiyeti tarafından hazırlanan Türkiye Gazetecileri Hak ve Sorumluluk Bildirgesi ve Gazetecilik Meslek Etik İlkeleri Küresel Bildirisi'nde düzenlenen etik çerçeve bağlamında içerik analizi yöntemi ile incelenmiştir. Bu bağlamda çalışmada şu sonuçlara ulaşılmıştır:

Haber üretimi sürecinde olaylara erişim imkanına sahip olan gazeteci, elde ettiği tüm bilgileri kendi çıkarları için kullanmakta ve maddi-manevi bir yarar elde etme çabası içine girmektedir. Haber içeriklerinde abartılı söylemlere yer verilmektedir. Bu durum haberleri, gerçek bağlamından uzaklaştırılmaktadır. Bunların yanı sıra gazeteci; şiddete özendirilen, şiddeti haklı kılan ve şiddete karşı insanları kışkırtan yayınlar yapan kişi olarak gösterilmektedir. Gazeteci burada çıkar ilişkisi gözetilen ve bu çıkar ilişkisi ile meslek etiğini çiğneyen kişidir. Toplum üzerinde gazetecilerin etkisi oldukça fazladır. Bu durum onların daha hassas davranması gerektiğine dikkat çekmektedir. Fakat çalışmada incelenen filmde gazeteci; ayrımcılık ilkesi ile karşı karşıya getirilmektedir. Tüm bireylerin haklarına saygı göstermesi, ayrımcılık yapmaması ve herkese eşit davranması gereken gazeteci, bu filmde ayrımcılık yapmaktan kaçınmamaktadır. Gazetecinin temel görevi olan kamuoyunu bilgilendirme işlevi bu filmde farklı bir anlayış ile ele alınmaktadır. Gazeteci, haber üretim sürecinde elde ettiği verilere müdahale ederek, veri ve bilgi hırsızlığı yapmaktadır. Belgeler üzerinde değişiklik yapan, bilgileri yok eden ve elde ettiği bazı bilgileri göz ardı eden gazeteci, etik ilkelerin dışında hareket etmektedir. Hukukun üstünlüğü, demokrasi, laiklik, insan hakları ve barış gibi evrensel değerleri temel alması gereken gazetecinin bu değerlere aykırı olarak hareket etmesi, gazetecilik mesleğine ilişkin farklı bir imajın yaratılmasında etkili olmaktadır. Bunlara ek olarak; gazetecinin her türlü faaliyetinde konumundan bağımsız olarak haber kaynağı olan kişiler ya da kurumlar ile iletişim ve ilişkisinde meslek ilkelerini gözetmesi gerektiği düşüncesi filmde ters yüz

edilmektedir. Filmde yer alan gazeteci karakter, haber üretim sürecinde her türlü etik ihlali gerçekleştirmekte ve meslek ilkelerine zarar vermektedir. Dolayısıyla filmde gazetecilik mesleğinin ele alınış biçimi deontolojik etikte yer alan; ilkelere bağlı kalarak karar verme, tüm kararların doğru, tutarlı ve tarafsız bir şekilde ele alınması gibi düşüncelerle ters düşmektedir. Hakkaniyet ilkesinin ön planda tutulduğu deontolojik etikte, önemli olan eylemlerin sonucu değil benimsenen ilke ve değerlerdir. Bu bağlamda filmde meslek etiği dışında hareket edilmesi, doğru kararların alınmaması gibi durumlar deontolojik yaklaşımın dışındadır. Deontolojik etik ahlaki kusursuzluğu, dürüstlüğü ve doğruluğu erdemli davranışa bağlamaktadır. Filmde yer alan gazeteci karakterin sansasyon yaratabilmek adına sergilediği etik dışı davranışlar bu ilkelerin yerine getirilmesinin önünde büyük bir engel oluşturmaktadır. Deontolojik etik kuramında çıkar elde etmeye odaklanan fırsatçı bireylerin erdemli olmadığı düşüncesi hakimdir. Bu bireyler kendi çıkarları için diğer bireyleri bir araç olarak kullanmaktadır. Çalışmada incelenen filmde gazeteci karakter kendi çıkarları için diğer insanları bir araç olarak kullanmakta ve bundan maddi-manevi bir kazanç elde etmektedir. Deontolojik etikte odaklanılan nokta davranışın ardında yatan niyet, ödev, yükümlülük, hak ve görev bilinci üzerinedir. Dolayısıyla bu etik anlayışta kişiden kişiye değişmeyen, saf etik anlayış bilincine değinilmekte ve eylemler bu anlayış ile değerlendirilmektedir. Bu kurama göre bir davranış; yasa, hak, hukuk, görev ve ilke gibi kavramlarla tutarlı ise o davranışın etik bir davranış olduğu ifade edilmektedir. Filmde yer alan gazeteci karakterin mesleği icra ediş şekli bu kavramlarla tutarlılık göstermemektedir.

Bu bağlamda Nightcrawler filmi; gazetecilik meslek etiği ilkelerini olumsuz bir bakış açısı ile ele almaktadır. Basın ve sermaye ilişkisine dikkat çeken bu filmde, medyanın ticari bir boyut kazandığına değinilmektedir. Filmde yer alan gazeteci ana karakterin, meslek etiği ilkelerine aykırı hareket etmesi, özgür basın anlayışına yönelik bir eleştiri olarak karşımıza çıkmaktadır. Gazetecinin etik ilkeler dışına çıkarak sansasyonel senaryolarla haber üretmesi, haber üretim süreçlerinin rekabete dayalı bir şekilde gerçekleştiğine ilişkin yapılmış bir eleştiridir. Gazeteciler bu filmde; sansasyon yaratacak haberleri üreten, gerçeği inşa eden ve dönüştüren kişiler olarak ele alınmaktadır. Ayrıca filmde gazetecilik mesleğini yapabilmek için meslek erbabı olma zorunluluğunun bulunmaması ve bu mesleği herkesin yapabilmesi durumu, bu mesleğe ilişkin getirilen bir diğer önemli eleştiridir. Bu filmde haberin yapılma amacı reytingleri arttırmak ve para kazanmaktır. Sistem bu anlayış üzerine kurulmakta ve sektörde fark yaratmak adına meslekte her türlü sahtekarlık yapılmaktadır. Burada asıl amaç kamuoyunu bilgilendirmek değil, sansasyon yaratarak reytingleri arttırmaktır. Amerikan sinemasında gazetecilere yönelik çizilen bu imaj meslekte; karanlık ve aydınlık, adalet ve adaletsizlik, bireysellik ve toplumsal çıkarlar gibi ikilemler arasındaki gerilimi ortaya koymaktadır. Dolayısıyla film bu ikilemlere karşı farklı bakış açıları geliştirerek, mesleğe yönelik birtakım eleştiriler sunmaktadır.

Son olarak; gazetecilik filmleri toplum üzerinde farkındalık yaratmak, onları düşündürmek, onların güvenlerini kazanmak gibi amaçlar doğrultusunda yapılan kültürel bir mirasın parçasıdır. Bu bağlamda gelecek dönemde yapılacak çalışmalarda; sinemada kullanılan gazetecilik arketiplerinin sahip olduğu ve savunduğu etik değerlerin; geçmişte ve günümüzde yapılan filmler üzerinde karşılaştırmalı bir analiz yapılması, literatüre önemli katkılar sağlayacaktır. Bu etik değerlerin nasıl inşa edildiği, topluma nasıl lanse edilmek istendiği gibi birtakım unsurların ortaya konması gazetecilik mesleğine ilişkin önemli çıktılar sağlayacaktır. Bunlara ek olarak gelecek çalışmalarda gazetecilik mesleğinin ele alındığı filmler üzerine John Stuart Mill'in "Faydacılık Etiği", Immanuel Kant'ın "Deontolojik Etiği" ve Profesyonel Gazeteciler Cemiyeti (SPJ) 'nin "Etik Kuralları" çerçevesinde de bir değerlendirme yapılması literatüre büyük bir katkı sağlayacaktır.

KAYNAKÇA

- Alemdar, K., & Uzun, R. (2013). *Herkes İçin Gazetecilik*. Ankara: Tanyeri Kitap.
- Atabek, N. (1994). Gazetecilikte Tarafsızlık. *Marmara İletişim Dergisi*(7).
- Atabek, N. (2013). Gazete Haberlerinde Etik Standartların Yükseltiminde Okur Temsilcinin Rolü. *Selçuk İletişim*, 5-17.
- Ay, C., & AYTEKİN, P. (2005). Reklamda Etik. *Öneri Dergisi* , 45-60.
- Büyükbingöl, A. (2018). *İnternet Ortamında Serbest Gazetecilik ve Etik Sorunlar*. Yüksek Lisans Tezi, Marmara Üniversitesi, Gazetecilik Anabilim Dalı , İstanbul.
- Demir, G. Y. (2012). "Medya," "Ve," Etik": Bir Oksimoron Analizi. *Uludağ Üniversitesi Fen Edebiyat Fakültesi Sosyal Bilimler Dergisi*(21).
- Demir, V. (2006). *Medya Etiği*. İstanbul : Beta yayınları.
- Durna, T. (2012). Gazetecilik Etiğinin Mesleki Sınırları Profesyonellik, Piyasa ve Sorumluluk. O. Taş. içinde *İletişim Yayınları*.
- Eraslan, M. C. (2022). NIGHTCRAWLER FİLMİ BAĞLAMINDA MEDYA VE İLETİŞİM ÖĞRENCİLERİNİN GAZETECİLİK MESLEĞİNE BAKIŞI. *Ağrı İbrahim Çeçen Üniversitesi Sosyal Bilimler Enstitüsü Dergisi*, 291-311.
- Eraslan, M. C. (2022). Nightcrawler Filmli Bağlamında Medya ve İletişim Öğrencilerinin Gazetecilik Mesleğine Bakışı. *Ağrı İbrahim Çeçen Üniversitesi Sosyal Bilimler Enstitüsü Dergisi*, 8(1), s. 291-311.

- Erimli, B. (2014). Gazetecilik Meslek İlkelerinin Uygulanmasını Engelleyen Unsurlar ve Çözüm Önerileri. s. 23-34.
- Esen, D. (2020). Teleolojik ve Deontolojik Kuram Bağlamında İşletmelerin Etik Çalışmalarının Analizi. *Erciyes Üniversitesi İktisadi ve İdari Bilimler Fakültesi Dergisi*, s. 296-320.
- Işıklı, Ş., & Üzer, B. (2023). Medya Etiğine Dair Tartışmalar: The Post Filminin Medya Etiği Kriterleri Açısından Analizi. *Academic Journal of Information Technology*, 14(54).
- Karasar, N. (2005). *Bilimsel Araştırma yöntemi*. Nobel Yayın Dağıtım .
- Katıtaş, S., Seylim, E., & Demirkan, S. (2022). Medya Etiği ve Medya Okuryazarlığı Eğitimi Üzerine Bir İnceleme. *Eğitim Bilimleri Eleştirel İnceleme Dergisi*, 3(1), s. 153-175.
- Kaya, S., & Uçak, O. (2020). Gazetecilik Etik Kodlarının Oluşturulmasında ve Güncellenmesinde Meslek Kuruluşlarının Önemi: Türkiye Gazeteciler Cemiyeti Örneği. *Adıyaman Üniversitesi Sosyal Bilimler Enstitüsü Dergisi*(36).
- Kıral, B. (2020). Nitel Bir Veri Analizi Yöntemi Olarak Doküman Analizi. *Sosyal Bilimler Enstitüsü Dergisi*(15).
- Metin, O., & Ünal, Ş. (2022). İçerik Analizi Tekniği: İletişim Bilimlerinde ve Sosyolojide Doktora Tezlerinde Kullanımı. *Anadolu Üniversitesi Sosyal Bilimler Dergisi*, 22(2).
- Ökten, S. (Dü.). (2023). *Doğru Habercilik ve Medya Etiği* (1. b.). İstanbul: Cumhurbaşkanlığı İletişim Başkanlığı Yayınları.
- Özcan, A. (2016). Yeni İletişim Teknolojileri, Yerel Gazetecilik ve Yerellik Algısı. *Marmara İletişim Dergisi*(26), s. 17-36.
- Öztürk, M. (2004). Avrupa'nın Bütünleşmesi İçin Kültürün Önemi ve Televizyonun Avrupalılaştırılması. *Selçuk İletişim*, 3(2), s. 122-125.
- Parlak, M. O. (2019). *Yeni Medya ve Haberciliğin Dönüşümü: Gazetecilik Mecrası Olarak Twitter*. Yüksek Lisans Tezi, Gazi Üniversitesi, Gazetecilik Anabilim Dalı.
- RTÜK. (2014). Ocak 7, 2024 tarihinde RTÜK Yayın İlkeleri Rehberi: <https://www.rtuk.gov.tr/yayin-ilkeleri-rehberi/3787> adresinden alındı
- Sak, R., Sak, İ. Ş., Öneren Şendil, Ç., & Nas, E. (2021). Bir araştırma yöntemi olarak doküman analizi. *Kocaeli Üniversitesi Eğitim Dergisi*, 4(1), 227-250.
- Selltiz, C., Jahoda, M., Deutsch, M., & Cook, S. W. (1959). *Research Methods in Social Relations*.
- Şimşek, M. C. (2001). Medya Etiği. *Marmara Üniversitesi Türkiye İletişim Araştırmaları Dergisi*, 11(11), s. 291-310.
- T.G.S., T. (2024, 01 05). *tgs*. [tgs.org.tr: https://tgs.org.tr/gazetecilik-etik-ilkeleri/](https://tgs.org.tr/gazetecilik-etik-ilkeleri/) adresinden alındı
- Taş, O. (2011). *Gazetecilik Etiğinin Sınırları Üzerine Tarihsel ve Eleştirel Bir Değerlendirme: Türkiye Örneği*. Doktora Tezi, Ankara Üniversitesi, Radyo Televizyon ve Sinema Anabilim Dalı, Ankara.
- Taş, O. (2012). Gazetecilik Etiğinin Mesleki Sınırları Profesyonellik, Piyasa ve Sorumluluk. T. Durna . içinde İletişim Yayınları .
- TGC. (2019). Ocak 6, 2024 tarihinde Türkiye Gazeteciler Cemiyeti: <https://www.tgc.org.tr/bildirgeler/t%C3%BCrkiye-gazetecilik-hak-ve-sorumluluk-bildirgesi/bildirge.html> adresinden alındı
- TGS. (2019). Ocak 6, 2024 tarihinde Gazetecilik Etik İlkeleri: <https://tgs.org.tr/gazetecilik-etik-ilkeleri/> adresinden alındı
- Uzun, R. (2011). *İletişim Etiği Sorunlar ve Sorumluluklar*. Ankara : dipnot yayınları.
- Ünal, B. (2018). Amerikan Gazetecilik Filmlerinde Anlatı Yapısı, Dönemsel Yansımalar ve Özgür Basın Miti. *İletişim Kuram ve Araştırma Dergisi*.
- Ünal, B. (2018). *Amerikan Sinemasında Gazeteci İmajı*. Doktora Tezi, Gazi Üniversitesi, Halkla İlişkiler ve Tanıtım Anabilim Dalı, Ankara.
- Ünal, B. (2023). Tarihsel Süreçte Amerikan Filmlerinde Gazeteciler ve Basın: Arketipler ve Basın. *Sinecine: Sinema Araştırmaları Dergisi*, 14(2), 339-378.
- Yüksel, M. (2009). Etik Kavramı ve Medya Etiği. *Erciyes Üniversitesi Hukuk Fakültesi Dergisi*, 4(2), s. 43-51.
- Yüzbaşıoğlu, N. (2019). *Şahsiyet Dizisinde Basın Pratikleri ve Gazeteci Temsili*. Ankara Üniversitesi, Radyo Televizyon Sinema Anabilim Dalı, Ankara.

GÖSTERGEBİLİM İŞİĞİNDA SOSYAL MEDYANIN TÜKETİM KÜLTÜRÜNE ETKİSİ: INSTAGRAM INFLUENCERLARI ÖRNEĞİ

Mustafa ÖZTUNÇ

Doç. Dr. Sakarya Üniversitesi İletişim Fakültesi, E-posta: oztunc@sakarya.edu.tr
ORCID ID: 0000-0003-3125-1120

Nesrin AKINCI ÇÖTOK

Doç. Dr. Sakarya Üniversitesi İletişim Fakültesi, E-posta: nakinci@sakarya.edu.tr

Orhan GEVREK

Sakarya Üniversitesi, İletişim Fakültesi,
İletişim Bilimleri Ana Bilim Dalı, Sakarya orhan.gevrek@ogr.sakarya.edu.tr
ORCID: 0009-0002-0757-7155

ÖZET

Web 2.0 ile birlikte internetin hayatımıza kattığı hız, gündelik alışkanlıklarımızda köklü değişikliklere sebep olmuştur. Bunların başında da tüketim alışkanlıklarımız gelmektedir. Akıllı telefonlar sayesinde her şeyi bir tık ötemizde bulabilmekteyiz. İnternetin küreselliği sayesinde dünyanın herhangi bir noktasındaki ürünle ilgili tüm bilgiler elimizin altında olabilmektedir. Bireylerin satın alma reflekslerinde de değişikliklere sebep olan dijital çağda rekabet de küresel bir boyuta taşınmıştır. Neyin pazarlandığı kadar ürünün pazarlandığı mecra ve pazarlayan da önem arz etmektedir. Klasik pazarlama stratejileri yerini, sosyal medyayla yoğrulmuş dijital yeni nesil tüketicilere hitap eden yöntemlere bırakmaktadır. Bu kapsamda karşımıza sosyal medyanın hayatımıza kattığı "dijital çevrimiçi kanaat önderleri" çıkmaktadır. Tüketim alışkanlıklarının değişiminde (influencer) çevrimiçi etkileyicilerin önemli bir payı bulunmaktadır. Özellikle sosyal medya üzerinden paylaşım yapan etkileyicilerin her paylaşımı, mecrayı ya da kendilerini takip edenlerin düşüncelerine etki ederek, satın alma ve tüketim davranışlarını yönlendirmektedir. Kullanıcılar fenomenlerle kurdukları iletişimde, görsel içeriklere kodlanmış anlamlara maruz kalmakta ve kendi dijital kimliklerini bu mesajlarla şekillendirerek yeniden dönüştürmektedirler. Araştırmanın amacı, sosyal medya mecralarında fenomen olarak görülen influencer'ların tüketim kültürünün inşasında ne gibi yöntemler uyguladıklarını ve bunun kullanıcıların, takipçilerin üzerinde nasıl bir etki oluşturduğunu belirlemektir. Araştırmanın evrenini Instagram fenomenleri oluşturmaktadır. Örneklem olarak amaçlı örneklem tercih edilerek Instagram'da bir milyonun üzerinde takipçisi olan influencer'lardan Yasemin Sakallıoğlu ele alınmıştır. Çalışmada yer alan görsellerin çözümlemesinde Roland Barthes'in göstergebilim çözümleme yöntemi tercih edilmiştir. İçerikler düz anlam, yan anlam ve derin anlam olarak incelenmektedir. Çalışmada ulaşılan bulgular doğrultusunda, örneklemedeki influencer'ların vücut dillerinden, mimiklerine kadar tüm görsel ifade kodları, takipçilere tüketim noktasında pozitif mesajlar iletmektedir. Araştırma sosyal medya üzerinden tüketim alışkanlıklarının yeniden şekillenmesinde bilinç ve duyarlılık oluşturması noktasında önem taşımaktadır.

Anahtar Kelimeler: Reklam, Tüketim, Sosyal Medya, Instagram, Göstergebilim

ABSTRACT

The speed that the internet has added to our lives with Web 2.0 has caused radical changes from the past to the present. The first of these is our consumption. Thanks to smartphones, we can find everything just a click away. Thanks to the globality of the Internet, all the information about the product in any collection in the world is at our fingertips. In the digital age, which also causes changes in the purchasing reflexes of individuals, competition has also moved to a global dimension. What is marketed is as important as the medium where the product is marketed and the marketer. The classical target marketing place is left to those who aim to appeal to the digital new generation homeowners mixed with social media. This hosting is the "digital browsing opinion protectors" provisions that social media has added to our lives. Online influencers have a significant share in the consumption responsibility (influencer). In particular, each share of influencers who share on social media is directed to purchase and consumption by influencing the use of the media or similar ones by their followers. Users are exposed to coded meanings in visual content in their communication with phenomena and they re-transform their digital identities by shaping them with these messages. The aim of the research is to determine what kind of targeting influencers, who are seen as a phenomenon in social media channels, apply in the construction of the consumption culture and how it affects users and followers. The home of the research is Instagram phenomena. As an example, Yasemin Sakallıoğlu, one of the influencers who have more than one million followers on Instagram, is chosen on purpose. Roland Barthes' semiotic analysis method was preferred in the analysis of the visuals in the study. The contents are examined as denotation, connotation and deep meaning. Measuring the research reached in the study, all visual expression codes, from the body language to the mimics of the influencers in the observation, convey

the positive messages targeted by the users to the followers. Research focuses on creating awareness and security in the reshaping of consumption expenditures through social media.

Keywords:Advertising, Consumption Culture, Social Media, Instagram, Semiotics

GİRİŞ

Dünya ile birlikte var olan insanoğlu için iletişim kurma isteği ilk andan itibaren önemli bir yer tutmuştur. İnsanlar gündelik temel gereksinimlerin karşılanması, diyalog kurmak, ticari ilişkilerde bulunmak gibi farklı amaçlar için çeşitli iletişim yöntemleri ve araçlar kullanmışlardır. İlk insanların ateş yakarak iletişim için çıkan dumanı kullanmalarının üzerinden çok uzun asırlar geçmiş ve iletişim teknolojilerindeki gelişmeyle birlikte süreç bambaşka bir boyuta ulaşmıştır. İnternet olgusunun hayatımıza girmesi ve yeni medya araçları, sosyal medya platformları süreçteki sıçrama tahtaları olarak kabul edilmektedir. Web 2.0 ile birlikte teknolojik gelişmeler baş döndüren bir hızda toplumsal yapıyı etkilemiş, yeni iletişim kanallarının belirmesi ile birlikte konvansiyonel medya unsurları tahtını sosyal medyayla paylaşmak durumunda kalmıştır. İletişimde iki yönlü etkileşimi geçerli kılan yeni medya platformları, tek yönlü iletişimi temel alan geleneksel medyanın aksine etkileşimi, paylaşımı, çok sesliliği, tercih edebilirliği geçerli kılarak izleyici konumundaki kullanıcıları içerik üreticisi pozisyonuyla iletişimin içine çekmiştir.

Yeni medya araçları kullanıcılara sosyalleşme imkânı sunarken diğer yandan ekonomi bağlamında pazarlama ve reklam algısında da değişikliğe sebep olmuştur. Önceden televizyon, radyo, gazete veya sinema üzerinden herhangi bir ürün, fikir, şirket v.b. için verilmek istenen mesajlar; artık sosyal medya platformları üzerinden çok daha geniş kitlelere çok daha hızlı şekilde aktarılabilmektedir. Yeni medya araçlarının bu azımsanmayacak etkisini fark eden şirketler, sosyal medya platformları üzerinden müşterilerine tanıtım gerçekleştirebilmekte ve daha düşük maliyetlerle ürünlerinin reklamlarını yapabilmektedirler. Bu da pazarlama pratiklerinin tekrar gözden geçirilmesini ve revize edilmesini gerekli kılmaktadır. Tüm bunlar olurken; müşterilerde oluşturulmak istenen eylemi desteklemek için; renklerden, şekillere; sloganlardan, ürünü tanıtan canlı veya cansız aracıya kadar bir çok alt mesaj barındıran unsur da reklam içeriğine yerleştirilmektedir. Bu aşamada ilk anda fark edilmesi zor olan mesajları anlamlandırmak, diğer tanımıyla okumak için; göstergebilim çözümleme yöntemi nitel araştırma teknikleri içinden sıyrılarak kullanıcılara kılavuz olmakta ve yön vermektedir.

Reklam içeriklerindeki yazılı, sesli veya görsel içerikli göstergelerin anlamlandırılması sayesinde, tüm unsurların kendi aralarında kurdukları birliktelikle verilmek istenen mesaj da çözümlenebilmektedir. Kullanıcılara anlamlı gelen bütünsel yapıdaki içerik; birbirini destekleyen yazınsal, sözel ve görsel boyuttaki küçük parçalarına ayrılarak incelendiğinde aslında iletişim eylemi de yeni bir boyut kazarmış olmaktadır. Yeni medya platformlarında göstergebilim, içerik üreticilerinin oluşturdukları mesajın değerlendirilmesi ve profil özelliklerinin çözümlenebilmesi için tercih edilebilmektedir. Soylu (2022) bu anlamlandırmayı üç farklı kategoride değerlendirerek Barthes'in analizlerinde yer verdiği derin anlamı da işin içine katarak anlamlandırma sürecini düz anlam, yan anlam ve derin anlam olarak ele almaktadır (Soylu, 2022, s. 26-27). Araştırmada düz anlam, yan anlam ve derin anlam incelemesinde ilk akla gelen anlam olarak tanımlanan düz anlam ve çağrıştırdıkları olarak nitelenen yan anlamın yanı sıra tüm göstergeler toplumsal kodlar üzerinden ideolojik anlamları bulunan derin anlamlar da ihtiva etmektedir. Çalışmada seçilen görsellerdeki göstergelerin çağrıştırdıkları derin anlamlar; modernizm, teknoloji, ideoloji, bilim, pragmatizm, hedonizm, kültür, mistisizm, mitoloji, pragmatizm, kapitalizm, v.b. ideolojiler ışığında çözümlenmiştir (Soylu, 2022, s. 45-46).

Bu araştırmanın sınırlılıklarını içinde bulunduğumuz süreçte popülerliğini her geçen gün arttıran Instagram platformundaki influencer'lar oluşturmaktadır. Örneklem olarak influencerlar arasından seçilen Yasemin Sakallıoğlu'nun "Bianca Stella Boya" tanıtım videosu seçilmiştir. Araştırmada reklam, tüketim olgusu, gösterge ve gösterge bilim kavramları işlenmektedir.

Literatür Taraması

Literatür incelemesinde araştırmamızla ilgili çalışmalara rastlanmaktadır. Bunlardan ilki Değerli'nin (2021) göstergebilim temelli, sosyal ağ konulu afişlerinin çözümlenmesine dair çalışmadır. Araştırma kapsamında 2009 yılından çalışmanın hazırlandığı zamana kadar süregelen, uluslararası afiş yarışmasındaki afişler incelenmiş, yalan haber başlığıyla ödül kazanan ilk üç afiş değerlendirilerek, göstergebilim yöntemi aracılığıyla çözümlenmiştir (Değerli, 2021, s. 183).

Bir başka çalışma ise Ünlü ve Filan tarafından tüketim toplumu eksenli Instagram influencer'larının analiz edildiği çalışmadır. Çalışma çerçevesinde takipçisi sayısı fazla olan beş influencer'ın gösteriş tüketimini desteklediği düşünülen fotoğrafları göstergebilim yöntemiyle işlenmiştir. Profillerindeki göstergeler, tüketim analizine imkan sağlayan eşya, ürün, mekan içerikli fotoğraflar üzerinden incelenmiştir (Ünlü & Filan, 2021, s. 47).

Konu ile ilgili diğer bir araştırma ise Netflix'teki Türk dizilerinin afişlerini göstergebilim yöntemiyle ele alan Holat'ın çalışmasıdır. Araştırma kapsamında yapıcılığını yayınlanan platformun üstlendiği "Atiye" ve "Muhafız" dizilerinin afişlerindeki göstergeler Charles Sanders Peirce tarafından "görüntüsel gösterge, belirti, simge" başlıklarıyla çerçevesi çizilen üçlü gösterge kurgusuyla değerlendirilmiştir (Holat, 2021, s. 309).

Literatür taramasında konumuzla ilgili Demirel ve Karanfiloğlu'nun çalışması da dikkat çekmektedir. İkili araştırmalarında Instagram platformunda paylaşılan yemek görsellerinin kimlik inşası kapsamında tüketime etkisini ele almıştır. Platformda bir hafta süresince 24 saat boyunca yemek etiketi üzerinden yapılan paylaşımlar ele alınmış ve içerisinden paylaşımlar arasından son on tanesi seçilerek Roland Barthes'ın göstergebilimsel analiz yöntemiyle çözümlenmiştir (Demirel & Karanfiloğlu, 2020, s. 246).

Bu alanda yapılan başka bir araştırmada Bilbil ve Aydoğdu (2021), STK'ların yayınladıkları reklamların kullanıcılar nezdindeki çağrışımlarını, içeriklerdeki göstergeler üzerinden değerlendirmiş ve verilmek istenilen mesajların kodlarını yine göstergebilimsel çözümleme tekniğiyle incelemişlerdir. Çevre, sağlık ve eğitim sektöründe hizmet veren STK'ların reklamlarındaki göstergeler yorumlanarak; kullanıcılar nezdindeki çağrışımları analiz edilmiş ve mana farklılıklarının bağlantıları, göstergelerin ele alınış biçimi analiz edilmiştir (Bilbil & Aydoğdu, s. 198).

Reklam

Geleneksel tüketim ve satış fonksiyonlarının ana unsurlarından biri olan reklam olgusu, teknoloji ve internetle yaşanan gelişmelere paralel olarak yeni bir hale bürünmüştür. Bu kavram artık sadece firmalar için değil bireyler için de öne çıkan bir unsur olarak görülmektedir. Ürün satışı ve pazarlama aşamalarında tercih edilen reklam; ortaya konulan bir fikrin, ürünün, hizmetin; alıcı konumundaki kişilerde o ürünü satın alma güdüsü oluşturacak ve sonrasında alım fiiline yönlendirecek teşvik edici bir araç, sunum olarak nitelenebilmektedir.

İletişim çerçevesinde reklam kavramı ele alındığında, çeşitli iletişim platformları üzerinden, maddi bedeli tespit edilmiş olan ürünle ilgili, satın alma ya da almama fiilini kişinin rızasına bırakan tanıtma ve istek oluşturma sistematığı olarak tanımlanabilmektedir. Satış fiilinin yanı sıra, bilinirlik oluşturmak, algıları yönetmek, ilan etmek, enformasyon sağlamak, farkındalık oluşturmak gibi gayelerle de kullanılarak bu amaçlara hizmet eden eylemler bütünü nitelemesi de yerinde bir tanımlama olacaktır (Dokeroglu & Gökçearslan, 2020, s. 315).

TDK sözlüğünde kelime Fransızca kökenli olarak tanımlanmakta ve "Bir şeyi halka tanıtmak, beğendirmek ve böylelikle sürümünü sağlamak için denenen her türlü yol, bu amaç için kullanılan yazı, resim, film vb." (Türk Dil Kurumu, 2023). olarak nitelenmektedir. Literatür taramalarında terimin farklı yorumlarına da rastlanmaktadır. Maigret (2013)'a göre reklam; doğrudan olmasa da dolaylı yoldan geniş bir etki bırakarak, kişisel tercih etme ve toplumsal ölçekte algıyı yöneterek, benzerlerinden sıyrılabilmek adına pazarlanan ürünün imajlarla desteklenmesi olarak adlandırılmaktadır (Maigret, 2013, s. 80).

Diğer yandan farklı tanımlamalarda reklam; anlam oluşturma süreci olarak ele alınmaktadır. Reklamlarda kullanılan öğelerin, kelimelerin, ifadelerin; metalara kutsallık yükleyerek, sahiplik arzusunu tetiklediğine dikkat çekilmiştir. Tesirli bir propaganda mecrası olarak konumlandırılan reklam sayesinde, kültürler şekillendirilebilmekte, istek ve arzular değiştirilebilmekte ve tüketim olgusu harekete geçirilerek yeni istek ve arzular inşa edilebilmektedir (Hızal, 2005, s. 54).

Reklam kavramının kırılma ve ivmelenme aşamalarının başında; kağıdın Avrupa ülkelerinde kullanımı, matbaanın güncel hayata girmesi, yazılı basın 18. yüzyıl öncesi etkinliği, sonrasında tv ve radyo ile birlikte konvansiyonel medyanın etkisini artırması ve ardından yeni medya ile birlikte mesajların üretim ve dağıtım içeriklerinin değişmesi gösterilmektedir. Reklam, ürün satış stratejilerinin önemli bir ögesi olup; kişiyi, kullanıcıyı, tüketiciyi, bilgilendirme ve iknaya dönük amaca hizmet etmektedir. Bu çerçevede yayınlanma alanı olarak da farklılık gösteren reklam mecraları; gazete, billboard, TV, dergi, radyo ve internet, sosyal medya platformları olarak gösterilebilmektedir (Hilmi, 2008).

Geleneksel medyadan farklı çalışma dinamiklerine sahip olan sosyal medya ile birlikte reklam kavramı da yeni bir tanımlamaya tabi tutulmaktadır. Uygulama şekilleri, icra alanları, zamanlama, geri dönüş süresi, ölçülebilirlik gibi veriler yeni medyada reklam tanımlamasını ve amacını başka bir forma sokmaktadır. Yeni medya ile birlikte artık tüketiciler aynı zamanda üretici konumuna da gelmiş bu da kullanıcıları pasif olmaktan çıkararak aktif duruma getirmiştir. Ağ bağlantısı sayesinde reklamla verilmek istenilen mesaj, daha geniş kitlelere ulaştırılabilmekte ve algılar toplumsal ölçekte yönlendirilebilmektedir. Bu bağlamda reklam kavramı da kabuk değiştirmiştir. Günümüzde internet sayesinde zaman mefhumu ortadan kalkarken artık tüketicilere her an ve her mekânda reklamlar aracılığıyla ulaşılabilir ve ürün pazarlanabilmektedir. Dijital reklamcılığı; temelinde geleneksel reklamcılık öğelerini barındıran ancak teknolojik gelişmelere bağlı olarak internetin de sağladığı artı avantajları lehine kullanarak, çift yönlü etkileşime imkân tanıyan, yeni reklam türü olarak tanımlamak doğru olacaktır. Tanıtım fonksiyonunun yanına artık satış ve dağıtım fonksiyonları da eklenmektedir (Cömert & Yükselen, 2017, s. 52-53).

Sosyal Medya ve Tüketim Kültürü

Varoluşla birlikte insanlar da güncel hayatlarını daha konforlu hale getirmek için çabalamışlardır. İşlerini kolaylaştıran yeni aletlerin yanı sıra; karşılıklı iletişim ve anlaşma için de farklı deneyimleri yüzyıllar boyunca tecrübe ederek tekâmül ettirmişlerdir. Dumanla haberleşmeden, yazılı kitabelere; güvercinle mesajlaşmadan, ulaklarla ferman iletimine kadar birçok merhaleden geçen iletişim olgusu günümüzde bambaşka bir hal almıştır. İletişim; bu uzun soluklu hikayesinde artık sadece haberleşme olarak düşünülmemekte, bunun yanı sıra eğlence,

bilgilenme, tanıtım gibi birçok formda karşımıza çıkmaktadır. Öyle ki toplumsal refleksler ve ülkelerin beyanatları dahi bu yeni iletişime ayak uydurmaktadır. Sembollerle başlayan iletişim süreci, yazıyla devam etmiş, onu telefon ve radyo takip etmiş, sonrasında televizyonla sıçrama yapmıştır. Şimdi ise bu süreç internet ve sosyal medya platformları ile en etkin dönemini yaşamaktadır.

İletişimin bu tarihsel süreçte geçirdiği hızlı dönüşümün sıçrama tahtası olarak internet ön sıralarda yer almakta, bilginin kaynağı misyonuyla, bilgi çağı olarak isimlendirilen çağımıza isim babalığı yapmaktadır (İspir, 2013, s. 9). Motivasyonu büyük bilgi havuzundaki verileri paylaşmak olan Web 1.0 ile başlayan süreç kullanıcıların da aktif olarak işin içerisine çekilmesiyle karşılıklı etkileşimi olanaklı kılmış ve bir sonraki aşama olan web 2.0, Web 1.0'ın yerini almıştır. Bu değişimle birlikte artık tüm kullanıcılar birer içerik üreticisi olarak, gönüllü şekilde yeni medyanın zenginleşmesine katkı sunmaya başlamışlardır (Bircan, 2022, s. 311).

İnternetin hayatımızın her alanındaki etkisi, içinde bulunduğumuz bin yılın başlangıcında Web 2.0 ile birlikte sosyal medya olgusuna da hayat vermiştir. Akıllı telefonla ivme kazanan süreç içerisinde; tableten, bilgisayara, sanal ödeme sistemlerinden, sanal gerçeklik aparatlarına kadar birçok teknolojik enstrüman da sosyal medyaya eklenerek her anımızda bizimle birlikte yaşamaya, büyümeye, kendini geliştirmeye devam etmektedir (Tosyalı & Sütçü, 2016, s. 9). Karşılıklı iletişime imkân tanıyan yeni medya platformları kendi içinde ayrı bir yaşam dinamiklerini oluşturarak, insanların zamanlarının büyük bir kısmını bu platformlarda geçirmelerine ve tüm aktivitelerin, beğenilerin, tasarımların, dataların anlık paylaşımına imkân tanımaktadır (Uzundumlu, 2015, s. 230). Bu aşamada tüketim ve tüketim kültürü kavramını da ele almak yerinde olacaktır. İhtiyaçların giderilmesi ve temini noktasında tüketme ya da satın alma fiili olarak nitelenen tüketim olgusu; zamanla duygusal doyum için de kullanılabilir. Tarih boyunca meydana gelen her olayla birlikte tüketim kavramı kabuk değiştirmektedir. Sanayi Devrimi'nden, dünya savaşlarına, teknolojik atılımlardan, günümüzde geldiğimiz yapay zekâ çalışmalarına kadar her merhale tüketim alışkanlıklarını ve tüketim kültürünü derinden etkilemektedir. Ortaya çıkartılan ürünün satışında; kullanıcılar ya da tüketicilerde etki oluşturmak kalıbıyla tanımlanan tüketim kültürüne yeni misyonlar da eklenmiş ve kavram isteklerde, yaşam tarzında farklılığın ve üstünlüğün öncelendiği bir hayat tarzı olarak tanımlanmaya başlanmıştır. Tüketim kültürü; günümüzde statü kurma, ilgi çekme, imaj oluşturma görevlerini de bünyesine katarak yeniden anlamlandırılmaktadır (Ünlü & Filan, 2021, s. 41).

Ürün pazarlamanın tamamlayıcı unsurlarından biri olan reklamın tanımı da sosyal medyanın günümüzdeki etkisiyle birlikte değişikliğe uğramaktadır. Daha önceleri tek yönlü olarak bilgi ve tanıtım amaçlı yapıldığı söylenen reklam; artık çift yönlü, geri dönüşleri olan, etkileşime açık ve internet tabanlı ortamlarda hayat bulmaktadır. Bu interaktif yanı sadece ürünün pazarlanmasını destek olmakla kalmamakta, etkileşimin sağladığı bilgi akışıyla ürünün hem bireysel hem de toplumsal etkisi ölçülebilmektedir. Ayrıca daha mükemmelin yakalanması noktasında ürün pazarlayıcılara destek olmaktadır. Ağ bağlantısı sayesinde tüketicilerin etkileri de değişiklik göstermektedir. Artık kişiler sadece tüketici değil aynı zamanda içerik üreten, farklı tüketim alışkanlıklarını takip edebilen, deneyimleyebilen, görüş aktarabilen, yorumları ve paylaşımlarıyla ürüne ve satışa yön veren konumuna gelmektedirler. Yeni medya platformları ile sağlanan etkileşim, hız; tüketim alışkanlığının daha geniş kitlelere yayılmasına ve artmasına zemin tesis etmektedir (Ünalın, 2021, s. 19).

Yeni medya araçlarına, toplumu ve alışlagelmiş kültürel dinamikleri dönüştürme gücü veren öncüllerin başında; kullanıcıların düşük maliyetlerle platformlara erişim imkânı bulmaları ve internet sayesinde küresel ölçekte etkileşim fırsatı sunması gösterilebilmektedir (Hatıplı, 2017, s. 46).

Instagram

2010 yılında; Kevin Systrom ve Mike Krieger'in fotoğraf düzenleme ve dolaşıma sokma platformu olarak hayata geçirdiği Instagram; kısa sürede popülerliğini arttırmış, alanında birincilikler almış, bir yıl içerisinde 15 milyon üye ve 400 milyon fotoğraflık veriye ulaşarak birçok ünlünün ilgisini çekmiştir (Bostancı, 2019, s. 43-44).

Diğer sosyal paylaşım platformlarıyla benzer kuruluş hikayesine sahip olan Instagram'ın, ortaya çıkış mottosu da aynı şekilde benzerlikler göstermektedir. Kişilerin sosyalleşme ihtiyacına cevap verme amacıyla yola çıkan Systrom ve Krieger; bilişimin sağladığı olanaklardan sonuna kadar yararlanmış ve bilişim sektörü alanında edindikleri deneyimleri yeni platforma yansıtarak inovatif bir çalışmayla Instagram'ı hayata geçirerek alandaki önemli bir boşluğu gidermişlerdir (Alamaslı, 2021, s. 43).

Instagram uygulama alanıyla ilgili yaptığı tanımlamada kendisini; kişilerin çevrelerindeki dostlarıyla ve dijital ağ üzerinden istedikleri herkesle, anlık olarak video ve fotoğraf formatında içerik paylaşmalarına imkân sağlayan ortam olarak nitelendirmektedir. Kullanıcılara ürettikleri içeriklere filtrelerle müdahale kolaylığı sunan Instagram, bu fonksiyonuyla bireylere profesyonel deneyimler de sunmaktadır. Farklı platformlarla entegrasyonu sayesinde üretilen içeriğin farklı mecralarda sunumuna da imkân sağlayan Instagram'da kullanıcılar; yayınlanan içeriklerle ilgili fikir beyan edebilmekte, beğenide bulunabilmekte, beğenilerini kayıt altına alarak, arşivleyerek kişisel data oluşturabilmektedirler.

Kullanıcı olarak temel prensipleri karşılayan herkes profil oluşturabilmektedir. Etkileşim imkânı sayesinde kullanıcılar tercihte bulunabilmekte ve beğenileri doğrultusunda başka bireyleri ve paylaşımlarını beğenerek takibe alabilmektedir. Karmaşık olmayan yapısı Instagram'a kolay erişimi mümkün kılarken, farklı kişilik ve

beğeni reflekslerine sahip bireyleri aynı ortamda buluşturma imkânı da tanımaktadır. Birçok kişi tarafından kullanılan ve tercih edilen Instagram'ın şirketler tarafından bu pozitif yönlerinin fark edilmesi, onu yeni bir pazarlama alanı olarak öne çıkarmakta; hedef kitleye erişim sağlama ve mesajların karşı tarafa ulaştırılarak, kanaatleri davranışa dönüştürme açısından tercih edilir sosyal medya platformu konumuna taşımaktadır (Yavuz, 2017, s. 3-4).

Çıkış pratiğinde; fotoğraf paylaşma amacı taşıyan Instagram; beklendiğinden ya da tahmin edilenden çok daha farklı bir aşamaya evrilerek artık içinde bulunduğumuz zaman diliminde, alışveriş ortamına dönüşmektedir. Bu başarıyı platforma kazandıran ana etmenlerden biri de internet ve teknolojiye yaşanan hızlı gelişmeler olarak gösterilmektedir. Popülerliğini kısa sürede artıran Instagram kişilerin yanı sıra satış noktasında reklamı ön planda tutan firmalar tarafından da öncelikli tercih edilen alan olarak kullanılmaktadır. Kurumsal firmaların yanı sıra şirketler kadar bütçeye ve etkiye sahip olmadıklarını düşünen bireysel üreticiler ve kullanıcılar tarafından da Instagram reklam ve satış mecrası olarak tercih edilmektedir. Kullanıcı sayısının milyonlara ulaştığı Instagram; bu sebeple bile ister istemez kişiler ve kurumlar tarafından yeni bir reklam alanı ve yeni bir alışveriş merkezi konumuna taşınmıştır. Ona bu başarıyı sağlayan unsurların başında; her geçen gün takipçi sayısını daha da arttırması ve buna bağlı olarak kullanıcı sayısının getirdiği ünle, etki gücünü fark eden fenomen dediğimiz ünlüler tarafından tercih edilmesi gösterilmektedir.

Zamanla kendi içerisinde satış ve reklam dinamiklerine yeni bir anlayış kazandıran Instagram; yorum yapma, alışveriş için link bırakma, beğeni gibi fonksiyonlarla kitlesini kendisine daha da bağlamaktadır. Tüm bu unsurlar domino etkisi yaratarak; reklam ve satış mecrası olarak daha fazla kişinin Instagram'ı tercih etmesini tetiklemekte ve abone sayısının da gün be gün artmasına itici güç desteği sağlamaktadır. Geleneksel alışveriş kültürüne farklı bir konsept kazandıran Instagram'da fiziki olarak gidip mağazadan alınabilecek ürünler artık bir tuşla çok kısa bir sürede ayağınıza gelmekte, ayrıca sadece bir ürüne, bir satıcıya ya da bir fenomene bağlı kalmadan kullanıcılara birçok farklı seçenek arasından seçim yapma imkânı sunmaktadır (Yanık & Yegen, 2015, s. 370-371).

Tüm kabuk değişikliklerine bağlı olarak, kendi iç dinamiklerini yenileyen Instagram; asıl uygulama alanı olan fotoğraf ve video içerik paylaşımı safhasını çok hızlı atlamış, artık üretilen bir metanın satış ve alış alanı olarak kendisini yeniden kodlayarak, yeni kimlikler oluşturmuştur (Yanık & Yegen, 2015, s. 384).

Günümüzde global ölçekteki pazarlamanın reklam ayağında; çok sayıda takipçisi olan ve gerçek hayatta kanaat önderine karşılık gelebilecek, sosyal medya çerçevesinde ise fenomen olarak nitelendirilen kişiler tercih edilmektedir. Bu kişiler aynı zamanda influencer ve blogger terimleriyle de adlandırılmaktadır. Influencer'lar sanattan, ulaşım; giyimden, teknolojiye; kozmetikten, inşaat sektörüne kadar birçok alanda boy göstermektedir. Çok sayıda takipçiye sahip olan influencer'lar; hazırladıkları içerikleri takipçileriyle paylaşarak onların davranışlarını etkilemekte ve satın alma reflekslerini harekete geçirerek kendilerinin ya da reklam yüzü olduğu şirketlerin karlarına satış desteğiyle doğrudan etki etmektedirler. Influencerları reklam ve pazarlama aşamasında diğerlerinden farklı kılan ve öne çıkartan unsurun, bireysel yeteneklerin yanı sıra sosyal medyanın da kullanıcılara sağladığı karşılıklı etkileşim, beğeni ve yorum yapma, etkileşime girebilme imkânı olduğunu söylemek yanlış olmayacaktır (Burucuoğlu & Yazar, 2019, s. 70). Bu kapsamda; artık günümüzde sayıları azımsanmayacak kadar çok olan şirketlerin yanı sıra kamu kurumları da kolay, hızlı ve etkili iletişim ve reklam için influencer'lardan yardım almakta, onları marka ve kurum yüzü olarak kullanarak yeni bir pazarlama stratejisinin oluşmasını sağlamaktadırlar (Aydın & Uzturk, 2018, s. 183).

YÖNTEM

Araştırmanın evrenini Instagram fenomenleri oluşturmaktadır. Örneklem olarak amaçlı örneklem tercih edilerek Instagram'da bir milyonun üzerinde takipçisi olan influencer'lardan Yasemin Sakallıoğlu ele alınmıştır. Çalışmada yer alan görsellerin çözümlemesinde Roland Barthes'ın göstergebilim çözümleme yöntemi tercih edilmiştir. İçerikler düz anlam, yan anlam ve derin anlam olarak incelenmektedir.

Maddenin öncelikli olduğu dünya hayatında, bireyler manalarla da hayatlarını anlamlandırmaktadır. İnsanlar, hayatları boyunca muhatap oldukları şeyleri tek bir anlam yerine farklı anlamlandırmalarla da özümsemeye çalışmaktadır. Fiziksel ya da ruhsal, somut veya soyut; gelen her mesaj, düz ve yan anlamlarla sentezlenerek çözümlenmeye tâbi tutulmaktadır.

Kişilerin iletişim evresinde gelen mesajları anlamlandırarak karşılıklı anlaşma zemini oluşturmak için kullanılan; dil, hareketler, müzik, tablo, tiyatro oyunu, sinema filmi, billboardlar, yazılı materyaller ve daha birçok unsur, bütünsel anlamda dizge olarak nitelenmektedir. Farklı düzlemlerde gerçekleşen bu dizgeler tanım olarak gösterge terimiyle ifade edilmektedir. Bütünsel anlamlı yapıların aralarındaki ilişkiyi tespit etmek, bu anlam sürecinde var olan göstergeleri sınıflandırabilmek, etkileşimlerin çeşitliliğine açıklık getirme gayesi, göstergebilimin temel dinamikleri arasında gösterilmektedir (Ekin, 2103, s. 9).

İnsanlar gibi toplumlar da oluşturdukları kimliklerle tanınmakta ve kendilerini tanıtmaktadır. Birikimlerin, tecrübe ve deneyimlerin bütünü bu kimliğin oluşmasına aracılık etmektedir. Toplumsal ölçekte algılama ve yorumlama refleksleri, anlamlandırma ve sorunu giderme yöntemleri; akademik, politik, mali, sportif, sanatsal, mimari ve çevresel ölçekte hayata geçirilen tüm varlıklar kültürün yapı taşları olarak kabul edilmektedir. Bu anlamlı bütünsellik içinde bütünü oluşturan olay ve olguların, göstergelerin; parçalara ayrılarak her bir parçanın tasvirinin

ve eleştirisinin yapılmasına imkân sağlayan yöntem ifadesi göstergebilime denk düşmektedir. Bir sistematığı olan göstergebilimi; etrafta olan şeyleri anlama ve anlamlandırma olarak nitelemek yerinde bir tanımlama olacaktır (Kalelioğlu, 2021, s. 191).

Roland Barthes, göstergebilim alanında öncü olarak kabul edilmektedir. Kendisi düz anlam, yan anlam ve derin anlam kavramlarını göstergebilim alanına kazandırmıştır. Düz anlam; göstergenin neyi temsil ettiği ile ilgili herkes tarafından genel kabul görmüş anlamı olarak nitelenirken; yan anlam ise; o göstergenin değişkenlik gösteren yanını, yani nasıl temsil edildiği olarak ifade edilmektedir. Derin anlam ise toplumsal kodlar üzerinden düz ve yan anlamlar haricinde zaman içerisinde oluşan anlam olarak nitelenmektedir. Barthes'e göre çözümleme aşamasında gösteren ve gösterilen düzleminde göstergeler düz ve yan anlamlarının yanı sıra ayrıca derin anlam da taşımaktadır (Soylu, 2022, s. 46). Düz anlamda nesnellik ve global ölçekte kabul görmüştük söz konusu iken, yan anlam ise kültüre ve toplumlara göre farklılık gösterebilmektedir. Bu bağlamda yan anlamların çözümlemeleri de o kültür ve toplumun anlamlandırma refleksleriyle çözümlenmektedir (Karaman, 2017, s. 31).

Göstergebilim kuramının öncülerinden kabul edilen Sausure tarafından dil temelli yapılan tanımlamada, dile aktarım fonksiyonu yüklenmiş ve fikirlerin iletilmesinde diğer yardımcı unsur olan göstergelerin iletilmesine aracılık ettiği belirtilmiştir. Gösteren ve gösterilen kavramlarına da değinen Sausure; gösteren terimine duyu organlarına hitap eden ses ve işaretler bağlamında maddi bir form yüklemiş, gösterilen terimine ise kavramlar ve fikirleri örnek vermiştir. Sausure bu açıdan sembollerin ve işaretlerin ele alındığı bilim dalını semiyoloji ya da diğer adıyla göstergebilim olarak isimlendirilmektedir (Yaylagül, 2016, s. 125).

Diğer yandan gösterge bilimin duayenlerinden sayılan Claude Levi Strauss; erken dönemdeki toplumsal yapıda toplumların genel olarak ortak bir düşünce yapısı taşıdığını belirterek; bir toplumu anlayabilmenin ve anlamlandırabilmenin yöntemi olarak o toplumun kültürünün kilit bir öneme sahip olduğunu, kültürü oluşturan tüm birikimlerin, mitolojik unsurların, ritüellerin, gelenek ve göreneklerin de dilbilim sayesinde analizinin yapılabileceği görüşünü savunmaktadır. Dilbilim sayesinde toplumların kültürel yapılarının detaylı olarak ele alınıp incelenebileceğini, bu yapıyı oluşturan alt etmenlerin ve okumaların dilbilim sayesinde yapılabileceğini ifade etmektedir (Yaylagül, 2016, s. 126-127).

Göstergebilimin yoğun bir şekilde kendisine alan bulduğu diğer bir mecra ise günümüzde sosyal medya olarak karşımıza çıkmaktadır. Çeşitli tanımlamaları olsa da sosyal medya; sosyal ağ ve sosyal ağ siteleri ifadeleriyle nitelenmektedir. Tanımlamalar farklılık gösterse de sosyal medya genel hatlarıyla; kişilerin basit, herhangi bir kısıtlamaya tabi olmadan içerik oluşturabildikleri ve bunu en hızlı şekilde dolaşıma sokma imkânı buldukları, geniş topluluklara erişim imkânı sunan, çevrim içi uygulamalar olarak tanımlanabilmektedir. Sosyal medya mecraları bireysel iletişimin yanı sıra kurumların iletişim stratejilerinde de kendisini hissettirmektedir. Günümüzde devlet teşekküllerinden, özel şirketlere kadar birçok kurum sosyal medya platformlarını kurumsal iletişim kanalları olarak değerlendirmektedir. Bu kapsamda ele alındığında hem bireysel kullanıcılar yönünden hem de kurumsal şirketler tarafından sosyal medya platformlarının etkin birer iletişim aracı olarak kullanıldığı söylenebilmektedir (Bostancı, 2019, s. 22-23). Diğer bir görüşte sosyal medyaya; kullanıcılarına online platformlarda bireysel düşüncelerini açıklama, iletişim kurma, gruplar içerisinde yer alma ve bu gruplara bilgi birikimleriyle katkı sunma fırsatı tanıyan, özünde sosyalleşmenin yattığı sosyal ağ siteleri nitelemesi yapılmaktadır (Köksal & Özdemir, 2013, s. 325).

Yeni medyanın hayatımıza girmesi ile bireyler de sosyal medya platformlarını farklı amaçlar için tercih edebilmektedir. Enformasyonun geniş kitlelere yayılmasına imkân tanıyan sosyal medya, yeni ürünlerin ve pazarların oluşturulduğu günümüzde artık pazarlama, satış, tanıtım noktasında da tercih edilir hale gelmektedir. Bu popülerlik sosyal medya mecralarından yapılan paylaşımların, verilen mesajların, sunulan içeriklerin ya da satışı yapılan ürünün, kurgusunda yer alan unsurların analizini insanlar için olası kılmaktadır. Bu da bize gösterilenin yanı sıra, gösterilmek istenenin de anlamlandırılmasını gerekli kılan sosyal medya platformlarındaki paylaşımların, gösterge bilim ışığında çözümlenmesine olanak sağlamaktadır (Yeniçikti, 2020, s. 372-373).

BULGULAR**Görsel 1.** Yasemin Sakallıoğlu'na ait "Bianca Stella Boya" tanıtım filmine ait kare.

Paylaşılan reklam filminin birinci görselinde Yasemin Sakallıoğlu mutfakta görünmekte. Üzerinde pembe gömlek ve başında bandana takılı olan Sakallıoğlu yine çekim tekniği kullanılarak kopyalanan diğer Yasemin Sakallıoğlu karakteri ile bir arada görünmektedir. Elinde mavi renk bir demlik bulunan Sakallıoğlu diğer karakterin yan tarafında ona bakmadan tebessüm ederek bir şey doldurmaktadır. Mutfak kısmında çevredeki farklı renklere sahip eşyalar da yine göze çarpmaktadır (Sakallıoğlu, 2023).

Gösterge	Düz anlam	Yan anlam	Derin anlam
Mavi demlik	Renk, cansız, çay, içecek	Güven, sadakat, huzur, sükunet, uzay, sonsuzluk, özgürlük, bağımsızlık	İdeoloji, metafizik, kapitalizm, modernizm
Pembe gömlek	Cansız, renk, kıyafet	Dişil, nazik, gençlik, enerji, iyimserlik, sevinç, neşe, kişisel ifade, özgünlük, sevgi, şefkat,	İdeoloji, inanç, romantizm, mistisizm
Tebessüm	Gülüş	İyi niyet, samimiyet, iyimserlik, sevinç, neşe, yardımseverlik, hoşgörü, umut, affetme, barış, iletişim, bağ kurma, insanlık	Mistisizm, psikoloji, psikanaliz, egoizm
Beyaz dolaplar	Cansız, nesne	Temizlik, düzen, zenginlik, refah, prestij, sadelik, minimalist, lüksü, statü	Psikanaliz, kültür, kapitalizm, pazarlama
Beyaz tabak	Cansız, nesne	Temizlik, hijyen, sağlık, zarafet, şıklık, refahı, lüks	Psikoloji, kapitalizm, tüketim, inanç
Yeşil şişe	Cansız, nesne	Doğa, canlılık, tazelik, refah, lüks, şıklık, dostluk, samimiyet, misafirperverlik, huzur, dinginlik, sağlık, yenilenme, değişim, dönüşüm	Psikanaliz, inanç, kapitalizm, tüketim, ekspresyonizm

Görsel 2. Yasemin Sakallıođlu'na ait "Bianca Stella Boya" tanıtım filmine ait kare

Paylaşılan reklam filminin ikinci görselinde Yasemin Sakallıođlu ve diđer kadın figür mutfak içinde yan yana görünmektedir. Görselde ayrıca gri alt mutfak dolapları ile turkuaz renkteki buzdolabı da göze çarpmaktadır. Turkuaz renk üst dolap kapaklarının alt kısımlarının yanı sıra ocakta da kullanılmıştır. Sakallıođlu'nun üzerinde pembe kıyafetinin yanı sıra mavi renkli kot ve beyaz ayakkabı olduđu görülmektedir. Diđer kadın karakterde de beyaz hırka, siyah beyaz gömlek ve kahverengi pantolon olduđu görülmektedir (Sakallıođlu, 2023).

Gösterge	Düz anlam	Yan anlam	Derin anlam
Turkuaz buzdolabı	Cansız, Renk, Nesne	Ferahlık, serinlik, canlılık, yaratıcılık, özgünlük, farklılık, trend, moda, tarz, özgüven, kendini ifade etme, cesaret, gösteriş, lüks, şık, özgürlük, macera, deđişim	Metafizik, kapitalizm, emperyalizm, modernizm, mistisizm
Kahverengi pantolon	Cansız, Renk, Giysi	Basit, günlük, resmi olmayan kıyafet, içe kapanıklık, baskılanmış hisler, yerleşiklik	Minimalizm, muhafazakarlık, gelenekselcilik
Mavi pantolon	Cansız, Renk, Giysi	Huzur, dinginlik, sadelik, saflık, yaratıcılık, özgünlük, özgüven, cesaret, yetki, liderlik, profesyonellik, güven, stil, moda, estetik, güç, otorite, etkililik	Metafizik, mistisizm, kapitalizm, emperyalizm, inanç, psikanalizm
Beyaz ayakkabı	Cansız, Ayakkabı, Nesne	Rahatlık, moda, trend, estetik, statü, lüks, gösteriş, profesyonellik, temizlik, saflık, masumiyet, dürüstlük, yaratıcılık, özgünlük, tarz, kişisel ifade, zenginlik, elitlik, güç, ayrıcalıklı olma, ciddiyet, disiplin, güvenilirlik, saygınlık	Liberalizm, feminizm, metafizik, kapitalizm, mistisizm, pazarlama, endüstrileşme, psikoloji, tüketim
Gri dolap kapakları	Cansız, nesne	Sıkıcı, monoton, sınırlama, anonimlik,	Modernizm, kapitalizm, tüketim, minimalizm

		yalnızlık, Tekdüzelik, eşitlik, bastırılmışlık	
--	--	--	--

Görsel 3. Yasemin Sakallıoğlu'na ait "Bianca Stella Boya" tanıtım filmine ait kare



Paylaşılan reklam filminin üçüncü görselinde; Yasemin Sakallıoğlu ve diğer kadın figür mutfak içinde karşılıklı diyalog halinde görünmektedir. Görselde ayrıca beyaz mutfak dolapları göze çarpmaktadır. Turkuaz renkte, üst dolap kapaklarının alt kısımları ile ocakta da kullanılmıştır. Sakallıoğlu'nun üzerinde beyaz hırka, siyah beyaz gömlek görünmektedir. Sağ eli belinde olan görselde hırka kolları dirseklere kadar sıvalıdır (Sakallıoğlu, 2023).

Gösterge	Düz anlam	Yan anlam	Derin anlam
Gri çaydanlık	Nesne, cansız, renk, çay yapma aleti	Sıkıcı, monotonluk, ruhsuzluk, dikkat, odaklanma, düşünme, istikrar, güven, uzlaşma, dayanıklılık, güvenilirlik, kalıcılık	Liberalizm, konservatizm, muhafazakarlık, feminizm, kapitalizm
Ellerin bele konulması	Hareket, canlı, organ	Güç, kontrol, otorite, liderlik, kendine güven, baskın olma arzusu	Liberteryenizm, feminizm, marksizm, din, inanç, psikanaliz
Siyah beyaz gömlek	Cansız, renk, giysi	Olumsuzluk, kötümserlik, yas, resmiyet, otorite, disiplin, ayrımcılık, gizem, karanlık	Psikoloji, mistisizm, inanç, metafizik, psikanaliz
Gri fayans	Renk, cansız	Sıkıcı, monotonluk, ruhsuzluk, dikkat, odaklanma, düşünme, istikrar, güven, uzlaşma, dayanıklılık, güvenilirlik, kalıcılık	Modernizm, minimalizm, endüstriyel kapitalizm, tüketim, pazarlama, libertiniz Liberteryenizm
Turkuaz ocak	Cansız, renk, nesne	Egzotik, farklı, yenilikçi, ferahlık, statü, modernlik, gençlik, yenilikçilik, özgürlük	Metafizik, kapitalizm, emperyalizm, modernizm, mistisizm, liberalizm, psikanaliz, modernizm
Bilezik	Cansız, nesne, aksesuar	Zenginlik, lüks, moda, güzellik, gösteriş, statü, güç, aidiyet, bağlılık, sadakat	Kapitalizm, feminizm, din, inanç, mistisizm, kültür, propaganda, kapitalizm

Görsel 4. Yasemin Sakalhoğlu'na ait "Bianca Stella Boya" tanıtım filmine ait kare

Paylaşılan reklam filminin dördüncü görselinde; Kahverengi dolap kapakları görünmektedir. Dolapların altındaki fayanslar karışık renktedir. Koyu renklerin hâkim olduğu göze çarpmaktadır (Sakalhoğlu, 2023)

Gösterge	Düz anlam	Yan anlam	Derin anlam
Kahverengi dolap kapakları	Cansız, nesne, ahşap	Doğal, organik, geleneksel, kısıtlı, düşük bütçe, pratiklik, kolaylık, talep, fiyat, değişim, soğuk, yavaşlama, durağanlık, korumacılık, sınıf mücadelesi, eşitsizlik	Minimalizm, modernizm, kapitalizm, pazarlama, endüstrileşme, konservatif
Koyu gölgeler	Cansız, karanlık, gölge	Özlem, keder, korku, gizem, belirsizlik, endişe, üzüntü, engelleme, bastırma, baskı, tehlikeli, şüpheli, kısıtlama	İdeoloji, inanç, propaganda, sömürgecilik, mistisizm, tasavvuf
Koyu lekeli fayanslar	Cansız, nesne, renk	Soğuk, sert, steril, endüstriyel, zorlu, kusurlu, kirli, sağlıksız, zararlı, negatif, kasvetli, ciddi	Minimalizm, ekspresyonizm, ideoloji, mitoloji, mistisizm
Cam kavanozlar	Cansız, nesne	Koruma, muhafaza, gizlilik, kontrol, hijyen, sağlık, transparanlık, saflık, depolama	İdeoloji, bilim, mistisizm

Görsel 5. Yasemin Sakalhoğlu'na ait "Bianca Stella Boya" tanıtım filmine ait kare

Paylaşılan reklam filminin beşinci görselinde; Yasemin Sakallıoğlu ve diğer kadın figür mutfak içinde konuşurken görünmektedir. Görselde ayrıca beyaz mutfak dolapları ile turkuaz renkteki buzdolabı da göze çarpmaktadır. Sakallıoğlu'nun üzerinde pembe renkte gömlek vardır, gömleğin içinde beyaz renkte tişört göze çarpmaktadır. Dolapların üzerinde magnetlerle tutturulmuş boyama resimler görünmektedir. Sakallıoğlu sağ elinin üç parmağını birleştirerek anlatım yapmaktadır. Sol eli mutfak tezgahına dayanmış olarak görünmektedir (Sakallıoğlu, 2023).

Gösterge	Düz anlam	Yan anlam	Derin anlam
Mıknatıslı magnet	Çansız, nesne, manyetik	Sihir, çekim, güç, etki, çekicilik, doğal, karizmatik, ilginç, çarpıcı, sosyal statü, popülerite, enerji, karizma, cazibe, doğal düzen, denge, uyum	Mistisizm, psikanalizm, psikoloji, ideoloji, propaganda, endüstrileşme, kapitalizm, modernizm, bilim, inanç
El hareketi	Organ, canlı, insan, mimik, jest	Saygı, güven, bağlılık, üyelik, aidiyet, güç, otorite, bilgi, kibarlık, işaret etme, iktidar	İdeoloji, din, inanç, propaganda, kültür, mistisizm, sömürgecilik, kapitalizm, pazarlama
Elin zemine konulması	Organ, canlı, insan, mimik, jest	Düzen, disiplin, temizlik, hijyen, sahiplenme, hazırlamak, organizasyon, rahatlık,	Kapitalizm, ekspresyonizm, ideoloji, mitoloji, mistisizm, psikanalizm, psikoloji, pazarlama
Boyama resim	Cansız, renk, görsel eser	Eğlence, hobi, özgürlük, yaratıcılık, oyun, etkinlik, hareket, sanat, eğitim	İdeoloji, propaganda, kültür, feminizm, siyasi, ekspresyonizm, aktivizm, psikoloji, psikanaliz

Görsel 6. Yasemin Sakallıoğlu'na ait "Bianca Stella Boya" tanıtım filmine ait kare



Paylaşılan reklam filminin altıncı görselinde; Yasemin Sakallıoğlu ve diğer kadın figür mavi renkli bir çerçeveden bakarken görünmektedir. Pembe renkli gömlek giyen kadının eli yukarıda ve çerçeveye yaslanmış olarak göze çarpmaktadır. Diğer kadının yüz hatlarında merak ifadesi görünürken dudak yapısı dikkat çekmektedir. Pembe kıyafetli kadının başı hafif dik yüzünde tebessüm ifadesi görülmektedir (Sakallıoğlu, 2023).

Gösterge	Düz anlam	Yan anlam	Derin anlam
Mavi kapı çerçevesi	Cansız, nesne, renk, dekor	Huzur, sükunet, güven, sadakat, bağlılık, istikrar, cennet	Minimalizm, kapitalizm, modernizm, inanç, endüstrileşme, konservatif, psikoloji,
Başın dik durması	Organ, canlı, insan, mimik, jest	Güven, kararlılık, liderlik, güç, otorite, disiplin, saygınlık, özgüven, sakinlik, karizmatik	İdeoloji, inanç, propaganda, sömürgecilik, mistisizm, tasavvuf, ekspresyonizm
Meraklı bakış	Mimik, jest	İlgi, merak, şüphe, kuşku, keşif, anlamlandırma, dikkat, bilgi, öğrenme, yargılama, hayranlık, övgü, kıskançlık, sempati, empati,	Psikanalizm, psikoloji, ekspresyonizm, ideoloji, mistisizm, sosyoloji
Tebessüm	Mimik, jest, gülümseme	İyimserlik, sevgi, mutluluk, samimiyet, saygı, kabul etme, hoşgörü, güven, barış, sosyal uyum,	İdeoloji, psikanalizm, mistisizm, sosyoloji, hümanizm, ekspresyonizm
Altın küpe	Aksesuar, cansız, nesne	Servet, zenginlik, Sadakat, bağlılık, aidiyet, geçmiş, güzellik, cazibe	Feminizm, kapitalizm, inanç, din, mistisizm, psikoloji, kültür, propaganda, kapitalizm

Görsel 7. Yasemin Sakallıoğlu'na ait "Bianca Stella Boya" tanıtım filmine ait kare



Paylaşılan reklam filminin yedinci görselinde; Yasemin Sakallıoğlu ve diğer kadın figür banyo içinde konuşmaktadır. Diğer içeriklerden farklı olarak göze çarpan göstergelerden birisi aynadır. Ayrıca beyaz renkte lavabo ve temizlik malzemeleri de dikkat çekmektedir. Yasemin Sakallıoğlu'nun uzun hırkası ve bu hırkanın önünü kapaması da yine göze çarpmaktadır (Sakallıoğlu, 2023).

Gösterge	Düz anlam	Yan anlam	Derin anlam
Ayna	Cansız, nesne, yansıma, cam	İşsellik, düşünce, keşfetme, yansıtma, gerçeklik, ego, eleştirme, özeleştirme, güzellik, kusursuzluk, bakım, şıklık, saklama, kibir, beğenme	Modernizm, inanç, konservatif, psikoloji, liberalizm, feminizm, metafizik, kapitalizm, mistisizm, pazarlama, endüstrileşme, psikoloji, tüketim
Uzun hırka	Giysi, cansız	Sıcaklık, rahatlık, koruyucu, konfor, rahatlatıcı, yalnızlık, içe dönüklük, hüznün, huzur arayışı, sığınmak, kişisel alan, özgüven, kendini ifade etme, alternatif yaşam tarzı, tarz,, kendini koruma, sessizlik, sakinlik, düşünceli, entelektüel, romantik, nostaljik, geleneksel, bağımsızlık, doğallık, sadelik, uyum, iç barış, özgürlük, özgünlük,	İdeoloji, mistisizm, sosyoloji, psikanalizm, psikoloji, ekspresyonizm, inanç
Önünü kapatma	Örtme, jest	Engelleme, durdurma, sınırlama, kontrol, manipülasyon, baskınlık, güç, otorite	İdeoloji, psikoloji,, mistisizm, sosyoloji, ekspresyonizm, Psikanalizm, inanç, kültür
Temizlik malzemesi	Mimik, jest, gülümseme	İyimserlik, sevgi, mutluluk, samimiyet, saygı, kabul etme, hoşgörü, güven, barış, sosyal uyum,	İdeoloji, psikanalizm, mistisizm, sosyoloji, hümanizm, ekspresyonizm, manipülasyon
Beyaz lavabo	Cansız, renk, nesne	Temizlik, hijyen, zarafet, nezaket, düzenlilik, özen, saflık, masumiyet	Pazarlama, endüstrileşme, psikoloji, tüketim, liberalizm, feminizm, metafizik, kapitalizm, mistisizm

Görsel 8. Yasemin Sakalhoğlu'na ait "Bianca Stella Boya" tanıtım filmine ait kare



Paylaşılan reklam filminin son görselinde; Yasemin Sakallıoğlu duvar rafının önünde durmakta ve elinde raftaki ürün renkleriyle benzer renge sahip boya kabı tutmaktadır. Firmanın tanıtım sitesindeki renk kartelasında bu renk “yasemin” ismiyle tanımlanmıştır (biancastella, 2023). Sakallıoğlu'nun tebessüm ettiği de yine göze çarpan göstergelerden birisidir (Sakallıoğlu, 2023).

Gösterge	Düz anlam	Yan anlam	Derin anlam
Yasemin rengi	Cansız, renk	Zarafet, saflık, naiflik, iyimserlik, sevgi, umut, denge, huzur, güven, arınma, yükseliş	Romantizm, spiritüalizm, ideoloji, inanç, din, propaganda, kapitalizm, mistisizm, hümanizm
Vazo	Cansız, obje, kap	Sanat, estetik, benlik, kadın, güzellik, zarafet, naiflik, statü, mutluluk, huzur, barış	Psikoloji, ekspresyonizm, modernizm, psikoloji, inanç, ideoloji, mistisizm, sosyoloji, psikanalizm, kapitalizm,
Geometrik şekiller	Kare, dikdörtgen	Düzen, simetri, estetik, basitlik, soyutlama, barınak, ev	Uygurluk, sanat, kültür, mimarlık, yetenek

Sonuç

Tüketim kültürü, şirketler nezdinde kapitalizmle bağlantılı olarak bireylere her geçen gün daha fazla etki etmekte ve bu etkiye bağlı olarak toplumları tüketim kültürü ekseninde yeni bir forma sokmaktadır. Bu amaç doğrultusunda hareket eden üreticiler, bireyleri etkilemek için farklı yöntemler tercih etmektedir. Günümüzde etki alanının büyüklüğünü, kitleselliğini gören ve yapılan çalışmaların satışlara olan yansımalarını sayısal veriler ölçüğünde anlamlı değerlendirme imkânı bulan şirketler, daha az maliyetle daha çok kişiye ulaşma imkanına sahip olduğu kanaatinden hareket ederek sosyal medya platformlarını etki unsuru olarak kullanmaktadır. Tüketicilerin günümüzde sosyal medya platformlarını daha sık tercih etmeleri, üreticilerin de bu platformları reklam, tanıtım, sunum, bilgilendirme v.b. amaçlar için kullanmalarını netice vermektedir. Satın aldırma mottosuyla hareket eden şirketler reklamlarında etkiyi daha fazla arttırmak için fenomen isimleri kullanmaktadır. Araştırma kapsamında ele alınan bir milyonun üzerinde takipçiye sahip Influencer'lardan; Sakallıoğlu'nun, ürün tanıtımlarını içeren reklam filmlerinde yer alan göstergelerin, takipçilerde ve dolayısıyla potansiyel tüketicilerde satın alma refleksini tetiklediği düşünülmektedir. Işıktan, kullanılan yazı karakterine; giyilen bir elbiseden, mutfaktaki demliğin rengine kadar özenle seçilen her bir gösterge, düz anlamlarının yanı sıra barındırdığı yan ve derin anlamlarla da kişilerde etkiye sebep olmakta bu da dolaylı olarak kapitalizmin dayattığı tüketim olgusuna destek vermektedir.

Toplumsal kodlar; reklam içeriklerinden, verilecek mesajlara; tercih edilecek platformlardan, reklam yüzü olarak kullanılacak influencerların belirlenmesine kadar her aşamada kendisini hissettirmektedir. Ürün pazarlamasında, takipçiler üzerinden satın alma sonuçlu netice tesis edilmesi için, dijital mecraayı etkin kullanan ve takipçisi 6 milyonun üstünde olan bir kadın fenomenin tercih edilmesi, o ürünün daha kolay satın alınmasına ve dolayısıyla tüketimin sağlanarak şirket karının artmasına vesile olmaktadır. Paylaşımındaki videolar incelendiğinde ürünün tanıtımını yapan karakterin rahat, kendine güvenen, bilgili, huzurlu, mutlu hallerini yansıtan göstergeler kullanılması; takipçilerde de aynı duyguları yaşama isteği oluşturmakta, bu da bir sonraki aşamada satın almaya eylemini desteklemektedir.

Bireyler, şirketlerin ürün satışlarındaki tanıtım ve pazarlama eylemlerine çok sık maruz kalmakta, her gün yeni bir ürünün farklı mecralardaki sunumlarıyla karşılaşmaktadır. Tüketim kültürü; televizyon, radyo, gazete ya da dergi gibi geleneksel medya kanallarından kurgulanan bir aşamadan, bugün en fazla tercih edilen reklam ve satış platformları arasında gösterilen Instagram ve diğer sosyal medya mecraları üzerinden tasarlanan bir döneme evrilmektedir. Instagram'ın video yükleme, izleme, yorum yapma ve paylaşmayı mümkün kılan tüm kolaylıkları onu öncelikle tercih edilen sosyal medya platformları arasına sokmaktadır. Ayrıca Instagram; influencer'lara şirketler için reklam yüzü adı altında ürün tanıtımı yapma imkânı da sunmaktadır. Bu kapsamda fenomenin çok yüksek sayıda takipçisi olması tüketicide yaratılmak istenen etkiyi pozitif yönde desteklemektedir. Kullanıcılar takipçisi oldukları influencer'ların tanıtımını yaptığı ürünler hakkında; niteliklerinden, avantaj ve dezavantajlarına kadar her türlü bilgiye karşılıklı etkileşim özelliğiyle birinci kaynaktan ulaşabilmektedir. Ayrıca ünlü biriyle iletişim halinde olmanın verdiği güven, mutluluk da ayrı bir haz vererek satış eylemini desteklemektedir.

Reklam filmlerinin hazırlanmasında kullanılan unsurların derinlemesine incelenmesi gerekmektedir. Bu kapsamda araştırmanın temelini de oluşturan gösterge bilim ve çözümleme teknikleri önem arz etmektedir. Verilmek istenilen mesajı desteklemek için paylaşılan göstergelerin anlamlandırılması aşamasında sıklıkla yöntem olarak göstergebilim kullanılmaktadır. Özellikle yeni medya platformlarında çok fazla sayıda gösterge içeren reklamlara yer verilmekte, bu da influencer'lar tarafından verilen mesajların çözümünü gerekli kılmaktadır. İdeolojik olarak

da farklı mesajlar iletilmesine imkân sağlayan Instagram'daki reklam filmlerinin göstergebilimsel çözümleme teknikleriyle yorumlanması, tüketicilere bilinçli tüketimin yanı sıra içerik okuma alışkanlığıyla birlikte sosyal medyayı daha etkin kullanma imkânı da kazandırmaktadır.

Araştırma, tüketim kültürü ekseninde yeni medyanın toplum üzerindeki etkisini tespit etme ve yine tüketim kültürünün kullanıcılara ve takipçilere sosyal medya reklamları üzerinden nasıl aktarıldığının ifadesi noktasında önem taşımaktadır. Araştırma literatürdeki örneklere bir yenisiyle destek olmakta, yeni medya mecralarının tüketim kültürüne etkisini Instagram üzerinden ele alarak influencer'lar özelinde değerlendirip ayrıca katkı sunmaktadır. Çalışmada sadece Instagram çerçevesinde değerlendirme yapılması alanı sınırlamakla birlikte, tüketim kültürünün şekillenmesinde, diğer sosyal medya platformlarının ne derece etkili olduğu yönünde farklı araştırmaların yapılmasının hem literatüre katkı sağlayacağı hem de daha nesnel sonuçlarla konunun derinlemesine ele alınacağı değerlendirilmektedir.

Kaynakça

- Alamashlı, I. K. (2021). KÜLTÜR ENDÜSTRİSİ BAĞLAMINDA INSTAGRAM . *İletişim Bilimi Araştırmaları Dergisi*, 1(1), 39-49.
- Aydın, S., & Uzturk, E. (2018). SOSYAL MEDYA ARAÇLARINDAN İNSTAGRAM VE FENOMENLERİNİN REKLAM İLE İLİŞKİSİ. *Atlas Sosyal Bilimler Dergisi*(3), 180-192.
- biancastella. (2023, Nisan 26). Nisan 2023 tarihinde <https://biancastella.com.tr>: <https://biancastella.com.tr/kartela/> adresinden alındı
- Bilbil, E. K., & Aydoğdu, İ. (tarih yok). SOSYAL REKLAM KAVRAMI VE STK REKLAMLARI ÜZERİNE GÖSTERGEBİLİMSEL BİR ANALİZ . *Kurgu*, 29(2), 191-215.
- Bircan, E. (2022). Türkçe Öğretmenlerinin Web 2.0 Araçlarını Kullanma Yetkinliklerinin İncelenmesi. *İnönü Üniversitesi Eğitim Fakültesi Dergisi*, 23(1), 307-323.
- Bostancı, M. (2019). *Sosyal Medya Dün Bugün Yarın*. Konya: Palet Yayınları.
- Burucuoğlu, M., & Yazar, E. E. (2019). YOUTUBE'DA FENOMEN PERFORMANSLARININ ÖLÇÜLMESİ ÜZERİNE BİR ARAŞTIRMA. *Dijital Çağda İşletmecilik Dergisi*, 2(2), 69-78.
- Cömert, G., & Yükselen, C. (2017). İNTERNET REKLAMLARINA YÖNELİK TÜKETİCİ İNANÇ VE TUTUMLARININ REKLAM İZLEME DAVRANIŞLARI ÜZERİNE ETKİSİ. *Beykent Üniversitesi Sosyal Bilimler Dergisi*, 10(1), 51-61.
- Demirel, G., & Karanfiloğlu, M. (2020). Sosyal Medyada Yemek Fotoğraflarının Kimlik İnşası Bağlamında Tüketimi: Instagram Örneği. *Akdeniz Üniversitesi İletişim Fakültesi Dergisi*(34), 236-259.
- Değerli, A. S. (2021). GÖSTERGEBİLİMSEL ÇÖZÜMLEME YÖNTEMİ İLE SOSYAL AĞ KONULU AFİŞLERİN İNCELENMESİ. *Asya Studies*, 5(18), 179-188.
- Dokeroglu, Ö. T., & Gökçearsan, A. (2020). BASILI REKLAM ARAÇLARINDA MİZAH KULLANIMI ÜZERİNE BİR DEĞERLENDİRME. *Journal of Arts*, 3(4), 313 - 332.
- Ekin, V. (2103). Sanal Gerçeklik Ortamları ve Uygulamalar: Spor ve Sanal Ortam Göstergeleri. *AJIT-e: Academic Journal of Information Technology*, 4(13), 7-21.
- Erkman, F. (1987). *Göstergebilime Giriş*. İstanbul: Alan Yayıncılık.
- Hızal, G. G. (2005). Reklam Endüstrisinin Topografyası: Türkiye Örneği. *İletişim:Araştırmaları Dergisi*, 3(5), 105-131.
- Hatıpler, M. (2017). Postmodernizm, Tüketim, Popüler Kültür ve Medya. *Bilgi Sosyal Bilimler Dergisi*(1), 32-50.
- Hilmi, U. (2008). Gösteriş Kültürü ve Reklam. *Eskişen*, 52-55.
- Holat, O. (2021). Netflix'teki Türk Dizi Afişlerinin Göstergebilimsel Çözümlemesi. *Sanat ve Tasarım Dergisi*(27), 291-311.
- Ünalın, D. (2021). Tüketim Kültürü ve Sosyal Medya Bağlamında Trendyol Black Friday Reklamlarının Analizi. *İletişim Kuram ve Araştırma Dergisi*, 2021(53), 14-36.
- Ünlü, S., & Filan, M. (2021). Veblen'in gösterişçi tüketim kavramı çerçevesinde sosyal medya: Instagram influencer'ları üzerine bir analiz. *Abant Kültürel Araştırmalar Dergisi*, 6(12), 39-55.
- Ünlü, S., & Filan, M. (2021). Veblen'in gösterişçi tüketim kavramı çerçevesinde sosyal medya: Instagram influencer'ları üzerine bir analiz. *Abant Kültürel Araştırmalar Dergisi*, 6(12), 39-55.
- İspir, B. (2013). DİJİTAL İLETİŞİM VE YENİ MEDYA. B. İspir içinde, *DİJİTAL İLETİŞİM VE YENİ MEDYA*. Eskişehir: Anadolu Üniversitesi.
- Köksal, K., & Özdemir, Ş. (2013). BİR İLETİŞİM ARACI OLARAK SOSYAL MEDYA 'NİN TUTUNDURMA KARMASI İÇERİSİNDEKİ YERİ ÜZERİNE BİR İNCELEME. *Süleyman Demirel Üniversitesi İktisadi ve İdari Bilimler Fakültesi Dergisi*, 18(1), 323-337.
- Kalelioğlu, M. (2021). Göstergebilim Kuramının Genel Bir Değerlendirmesi, Türkiye'deki Yeri ve Önemi. *Söylem Filoloji Dergisi*, 6(1), 189-200.
- Karaman, E. (2017). ROLAND BARTHES VE CHARLES SANDERS PEİRCE'İN GÖSTERGEBİLİMSEL YAKLAŞIMLARININ KARŞILAŞTIRILMASI. *İstanbul Aydın Üniversitesi Dergisi*, 9(2), 25-36.

- Maıgret, E. (2013). *Medya ve İletişim Sosyolojisi*. İstanbul: İletişim Yayınları.
- Rifat, M. (2009). *Göstergebilimin ABC'si*. İstanbul: Say Yayınları.
- Sakallıođlu, Y. (2023, Mart 7). *Instagram*. Nisan 2023 tarihinde <https://www.instagram.com:https://www.instagram.com/reel/Cpfb5IfLVQN/> adresinden alındı
- Soylu, R. (2022). *Sanat Eseri Çözümlemeleriyle Göstergebilim*. Ankara: Pegem Akademi.
- Türk Dil Kurumu. (2023, Nisan 14). <https://www.tdk.gov.tr>. Nisan 2023 tarihinde <https://www.tdk.gov.tr:https://sozluk.gov.tr> adresinden alındı
- Tosyalı, H., & Sütçü, C. S. (2016). Sağlık İletişiminde Sosyal Medya Kullanımının Bireyler Üzerindeki Etkileri . *Maltepe Üniversitesi İletişim Fakültesi Dergisi*, 3(2), 3-22.
- Uzundumlu, Ö. (2015). BİR İLETİŞİM UNSURU OLARAK SOSYAL SELFIE UYGULAMALARI. *Atatürk İletişim Dergisi*(8), 227-248.
- Yanık, H., & Yegen, C. (2015). YENİ MEDYA İLE DEĞİŞEN TÜKETİM ANLAYIŞI: KADINLARIN INSTAGRAM ÜZERİNDEN ALIŞ-VERİŞ PRATİĞİ. T. Kara, & Ö. Ebru içinde, *AĞDAKİ ŞÜPHE Bir Sosyal Medya Eleştirisi*. İstanbul: Beta.
- Yavuz, C. N. (2017). Instagram'da Alışveriş ve Materyalizm. *Pamukkale İşletme ve Bilişim Yönetimi Dergisi*, 4(1), 1-11.
- Yaylagül, L. (2016). *Kitle İletişim Kuramları Egemen ve Eleştirel Yaklaşımlar*. Ankara: Dipnot Yayınları.
- Yeniçıktı, N. T. (2020). SAĞLIK BAKANLIĞININ INSTAGRAM PAYLAŞIMLARI ÜZERİNDEN GÖSTERGEBİLİMSEL BİR İNCELEME #HAYATEVESİĞAR. *Gaziantep Üniversitesi Sosyal Bilimler Dergisi*, Vol 19(COVID-19 Special Issue), 365-385.

İLERİ DÜZEY DİJİTAL REEL PSİKO-SEMİYOTİK DİL KULLANIMLARIYLA HEDEFE YÖNELİK, HESAPLANMIŞ TOPLU DİJİTAL REEL TACİZ MAŞALARININ ORTAK ÖZELLİKLERİ, POTANSİYEL EMSAL ÖRNEK DİJİTAL KÖLELİK VE KÖTÜCÜL OLUŞUMLARLA İLGİLERİ

Doç. Dr. Nevin ALGÜL

Marmara Üniversitesi, Radyo, Televizyon ve Sinema Bölümü, Türkiye

ÖZET

Hedefe yönelik ileri düzey Dijital -Reel Psiko-Semiyotik Dil Kullanımları için hedefin tüm dijital alanlarına, dijital ortamlarına, hatta yaşam ortamlarına hakim olunması gerekmektedir. bu hakimiyetin yüzdesi hedefin nasıl tutulması gerektiği kararına endeksli olarak değişiklik gösterebilir. Bu da hedefe yönelik toplu dijital reel gizli takip, organize toplu takip teknikleri, amaca yönelik korkutup sindirme faaliyetlerinin rastgele değil, kasıtlı, bilinçli, ortak iletişim ve hareket mekânizmalarıyla bilinçli olarak kurgulandığı ve ivmesini buradan alan bir devinin kazandığının göstergeleri olabilir, olmalıdır.

Bu makale tüm bunları yapabilenlerin kişilik özellikleri, ruhsal durumları nasıl hareket ettikleri üzerine kuruludur.

Anahtar Sözcükler: İlegal Hükümranlar, Kötcül , Tesadüf Tesadüftür, Makyavelist, Narsist, Sadist, Psikopat

GİRİŞ

“...Kıyılmış kayalardan oluşan daire biçiminde
yüksek bir yarın tepesine geldiğimizde,
daha beter durumda ruhlar gördük bu yarın dibinde;
yardan yükselen iğrenç kokuya dayanamadık,
kendimizi büyük bir mezar kapağının arkasına attık,
mezarın üzerinde bir yazı vardı,
şunlar yazılıydı:

“Phonitos’un hak yolundan saptırdığı
Papa Anastasio yatıyor benim içimde.”

“Biraz ara vereceğiz inişimize,
Duyularımız bu pis kokuya alışsın iyice.”

Böyle dedi ustam; ben de “Öyleyse,
Zamanı boşa geçirmeyelim bir şey yapalım”, dedim.

“Aynı şeyi düşündüm ben de diye”, yanıt verdi.

“Oğul bu kayaların içinde” dedi,
“bıraktığımız dairelerin benzeri

Üç küçük daire vardır. Daireler gitgide daralır.

Hepsinin içinde lanetlenmiş ruhlar yer alır,

Bundan böyle işledikleri günahı hemen anlamak için,
neden, nasıl burada toplandıklarını bilmelisin.

Tanrı’nın onaylamadığı her eylem

haksızlıkla sonlanır: Kaba güçle, hileyle zarar verir başka birine

Tanrı, en çok hileye öfkelenir çünkü hile

insana özgü bir kusurdur, işte bu yarın dibinde

en büyük acıyı hileciler çekmekte.

Kaba güç kullananlar yer alır ilk dairede;

Üç bölmeye bölünmüştür ilk daire,

Çünkü kaba güç üç kişiye yönelebilir

Dante/Cehennem(Dante, 1998)

Bu makale ,bir diğer, henüz yayımlanmamış (Algül, 2024) makalemlerle ilintili olduğundan potansiyel emsâl ‘Dijital Köle’nin’ öznesine ait cümleleri ‘ ‘ ‘ ‘ işaretleri içerisinde verilecektir. Global dünya, küreselleşmenin başladığı yıllarla bilgisayarımdaya tuttuğum günlüğümün çalınmaya başlaması aynı zamanlara rastlıyor. Dün gece yazdıklarımın ekolarını ertesi gün çevremde bulmaya başlamam. Teoman’ın; Sezen Aksu’nun günlüğümde birebir çalma şarkı yaptıkları şiirlerim, dünya görüşüm, din, dil, ırka böl, parça, yönet olarak bakışım ve sorgulamalarım aslında tek dünyayız ve boşlukta doluyoruz diyen ben; bu yüzden birden bire içeriğimin akabinde ortaya çıkan küreselleşme fikrine hep temkinli ve sorgulayıcı bakmıştım. Zaman beni haklı çıkardı. Çok sonradan çözdüğüm gibi, kötcül küreselleşme küresel bir talan ve pazar alanı oluşturdular ki, bu küresel pazar alanı talan ettikleri günlüğümde gayet iyicil fikirlerle yer almaktaydı. Çok sonradan çözdüğüm gibi bu

karanlık güçler, bir şekilde deşifre olan ‘benim’, her yerde barışçıl fikirlerimi, satın almak istediğim ama piyasaya henüz sunulmamış ürün fikirlerimi sunup, neden yapmıyorsunuz, inanın bir sürü insan benim gibi bekliyor, dediğim için, sorduğum sorulardan kaynaklı belki de vb. gibi . bilgisayarımdaya tuttuğum günlüğümde mi haberdar ettim, bilemem, kişisel bilgisayarımdaya yazdığım içeriğimin talan edilmesi tek dünyaya inandığım fikirlerimle senkronize dış dünyanın değişmeye başlaması aynı zamanlar, içine konduğum kutularda çalışmalarımı sekteye uğratacak dış dinamikler silsilesi dahil buna, Yani Boğaziçi Üniversitesi’ndeki Hazırlık(YADYOK) öğrenciliğimden beri talan edilmem, teneffüslerde resim ve şiirlerle dolu ders notu aldığım defterlerimi, hatta günlük, bilgisayarıma aktaracağım notlar aldığım defterlerimi sıramda bırakmam, birden günlüğümdeki tek dünya görüşünün dışa yansımalarıyla paralel. Bir başka deyişle talanımla küreselleşme aynı anda başladı. Heal the World, We are the People, Think Pink, Şarkıcı Göksel’in piyasaya sunulması, çok sonraları çözdüğüm gibi dünyayı yöneten karanlık güçlerin eline düşmüştüm. Talan edilen günlüğümde gündem yaratan, kafa karışıklığı oluşturan, ticari ederimin ortaya çıkmasıyla kutulanmaya başladığım yıllar. Örgütsel tavır ve Gülen Örgütü ve ondan öncekilerin; bu karanlık güçlere yardım etmesi için yaratıldığı da bir gerçek; sözde kötülerin ayıklayıp talana devam edilmesiydi gibi.

Sözde mağdur edilmiş kişilerin, ekmekten dilim kaparken masum insanların üzerine sürülmesi çağı, herhalde insanlık tarihinde çok ama çok önemli bir yer kaplayacaktır. Aynı toplum içinde kin bilemek, nefret büyütme, dijital çağın ona hazır sunulan nimetlerini, bir şekilde dış bilediklerini ‘Dijital Köle’ edip, üzerinden geçinmek üzere kullanmak...

Bu makale potansiyel emsal vaka ‘Dijital Kölelik’ üzerine kuruludur. Dolayısıyla yaşam yolunun başında bir örgütün kapanına düşen ve ömürlük çalınmamanın ne olduğunu insanlık tarihine yazmak üzere ayağa kalkmış bir akademisyenin insanlığa katkısı olarak sunulmuştur. Tüm bunları zevkle yapabilmek hiçbir normal insanın harcı olamasa gerektir.

Kötücül Yapılanmalarda Yer Alan İnsanların Kişilik Özellikleri ve Hedefe Aldıkları Kişilere Yönelik Dijital-Reel Psiko-Semiyotik Dil Kullanımlarıyla Baskılama Yöntemlerine Örnekler

Nasıl herkesin bir kişiliği varsa, büyük oranda biyolojinin tahakkümü altında bir yaşam ve davranış biçimi de vardır. Her çocuk dünyaya kendine özgü bir yatkınlık ve hassasiyet şablonuyla gelir. Anneler bebeklerinin farklı olduğunu doğar doğmaz anlar; dikkatli anne babalar kardeşlerin birbirlerine benzemeyen yanlarını görebilirler. İngilizce ’ye Ortaçağ’da giren ‘temperament’ sözcüğü, kişiliğin içinden filizlendiği biyolojik toprağa istinaden kullanılır. Dolayısıyla ‘mizaç’ davranışın altında yatan biyolojik potansiyeldir. Bunu bireylerin duygusallığından veya faaliyet döngülerinin yoğunluğundan açıkça görebiliriz. Mizacı kişiliğin üzerinde yaşam boyu etkili olan kalıtsal biyolojik unsurların genel toplamı olarak tanımlayabiliriz.. mizacın kişiliğin diğer alanlarından daha önemli ve daha etkili olduğunu savunmak elbette mümkündür. Fiziksel ana yapımız kişiliğin diğer ana yapılarının ortaya çıkmasından çok daha önce var olduğundan, biyolojik donanımızdaki davranış eğilimleri gelişimin olası diğer tüm yollarını zapt eder, tıkar (Millon, Grossman.Meagher.Ramnath, 2021). Bu paragraf insan kişiliğini tanımlayan pek çok yaklaşımlardan sadece biridir çünkü insan çok komplike, grift bir varlıktır. Mizacı, temel kişilik özelliklerini kökten söken, yaşam sürecinde bilinçdışı kazandığı, bir başka söylemle yaşantılarla elde ettiği deneyimler yaşamında farkında olsun veya olmasın tutum ve tavırlarında belirleyici hâle gelebilir (Mlodinov, 2013) ama öz nüvede var olanı darmadağın edebilir mi? Bu ve benzeri soruları üretmek ve cevaplarını bulmak için teke tek kötücül yapılanmalarda yer alan bireylerin incelenmesi gerekir ki, bu makalenin konusu değil. Bu karanlık yapılanmaya yakalanan sürdürülebilir dijital köleliğin belki de tek örneği potansiyel emsâl ‘Dijital Kölelik’ vakasının öznesinin örüldüğü, muhatap olduğu, maruz kaldığı kumpas olay olaylarında yer alan, iş başta olmak üzere yaşam alanlarında etrafını ören kişilerin talanı örtbas etmek, dikkat dağıtmak, kendini korumak için yapması gerekenleri yapmamasını sağlamak üzere bir araya gelen kişilerin, kişilik özellikleri üzerinde durulacaktır. Bu kişilikler, inanılmaz derecede oyuncu kişilikler, talan edilen günlükten yemlemeler kullanmak hepsinde ortak özellik, aşığılama, rencide etme, değersizleştirme hepsinde ortak özellik, senelerce yaşadığı ortamların birer ilan tahtası olarak kullanıldı, talan edilip proje ürettikleri dijital alanlarından elde edilen içerikten kapılarının üzerine asıldı, aynı yöntemi iş yerinde gözlemledi. Mahrem dijital alanları talan edenlerin ortalamaları üzerinden gidilerek genel bir yol izlenen bu makalede, çok derin inceleme ve araştırma sonuçları yer almamaktadır. Sonuçta yılların ‘Dijital Köle’si nihayet kurtulup, özgürce çalışmalar yapabileceği günlerin hayalini kurmaktadır. Bir başka söylemle bu çalışmalar böyle bir ortamdan yürütülmektedir. Hepsinde ortak olduğu gözlemlenen yaptıklarında asla rahatsız olmamaları, istedikleri sonucu alamamaktan, istedikleri kadar ileri gidememekten rahatsızlar, hepsinden bir alay etme, kendini sütün görme, efendi sayma eğilimi var çünkü tümüyle elinde oyuncak olan biri olarak bakıyor, toplu takip toplu taciz, toplu kumpas, örgütsel bir yapılanma içinde ortada yakar top, ortada sıçan var oyunu gibi oynayabildikleri biridir ve her direnişinde bu oyuna kurmaca hukuk oyunları, sözde intihal suçlamaları, ihtar manipülasyonları eklerle ve bu oyun sürer gider, talan ettikleri kişinin fikir ve projelerini kaparken kendisine asla saygı duymamaları ‘Dijital Köle’ye karşı sürdürülen tutum ve tavırlardandır. Tüm bunları nasıl insanlar yapar sorusunun cevabını kişilik bozukluklarında arayan bir çalışmadır. Daha başlangıçta hangi nedenle olursa olsun: Din, dil, ırk, etnisite, dünya görüşü, ideoloji,

vb. gibi böyle bir yapılanmaya katılıp, buradan kendilerine bu şartlar altında bir gelecek sağlayan insanların kişilik özellikleri üzerinde durulmaktadır.

Makyavelist Kişilik: Chicago’da klinik psikolog olan Aimee Daramus “Makyavelist kişilik, manipülatif ve stratejiktir”, demektedir. Bir hedefleri olduğunda, bunu nasıl başaracaklarını çok iyi düşünürler, ancak dahil olan diğer insanların duygularını hiç düşünmezler. İstediklerini elde etmek için manipülatif davranışlarda bulunabilirler, aldatma veya sömürü de yapabilirler, genellikle duygusuz görünürler. Makyavelistlik erkeklerde daha yaygın olma eğilimindedir ancak her yaşta her kesimi etkileyebilir. Empatiden yoksundurlar. Bir narsistin aksine dikkatin merkezi olmadan hedeflerine ulaşmaya çalışırlar. İpleri çeken kişi olmaktan hoşlanırlar(<https://psychcentral.com>).

Narsistik Kişilik: Genel bir bakışla narsistik kişilik bozukluğu, insanların mantıksız bir düzeyde yüksek kendilerine önem verme duygusuna sahip olduğu bir ruh sağlığı durumudur. Çok fazla ilgiye ihtiyaç duyarlar ve bunu ararlar, insanların onlara hayran olmasını isterler bu bozukluğa sahip kişiler başkalarının duygularını anlama veya önemseme yeteneğinden yoksun olabilirler ancak bu aşırı özgüven maskesinin ardında öz değerlerinden emin değildirler ve en ufak bir eleştiriden kolayca rahatsız olurlar. (<https://mayoclinic.org>) Narsistlerin hayatlarındaki diğer insanlar, kendilerini sıkça bu insanların malı gibi hissederler, sanki arsızca kullanılıp sömürülmek için dünyaya gelmiş muamelesi gördüklerini düşünürler. Bu ben merkezci egoları, diğer insanların haklarına ve refahına, ayrıca bazen de toplumun kanunlarına karşı kayıtsız kılar. Eylemlerini meşru kılmak için bıkınlık verecek ölçüde rasyonalizasyona girer, ortaya makul gerekçeler atarak, düşüncesizliklerinin maruz görülmesini bekler, böylelikle zeytinyağı gibi üste çıkarlar. Karşı tarafın bastırıldığı veya onlarla yüzleştiği durumlarda iyice mağrur, baştan savan hatta hiddetli bir tutum ve tavır benimserler. Onlarla iletişim kurmak açısından en zor kişilik bozukluklarından biridir(Millon, Grossman.Meagher.Ramnath, 2021). Karanlık, kötücül bir örgüt yapılanmasında bir başka söylemle, potansiyel emsal vaka örneği ‘Dijital Köle’ üzerinden hareketle, dijital mahrem alanları talan edecek, ‘Dijital Köleliğin’ sürdürülebilir kılınması için gerekli: Dikkat dağıtıcı, direnen köleyi yola getirici kumpas davalar açmak, sözde intihaller uydurmak, ihtar vakaları yaratmak için, bunları yapabilecek kişileri bünyelerine katmak bir avantajdır. Karanlık yapılanmalarda, örgütsel bir düzenekte, bu tür kişiliklerle rahatça istedik doğrultuda iş görebilirler. Muhtemelen bireyci olan kötücül yapılanmalarda, ‘bu bireycilik’ bir din, dil, ırk üstünlüğü üzerine kurulu olabilir, (Millon, Grossman.Meagher.Ramnath, 2021). Narsist, Tanrı’nın dünyaya hediyesidir. Kişilik bozuklukları ne kadar çoksa o kadar da istedik olabilirler çünkü her bir kişilik bozukluğunun sahne alırlacağı yer vardır.

Dikkat Dağıtıcılar, kötücül yapılanmada yer alanlar, bunu Dijital-Reel Psiko-Semiyotik Dil Kullanımlarıyla yaparlar,

Hedefin, ‘Dijital Köle’nin çevresini sürekli kötücül enerjiyle sararak onu paralyze etme, onda kafa karışıklığı yaratma, kafeslendiği durumdan kurtulamamasını sağlamaya çalışmak üzerine kurulu bir yapılanmadır. Enerji alanıyla uğraşır ve direnen ‘Dijital Köleyi’ bu sefer uyduruk intihal, kumpas hukuk davaları, ihtarlarla baskılamayı ve sindirmeyi hedefler. Bilinmesi gereken bu kadar kötü dinamiğin olduğu bir yaşam zaten cehennemdir, çekilmez, her ne olursa olsun ayağa kalkmalıdır. Tüm karalama kampanyaların rağmen. Bu yapılanmanın dadandığı ocakta artık ot yeşermez.

Senelerce bilgisayarında tuttuğu günlüğü, sonrasında yazdığı tüm dijital alanları ve yaşam alanları 7/24 dinleme, gözetleme, dikat çekiciler(yapılanmaya bağlı insan faktörleri aracılığıyla, deşifre edilen psikolojik çözümlenmeleri üzerinden daha çok yazması ve daha çok talan edilip, talan ürünlerinin piyasaya sürülmesi ardışık olaylar olarak sürdürülebilir dijital köleliğin ürünleri oldular(Algül, 2020-2023), yalnızlaştırılıp daha çok çalındı. Pek çok karakter tiplmesi bu şekilde çalındı. Gülse Birselle işi ilerletip, reklam çekim filmleri için çağrıldığı reklam ajanslarında karşısına yeni kasti çıkardı. Bir şekilde günlüğüne olumlu dolanan kişiler akabinde çalıntı karakterlerin yüzleri oldu ve bu bağlamda kasıtlı takip, kasıtlı Dijital- Reel Psiko- Semiyotik dil kullanımlarını ayrıca çalıntı tümüyle çalıntı TV dizilerine konu etmesinden dolayı tüm suçlular arasında Gülse Birselle’in ayrı bir yeri vardır ve gelecek günler tüm bunlara gebecektir.

Bu yapılanmaya eklemli, yerleştirildiği yaşam alanlarında etrafını çepeçevre kuşatan bu kişilerin kişilik özellikleri tüm eliptik kürede tek olmalıdır. Böyleleri herhalde sadece bu topraklara özgü olsa gerektir.

Bu örgütlenmede bireysellik, cemaat, grup, hizip üzerinden yürütmekte, talancıların bağlı olduğu gruplar var, etnisite olabileceği gibi, din, kültür olabilir ve her bir talancıyı koruyan legal görünümü beyaz yakalar var. Hani talancıyı anarsa onu korumakla görevli taraf ayaklanır, resmen çete gibi, etrafını sarar. Bir başka söylemle ‘Dijital Köle’ hak arayışıyla ayağa kalkamasın diye satranç oyunu gibi döşenen taşlar var. Bunu talan alanlarına yazdığı ve artık “bu out door satranç oyunu bitti”, dediğinde ki, başarısız darbe kalkışması sonrasıydı, taşındıkları yerde, rektör, kocaman bir dış mekân satranç yeri kurmuştu. Bu yapılanmada alay, rencide, aşağılama, değersizleştirilme, şamar oğlanına, kızına çevirme yöntemlerdendir, talan günlüğünün reel yaşama bu şekilde yansıtılması, okuduk, çaresizsin mesajını da taşır ki, yapılan eylem tarihe Dijital-Reel Psiko-Semiyotik Dil Kullanımları olarak geçecektir.

Bu bağlamda yapılanmanın kurucularının hem de onların gündelik yaşam içinde kutulama yöntemlerinin uygulayıcılarının hareket noktalarının temellerinden biri hakkı olarak görmek, hakkı olarak görmek narsist bir

tutumdur, talan etmek, onu yerinde saydırmak, talan ürünleriyle birim kurmak, kendi insanlarını yerleştirmek, onları kanaat lideri ve önderi yapmak, ses çıkarırsa maaşın tehlikeye girer Dijital-Reel Psiko-Semiyotik, kumpas ve düzenleriyle etrafını çevirmek maaş karşılığında çalınmayı ve onca yapılan aşağılayıcı, rencide edici, manipülasyonlara ses çıkarmaması gerekçesini bir hak olarak görmekte yatmakta. Yaşam alanları yıllardır bu şekilde hem iş hem zorunlu yaşam alanları: En son yaşatılan belgeli elinde telefon olduğu için, asansörün kapısını tutarak bekleyen, yıllar içinde ki, artık yirmi beşinci seneye girilmek üzere, “ Kendimi çekiyorum”, denmesine rağmen “...Çekiyorsun, çekme, haddini bileceksin” diye defalarca bağırılması, bağırmanın yüz ve beden dili, seneler içinde onca hiç ses çıkarılmamış Dijital Reel Psiko-Semiyotik Dil Kullanımları, hukukla korkutma çabası, yirmi beş seneye giden süreçte yüzlerce, talan edilen günlükten üretilmiş, Dijital Reel Psiko-Semiyotik Dil Kullanımı örnekleri, bu kişilerin toplumun tarihsel süreci üzerinden yürüttükleri bir narsisizm olduğu doğrultusunda ki, bu tür de bir yaklaşım içerisinde herhalde ancak narsistler yer alabilir. Bu açıdan bakıldığında ruh sağlığı yerinde olan kişilerin bu tür şeyler yapamayacakları açık olsa gerektir. Bu tür bir yapılanmada yer alma nedeni ne olursa olsun bireysel boyutta ruhsal aksamalar olduğu düşünülebilir çünkü bu kişiler bir mizansende yer alan, ‘miş’ gibi olmayı iyi beceren, oyuncular adeta çünkü yapılanma da bunu gerektiriyor. Bir kere talan ürünlerini paylaşmış piyasada kendilerine nam, şan, akademik kariyer yapmada bir sorun göremeyen karakterler, birebir dalga geçer gibi şikâyet ettikleri konu talan ürünlerinin adilce paylaşılmaması olabilmektedirler. “Bu makaleye yazdığım sırada, adı hiç geçmeyen yapan kişinin adına gönderilen tam tamına aynı konulu beş görevlendirme yazısı aldım. Bu şu demek, tüm yazdığım alanlar kontrolümüzdeki, tüm çalışmalarım sırasında bu yapılanmaya eklemelerce devam ettirildi”. Bu böyle bir yapılanma. Potansiyel vakanın öznesinin adım adım, sistematik çalınmaya başlayacağı çalıntı bir ismin İngilizcesiyle kurulu (çoğaltma bu yapılanmada yöntemlerden önce tam Türkçe olarak marketler serisi açıldı, sonra İngilizce olarak TV kanalı kuruldu ve talan günlüğünden çalıntı isim slogan edildi), bunun başlangıcı BÜ’de henüz lisans öğrencisiyken Kanal D olarak başladı hatta şarkısı bile talan edilen günlüktendi. Orta öğretimde başlayan öğretmenliği bu kanalın sahiplerinden birinin eğitim sektörüne de el attığı ve kuruculuk yaptığı okuluna büyük tesadüf ‘tesadüftür’lerle düşürüldü. Düşürüldüğü kolej de çalıntı fikirlerle varlığını ilan edenlerdendi. Bu yapılanmada tesadüf diye bir şey yok. Bu şekilde talan edebildiler. İleri düzey kumpas, tuzak, tezgâh, örülmeyle başlayan kesintisiz çalınma bugünlere kadar geldi. *Sadist/Sadizm*: Sadizm başkalarının açısından veya ızdırabından haz alma eğilimidir. Sadist kişiliklere sahip bazı insanlar başkalarına acı verebilirken, diğer sadistler sadece tanıklık eder ve dolaylı olarak bundan zevk alırlar. Sadistler şiddet gibi fiziksel güçle veya duygusal taciz ilişkilerinde olduğu gibi psikolojik güçle acı verebilirler sosyal ortamlarda başkalarını kontrol etmeye çalışabilir ve onları aşağılamaktan veya küçük düşürmekten zevk alabilirler. (<https://psychologytoday.com>) Kesintisiz yirmi beşinci senesine girilecek olan bu ileri düzey nitelikli talan ve Dijital-Reel Psiko- Semiyotik Dil Kullanımlarıyla sarılı, kutulandığı yaşam alanlarıyla baskı kafesine alınmış bu süreçte böyle bir psikoloji tarafından paralize edildiğinin bazıları somut belgeli, özellikle talana şiddetle karşı çıktığı başarısız darbe kalkışması sonrası günlerinin hissettirdikleri bunlardır. Atama gerçekleştikten kısa bir süre sonra bu TV kanalı sahibinin okulunun akademik versiyonu dediği zamanlardan bu zamanlara böyle gelindi ki, hâlen yaşadığı daire, bir TV kanalı sahibinin okulunda öğretmenlik yaparken onları bulan dairedir. Adım adım örülme sürecinin bugün geldiği noktanın tarihçesine girebilir bu bölüm. *Egoist/Egoizm*: Egoizm kişinin kendi çıkarının tüm etik kararlarda motivasyon olması gerektiğine olan inancı ifade eden felsefi bir terimdir. Egoistler, başkalarının çıkarlarını feda etmek anlamına gelse bile, kendi çıkarları doğrultusunda hareket etmesini ahlâki olarak kabul edilebilir olduğuna inanırlar(<https://philosophos.org>) Psikopat: Psikopat terimi duygusuz ve ahlâken yozlaşmış, ahlâk dışı (<https://ncbi.nlm.nih.gov>) birini tanımlamak için kullanılır. Resmi bir ruh sağlığı tanısı olmasa da, klinik ve yasal ortamlarda sıklıkla ben merkezci, antisosyal, pişmanlık ve başkalarına karşı empati eksikliği olan ve sıklıkla suç eğilimleri olan birini ifade etmek için kullanılır.(<https://verwellmind.com>)Yukarıda adı geçen her bir tanımlamanın bir kişilik bozukluğu olduğu gerçeği unutulmamalıdır(<https://my.clevelandclinic.org>)Her psikopat için antisosyal denebilir mi? Bir örgüt yapılanmasında zaten ortak çıkar, fayda için bir araya geldikleri ve buna sosyalleşme dedikleri, talan ettiklerini asosyal olarak baskılayıp güldükleri nokta, unutulmamalıdır. Bu denli uzun süreli, sürdürülebilir sözcüğünün dahil genel yaygın kullanıma düşmesi günlükten, Kamu Sosyal Yararı gibi, daha makalesini yazarken; tıpkı ötelemek, öteki, tükenmişlik sendromu gibi, tüm bu yapılanları yok sayma, kamufle etme, illüzyon, sahte gerçeklik yaratma ki, buna fiziksel görünüm de dahildir, dini bütün, mazlum, Anadolulu, her türden azaları kullanmak adeta Gülen örgütüne atfedildiği gibidir; manipülasyonlarla hukuki veya sivil(karalama kampanyaları gibi) yeni baskı unsurları yaratmak ruhsal sağlığı iyi olan kişilerin tercih edecekleri yollar değildir. Ayrıca alenen talan ettikleri kişiyle dalga geçmek ve eğlenmek zevkleri haline gelmiştir. Ara ara sistematik çalınmanın ve düşürüldüğü okulun kurucusunun başına düşen hukuki suçlamaları da vardır. Bu kişi egemen siyasilerle ve bu siyasilerin yazılı görsel basın kuruluşlarıyla iç içedir. Akademik baskı ve talan düzeninin ayakları her ikisiyle de ilişkilidir. Akademik ayağın ilintili olduğu egemen siyasi ayakları potansiyel emsal vakanın öznesiyle görünür ilişkisi otuz senesi öncesine dayanıyor. Örülme ve talan için sıkı kutulanma, sistematik çalınmanın başlangıcı eş zamanlıdır, yaklaşık yirmi beşinci senesine girmektedir, atamadan sonra ise sürekli talan edilme ve sıkı baskılanma dönemi başlar(Algül, 2020-2023), kesintisiz yirmi sene boyunca sürekli talan edilir ve kumpaslarla uğraşır. Egemen

siyasi erkle, siyasi arenayla ilgili bu isimler Dijital- Reel Psiko-Semiyotik Dil Kullanımlarıyla tüm bu talan boyunca hep etrafında oldular. Bunlar çok ciddi şekilde kötü insanlar diye yazmaya başladığında, yine talan edilen günlüğünün, dijital alanlarının içeriğinden ne tesadüf ki, darbe kalkışması yaşandı. Sözde kötüler açığa çıktı. Eklemler hırsız basın kuruluşlarına sözde yol verildi ama talan yöntemi devam etti. Talan edilen günlüğünün içeriğinden yaratılan inanılmaz çok sayıda dram, drama örneği var. Dijital alanları hem kendileri için talan eden hem de satan bu yapılanmanın illegal dijital talan alanlarının içeriğinden yarattığı sayısız sayıda dram, drama var.

SONUÇ

Hani eski zaman masalları anlatır,
hüznümü huzura dolarsın.
Kaşım gözümünden çok içim bir parçan:
Annem sen benim yanıma kalansın.

Hani bir biblon vardı kırdığım.
Üstüne ne kırgınlıklar yaşadın.
Ama bil ki ben de parçalandım.
Annem ben senin yanına kalanım.

Annem annem, sen üzülme!
Sözlerin hep yüreğimde.
Annem annem, gel üzülme.
Ben hâlâ senin dizlerinde.
Yazar: Nevin Algül

Yazdığı Yer: Onun dışında hiç kimsenin kullanmadığı, şifrelerle ve güncellenen, piyasadan satın alınan, anti virüs programlarıyla, dijital güvenlik adına ne varsa kullanılan bir kişiye ait bilgisayar.

Dijital Köleliğin' sürdürülebilir kılınması için gerekli: Dikkat dağıtıcı, direnen köleyi yola getirici kumpas davalar açmak, sözde intihaller uydurmak, ihtar vakaları yaratmak için, bunları yapabilecek kişileri bünyelerine katmak bir avantajdır. Karanlık yapılanmalar, örgütsel bir düzenekte bu tür kişiliklerle iş görürler, görebilirler ancak, Bu türde yapılanmalarda, terfi alma, makam sahibi olma, topluma hiç sahip olmadığı fikirler, görüşlerin insanı olarak sunulma, ünlenme, refah seviyesini yükseltme vb. gibi maddi manevi kendini yüceltme ve yükseltme baskılayabildikleri oranda, ödül olarak gelmektedir. Senelerce sürdürülen 'Dijital Kölelik'te bu birebir gözlemlenmiştir. Dolayısıyla karanlık işlerin asıl kaymağını yiyenlerin, en çok sevdikleri aza tipi, kişilik bozuklukları, hiçbir değeri tanımayan hırsları en üst düzeyde olanlardır çünkü onlar sayesinde kurdukları karanlık sistem tıkr tıkr işleyebilecektir. Sağlam kişiliklere sahip bireylerin tüm bunları yapabilmesi, herhangi bir aşamada hiçbir rahatsızlık duymadan yer alabilmesi mümkün görülmektedir ama olma ihtimali araştırma konusu edilmelidir çünkü bu tür karanlık yapılanmaların en çok kullandıkları baskı araçlarından biri de tehdittir. Masum bir insanı önce tuzağa düşürüp, sonra da tehdit etmeleri mümkündür.

Potansiyel emsal 'Dijital Kölelik' vakasında çok uzun süreli, henüz gencecik bir üniversite dil için hazırlık okurken başlamış bir talanın gelişimine bakıldığında, çaldırmamayı başardığı da dahil bilim alanları yaratan bir akademisyen olarak 'nefret objesi' olarak nesnelleştirilme durumu da olabilir çünkü yeni dünya düzeni, demokratik haklar derken, onun gibi hümanist biri üzerine yapılan bu denli ileri düzey ve nitelikli kuşatmanın hareket noktalarından birinin de bu olduğu düşünülebilir. Bir başka söylemle eklemler insan faktörleriyle kuşatan oyun kurucular kutulama sistemindeki kullandığı dinamikler göz önüne alındığında, oyuncu olarak sahaya sürdükleri ileri araştırmaların konuları olacaktır.

Bu karanlık yapılanma, potansiyel emsâl 'Dijital Kölelik' vakasında olduğu gibi dijital kölenin talan ettikleri bilgisayarında tuttuğu günlüğünü, tüm dijital alanların yazdıklarından ele geçirdikleri hayatına ait bilgiyi, onu örerken kullandılar. Çocukluğunda, büyürken onu kıskananları bir şekilde kendilerini aşağıda hissedenleri için içine kattılar. Potansiyel emsal vakanın öznesinin kaleminden "Yemekteyiz Acun Ilıcalı'nın çalıp, patentini aldığı bir yarışma programlarından; bu programa, Dijital Köle'nin günlüğünde çocukluk anlarıyla yer alan birini çıkarmak, onlara yakın bir akrabasına otel kurdurmak, bu otellerden biri, kölenin LinkedIn'e yazdığı hikâyenin başlığını taşımakta ki, bilgisayarına yazar yazmaz, oteller ortaya çıktı, bu otellerden birinin sahibiyle talancı şarkıcı Gülşen'in (şarkıları ben yazdım dediği için) ağabeyiyle arkadaş, kölenin bir diğer akrabası, Müslüman evlerde ölüm olduğunda müthiş travma şekliyle yaşıyor, oysa tasavvuf da İslam da tersi söylemler var, keşke bu TV'lerle anlatılsa, neler yapılmalı yazdığı notlarının hemen akabinde Kanal 7'de mizansen ölü üzerine kurulu programda, din adam, neler yapılması gerektiğini anlatır ki, ilk taşındığı yıllarda ikinci karşı komşu dairenin akrabasıdır, ona da punduna getirip tanıştırmıştır; oradaki "ölü" de dayısının kızının oğludur. Bu arada kanalın makajörü çok eski, 2002 yıllardan beri kanalın makyözüdür ve birebir çalıntı program yapanlarla ilgili Dijital-Reel Psiko Semiyotik Dil Kullanımları vardır. Akrabalık ilişkilerini de bu şekilde

kullanan bir karanlık yapılanma. Aynı zamanda diğer bir dayımın kızının çocuğu hastalandı ve bu kanalın daimi haber kaynağı edildi. Acun Ilıcalı'nın akrabalarla ilişkisi malum zaten. Tüm bu akrabalık bağına kullanma TV kanalının sahibinin, okulundayken başladı. Yakın çevrenin örölüşü, bunlardan birinin eşi, Seren Serengil'in ablasıyla uzun seneler boyunca yaşadı. Kamuya açık yazmaya başladığımda eklemliğin çoğu Bodrum'a yerleşti." Bu yapılanmaya yakalananlar ilginç ve benzeri bir biçimde hastalanıyor, ölüyorlar. Ayrıca bu durumlar da araştırılmalıdır." Bu kutulama yöntemi herhalde bu örnekle daha iyi anlaşılmalı olmalıdır ki, bu örneklerin sayısı çoktur."

Potansiyel emsal dijital kölenin, akademik çalışmaları ve başvurularını engellemek için senelerce internet bağlantısıyla oynandı, yakın zamanda bile dener, yazdığı anda ya bir SMS ya bir kesinti: "Okuduk, takipteyiz Dijital-Reel Psiko-Semiyotik Dil Kullanımı olarak ona yansıtılacak ki, yöntemlerdendir. Siyasi partilerden özellikle biri talan edilen günlüğünü hem halkla ilişkilerinde kullandı hem de siyasi partilerinin politikalarında ki var oluşları talan edilen günlüktendir. Yapılan, kontrolün bizde tacizlerine, özellikle darbe kalkışması öncesi elektrik kesilmeleri, buna dahildir. Her şeyin 7/24 kontrolümüzde demek de yöntemlerdendir. Kutulanılan yer bileşik kaplar ilkesiyle çalışır, örneğin site yönetimiyle eleledirler, Site yönetimi paftaları değiştirir, istediği alanlar için yönerge uydurur, istediği alanları özel korumaya alır, özel güvenlik kapıları kurar ve bu işler hiç bitmez. Oyun parkı ve yeşil alan olarak bırakılan yeri, villalara ferahlık , genişlik, park ve kameriye alanı olarak katıp bir de dikenli telle çevirir, yani yeşil alanı villalara hibe edip, değerlerini artırır, gündelik yaşamlarını kolaylaştırır ki, aynı site yönetimi tüm bu Dijital-Reel Psiko-Semiyotik Dil Kullanımlarıyla hareket eder, kapı baskınları meşhurdur. Siteler arası mobil hareketten de sorumlu gibidir.

Kolektivist bir yaklaşımla dünyaya bakan, insanlığı bir bütün olarak gören, ortak ülküyü, önce doğduğu topraklar, sonra tüm küre ve hatta evren için içselleştirmiş biri olarak yapılanları anlamaktan ziyade yapanlara kondurmak ve onları tahlil etmek, aman "haksızlık yapmayayım" düsturundan dolayı yıllar aldı. Bu yüzden örgünün parçaları olan (Nil Karabrahimgil'in aynalama yöntemi gereği sahip olduğu gazete köşesinden Dijital-Reel Psiko-Semiyotik Dil Kullanımı örneği Haraşo Bknz. Hürriyet Gazetesi) kişilere bir kondurup bin bir kaldırdı 'Dijital Köle',

Daha başlangıçta ayağa kalkmak ocağa incir dikmelerini engelledi ama olamadı. Nasıl bir düzenek kurduklarını yakalanan anlar. Her geçen yıl daha fazla örölme ve kayıpla sonuçlandı. Susturmak için sözde intiharlar, sözde intihaller, uyduruk ihtar ve hukuk davaları, yetmedi, delilik yaftalamalarıyla karşılaşılacaktır. Eve kırmızı saldırgan araçlarla gelmek. Trafikte sataşan kırmızı araçlar çünkü hâlâ yazma aşamasındaki makalelerimi okumaktalar. Gelinek noktada ya özgürlük ya ölüm noktasıdır. Ne olursa olsun gerçeklerinizle ayağa kalkmak bunlarla böyle yaşamaktan bin kat evlâdır.

Elbette yapılacak ilk şey, yazılı-görsel basınlarını yaşamınızdan çıkarmaktır. Talandan faydalanmayı yok(ama reklamını çıkış olarak kullanabilir, asla legal görünümlü illegal alanlar dokunmuyoruz gibi) , bilin. Her reklamların bakıldığında talancı gruba destek verilmiş olunur, bu alanların da bedava kaynak olarak kullanıldığı asla unutulmamalıdır. Gözünüzün duraksadığı yer kadar yorumlar da önemli, dikkat edilmeli, maazallah bir de ticari değeri saptanırsa, 'Dijital Köle'ler çoğalacaktır. Sonra tüm bir hayat böyle bir ağdan kurtulma çabasına dönebilir.

KAYNAKÇA

- Algül, Nevin(2022). Digital Real Psycho-Semiotic Language Uses of Global and Regional "Feeling of Fear and Some Requested Rol Models in the Future through Virtual Reality Created in the Real Universe(73-77). TOJET/ The Turkish OnlineJournal of Educational Technology , cilt.21, sa.4
- Algül, Nevin(2020). What is Psycho-Semiotic Language Use and Its Parser, As a New Concept? How Can The Example Modeling for Use in Digital Media And The Process Of Creating Digi- Slave Proceed?(ss.796-802). Lefkoşa; Kıbrıs(Kktc): Inte/International Trends and Issues in Communication & Media Conference.
- Algül, Nevin(2020). Digital World, Digital Communication Area, Transparent Communication, Digital Communication and Law of Interaction, Digi-Police, Digi-Inspector, Debiting The Uniqueness Of Individual After Pandemic Period, Determination, AnalysisDs, Insights and Recommendations(291-295). Lefkoşa, Kıbrıs (Kktc): Inte International Trends and Issues in Communication & Media Conference.
- Algül, Nevin(2021).How Can The Unconscious Mind of The New Psychological Definition Be Analyzed and Can The Formation of Thought Be Closed To Perception and Manipulation at The Beginning by Using Algül Digital-Manual/Analog Psycho-Semiotic Language Parsers?(300-305). Lefkoşa, Kıbrıs (Kktc): Iticam International Trends and Issues in Communication and Media Conference.
- Algül, Nevin(2022). Digital Real Psycho-Semiotic Language Uses of Global and Regional "Feeling of Fear and Some Requested Rol Models in the Future through Virtual Reality Created in the Real Universe (73-77). TOJET/ The Turkish OnlineJournal of Educational Technology , cilt.21, sa.4.
- Algül, Nevin(2023). Dijital Reel Psiko-Semiyotik Dil Kullanımlarının Kurum İçi İletişimde Kötücül Kullanımı

- Süreci Nasıl İşler? Veri Köleliği veya Dijital Köleliği Besleyen Yapılarla Olası İlgisi, Tasarım Vaka Örneği(199-210). Lefkoşa, Kıbrıs (Kktc): INTE, July 13-14.
- Algül, Nevin(2018). An Essay Whether Early Communication (Teaching Turkish) Methods Affect The Thinking Process Through Turkish and Mathematics Course(82-86). International Science and Technology Conference(ISTEC). Fransa/Paris: July 18-20.
- Dante(1998). İlahi Komedy: Cehennem8ss.12124). İstanbul: Oğlak Yayınları.
- Millon. Grossman. Meagher. Ramnath(2021). Modern Yaşamda Kişilik Bozuklukları(ss. 21, 426, 429): Çev.: Elif Okan Gezmiş.stambul: İş Bankası Yayınları
- Mlodinow, Leonard(2013). Bilinçdışınız Davranışlarınızı Nasıl Yönetir?(11-14). İstanbul: Okuyan Us Yayınları.

<https://psychologytoday.com>

<https://philosophos.org>

<https://ncbi.nlm.nih.gov>

<https://verwellmind.com>

<https://my.clevelandclinic.org>

<https://law.cornell.edu>

<https://psychcentral.com>

IMPACTS OF WAR ON CHILDREN AND ADOLESCENTS

Assoc. Prof. Dr. Münevver MERTOĞLU

Istanbul Kultur University-Education Faculty,
CEHAMER - Head of Research and Prevention of Violence in Schools.
m.mertoglu@iku.edu.tr

ABSTRACT

Many children have lost their lives in wars in recent years. Those who survived witnessed extraordinary violence. Many children lost their parents and relatives, and almost all their homes and buildings were destroyed. Children and their families are denied safe access to food, water, electricity, medicine, and hospitals. Hospitals and schools were bombed. Especially children and adolescents are psychologically affected by all these negativities. The degree of impact varies depending on the degree of violence experienced in the war, the age of the children, their upbringing, their financial situation, and whether similar vulnerabilities have been experienced before. Another important issue is that the problems of children and adolescents do not end with the end of the war and emerge as post-traumatic syndrome later in life. One of the impacts of war on children and adolescents is that the violence applied by the authorities becomes legitimized for children. For these reasons, the necessary treatment and psycho-social support should be provided to children and adolescents, as well as to those responsible for the care of children and teachers.

Keywords: Adolescent, child, psychosocial support, war, war victim.

INTRODUCTION

War is a serious public health issue. Particularly in modern times, wars are closely followed by countries worldwide through the media and social platforms, and their devastating consequences negatively affect everyone. However, children form the most impacted group. The 2022 UNICEF report highlights that children who survive war experience severe trauma (UNICEF, 2022). While 90% of those who died in World War I were soldiers, recent wars have seen the majority of casualties being civilians, including women and children, underscoring the urgent need for international measures. According to a United Nations report from 2018, the number of children killed or injured in wars and conflicts in 2018 reached 12,000 (the highest number since 2005). In 2021, 2,515 children were killed, in 2022, 2,985, and in 2023, by December 14, a total of 19,453 people, including 8,000 children in Gaza, had lost their lives. The Geneva Conventions, signed on August 12, 1949, with the aim of regulating the rules of war and protecting war victims, is one of the most significant legal documents related to human rights (<https://tr.euronews.com/2019/08/12/cenevre-sozlesmeleri>). The fourth of these conventions, known as the Geneva Conventions, specifically addresses the protection of civilians during war. Despite this, in recent wars, many civilian children and adults have been killed, and their homes and service buildings have been almost entirely destroyed. Children and their families' access to food, water, electricity, medicine, and hospitals has been obstructed, and hospitals and schools have been bombed. The situation in the Gaza-Israel war, where 10 children are reportedly killed every minute, is even more dire. Historians express sadness and astonishment in the media, noting that such cruelty was not witnessed even in the distant past when warfare technology was less advanced. Sadi Bereke, a 63-year-old cemetery worker in Gaza, told an Anadolu Agency (AA) reporter that they buried 600 women and children in a single day, exceeding the total number of burials in Gaza over the past five years (<https://www.trthaber.com/haber/dunya/gazzedeki-mezarlik-gorevlisi->). Children and adults in war zones experience violence the most. In other words, war is one of the greatest disasters that can befall humanity. Beyond the physical harm of death and injury, children may witness armed attacks, explosions, the deaths of their loved ones, deprivation of basic needs and exposure to extreme cold or heat can have an even more traumatic impact. Children who survive face the difficult reality of being orphaned, displaced from their homes and countries, and subjected to complex issues that are difficult to resolve. Many children also experience psychological, physical, economic, and sexual abuse during and after war, with some describing these conditions as more painful than death itself. Children are the most vulnerable group in war environments, where injured individuals cannot be helped and proper care for existing diseases is unattainable. Furthermore, babies born in unhealthy environments due to the lack of necessary healthcare increase the risk of infant mortality.

The Physical and Psychological Effects of War on Children and Adolescents

The victimization of children and adolescents in war can be evaluated in two ways. **In primary victimization**, children directly experience the adverse effects of war. They suffer significant physical harm through injury, death, the loss of family members, and lack of access to shelter, food, care, and medical treatment. **In secondary victimization**, while not directly exposed to these negative events, they witness the overall adverse consequences of war. Fear and a lack of safety are prominent feelings. Children and adolescents are psychologically affected by the physical consequences of war, and the degree of this impact varies based on the

level of violence, the children's age, upbringing, socioeconomic status, and whether they have faced similar vulnerabilities before.

Post-Traumatic Stress Disorder

A key issue is that the negative effects of war on children and adolescents do not cease when the war ends. The traumatic nature of modern warfare leaves lasting psychological scars on children and adolescents. Many of these effects are called as Post-Traumatic Stress Disorder (PTSD), continuing for long periods. The World Health Organization (WHO) defines trauma as the intense stress individuals experience in response to threatening events. Post-Traumatic Stress Disorder (PTSD) is a psychological disorder that threatens the physical and mental health of the individual, creates a sense of terror, fear, insecurity, anxiety and helplessness, causes inadequacy in coping and whose effects continue for a long time. Besides, this condition can also lead to problems in social and professional life. Anxiety, nervousness, sleep disturbances, nightmares, and changes in appetite are common in children who experience war-related PTSD. More importantly, persistent fears, worries, and insecurity about the future emerge, often associated with guilt that the events will happen again, that the person will be left alone and defenseless, and that they will be punished for their wrongdoings (American Psychiatric Association, 2000).

Studies on the Effects of War on Children

Even when children affected by war are provided with shelter, education, and financial support, the impact of their traumatic experiences can last for a long time. In a study conducted on 232 children affected by war, most were found to suffer from PTSD as well as behavioural disorders, anxiety, stress disorders, and attention deficits. Another study involving 4,365 children affected by war, conflict, and terrorism reported similar findings, with children developing stress reactions such as PTSD, behavioral and emotional problems, depressive symptoms, anxiety disorders, and phobias (Betancourt et al., 2009; Cohen & Eid, 2007; Comer & Kendall, 2007). Furthermore, another study found that children experienced sleep and psychosomatic problems after war. Similar issues were observed in the results of a study conducted by Khamis (2016) on 205 families and their children who had been directly affected by war. Another study reported that 98% of children with worsening psychological conditions after war exhibited symptoms such as crying, screaming, disrupted sleep patterns, unhappiness, and bedwetting. Despite a partial reduction in post-traumatic stress symptoms after the war, most studies on this subject indicate that childhood traumas have a lasting impact on cognitive, moral, and personality development, as well as interpersonal relationships and coping abilities (Barath, 2002; Dubow, Huesmann & Boxer, 2009). Children who are displaced from their homes, schools, and friends, and who lose all their belongings, including toys and personal items, often experience deep sadness, pain, and anger, feeling powerless and insecure. These children may face difficulties in social and marital relationships and could develop substance or alcohol dependence

Children and Adolescents Aged 0-6 Affected by War

Children aged 0-6 need parental care. The disruption of an environment of love and security can cause children to face serious problems both after the war and in the future. Adolescents affected by war may struggle to make plans for the future. Their concerns about the future can negatively affect their expectations, academic success, and zest for life. Problems in relationships with family, school, and the environment can negatively impact their adjustment to their surroundings. As a coping mechanism for the traumatic events they have experienced, adolescents may engage in risky behaviors that harm themselves and others. Their tendencies toward violent, aggressive behavior may increase. They may also experience intensified feelings of insecurity and disruptions in their sense of self.

The Social Effects of War on Children

The physical, psychological, and social effects of war are closely related. Having to live with and defend oneself for a long time against violence, especially in wartime environments, can establish the belief that violence must be met with violence. It may even legitimize violence. Research shows that in countries where war has persisted for a long time, homicide rates have increased by between 10% and 79% (Archer & Gartner, 1976). War can also negatively impact the moral development of children. In the moral collapse created by war, children may struggle to distinguish between right and wrong. They may begin to believe that the violent actions displayed by authority figures are morally acceptable. The feelings of revenge and hostility experienced by children who have lost loved ones and homes in the war and have been forced to migrate may trigger the development of a culture of violence. This undermines the cultural norms of peace, security, solidarity, and charity. Consequently, children may experience difficulties in friendship, marriage, and other social relationships. Children who witness the violent behaviors of role models may learn to resort to aggression to protect themselves (Gökler, 2001). Moreover, the angry adults around them may reinforce these aggressive behaviors. Children raised in today's war-torn environments may have the potential to become active perpetrators of violence in the future.

Measures to Be Taken for Children and Adolescents Affected by War

The physical, psychological, and social support that can be provided to children affected by war varies depending on the degree of victimization and the ages of the children. Regardless of their age group, the priority is to create an environment that offers love and security, allows them to quickly return to their routines, and meets their physical, psychological, and social needs. Ensuring that they can continue their academic lives and participate in sports and artistic activities plays an important role in overcoming the traumatic process.

Support for Children Aged 0-6

Under normal conditions, the environment in which children aged 0-6 grow up, as well as the behaviors and communication styles of their parents or caregivers, play a crucial role in their physical, emotional, and social development. Being exposed to war or similar environments during this period can negatively affect their development, academic and professional lives, as well as personal and social relationships. Children aged 0-6 who have been in war zones may experience crying fits, waking up startled or crying, sleep disturbances, bedwetting, and bowel problems. Parents or caregivers are expected to be conscious and supportive in this regard. Despite all the difficulties, it is important to create a stable environment for infants, meet their basic needs (especially breastfeeding), ensure that caregivers for babies who have lost their parents do not change frequently, and provide familiar items and toys to help them adapt to the new environment. Physical intimacy, love, and security are crucial. Regular health check-ups and vaccinations must be carefully monitored. Play plays a significant role in the rehabilitation of war-affected children from the age of one. They should be given the opportunity to play in their environment. As they grow older, activities like music, drawing, storytelling, and drama, in addition to play, should be encouraged to help them express themselves and have fun (Bellamy, 2005).

Support for Adolescents Affected by War

Adolescents have a higher level of awareness and a better ability to understand events and foresee consequences compared to younger children. Therefore, they may need more attention and support. Parents, relatives, or specialists should listen to adolescents and share their fears and concerns. Creating a communication environment where adolescents can feel confident and encouraged is important. More importantly, ensuring their participation in activities that can eliminate the sense of hopelessness brought on by war is crucial.

Support for Parents and Teachers

Parents and teachers who are victims of war also need support in providing help to children. Therefore, it is necessary to include them in the psycho-social support programs designed for children and adolescents (Caffo and Belaise, 2003). In traumatic environments, children need the support of their parents and teachers more than ever. This is why the primary therapy is often aimed at families. In necessary situations, trauma can be addressed with cognitive, behavioral, and personal therapies. Children and adolescents should be kept away from violent news and images during wartime, not just in war-torn countries but around the world. Governments are also expected to take the necessary measures in this regard. If, despite these precautions, children witness scenes of war, it is important to be there for them, answer their questions, and try to provide explanations. Educating parents and teachers about the unusual reactions that children may develop after trauma is crucial for mitigating the long-term negative effects of war. It may not be easy for teachers to monitor children's unusual reactions while also maintaining education, cultural, and sports activities at school, so it is essential to remember that they also need support and training.

Psycho-social Support for Children Traumatized by War

Providing individual or group psycho-social support to traumatized children is important. Sharing experiences among children who have been exposed to common traumas helps them feel less alone and promotes solidarity, hope for the future, and learning from positive examples on how to cope with difficulties. In the first stage of psycho-social support, children should be informed about how war environments affect people and the reactions that may occur during this process. These explanations can support children in expressing their emotions and controlling their fears and anxieties. Calming techniques, such as breathing and relaxation exercises, can also be used to help children cope with stress. After the war, it is crucial to create environments where children and adolescents do not feel they have lost everything and can look toward the future with hope. Supporting them in developing a positive outlook is extremely important (Yule & others, 2000). In all forms of support provided to children after war, their best interests must be considered.

CONCLUSION

In modern wars, many children die, and those who survive face severe physical and psychological problems. The inability to meet their most basic needs, access care and treatment, and the trauma of witnessing the deaths of loved ones and explosions profoundly affect them. More importantly, the problems that children face do not end with the cessation of war, as they often experience post-traumatic syndromes. It is necessary to provide treatment

and psycho-social support to children and to those responsible for their care and education. However extensive and intense the psycho-social interventions for children after war may be, it is very difficult to completely erase the traces of violence. Therefore, it is essential to resolve ongoing political conflicts as soon as possible and keep civilians and children away from these conflicts. Considering the profound negative impact of war on children's entire lives, political leaders and societal authority figures must take on significant responsibilities to prevent new wars from breaking out.

REFERENCES

- American Psychiatric Association (2000). Diagnostic and statistical manual of psychiatric disorders (4. baskı). Washington DC: APA
- Archer, D., & Gartner, R. (1976). Violent acts and violent times: A comparative approach to postwar homicide rates. *American sociological review*, 937-963.
- Baráth, Á. (2002). Children's well-being after the war in Kosovo: survey in 2000. *Croatian medical journal*, 43(2), 199-208
- Bellamy C: The States of the World's Children 2005. New York, United Nations Children's Fund, 2004. p.162
- Betancourt, T. S., Speelman, L., Onyango, G., & Bolton, P. (2009). A qualitative study of mental health problems among children displaced by war in northern Uganda. *Transcultural psychiatry*, 46(2), 238-256.
- Caffo, E. ve Belaise, C. (2003). Psychological aspects of traumatic injury in children and adolescents. *Child and Adolescent Psychiatric Clinics of North America*, 12 493-535.
- Cohen, M., & Eid, J. (2007). The effect of constant threat of terror on Israeli Jewish and Arab adolescents. *Anxiety, Stress, & Coping*, 20(1), 47-60.
- Comer, J. S., & Kendall, P. C. (2007). Terrorism: The psychological impact on youth. *Clinical Psychology: Science and Practice*, 14(3), 179.
- Dubow, E. F., Huesmann, L. R., & Boxer, P. (2009). A social-cognitive-ecological framework for understanding the impact of exposure to persistent ethnic-political violence on children's psychosocial adjustment. *Clinical child and family psychology review*, 12, 113-126.
- Gökler, I. (2001). *The Predictor variables of post-traumatic stress symptoms in children and adolescents following 1999 Marmara earthquake: Exposure to traumatic experiences and coping* (Master's thesis, Institute of Social Sciences
- Erden, G., & Gürdil, G. (2009). Trauma reactions observed in children and adolescents after war experiences and psycho-social assistance recommendations. *Türk Psikoloji Yazıları*, 12(24), 1-13.
- Khamis, V. (2019). Posttraumatic stress disorder and emotion dysregulation among Syrian refugee children and adolescents resettled in Lebanon and Jordan. *Child Abuse & Neglect*, 89, 29-39.
- UNICEF. (2022a). 25 Years of Children and Armed conflict. <https://www.unicef.org/media> (Accessed on 2024.04.14).
- Yule, W., Bolton, D., Udwin, O., Boyle, S., O'Ryan, D. ve Nurrish, J. (2000). The long-term psychological effects of a disaster experienced in adolescence: I: The incidence and course of PTSD. *Journal of Child Psychology and Psychiatry*, 41(4), 503-511.
- <https://tr.euronews.com/2019/07/31/bm-2018-de-catisma-bolgelerinde-12-binden-fazla-cocuk-olduruldu> (Accessed on 14.12.2023).
- [https://www.trthaber.com/haber/dunya/gazzedeki-mezarlik-gorevlisi-\(Accessedon2024.03.15\)](https://www.trthaber.com/haber/dunya/gazzedeki-mezarlik-gorevlisi-(Accessedon2024.03.15))
- <https://tr.euronews.com/2019/08/12/geneva-conventions>.

IMPLEMENTING NLP FOR ANALYSIS OF EMAIL EVIDENCE IN DIGITAL FORENSICS

Rahib AGHABABAYEV

Azerbaijan Technical University, Department of Cybersecurity, Baku, Azerbaijan
rahib.agb@gmail.com

Aytaj AGHAYEVA

Azerbaijan Technical University, Department of Cybersecurity, Baku, Azerbaijan
aytacaghayeva02@gmail.com

Nasimi ORUJLU

Azerbaijan Technical University, Department of Cybersecurity, Baku, Azerbaijan
nesimi.oruclu2002@gmail.com

ABSTRACT

In modern times, the rise of information and communication technologies increases risks in this area, including the events arising from these risks. It has also created the basis for the increase of investigation work on such incidents. Electronic mail (e-mail) systems used during information exchange are one of these fields. For this reason, there is a need to explore different methods in cyber forensics to investigate potential attacks from devices, whether mobile or generic. This paper proposes an artificial intelligence-based research method in cyber forensics to improve the promptness and efficiency of cybercrime detection and evidence collection in the e-mail system.

Keywords: evidence, mobile cyber forensics, general cyber forensics, digital forensics, mobile device, artificial intelligence, investigation, email.

INTRODUCTION.

In the digital age in which we live, the increase in the use of information and communication technologies in all areas of our lives has created the basis for the increase of risks and the events arising from them in this area and the expansion of research works. As most of our sensitive information has been moved to the digital arena, the scale and complexity of cyber attacks has also increased. Every activity we perform in this arena can become a potential object of attack.

Electronic mail (e-mail) systems used during information exchange are also one of the main facilities. E-mail systems, as one of the main means of communication in the Internet era, generate a large amount of electronic information. Millions of users use email systems every day for various purposes. Communication through e-mail is effective and efficient, convenient, accessible and simple. However, e-mail systems, in addition to being the primary means of personal and business correspondence, are also prime targets for cyber threat actors to launch attacks and establish communications. Some types of email use in cyber attacks include "email spoofing", "email phishing".

Electronic mail (email) correspondence plays a key role in the field of cyber forensics as an important source of evidence. Emails can contain a variety of information such as text, video, images and other attachments, links, which can be analyzed as evidence. Analyzing this data plays an important role in the process of investigating cyber intrusions. For this reason, there is a need to explore different methods in cyber forensics to investigate potential attacks from devices, whether mobile or generic.

Data collection from electronic mail systems is carried out using various methods and tools. Natural Language Processing (NLP) occupies a special place among these methods.

Materials and Methods

This paper proposes an artificial intelligence-based investigation method in cyber forensics to detect cyber intrusions in e-mail system and increase the promptness and efficiency of evidence collection and explores in detail the application of NLP techniques such as BM25 and Word2Vec.

The main goal of the reviewed research work is the application and development of efficient methods for the classification and analysis of e-mail data. Applying the BM25 and Word2Vec methods on the e-mail data obtained in the conducted research, e-mails are classified with these methods. Then, the value calculated with the received indicators is entered into the model environment, and the system is optimized. The research carried out will contribute to the development of new and effective methods for detecting spam and malicious emails.

Data Collection and Preparation: A test laboratory environment was formed to carry out the research work. In a structured environment, e-mails that serve different purposes are collected into user accounts that are included

in an e-mail system. As a result of the detailed investigation of the received e-mails, they were divided into two main classes: genuine and malicious (malicious).

Genuine e-mails include e-mails that do not contain any threat elements in their content. Malicious e-mails include e-mails sent with malicious purposes, such as phishing, spam, and malware distribution, which threaten the user's security.

The data collection will be used for email security analysis, detection and classification of malicious activities. Thus, the results of this research study are important for investigating and strengthening defenses against existing and emerging email security threats. The research process is described below.

BM25 method: BM25 is a search and matching method often used in the field of NLP (Natural Language Processing). At the same time, we mention the BM25 algorithm as an improved version of TF-IDF [1]. BM25 is a ranking function that considers both term frequency (TF) and document length normalization to determine and evaluate the relevance of a document to a given query [2]. We implement the BM25 algorithm, certain stages of execution, which are based on the set of obtained data.

The basic formula of the BM25 model is as follows[1]:

$$BM25(D, Q) = \sum_{q_i \in Q} IDF(q_i) \cdot \frac{f(q_i, D)^{k_1+1}}{f(q_i, D) + k_1 \cdot (1 - b + b \cdot \frac{|D|}{avgdl})}$$

- $f(q_i, D)$ - the query in document D shows the frequency of term q_i
- k_1 and b are hyperparameters (usually $k_1=1.2$ and $b=0.75$).
- Avgdl shows the average length of documents.
- $|D|$ – length of documents.

calculates the inverse document frequency of terms and takes into account the importance of a term in the entire set of documents.

$$IDF(q_i) = \log\left(\frac{N - n(q_i) + 0.5}{n(q_i) + 0.5}\right)$$

Here N is the total number of documents and $n(q_i)$ is the number of documents with term q_i .

With the application of BM25, we calculate the compatibility score for the available data and classify them.

Word2Vec method: Word2Vec NLP is also a widely used model used to meaningfully transform words in texts into numerical vectors and create a vector representation [3].

Word2Vec uses two main approaches: CBOW (Continuous Bag of Words) and Skip-gram. (Figure 1)

The CBOW (Continuous Bag of Words) architecture creates a model for predicting a target word by considering past and future contextual word vectors. This approach allows to calculate the average value of the contextual word vectors and perform the prediction process by combining this information with the log-linear classification model[4].

Skip-gram architecture uses a negative sampling method to perform prediction of other words in its context based on a given word. In this process, the model is trained to maximize the probabilities of words in the context of a given word[4].

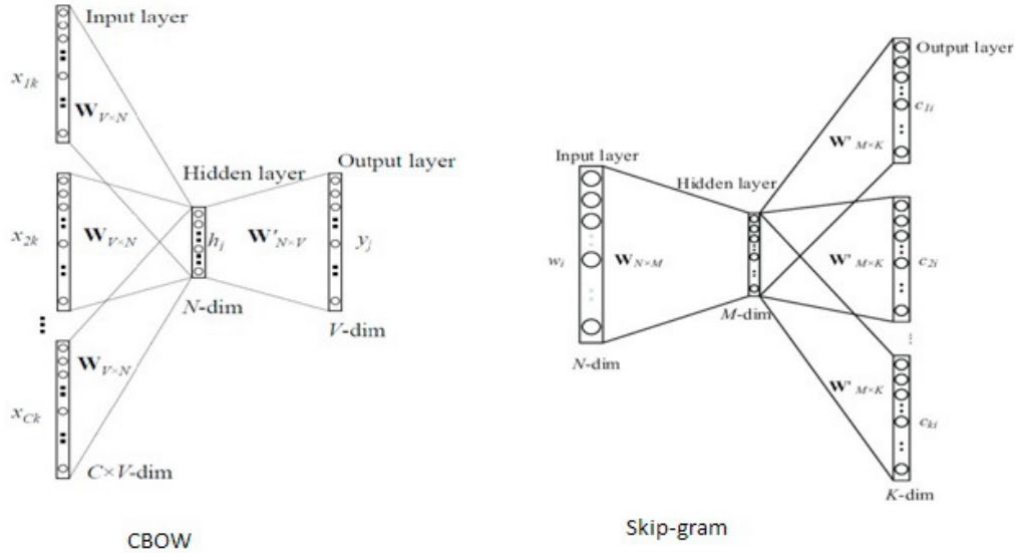


Figure 1. Structure of CBOW and Skip-gram

The Word2Vec model is calculated using the values of the word vectors obtained from the cosine similarity equation. Cosine similarity is a method used to evaluate the similarity between two n-dimensional vectors, which calculates the cosine value of the angle formed between these vectors[5]. This method is widely used for comparing documents or other texts.

$$\cos\theta = \frac{\vec{x} \cdot \vec{y}}{\|\vec{x}\| \|\vec{y}\|}$$

- $\vec{x} \cdot \vec{y}$ – shows the scalar product.
- $\|\vec{x}\|$ və $\|\vec{y}\|$ – shows the norm of the vectors.

At the next stage, the algorithm of the BM25 and Word2Vec methods is built using the appropriate Python libraries. Emails collected in a test laboratory environment are analyzed using software developed with those algorithms. Emails with both methods are compared and a relevance score is determined (Table 1).

Table 1: Relevance score of Word2Vec and BM25.

№	NAME	Precision	Recall	F1 Score	Query process time
1	Word2Vec	1.0000	0.5000	0.6667	0.9322
2	BM25	0.40	1.00	0.57	0.5375

Evaluation: Performance indicators such as "Precision", "recall" and "F1" score are calculated based on the obtained BM25 and Word2Vec scores. It determines the effectiveness of these methods in email classification. Evaluation metrics are calculated as follows[7]:

Precision - The ratio of correctly identified spam emails to total email results.

$$\text{Precision} = \frac{TP}{TP+FP}$$

Recall - The ratio of valid spam emails to total spam emails.

$$\text{Recall} = \frac{TP}{TP+FN}$$

F1 Score - Harmonic mean of Precision and Recall.

$$F1 = 2 \cdot \frac{\text{Precision} \cdot \text{Recall}}{\text{Precision} + \text{Recall}}$$

Request Time - Algorithm processing time on each email.

Comparison with LambdaRank: LambdaRank is an algorithm aimed at improving the accuracy of ranking systems, as it provides a more flexible approach to optimizing the ranking problem, and this methodology allows for easier calculation of differences between pairs of documents, while also helping to improve the efficiency of the respective ranking systems. [6]. The ranking performance of both methods is compared using LambdaRank. In this method, email results evaluated by BM25 and Word2Vec are ranked and which method performs better and the results are compared.(Figure 2)

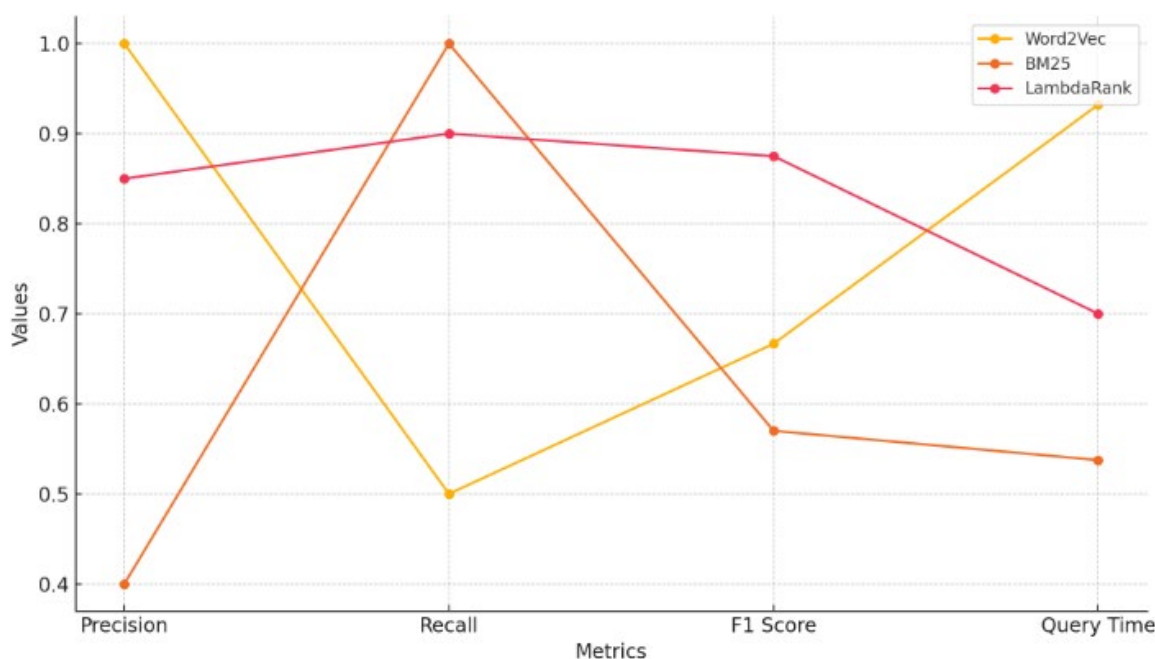


Figure 2. Performance metrics - Word2VEC and BM25 and LambdaRank

At this stage of the research are processed in the Python environment and the training process of the model is carried out. The input data is fundamental in that the model learns the relationships between the given patterns and defines the features. This stage is a necessary condition for the model to achieve high accuracy and reliability in the classification process.

After the model completes the training process, appropriate libraries are used in the Python environment in order to optimize its performance. These libraries provide extensive capabilities for model training, parameter tuning, and results analysis.

During the optimization phase, the training results are analyzed in depth, and as a result of this analysis, a number of improvements are applied to improve the performance of the model. Considering the indicators of the model (for example, precision, recall, and F1 score), visualization and graphical analysis of the results obtained through the appropriate libraries is performed. Proper tuning ensures that the model performs with higher accuracy in email classification and helps to minimize misclassifications.

The model can accurately classify increasingly complicated and diverse email samples and produces reliable results because it was optimized using the right techniques. Thus, this methodology makes it possible to ensure a high level of accuracy and stability in terms of practical application of scientific theory.

CONCLUSION AND FUTURE WORK

This study demonstrates the potential application of NLP techniques for email evidence analysis in mobile forensics. In the conducted research, using two NLP methods, BM25 and Word2Vec, information extraction and analytical approaches were applied to e-mails. Algorithms for both methods were built in Python and evaluated based on the given email data. At the last stage, a model for classification of spam and non-spam e-mails was built and preliminary results were analyzed using appropriate Python libraries. The differences between the results obtained according to the model have been determined.

This research was carried out on the experimental data at the initial stage and the model was formed. This model will be applied to the real data sets obtained in the next research, and larger-scale analyzes will be carried out. The main goal of the next research work is to study the classification accuracy of BM25 and Word2Vec methods on real e-mail data in more detail and to form a new improved module according to the appropriate optimal variant.

In future research, the functionality of the model will be expanded with more sophisticated data analysis methods and ways to apply it to broader areas of digital forensics will be explored.

REFERENCES

- L. Mishchenko and I. Klymenko, "Recognizing fake news based on natural language processing using the BM25 algorithm with fine-tuned parameters," *EEJET*, vol. 6, no. 2 (126), pp. 33–40, Dec. 2023, doi: 10.15587/1729-4061.2023.293513.

- S. Mehta, "Understanding Okapi BM25: A Guide to Modern Information Retrieval," Association of Data Scientists. Accessed: Oct. 08, 2024. [Online]. Available: <https://adasci.org/understanding-okapi-bm25-a-guide-to-modern-information-retrieval/>
- L. Ma and Y. Zhang, *Using Word2Vec to process big text data*. 2015. doi: 10.1109/BigData.2015.7364114.
- A. K. Sharma, S. Chaurasia, and D. K. Srivastava, "Sentimental Short Sentences Classification by Using CNN Deep Learning Model with Fine Tuned Word2Vec," *Procedia Computer Science*, vol. 167, pp. 1139–1147, Jan. 2020, doi: 10.1016/j.procs.2020.03.416.
- D. Jatnika, M. A. Bijaksana, and A. A. Suryani, "Word2Vec Model Analysis for Semantic Similarities in English Words," *Procedia Computer Science*, vol. 157, pp. 160–167, Jan. 2019, doi: 10.1016/j.procs.2019.08.153.
- Y. Yue and C. J. C. Burges, "On Using Simultaneous Perturbation Stochastic Approximation for IR Measures, and the Empirical Optimality of LambdaRank".
- [R. Wang and J. Li, "Bayes Test of Precision, Recall, and F1 Measure for Comparison of Two Natural Language Processing Models," in *Proceedings of the 57th Annual Meeting of the Association for Computational Linguistics*, A. Korhonen, D. Traum, and L. Màrquez, Eds., Florence, Italy: Association for Computational Linguistics, Jul. 2019, pp. 4135–4145. doi: 10.18653/v1/P19-1405.

IMPROVING SOLAR PANEL EFFICIENCY THROUGH AI-BASED MAXIMUM POWER POINT TRACKING: A PERFORMANCE EVALUATION

Javad NAJAFI

Azerbaijan Technical University, Baku- Azerbaijan
Qwerty642.5@mail.ru

ABSTRACT

This paper discusses the application of artificial intelligence (AI) models to optimize maximum power point tracking (MPPT) processes in solar power systems. With the increasing role of renewable energy sources, efficiently extracting maximum power from solar panels is becoming critical. The paper proposes the use of various machine learning algorithms, including neural networks, decision trees, and genetic algorithms, to implement MPPT. The study will compare these models based on criteria such as response time to changing conditions, overall energy extraction efficiency, and resilience to data noise. The results of this study can contribute to the wider adoption of AI in solar systems and improve their efficiency, which in turn will support the transition to more sustainable energy sources.

Keywords: artificial intelligence, MPPT, renewable energy, solar panel

INTRODUCTION

Solar energy plays an important role in the development of renewable energy sources due to its environmental friendliness, availability, and cost-effectiveness. However, the low conversion efficiency of photovoltaic (PV) systems, ranging from 9 to 17%, requires the use of power optimization technologies to improve their efficiency. Maximum Power Point Tracking technology provides an opportunity to maximize the output power of solar panels by adapting them to changing climatic conditions [1, 2, 3].

Traditional methods such as perturbation and observation (P&O) and incremental conductivity (INC) algorithms are widely used due to their simplicity and low implementation cost. However, these methods have limitations such as steady-state oscillations and efficiency degradation under rapidly changing solar radiation [4, 5]. In recent years, much attention has been paid to the implementation of intelligent methods, including neural networks, logic controllers, and particle optimization algorithms. These approaches demonstrate improved tracking performance, robustness to data noise, and adaptation to complex operating conditions [6, 3].

Several studies have been conducted to compare MPPT methods to identify their strengths and weaknesses. For example, Sarvi and Azadian's study classifies algorithms into traditional, smart, and hybrid, noting that hybrid approaches have an advantage in non-uniform shading conditions [3]. Eltawil and Zhao's work provides a detailed discussion of the advantages and disadvantages of smart methods over traditional ones, highlighting their potential to improve the efficiency of solar systems [2].

This study aims to investigate and evaluate state-of-the-art MPPT algorithms applied to photovoltaic systems, focusing on comparing their performance characteristics such as response time, robustness to data noise, and overall energy extraction efficiency, thereby identifying promising areas for further development.

MATERIALS AND METHODS

Maximum Power Point Tracking technology is designed to maximize the energy extracted from solar panels despite changes in environmental conditions (e.g. sunlight intensity, temperature, shading). Each solar panel has a Maximum Power Point (MPP) — the combination of voltage and current at which the greatest power is produced. However, due to the nonlinear characteristics of solar cells and changing conditions, this point changes throughout the day.

MPPT algorithms measure the panel voltage (U) and current (I) to calculate the output power $P = U \cdot I$. MPPT analyzes the current power and compares it to previous measurements. If the power increases, the load settings change in the same direction. If it decreases, the direction is adjusted. MPPT controllers continuously adjust the panel voltage and current to achieve the optimal power point, even as weather conditions change. The implementation of MPPT provides maximum energy efficiency of solar systems, increasing the output power by 10-30% compared to systems without MPPT [7].

This study aims to evaluate the capabilities of artificial intelligence (AI) to improve the efficiency of MPPT. It includes several stages: first, the classical Perturb and Observe (P&O) algorithm is simulated, which is the basis

for performance analysis. The simulator generates random voltage and current values in the range of 0-60, calculates the power and records the results. Performance is assessed by average, maximum and minimum power. The indicators of such AI models as neural networks, decision trees, genetic algorithms, particle swarm optimization (PSO) are compared.

The following criteria are selected for comparing the models:

- Response Speed: The time it takes to adapt to changing conditions.
- Power Extraction Efficiency: The maximum power that a model can achieve.
- Robustness to Data Noise: The ability to maintain performance in the presence of variations or errors in the input data.

Neural Network. A neural network is a composite mathematical model that transforms input data into output through a system of interconnected nodes (neurons) organized into layers [8]. For MPPT problems, neural networks are trained on data including voltage, current, and power to predict optimal voltage and current values. The general formula for a single neuron is: The output y_i of a neuron in layer l is defined as:

$$y_i^{(l)} = f(\sum_{j=1}^n w_{ij}^{(l)} x_j^{(l-1)} + b_i^{(l)}),$$

where $x_j^{(l-1)}$ is the output of the j -th neuron from the previous layer, $w_{ij}^{(l)}$ is the weight of the connection between neurons, $b_i^{(l)}$ is the bias of the current neuron, $f(\cdot)$ is the activation function (in our case, it is ReLU), n is the number of inputs for the current neuron. The network optimizes the parameters (weights w_{ij} and biases b_i) based on the loss function L , which measures the discrepancy between the predicted output \tilde{y} and the true value y . An example of a loss function:

$$L = \frac{1}{N} \sum_{i=1}^N (y_i - \tilde{y}_i)^2,$$

where N is the number of training examples.

Gradient descent is used to minimize the loss function:

$$w_{ij}^{(l)} \leftarrow w_{ij}^{(l)} - \eta \frac{\delta L}{\delta w_{ij}^{(l)}},$$

$$b_{ij}^{(l)} \leftarrow b_{ij}^{(l)} - \eta \frac{\delta L}{\delta b_{ij}^{(l)}},$$

where η is the learning rate. For the voltage and current prediction task, a linear activation function is used in the output layer to ensure continuous output. The network is tuned based on synthetic data representing the voltage, current, and power of solar panels under different conditions.

Decision tree. These are algorithms that use a tree structure to make decisions based on input data. The tree consists of nodes, where each node represents a condition or criterion, branches that connect the nodes, and leaflets that represent the outcome [9].

The tree structure consists of a root node, which is the starting point where all input data is analyzed, an internal node, which is an intermediate decision point, representing conditions based on the values of the input parameters, a branch - a path that connects nodes based on the truth or falsity of the conditions, leaves, which are endpoints representing the predictions of the model.

The tree construction algorithm: at each stage, the attribute that provides the greatest reduction in uncertainty (by entropy or Gini) is selected. The data is then split into subsets according to the selected attribute. The process is repeated until a specified tree depth, minimum subset size, or other stopping metric is reached.

The decision to split the data is made based on metrics such as:

Information Gain measures the reduction in entropy after splitting the data:

$$IG(S, A) = H(S) - \sum_{v \in \text{values}(A)} \frac{|S_v|}{|S|} H(S_v),$$

where $H(S)$ is the entropy of a data set S , and S_v is a subset of S partitioned by the value v of an attribute A . The Gini Index measures the purity of the partition:

$$Gini(S) = 1 - \sum_{i=1}^n p_i^2,$$

where p_i is the proportion of objects belonging to the i -th class in the set S . For a new input example, the tree traverses the paths determined by the input data values to the final node, where a prediction is made.

Genetic algorithms. These are heuristic optimization methods that imitate the processes of natural selection described by the theory of evolution. These algorithms are suitable for finding optimal or approximately optimal solutions to complex problems. The genetic algorithm is based on the use of a population of possible solutions to the problem, represented as chromosomes that encode the solution parameters [10]. The quality of each solution is assessed using the fitness function, which determines the efficiency of the corresponding solution. During the operation of the algorithm, selection is carried out, in which chromosomes with the highest values of the fitness

function are chosen to participate in reproduction. The creation of a new generation includes a combination of parent chromosomes using the crossover operation, as well as the use of mutation, which introduces random changes to maintain the genetic diversity of the population. After this, the new generation replaces the previous one. The algorithm begins with initialization, during which an initial population of random solutions is created. At each iteration step, the fitness function is assessed, parents are selected, and crossover and mutation are performed to generate a new generation. The process continues until a specified number of iterations is achieved or the target optimization criterion is met.

A chromosome is a string of parameters $x = (x_1, x_2, \dots, x_n)$, where x_i is the parameter value. For MPPT, these are voltage and current. The fitness function evaluates the quality of each solution. In MPPT, the fitness function is defined as: $f(x) = P(x)$, where P is the output power of the solar panel, depending on the parameters x . Then selection occurs – the probability of choosing the i -th chromosome p_i is proportional to its fitness:

$$p_i = \frac{f(x_i)}{\sum_{j=1}^N f(x_j)}$$

where N is the population size. The crossover generates offspring o_1, o_2 by combining parent chromosomes p_1, p_2 . An example of a single-point crossover:

$$\begin{aligned} o_1 &= (p_1[1:k], p_2[k+1:n]), \\ o_2 &= (p_2[1:k], p_1[k+1:n]), \end{aligned}$$

where k is the split point.

Mutation introduces a random change in chromosome x : $x'_i = x_i + \delta$, where δ is a random value from a given range. A new population is formed from the offspring, or combined with a part of the old population to preserve elite solutions. The algorithm terminates if the specified number of iterations is reached or the fitness function value stops improving.

Particle Swarm Optimization (PSO).

It is an optimization method inspired by the social behavior of flocks of birds or schools of fish. The algorithm uses particles that move through a solution space to find the optimal value of an objective function [11]. Each particle represents a potential solution to the problem and moves through the solution space based on its past experience and social interactions. To operate, the PSO algorithm first defines an initial population of particles, each with a position x_i and a velocity v_i chosen at random. Each particle is evaluated using an objective function $f(x)$ to determine its "quality". The velocity and position are updated according to the formula: $v_i = \omega v_i + c_1 r_1 (p_i - x_i) + c_2 r_2 (g - x_i)$, where ω is the inertia coefficient controlling the influence of the previous velocity, c_1, c_2 are the learning coefficients for the personal and social components, r_1, r_2 are random numbers in the range $[0,1]$ providing stochasticity, p_i is the best position of the particle, g is the best position among all particles in the population. The position of the particles is updated according to the formula $x_i = x_i + v_i$. The algorithm repeats the process of updating the velocity and position until the stopping criterion is reached.

In the context of MPPT, PSO is used to find the optimal combination of voltage and current that provide the maximum power of the solar panel. Each particle represents a possible combination of (V, I) , and the objective function is the output power: $f(V, I) = P = V \cdot I$

RESULTS AND DISCUSSION

Four algorithms—Neural Networks, Decision Trees, Genetic Algorithms, and Particle Swarm Optimization (PSO)—were evaluated to determine their potential in enhancing the performance of solar energy systems under dynamic environmental conditions. Neural networks demonstrated an average power output of 45.2 W and achieved a maximum power output of 58.3 W. The model exhibited rapid adaptability, with a response time of 0.2 seconds, ensuring swift adjustments to environmental changes. Energy extraction efficiency was measured at 90% under optimal conditions, while the resilience to data noise was maintained up to 15%, indicating robustness in handling moderate levels of input variability. Despite these strengths, the network's slightly lower maximum output compared to other algorithms suggests room for optimization in capturing peak power.

The decision tree model, while simpler in implementation, showed limitations in performance. The average power output was 42.8 W, with a maximum power output of 55.0 W. The response time was slower, at 0.5 seconds, reflecting its reduced ability to adapt to rapid changes. Additionally, the energy extraction efficiency was 85%, and the model's resilience declined significantly when noise levels exceeded 10%. This indicates that decision trees are less suited for noisy or highly dynamic environments, although they offer interpretability and computational efficiency.

Genetic algorithms achieved notable results, with an average power output of 47.5 W and a maximum power output of 60.0 W, the highest among the tested methods. The response time of 0.4 seconds was competitive, and the energy extraction efficiency reached 92% when the system was optimized. Furthermore, the algorithm demonstrated strong resilience to data noise, effectively maintaining performance with up to 20% noise. These

findings underscore the suitability of genetic algorithms for applications requiring high efficiency and adaptability under uncertain conditions.

Particle Swarm Optimization exhibited a balanced performance, with an average power output of 48.1 W and a maximum output of 59.5 W. The model adapted to environmental changes in 0.3 seconds, demonstrating its effectiveness in dynamic settings. Energy extraction efficiency was measured at 91%, and the algorithm maintained robust performance with up to 15% noise in input data. The results suggest that PSO offers a strong combination of efficiency, adaptability, and resilience, making it a viable choice for MPPT.

Table 1: Results summary table.

Algorithm	Average Power Output (W)	Maximum Power Output (W)	Minimum Power Output (W)
Neural Network	45.2	58.3	32.1
Decision Tree	42.8	55.0	30.4
Genetic Algorithm	47.5	60.0	35.0
PSO	48.1	59.5	33.2

While all algorithms provided notable results, their suitability varies depending on the specific requirements of the MPPT system. Genetic algorithms and PSO outperformed other methods in terms of maximum power output and efficiency, making them ideal for systems demanding peak performance. Neural networks, with their rapid response and robust handling of noise, are suitable for applications requiring fast adaptability. Decision trees, though limited in efficiency and noise resilience, may be preferred in scenarios where interpretability and simplicity are prioritized.

Figure 1. Power output comparison.

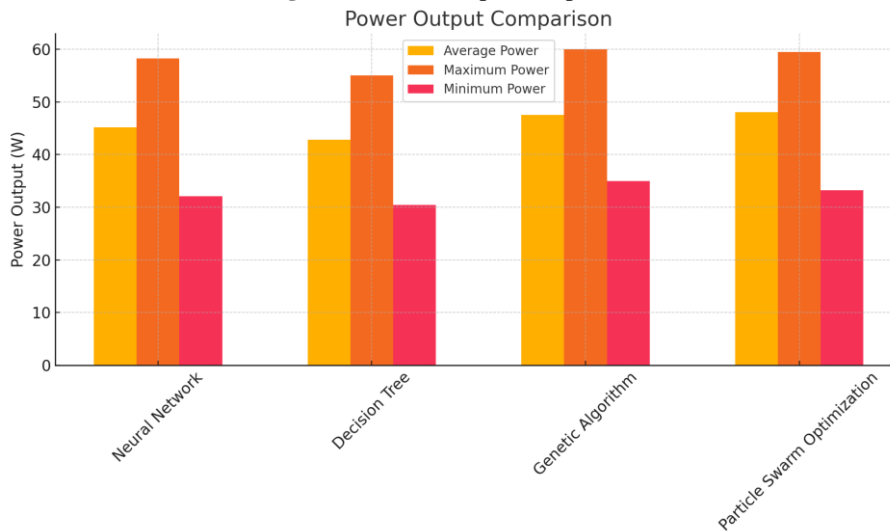
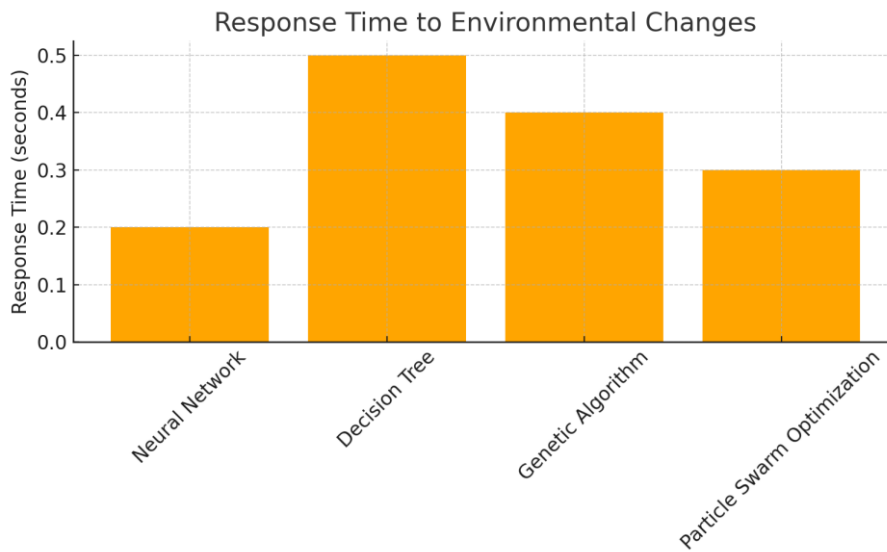
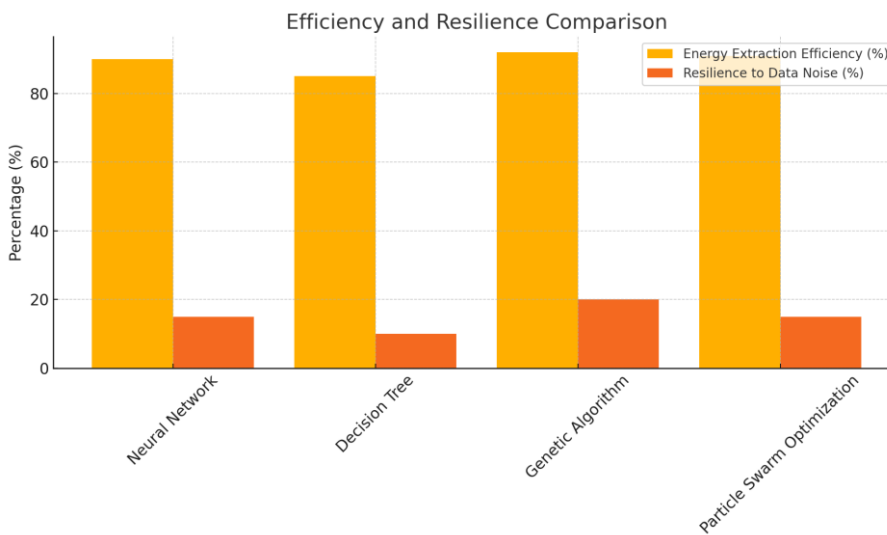


Figure 2. Response Time to Environmental Changes.**Figure 3.** Efficiency and Resilience Comparison.

CONCLUSION

The study evaluated the application of AI techniques, including neural networks, decision trees, genetic algorithms, and particle swarm optimization, to improve maximum power point tracking in photovoltaic systems.

Genetic algorithms and PSO demonstrated the highest energy extraction efficiency, reaching 92% and 91% respectively, and demonstrated robust resilience to data noise, making them particularly suitable for scenarios requiring high efficiency in dynamic and uncertain conditions. Neural networks, although slightly lower in maximum output power, excelled in fast response times (0.2 seconds) and maintained resilience to moderate levels of input noise. In contrast, decision trees, despite their simplicity and interpretability, demonstrated limitations in noise resilience and adaptation speed, making them less effective in complex and noisy conditions.

Overall, the study highlights the potential of AI-based MPPT techniques to significantly improve the performance and reliability of solar energy systems. The results highlight the importance of selecting algorithms based on specific operational priorities, such as response speed, noise tolerance, and output power efficiency. Future research could focus on hybrid approaches that combine the strengths of multiple algorithms or further optimization of individual methods to address their limitations.

Acknowledgements

References

1. Motahhir, S., El Hammoumi, A., & El Ghzizal, A. (2020). The most used MPPT algorithms: Review and the suitable low-cost embedded board for each algorithm. *Journal of cleaner production*, 246, 118983.
2. Eltawil, M. A., & Zhao, Z. (2013). MPPT techniques for photovoltaic applications. *Renewable and sustainable energy reviews*, 25, 793-813.
3. Sarvi, M., & Azadian, A. (2022). A comprehensive review and classified comparison of MPPT algorithms in PV systems. *Energy Systems*, 13(2), 281-320.
4. Christopher, I. W., & Ramesh, R. (2013). Comparative study of P&O and InC MPPT algorithms. *American Journal of Engineering Research (AJER)*, 2(12), 402-408.
5. Elgendy, M. A., Zahawi, B., & Atkinson, D. J. (2012, March). Evaluation of perturb and observe MPPT algorithm implementation techniques. In 6th IET International Conference on Power Electronics, Machines and Drives (PEMD 2012) (pp. 1-6). IET.
6. Bendib, B., Belmili, H., & Krim, F. (2015). A survey of the most used MPPT methods: Conventional and advanced algorithms applied for photovoltaic systems. *Renewable and Sustainable Energy Reviews*, 45, 637-648.
7. Elgendy, M. A., Zahawi, B., & Atkinson, D. J. (2011). Assessment of perturb and observe MPPT algorithm implementation techniques for PV pumping applications. *IEEE transactions on sustainable energy*, 3(1), 21-33.
8. Grossi, E., & Buscema, M. (2007). Introduction to artificial neural networks. *European journal of gastroenterology & hepatology*, 19(12), 1046-1054.
9. Myles, A. J., Feudale, R. N., Liu, Y., Woody, N. A., & Brown, S. D. (2004). An introduction to decision tree modeling. *Journal of Chemometrics: A Journal of the Chemometrics Society*, 18(6), 275-285.
10. Lamb, A. (2021). A brief introduction to generative models. arXiv preprint arXiv:2103.00265.
11. Settles, M. (2005). An introduction to particle swarm optimization. Department of Computer Science, University of Idaho, 2, 12.

INFORMATION SCIENCE AND TECHNOLOGY EDUCATION FOR NON-STEM STUDENTS: A TOP-DOWN APPROACH

Suchintha FERNANDO

Rutgers University, School of Communication & Information
New Jersey- USA
suchintha.fernando@rutgers.edu

ABSTRACT

This paper discusses the importance of providing at least a basic education in information science and technology to students, regardless of whether they are from a science, technology, engineering, and mathematics (STEM) background, or not. It explores how this knowledge in information science and technology is required by professionals of all fields, but in varying degrees or levels, and how, even though it is built on a foundation of mathematics, even students who are not from a STEM background can be provided with a basic level of information science and technology education, if it is taught in a top-down fashion, so as to avoid overwhelming non-STEM students with advanced mathematical concepts which would otherwise be difficult to grasp. This paper explores how these concepts could be taught in a manner stemming from day-to-day occurrences, to provide non-STEM students with just enough mathematical knowledge required for a successful education of information science and technology education at a basic level.

Keywords: Information Science and Technology Education, Information Systems, Non-STEM, Top-Down Approach

INTRODUCTION

The education of Information Science and Technology has become one of the most sought-after subject areas by many students regardless of their profession, or field of study. Even students who are not from science, technology, engineering, and mathematics (non-STEM) backgrounds, require some knowledge of information science for their professions, as no job in today's technologically advanced world is totally exempt from the use of information science and technology-based tools for performing at least a few tasks. Most office jobs in areas such as health information, banking, inventory management, library information systems, to name a few, are even more heavily reliant on information systems (IS) and information technology (IT) tools and applications. Thus, for those working in professions such as these, it is paramount to obtain at least a basic education in information science and technology in order to have some understanding as to how these information systems that they use for their day-to-day tasks work, so that they may be able to utilize these systems and tools in an optimal fashion. Some higher level professionals such as those in managerial positions need an understanding of the basic inner workings of these systems so that they may know what these systems are capable of, and so that they may understand what goes on behind the scenes when they 'call in the IT department' to fix any issues these systems would inevitably present from time to time. This knowledge is especially helpful when the employees of the said IT department are subordinates working under these high-level managers, as one would not want to rely on one's subordinates for this crucial knowledge. Further, as Senanyake and Fernando (2018) have pointed out, at least a basic knowledge of information security is also integral to ensure that users of these information systems access and share the information required for performing their jobs in a proper and secure manner.

Information science and technology falls under the science, technology, engineering, and mathematics (STEM) category, and therefore, it is necessary for students of information science and technology to have such a STEM background with a good foundation in mathematics in order to fully understand the more advanced concepts of IT and programming. However, not all users of such information systems come from a STEM background. In fact, the majority of these users may be from non-STEM backgrounds such as arts and humanities. Yet, this should not prevent them from obtaining an education in information science and technology, especially when such an education is crucial to their success in their professional careers. It is important to realize that the education of information science and technology comes in varying degrees and levels, and that not every student requires the same level or depth of knowledge. While the students pursuing careers in technology, such as software engineering, networking, etc. would undoubtedly require a deeper understanding of information technology, and would therefore require a strong STEM background in order to obtain that knowledge, the other students who require only a basic knowledge of information science and technology so that they may be able to properly utilize the information systems they use, may obtain that knowledge without a strong STEM background.

Yet, it is undeniable that information science and technology, a subject area which is founded in mathematics, would have certain mandatory mathematical concepts that need to be studied in order to understand the subject concepts. However, for students from a non-STEM background, teaching those mathematical concepts and therefore, those information science and technology concepts in the usual bottom-up fashion, where we lay the foundation and then build on top of it, might be rather overwhelming, and eventually, unsuccessful. Instead, this

paper proposes a top-down approach in providing information science and technology education to non-STEM students, which would allow them to learn these mandatory mathematical concepts in a more natural manner stemming from day-to-day occurrences rather than from mathematical laws and processes, thereby allowing them to obtain the level of information science and technology knowledge that they need.

What Non-STEM Thinking brings to Information Systems

The usual method of teaching information science and technology is to begin with the mathematical concepts that build the foundation. In other words, a bottom-up approach, where the mathematical foundation is first laid, and then the education of information science and technology is built on top of that, is the commonly practiced method. While this method is perfectly well-suited for those students who are from a STEM background and who have an aptitude for STEM subjects, and while this is the preferred method for students who plan to become professionals in the field of information science and technology, as they require an in-depth understanding of the science behind how systems and tools work, so that they may, themselves, fix or create such systems, or invent new tools and technologies, such a deep level of understanding of information science and technology might not be required by most general users of information systems and tools. And a majority of students who seek a basic education of information science and technology today, comprise of students who are currently, or are intending to be, professionals in other (non-technology-based) industries, but who still need an understanding of these IT systems and tools.

One might think that stripping down the education of information science and technology, so as to avoid teaching these non-STEM students the mathematical concepts behind it, is a lazy approach. Yet, this is not the case. Angell and Demetis (2010) discuss how linearity (one thing after another) is a delusion in this non-linear world. In other words, it is not mandatory for an education of information science and technology, as long as it is only a basic level of education, to be built upon a full, solid foundation of mathematics. In today's world where education is better available to people, where a person can obtain their higher education at any stage in life, even after a long hiatus from education, where they were focusing on their professional careers instead, it is of utmost importance that there are many paths of entry into a formal higher education, and that there are degree programs that focus not only on those who have an aptitude towards STEM subjects, but also those that provide the means for students from non-STEM backgrounds to obtain such an education.

It is also important to understand what non-STEM thinking brings into the design of information systems, and how the addition of non-STEM students can enrich courses in information science and technology. In fact, it is rather easy for students with a solid STEM background to 'think like a computer' and provide instructions that are understood by computers, as those are the students who end up creating computers and other IT systems and tools. But while thinking like a computer, it is also rather easy to forget the importance of the user aspect, and to forget that the end users of these systems might be laymen who are not experts in the field of information science and technology. This is why there is a need for the roles of domain experts and business analysts etc. to work as intermediaries between the software engineers and architects who design and develop these IT systems, and the end users of the system, so that the ideas and expectations of the users can be translated to the IT experts and vice versa. Thus, the inclusion of non-STEM students in an information science and technology course enriches it further, by bringing a fresh, new perspective into the analysis of requirements and design of an information system. The human mind is not naturally broken into separate segments. Instead of considering the processing of the mind as an isolated and compartmentalized phenomenon (Anderson et al., 2004; Carroll & Bandura, 1987; Newell, 1994), separate domains of education need to come together in a system to attain different, but common outcomes. (Koechlin, Basso, Pietrini, Panzer, & Grafman, 1999; Salvucci & Taatgen, 2008). That being the case, it is paramount that we provide an approach of information science and technology education that is accessible to non-STEM students without overwhelming them by laying a thick mathematical foundation.

Different Levels of Information Science and Technology Education

A thorough education in information science and technology would have to cover certain mandatory subject areas such as computer hardware, the central processing unit, arithmetic logic unit, etc. which comprise of electronic components such as digital circuits, transistors, gates, wires, registers, memory, etc., machine language – commands using a series of 1s and 0s, which instruct this circuitry to either send or not send an electronic pulse at each clock cycle –, assemblers which translate human-readable programming code into computer-readable machine language, firmware and mid-level languages, software and high-level programming languages, networking and telecommunication including communication systems, network structures, devices and protocols, etc. It should also cover information security education including access control, network security, cryptography, security architecture and models, etc. (Fernando, 2018; Harris & Maymi, 2016).

However, as not all students of information science and technology require, nor seek, a thorough and comprehensive education in it, they require different levels of understanding and knowledge in the subject area. For instance, a hardware engineer would need a solid education in electronics, while a software engineer might only need a basic understanding of it as they might not be dealing with the digital circuits and wiring directly the

way a hardware engineer would. Similarly, as computer languages could be categorized as low-level, mid-level, and high-level (Friedman & Wand, 2008), while a machine language programmer would require an in-depth knowledge of the hardware components and clock system and electronic pulses, etc., thanks to the assemblers (which are themselves developed by assembly language programmers) which translate high-level programming code written in languages such as C++, Java, Python, etc. into machine language, high-level programmers – the usual software engineers – can do with a shallower understanding of those concepts which are required by low level programming languages. This is comparable to how even though information security professionals who analyze security risks and implement countermeasures require a thorough understanding across all areas and domains of information security, a basic education in information security would equip most users of information and communication systems with the knowledge to protect themselves in cyberspace (Fernando, 2018). Hence, for those non-IT professionals from non-STEM backgrounds who require a basic level of information science and technology education, so that they may have sufficient knowledge to utilize the IT systems and tools required for their jobs and daily lives, higher education programs should provide an approach to information science and technology education that does not involve first laying down that thick, solid foundation of mathematics that is required by computer scientists and IT professionals. The remaining sections of this paper explore some of the mandatory STEM components for certain aspects of information science and technology education, and how a top-down approach could help in providing that education to non-STEM students.

Identifying the Mandatory STEM Components for Information Science and Technology

In order to provide such a top-down approach of information science and technology education, we must first properly identify the STEM components and mathematical concepts that are mandatory for properly understanding certain subject areas. After having identified these mandatory STEM components, we must then explore how a top-down approach could be used when teaching those information science and technology subject areas along with the required STEM components identified for each of those subject areas.

When looking at subject areas such as programming and algorithm development, we can see that concepts such as procedural thinking and logical thinking would be required for writing conditional statements such as if-then-else, and loops such as for loops, while loops, and do-while loops. Knowledge of algebra would be needed for algebraic equation and formula construction. Knowledge of data structures such as stacks, heaps, queues, linked-lists, trees, etc. would be required when writing algorithms for searching, sorting, recursion, etc. And knowledge of permutations and combinations would be required for figuring out the different possible outcomes for switch-case conditions, and so on.

When teaching databases (database design and development, as well as data access), for instance, students would certainly need the knowledge of set theory and a basic understanding of Boolean logic. They would also need an understanding of the order of precedence to properly write data queries using parentheses as appropriate, and a very basic understanding of binary tree data structures to understand the concept of binary search, which is commonly used in databases and database indexing.

For students of information security, a knowledge of binary numbers would be of high importance, as concepts such as cryptography and networking utilize binary numbers in multiple ways. For instance, binary addition, subtraction, shift, etc. are often used as parts of a cryptographic key when encrypting a message. Packet headers for networking packets are created in binary form, where each bit or each set of bits represents a certain element. Binary and hexadecimal numbering is also used when creating internet protocol (IP) addresses – both version 6 (IPv6) and the previous version 4 (IPv4). And the subnet masks used to identify the subnets that each device in a network belongs to in the IPv4 network addressing scheme is also based on the binary system (Harris and Maymi, 2016).

As most non-IT professionals are users of information systems, and therefore, require a basic knowledge on relational database systems, the next section of this paper will examine how to utilize a top-down approach to teaching relational database systems to non-STEM students.

The Importance of a Top-Down Approach to Teaching Information Science to Non-STEM Students

The often-used method of teaching information science and technology, as previously stated, is the bottom-up approach. This is also very much the case when teaching relational database systems, as we usually start by teaching about the tables consisting of fields or columns, and rows or tuples, then move on to teaching about how each of the tables in a database are related to others in either a many-to-many relationship, a one-to-many relationship, or in rare cases in a one-to-one relationship. We then move on to designing a database by creating the entity-relationship diagrams (ER diagrams). Then the very important, yet very intense and difficult to understand concept of normalization is introduced, sometimes with not too much thought given to the exact requirements of the intended database system. After normalizing the database, we then teach how to implement it on a database management system (DBMS), and then plug it into a front-end user interface (UI). And the students are expected to have a prior knowledge of set theory and order of precedence so that they may be able to write SQL statements to query data from multiple tables properly, and a prior knowledge of binary searching so that they may understand

the concept of indexing.

Even though the bottom-up approach outlined above works for students from a STEM background, it is not a very successful method of teaching relational database systems to non-STEM students who may come from an arts and humanities background, and who have not studied set theory or binary trees. More importantly, these students would find the concept of normalization of tables, especially difficult to comprehend, due to its very complicated nature.

Instead, here we look at a top-down approach to teaching relational database systems – focused mainly on non-STEM students, who, as previously discussed, may bring in a fresh perspective and a lot of domain expertise to the process of designing and developing information systems. Hence, rather than starting with the tables, this paper proposes beginning by examining database systems the students have used or are currently using to identify how the interface may be made more user-friendly, how certain important features or functionality that is omitted in the systems they examine should be included, while how certain other features that are available in these systems are not often used, and determine other strengths and weaknesses of these systems. Based on those findings, the students are then required to propose a purpose for which they would like to design and develop a database system, and to visualize and sketch what they would imagine the front-end UIs of that system might look like. These interfaces might be subject to change as they move along the process of designing and developing the database system, but it starts by looking at the front-end interfaces at the top, and then going down to look at the rest of the database system, all the way down to the back-end database. This allows the students to be in control of the design of their database system, rather than their understanding of theoretical concepts and principles of relational database design limiting their thinking and design.

When designing the database by creating the ER diagrams, most students find the proper identification of tables or entities somewhat daunting. Hernandez (2013) discusses a method of looking at the requirements to write a clear, concise mission statement for the intended system, and a list of mission objectives expected by the system, and then reading through this mission statement and these objectives to identify the nouns, and then removing duplicates, in order to arrive at a set of entities or tables. The students would then be taught to identify the attributes that describe these entities, and thereby arrive at a set of fields for each of these tables. Hernandez (2013) also states the importance of naming tables using plurals to imply that there would be multiple instances or data records which would result in multiple rows of data in a table, and of naming fields using singular nouns to imply that there would only be a single value in each field. This, in turn, allows the students to identify incorrect fields which should either be broken into multiple separate fields, should be dropped completely as they can be calculated using other existing fields, or should be dropped from that existing table to create a separate table (Hernandez, 2013). The students are then taught to create a linking table, to resolve the many-to-many relationship between the original table and the newly created table, by breaking it into two separate one-to-many relationships, which can be properly enforced and implemented in a database. In this very practical manner, the complicated theories behind the process of normalization are bypassed, allowing the students to create relational database tables which are normalized to at least the 3rd degree.

When teaching SQL, the dominant language used for querying relational databases, instead of first teaching how to create tables and populate those tables with data, the students should first be taught to query an existing database that is provided to them. They should begin by learning to query from a single table, and then be taught how to join multiple tables together to query from them. They should be taught how to include a ‘WHERE’ clause, which would allow them to filter out individual rows, before being taught how to group rows of data together, and then filter out groups using the ‘HAVING’ clause, etc. The students should be given business questions to be answered and taught how to write queries in SQL to obtain a result set to answer those given business questions. Similarly, they should also be given SQL queries to figure out the business questions that they would answer when the queries are executed.

It is when constructing the filtering conditions for the ‘WHERE’ or ‘HAVING’ clauses, that the concept of set theory comes into play. When two or more conditions need to be evaluated in these filter statements, most non-STEM students find the use of the logical operators ‘AND’ and ‘OR’ confusing. For example, if they were asked to select records from a table of transactions, for ‘all transactions that did not take place on date A or date B’, they might be confused whether to use the logical operator ‘AND’ or ‘OR’ within their WHERE condition. In the above instance, as they need to look at all other dates but the two given dates, they need to use the logical operator ‘AND’ as depicted in the following example:

WHERE (date != ‘A’ AND date != ‘B’)

Instead, if they were to incorrectly write this filter condition using the logical operator ‘OR’, as in the following example:

WHERE (date != ‘A’ OR date != ‘B’)

Then they would be looking at all of the dates, including A and B, since when the condition looks at “date != ‘A’ ”

it includes B, and when the condition looks at “date != ‘B’ ” it includes A. And as the logical operator ‘OR’ would accept any value which satisfies either one of these conditions, then it will accept all of the available dates, and not filter any dates. So instead of filtering out the transactions that took place on one of these two dates, this incorrect condition will not filter out any rows.

Once students have experienced this confusion with the logical operators ‘AND’ and ‘OR’, it is then time to teach them the basics of set theory and Boolean logic. By sketching the dates ‘A’ and ‘B’ on a Venn diagram as shown in figure 1 below, they can be taught how to look at A separately, B separately, everything but A { NOT(A) }, and everything but B { NOT(B) }.

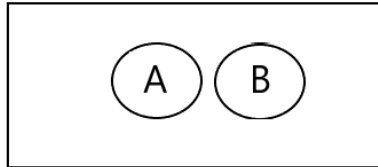


Figure 1.An example of a basic Venn diagram depicting two mutually exclusive entities

Having shown how two mutually exclusive entities would look on a Venn diagram, we can now show them how two entities which are not mutually exclusive would be depicted (see figure 2).

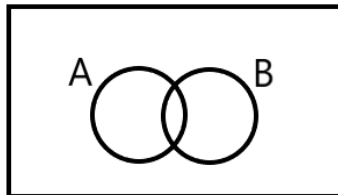


Figure 2.An example Venn diagram depicting two mutually non-exclusive entities

Then we can show students what the negation of each of these entities would look like. Figure 3 depicts NOT(A), while figure 4 depicts NOT(B).

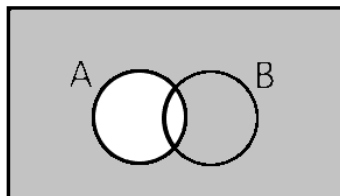


Figure 3.An example of a basic Venn diagram with the shaded area depicting negation of A: ‘NOT(A)’

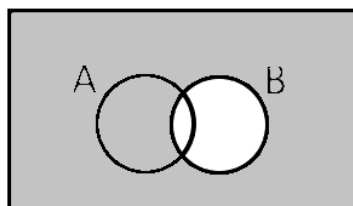


Figure 4.An example of a basic Venn diagram with the shaded area depicting negation of B: ‘NOT(B)’

They can now also be taught to look at ‘A AND B’ (see figure 5), and ‘A OR B’ (see figure 6).

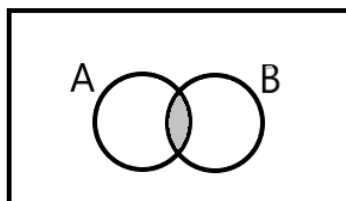


Figure 5.An example Venn diagram with the shaded area depicting the intersection of A and B: ‘A AND B’

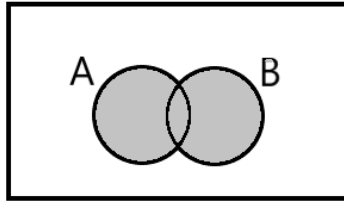


Figure 6. An example Venn diagram with the shaded area depicting the union of A and B: ‘A OR B’

Even though non-STEM students do not require a thorough knowledge of logic gates for a basic information science and technology education, showing them a simple truth table to depict the cases of ‘A AND B’ and ‘A OR B’ (see table 1), at this stage, would help them to get a visual understanding of what these intersections and unions would result in:

Table 1: Truth Table depicting ‘A AND B’ and ‘A OR B’

A	B	A AND B (Intersection)	A OR B (Union)
0	0	0	0
1	0	0	1
0	1	0	1
1	1	1	1

The next step would be to teach them to look at the negations of the above: ‘NOT(A AND B)’ (see figure 7), and ‘NOT(A OR B)’ (see figure 8).

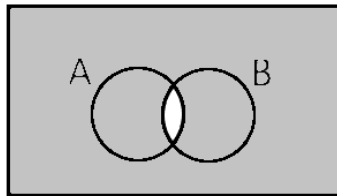


Figure 7. An example Venn diagram with the shaded area depicting negation and intersection: ‘NOT(A AND B)’

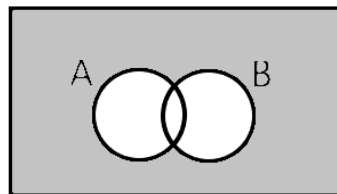


Figure 8. An example Venn diagram with the shaded area depicting negation and union: ‘NOT(A OR B)’

By considering the total shaded parts of figure 3 and figure 4 together and comparing that with figure 7, this will then teach the students how to deduce the Boolean logic of:

$$\text{NOT}(A \text{ AND } B) = \text{NOT}(A) \text{ OR } \text{NOT}(B)$$

And by considering the common parts of figure 3 and figure 4 together and comparing that with figure 8, it will teach students how to deduce the Boolean logic of:

$$\text{NOT}(A \text{ OR } B) = \text{NOT}(A) \text{ AND } \text{NOT}(B)$$

Which in turn, will help them to understand when to use the logical operator ‘AND’ and when to use the logical operator ‘OR’ when combining two conditions to create a filter condition for a SQL query.

When looking at multiple-table queries, we can further utilize the concepts of union and intersection in set theory so that the students may, for instance, be able to query a subset of rows which belong to multiple tables. For example, let’s consider a scenario where the students are required to look at a database consisting of tables for the branches of a bank, and the employees of a bank. If the bank consists of the branches ‘X’, ‘Y’, and ‘Z’, and if the employees fall into the designations of ‘manager’ and ‘teller’, and if the students are required to find the ‘tellers’ in branch ‘X’, then they will need to look at an intersection of ‘tellers’ and ‘X’ (similar to what is depicted in figure 5) to create the filter condition:

WHERE(branch=‘X’ AND designation=‘teller’)

And if they were to look at ‘all employees’ in either branch ‘Y’ or ‘Z’, then they will need to look at the union of ‘Y’ and ‘Z’ (similar to what is depicted in figure 6) to create the filter condition:

WHERE(branch=‘Y’ OR branch=‘Z’)

This practical and top-down approach to teaching the basics of set theory and basic Boolean logic, takes away the fear of STEM subjects that most of these non-STEM students are faced with and provides them with sufficient STEM knowledge required for their education of relational database systems.

Another point that does not come naturally to non-STEM students is the order of precedence. A strong STEM-educated mind thinks mathematically – similar to a computer. Therefore, assigning parenthesis to specify the order of precedence is a process STEM students do automatically. This is not, however, the case with non-STEM students. As they think more in terms of natural spoken language rather than the way computer programming languages work, non-STEM students need to be taught how to properly assign parenthesis to dictate the order of precedence – i.e. the order in which they want the computer or database compiler to execute the given conditions. For instance, in the above example with tellers and bank managers working in multiple branches of a bank, if they were to select either tellers or managers, all of whom should be working at branch ‘X’, then the filter condition for the WHERE clause should look like:

WHERE((designation=‘teller’ OR designation=‘manager’) AND branch=‘X’)

The use of parenthesis in this example, clearly specifies that the selected tellers or managers should be working at branch X. But if the inner pair of parentheses were omitted to write the following instead:

WHERE(designation=‘teller’ OR designation=‘manager’ AND branch=‘X’)

Without the use of the proper parenthesis, in this case, it would be difficult to determine whether the selected tellers or managers are all working at branch X, or whether the selected managers are working at branch X, while the selected tellers could be working at any branch. Hence, the need for parenthesis to properly specify the order of precedence.

Should the requirement be to find any teller (working at any branch), or the managers who are only working at branch X, then the condition should be properly written with the inner pair of parentheses combining the managers with branch X as shown below:

WHERE((designation=‘teller’) OR (designation=‘manager’ AND branch=‘X’))

Examples such as these would help non-STEM students to understand the importance of using parenthesis to specify the exact order of precedence, and thereby, incorporate this habit of parenthesizing into their information science and technology practices.

Next, the students should be taught how to sort the results in ascending or descending order and to create indices. At this point in time, the concept of binary search should be explained. As the students are, by this time, familiar with sorting the data in a certain order, the idea of splitting the sorted data in the middle, continuously, until the value being searched for is found, becomes a lot clearer than if one was to first teach these students without a prior STEM background, the concept of tree data structures, and then binary trees, and then binary search, before teaching them the database index feature and sort functions.

Only after being able to properly query from a database, should the students be taught how to create tables and insert data to populate these tables, and then to update them and to delete from them. And finally, the students should be taught how to connect their back-end database to a front-end UI in such a way that provides the data access functionality to the system’s users as they previously identified in their requirements analysis. As explained above, depicting these important STEM concepts of set theory, order of precedence, or binary search in a practical manner as shown above, once the students have already been exposed to a similar practical scenario through their education of relational database systems (a top-down approach), rather than first teaching them all these concepts and then beginning their education in relational database systems (a bottom-up approach), allows non-STEM students to understand the required STEM concepts without being overwhelmed, and helps them obtain their education successfully. This top-down approach to teaching relational database systems to non-STEM students depicted here, can further be applied to other areas of information science and technology education as well.

CONCLUSION

In conclusion it can be seen that information science and technology education is required by many students, but in varying levels or degrees. A complete and thorough education in information science and technology, which also requires a thorough and solid foundation in STEM concepts will only be required for students intending to become computer scientists or IT professionals and engineers, who design and develop computer hardware, software programs, and IT systems and tools. Yet, any non-IT professional who uses such information systems and tools

should have a basic information science and technology education in order to properly utilize those systems and tools. As most of these non-IT professionals may come from a non-STEM background, gaining a deep understanding and complete knowledge of STEM concepts on which information science and technology is rooted, may be overwhelming, and the usual bottom-up approach to teaching information science and technology may be unsuccessful. However, by providing information science and technology education in a top-down approach, and teaching the basic STEM components required for the information science and technology subject area that is taught in a practical and natural manner, non-STEM students would be able to successfully obtain the education sufficient for their non-IT professions. Thus, it can be concluded that information science and technology education for non-STEM students should be provided using a top-down approach.

REFERENCES

- Anderson, J. R., Bothell, D., Byrne, M. D., Douglass, S., Lebiere, C., and Qin, Y. (2004). An integrated theory of the mind. *Psychological review*, *111*(4), 1036-1060. doi:10.1037/0033-295X.111.4.1036
- Angell, I.O. and Demetis, D.S. (2010). *Science's first mistake*. Bloomsbury Academic
- Carroll, W. R., and Bandura, A. (1987). Translating cognition into action. *Journal of motor behavior*, *19*(3), 385-398. doi:10.1080/00222895.1987.10735419
- Fernando, S. (2018). The different aspects of information security education. In Z. Fields (Ed.), *Handbook of research on information and cyber security in the fourth industrial revolution* (pp. 182-204). Hershey, PA: IGI Global.
- Friedman, D.P. and Wand, M. (2008). *Essentials of programming languages (3rd Ed.)*, MIT Press.
- Harris, S. and Maymi, F. (2016). *CISSP all-in-one exam guide (7th Ed.)*, New York, NY: McGraw-Hill Education
- Hernandez, M.J. (2013). *Database designs for mere mortals: A hands-on guide to relational database design (3rd Ed.)*, Upper Saddle River, NJ: Addison-Wesley
- Koechlin, E., Basso, G., Pietrini, P., Panzer, S., and Grafman, J. (1999). The role of the anterior prefrontal cortex in human cognition. *Nature*, *399*(6732), 148-151. doi:http://dx.doi.org/10.1038/20178
- Newell, A. (1994). *Unified theories of cognition*: Harvard University Press.
- Salvucci, D. D., and Taatgen, N. A. (2008). Threaded cognition: An integrated theory of concurrent multitasking. *Psychological Review*, *115*(1), 101-130. doi:10.1037/0033-295X.115.1.101
- Senanayake, T. and Fernando, S. (2018). Information security education: Watching your steps in cyberspace, *The online journal of science and technology*, *8*(2), 96-101.

İNTERNET HABERLERİNDE ETİK SORUNLAR: DİLAN POLAT HABERLERİ ÖRNEĞİ

Ayşe ÖZKUL
ayseozkul@hotmail.com

Berna DİLEK
BRNDLK95@gmail.com

Didem ALTUN UZUN
didemaltun92@gmail.com

Hatice KÖYBAŞI
haticekyb@gmail.com

Mustafa ÖZTUNÇ
oztunc@sakarya.edu.tr

ÖZET

Teknolojik gelişmelerin insanlık tarihine etkisi tartışmasız büyüktür. Özellikle bilgisayar ve internet teknolojilerinin hızlı ilerlemesi, habercilik alanında da köklü değişikliklere neden olmuştur. Yeni medya sayesinde haberlerin sanal ortamda yayınlanması mümkün hale gelmiş ve bu durum, habercilik türlerinde de önemli değişikliklere yol açmıştır. Ancak, bu değişikliklerin beraberinde getirdiği bazı olumsuz sonuçlar da olmuştur. Özellikle etik ihlaller ve mesleki değer kaybı gibi sorunlar, yeni medya ile artış göstermiş ve habercilik mesleğinin geleceği konusunda endişelere neden olmuştur. Bu çalışmada, ünlü fenomen Dilan Polat haberleri örneği üzerinden, habercilik ve habercilik mesleğinin yeni medya araçlarındaki dönüşümü ele alınacak ve bu dönüşümün yarattığı sorunlar, etik ilkeler ve özel hayatın gizliliği bağlamında incelenecektir. Örneklem grubu Akşam, Cumhuriyet, Sabah, Milliyet ve Yeni Akit internet gazetelerindeki Dilan Polat haberleri, nitel araştırma yöntemlerinden “Van Dijk Eleştirel Söylem Çözümlemesi Modeli” uygulanarak incelenmiştir. Yapılan çalışmaya göre, yeni medyada etik ilkelere dayalı habercilik anlayışının geliştirilmesi gerekliliği ortaya konulmaya çalışılmıştır.

Anahtar Kelimeler: Yeni Medya, Etik, Habercilik, Teknoloji, Dijital.

GİRİŞ

Gelişen teknolojilerin, habercilik alanında büyük dönüşümler yaşanmasına sebep olduğu bilinen bir gerçek. Habercilik sektöründeki bu değişimler, teknoloji çağının ortaya çıkışıyla başladı ve yaşanan ilerlemelere paralel olarak devam etti. Transistörlerin 1940'larda icat edilmesiyle birlikte başlayan bilgisayar teknolojileri, kısa sürede küresel çapta popülerlik kazandı ve 1950'lerde ağ bağlantılarının kurulmasıyla yaygınlaştı. Başlangıçta askeri amaçlar için kullanılan bu ağ bağlantıları, kısa bir süre zarfı içerisinde sivil yaşamda da benimsenen bir teknoloji haline geldi. İnternet adını alan bu bağlantılar, Web 1.0'dan başlayarak 2.0, 3.0 ve 4.0 aşamalarında gelişimini sürdürdü.

Habercilik, bu tarihsel evrim içinde web ortamlarına entegre olmaya başladı. Web 1.0 döneminde interneti sadece haberlere erişim amacıyla kullanan pasif okuyucular, teknolojik ilerlemelerin ardından Web 2.0'da daha etkin bir konuma yükseldi. Bu dönemde paylaşım, katılım ve şeffaflık gibi kavramlar öne çıktı ve okuyucular haber üretme yeteneğine sahip hale geldi. Daha katılımcı ve etkileşimli bir iletişim döneminin ardından, Web 3.0 olarak adlandırılan yapay zeka destekli internet kullanımında internet, bireye özgü bir hizmet aracına dönüştü. Bu aşamadan hemen sonra gelen Web 4.0'da ise artırılmış gerçeklik teknolojilerinden faydalanılmaya başlandı. İnternet gelişimini sürdürürken medya faaliyetlerinin de internet ortamlarına dâhil olmaya başlaması, habercilik alanında yeni gelişmelerin yaşanmasına yol açmıştır. Bilgisayarların ve web teknolojilerinin dünya çapında genişlemesi, “Yeni Medya” terimi ile adlandırılan yeni bir fikri gündeme getirmiştir. Yeni medya, çok fazla sayıda bilim insanı tarafınca değişik şekillerde tanımlanmıştır. Ancak ortak karar, bu kavramın teknoloji üstüne yapılandırılmış olduğudur. Yeni bir iletişim kurma aracı olarak açıklanan bu terim, milletleri derinden etkilemiş ve internet halklarına dönüştürmüştür. Dünya genelinde genişleyen internet ağlarına yükselen bağımlılık durumu, haberciliği de bünyesine almış ve yeni değişimlerin yaşanmasına vesile olmuştur. İnternet öncesinde geleneksel yollarla gerçekleştirilen habercilik anlayışı değişerek, internet haberciliğine evrilmiştir. Teknolojik gelişmeler neticesinde meydana gelen bütün bu yeni habercilik türlerinin avantajları olmasıyla birlikte dezavantajları da bulunmaktadır. Bu bağlamda yeni habercilik yöntem ve imkânlarının, haberciliğe sağlamış olduğu katkıların yanı sıra sorunlara yol açmış olduğu da görülmektedir. Bu sorunların başında da etik kurallarına aykırı tutumlar gelmektedir.

Etik kavramı, bireylerin davranış şekillerini ahlak ile ilgili ilkeler doğrultusunda inceleyen ve açıklayan ahlak

bilimi dalıdır. Etik kavramı, bireyler için en doğru olan noktanın bulunmasını hedefler ve bu doğrultu üzerinden ilkeler belirler. Bu ilkeler coğrafyalara göre farklı anlamlara gelse de ortak payda bireylerin arasında ilişkilerin belli bir seviyede kalmasını sağlamaktır. Etik dediğimiz kavram, farklı farklı alanlarda kullanılmakta olan kurallar bütünüdür. Medya sektörü, bu etik kurallardan sıkça ve doğrudan yararlanmakta olan alanların başında gelmekte ve bunu konu edinmektedir. Medya ve etik kavramı arasındaki bağlantı, medya etiği denilen kavramı gündeme getirerek inceleme konusu yapmıştır. Habercilik faaliyetlerinde çalışan ve bunu sunan kişilerin davranışlarını belirli çerçevede sınırlandırmayı hedef edinen medya etiği dediğimiz kavram, habercinin yapmaması gerekenleri ifade etmektedir.

Geleneksel habercilikte etik ilkelere karşı oluşmuş olan bağlılık, az sayıda ihlaller bulunduran haberlerin okurlar ile paylaşılması durumunu kolaylaştırmıştır. Fakat internet haberciliği dediğimiz kavramın sahip olduğu sınırsız özgürlük alanı, kullanıcıların katılım sağlaması vb. avantajları, izlenilen ve yürürlüğe konulan etik süreçlerin zaman kaybına ve sıkıntıya uğramasına neden olmuştur. Denetim mekanizmalarının kontrolünde olmayan olan internet haberciliği kavramı, kendine has etik ilkelere sahip olmamasından kaynaklı sorunların yaşandığı bir çevre haline gelmiştir. Bu bağlamla yeni medya paylaşım alanlarından olan kaynaklarına, diline ve kurgusuna, konumlandırmasına, güvenliğine, içeriğine ve doğrulanmasıyla alakalı etik ihlallerin yapıldığı ve bunun çok sık olduğu görülmektedir.

Yeni medya ortamlarının kazandırdığı avantajlara bakacak olursak, yüzlerce içeriğin aynı anda dolaşması sağlanarak kullanıcılar tarafından erişilebilir olmasına imkân tanımıştır. Ancak 21. Yüzyılın getirdikleri ile, internette dolaşan haberlerin güvenilirliği oldukça şüpheli hale gelmiştir.

Bu çalışmada, son yıllarda hızla güzellik merkezleri zinciri sahibi olan, sadece Instagram'da 7 milyondan fazla takipçisi bulunan, son dönemde çeşitli iddialarla yoğun olarak gündemdeki haberlerde yer alan ünlü fenomen Dilan Polat haberleri örneği üzerinden, habercilik ve habercilik mesleğinin yeni medya araçlarındaki dönüşümü ele alınacak ve bu dönüşümün yarattığı sorunlar, etik ilkeler ve özel hayatın gizliliği bağlamında incelenecektir. Örneklem grubu olarak Akşam, Cumhuriyet, Sabah, Milliyet ve Yeni Akit internet gazeteleri haberleri, nitel araştırma yöntemlerinden "Van Dijk Eleştirel Söylem Çözümlemesi Modeli" uygulanarak incelenmiştir. Eleştirel söylem çözümlemesi, sosyal güç ile söylem arasındaki ilişkiyi ele almaktadır. Egemen grup ya da kurumlar, konuşma ve metinler aracılığıyla gücün kötünüyetli kullanımına neden olmakta ve bunu yeniden üretmek meşrulaştırmaktadır.

Eleştirel söylem çözümlemesi ise bunun nasıl gerçekleştiğini tanımlayarak açıklamaktadır (Van Dijk, 1996, 84) Yapılan çalışmaya göre, yeni medyada etik ilkelere dayalı habercilik anlayışının geliştirilmesi gerekliliği ortaya konulmaya çalışılmıştır.

YENİ MEDYA VE ETİK

Dördüncü güç olarak isimlendirilen basın, ilk kez kullanılmaya başladığından bu zamana dek daima denetleme görevi üstlenmiştir. Basının üstlendiği denetleme rolünde bu gücünü kullanabilmesinin ilk koşulu özgür olmasından geçer. Bu kapsamda, basına yönelik yapılan engellemeler, basının denetleme haklarına karşı bir müdahale olarak değerlendirilmektedir. Bu durum da görevin tam anlamıyla yerine getirilmemesi ile sonuçlanmaktadır. 1980'lerde baş gösteren tekelleşme süreci, Türkiye'de basının özgürleştirilememesi için yapılan engellemelerin meydana geldiği bir süreç olarak haberciliğin tarihçesinde yer almaktadır. Medyada tekelleşme çabaları, sıradan kitle iletişim araçlarının gücü elinde bulunduran kişi ve kurumların boyunduruğu altına alınmasına ve denetleme görevini yürütemez duruma gelmesine sebep olmuştur. Bu yıllarda siyasi gücü elinde bulunduranlar basının gücünden faydalanmak istemiştir. Basını da kendi menfaatlerine ulaşmak amacıyla kullanmak üzere faaliyetler yürütmüştür. Bu süre zarfında basın tek bir güç bünyesinde toplanmaya başlamış ve demokratik süreçlere zıt bir hava tüm medyayı etkisi altına almıştır (Özgen, 2002: 57-58).

Demokratik sistemle yönetilen toplumların devamlılığı, habercilik ile direkt olarak ilişkilidir. Haberler, milletleri mutluluk, huzur ve güven ortamında hissettirebileceği gibi büyük bir kaosun içine sürüklenme yetisine de sahiptir. Ancak tekelleşme faaliyetlerinin gerçekleştirildiği yıllarda, geleneksel kitle iletişim araçları üzerindeki basın işlemleri, basını ekonomik ve siyasal açıdan dış etkenlere bağımlı hale getirmeye başlamıştır. Basına yönelik yapılan bu müdahaleler sonrasında, dijital çağın ortaya çıkmasıyla birlikte yeni medya, demokratik süreçlere katkıda bulunan alternatif bir alan olarak değerlendirilmeye başlanmıştır. Herkese söz hakkı tanıyan yapısı ile yeni mecralar, geleneksel mecralara nazaran daha az denetim ve daha az müdahalenin görüldüğü özgür platform ve ortamların olması sebebiyle, habercilik çalışmalarının yürütüldüğü yeni platformlar haline gelmiştir. Ancak haberciliğe sunmuş olduğu yeni olanaklar ile popülerleşen yeni habercilik pratikleri, kontrolsüzlüğü de peşi sıra getirmiştir. Dolayısıyla yeni medya ortamları, etik ihlallerin normalmiş gibi sık sık yapıldığı sanal platformlara dönüşmüştür.

YENİ MEDYADA YAPILAN ETİK İHLALLER

Kaynaklara İlişkin Sorunlar

- **Haber Kaynağı Gizlilik Durumu**

Haberde adının açıkça geçmesini istemeyen ve halktan kimliğini saklayan insanlar, gizlilik şartıyla medyacılara

görüşme yapmaktadır. Haberciler de kaynaklar ile gerçekleştirilen bilgi diyalogunu, kaynağın bilgilerini gizlemek kaydıyla meydana getirmektedirler. Ancak günümüz haberciliğinde dijitalleşen mecralarda, habercilerin daha fazla tıklanmaya ulaşma isteği ile gizlilik şartlarını ihlal ettiği görülmektedir (Maden, 2019:75).

- **Özel Yaşamın Gizliliği**

Gazeteci tarafından mobil cihazlar ile kayıt altına alınan fotoğraf, video vb. unsurlar yeni medya aracılığıyla diğer kullanıcılar ile hızlıca paylaşılmaktadır. Bu yolla etik ihlaller yapılmaktadır (Maden, 2019:75).

- **Telif/Patent Hakları**

İnce (2018: 68) tarafından belirtilene göre, haber sayfalarının, başkalarının kendi emekleriyle elde ettikleri veya satın aldıkları içerikleri (bedelsiz) kullanarak yayınlamaları, telif hakkı sorununu ortaya çıkarmaktadır.

- **İçeriğin Asıl Kaynağının Gösterilmemesi**

Çoğu haber sitesi, gerçeğe dayanmayan yüzlerce habere ve bilgiye ev sahipliği yapmaktadır. Bu tür davranışlar, genellikle hak ihlali ve çalma kavramlarıyla bağlantılıdır. İnternet ortamındaki bir haberin, fotoğrafın, videosunun veya ses kaydının, atıf yapılmadan veya telif hakları satın alınmadan doğrudan kullanılması, paylaşılması, emek hırsızlığının bir örneğini oluşturur. Bu sebepten dolayı diğer kaynaklardan beslenen her türlü habercilik faaliyetinin kaynağı açıkça belirterek yürütülmelidir (Binark ve Bayraktutan, 2013: 67-70).

Dil ve Kurgu Sorunları

Yeni medya platformları, dil ve kurgu bünyesinde etik ihlalleri bulunan çalışmaların oldukça fazla yapıldığı alanlardır. Maden'e (2019: 78) göre, dilin özensiz ve düzensiz kullanımı, nefret söylemleri, içeriklerin yanlış ve yanıltıcı biçimde etiketlenmesi ve başlıklandırılması, alakasız spot kullanımı gibi problemlerin yanı sıra hassasiyetlere yönelik sorunlar da dijital çevrelerde etik ihlal kapsamına girmektedir.

- **Dilin Özensiz Kullanımı**

Tokgöz (2013: 150) tarafından belirtilene göre, haberlerde kullanılan yazım dilinin basit, anlaşılır, doğru, açık ve kesin olması gerekir. Ancak, internet gazeteciliği yönünden bakıldığında, dilin kullanımında geleneksel gazeteciliğe göre daha fazla bozulmaların yaşandığı gözlemlenmektedir.

- **Nefret Söyleminin Varlığı**

Bir konu ile ilgili toplumu bilgilendirmek için tarafsız bir biçimde yazılması gereken haberler, yeni medya platformlarında toplumu kışkırtan dil/üslup hataları ile oluşturulmaktadır. Bu durum etik kural ihlali olarak değerlendirilmektedir (Maden, 2019:79).

- **İçeriklerin Yanıltıcı Şekilde Başlıklandırılması ve Etiketlenmesi**

Günümüz kullanıcıları arasında oldukça popülerleşen etiket ile araştırma yöntemi, yeni medya üreticilerince etik kurallarının ihlaline yol açan bir alana dönüşmüştür. Konuyla alakası bulunmayan etiketlerin yerleştirilmesi, eski içeriklerin yeniymiş gibi etiketlenilip okur kitlesine sunulması ve popüler olanın etiketinin kullanılarak insanların yanılsamaya düşürülmesi en sık karşılaşılan etik sorunlardır (Maden, 2019:79).

- **Haber Spotları**

Bu platformlarda, başlıkla alakası olmayan ve olay hakkında bilgilendirici bir cümleye bile sahip olmayan spot kullanımları oldukça yaygındır (Anadolu Ajansı, 2018: 185-190).

- **Hassasiyetler**

Yeni medya hassas meselelerden beslenen yapısıyla etik kuralların ihlaline sebebiyet veren fazla miktarda haberin kullanıcılarına sunulmasına ve görünür olmasına olanak sağlamaktadır. Tıklanma ile okur sayılarını artırma amacıyla bu gibi hassas meselelerden nemalanan medya çalışanları, duygusal açıdan olumsuz yaklaştığı kişilere yönelik etik kurallarını çiğneyen

haberler üretmektedirler (Maden, 2019:80).

Konulandırma Sorunları

- **Haber ile Ticari Enformasyon Sınırlarının Silikleşmesi**

Okur kitlesinin ekonomik amaçlı haberler vasıtasıyla yanıltılması, yeni medyada bünyesinde karşılaşılan etik ihlaller içerisinde yerini almıştır (Maden, 2019:81).

- **Yeni Medya Platformlarının İşlevleriyle Kullanıcıların Yoğun Reklam Altında Bırakılması**

Okurların haberi okumak için siteye girdiklerinde, sitenin üst ve alt bölümlerine çokça yerleştirilen reklamlar ile

karşılařması etik ihlaller arasındadır.

- **Bireylerin Yeni Medya Çerçevesinde Sadece Tüketici Olarak Konumlandırılması**

Yeni medya ortamlarına katılan bireylerin sadece tüketiciler olarak görüldüğü ve gelir elde etme amaçlarına hizmet etmek üzere kullanıldığı gözlemlenmektedir. Bu davranış biçimi, yeni medya ortamlarında sıkça karşımıza çıkan etik ihlallerdendir (Maden, 2019: 82).

Güvenlik Sorunları

- **Kişisel Veri Güvenliğı ile İlgili Sorunlar**

Bayraktutan ve Binark (2013: 73) tarafından ifade edildiğı üzere, kişisel verilerin güvenliğinin sağlanamaması, bireylere ait bilgi ve verilerin sanal ortamlarda çeşitli yollarla ifşa edilmesine dayalı etik bir sorundur.

- **Veri Madenciliğı Olgusu**

Binark ve Bayraktutan'un (2013: 74) tanımına göre, veri madenciliğı farklı bilgilerin birbirleriyle ilişkilendirilmesidir. Bireylerin sanal mecralardaki her adımının kaydedilmesi, analiz edilmesi, sonuçların sınıflandırılması ve şirketler tarafından bu verilerin satın alınıp kullanılması, yeni medya etiğı bağlamında etik ihlaller arasında yer almaktadır.

- **Dijital Gözetim**

Dijital gözetim terimi, veri madenciliğı ile benzer bir bağlam içinde değerlendirilebilir. Bu, bireylerin kullandıkları platformlarda profilendirilmesini, kaydedilmesini, internet aktivitelerinin titizlikle takip edilmesini ve elde edilen bilgilerin çeşitli amaçlar doğrultusunda kullanılmasını ifade eder (Maden, 2019:83).

İçerik Sorunları

- **Hiperlink Kullanımı**

Haber metni içerisine yerleştirilen bağlantıların haberle ilgisiz olması, başka haberlere yönlendiren linklerin eklenmesi ve güvenilir olmayan kaynaklarla bağlantı kurulması ve bu alana yönlendirilmesi, haber metinleri içinde karşılaşılan temel etik sorunlardandır (Anadolu Ajansı, 2018: 182).

- **Foto Galeri Şeklinde Haber Sunumu**

İnce'nin (2018: 61) değerlendirmesine göre, bu tür habercilik uygulamasının, insanları yanıltma ve zaman kaybına neden olma özellikleri sebebiyle etik açıdan uygun olmadığı belirtilmektedir.

- **Sipariş Haber**

Bu ortam içerisinde sipariş haber diye isimlendirilen yeni yönelim; kişi, kurum ve kuruluşların kendi isimlerini yaygınlaştırmak amacı ile medya çalışanlarına menfaatleri karşılığında haber yaptırılmalarını ifade etmektedir (Maden, 2019:85).

- **Abur Cubur Haber**

Halk içerisinde büyük yankı uyandıracak haber üretim şekillerinin şöhret kazanması, haber niteliğı olmayan olayların haber yapılmasını desteklemektedir. Bu tür içeriklerin de, haber vasfı taşıyor olması nedeniyle etik kurallarına aykırı olduğu görülmektedir (Maden, 2019:86).

- **Yüceltici Haber**

Gazetecilerin olumlu haber üretim pratiğı, kişisel tercihlerine dayanarak, kendilerini takdir ettikleri yöneticileri övmeye ve hoşlanmadıkları liderleri eleştirmeye yöneliktir (Schneider ve Raue, 2002: 2-4).

- **Çocuklara Yönelik Haberler**

Çocuklar ile ilgili yapılan haberlerde, etik ihlallerin yapıldığı açıkça görülmektedir. Bu konu oldukça hassastır. Çocuklar ile ilgili haberlerde, fotoğraf koyulmaması, bilgi verilmemesi dikkat edilmesi gereken hususlardandır.

- **Kadınlara Yönelik Haberler**

Kadına cinsel istismar ve şiddet konulu haberler, özen gösterilmesi gereken alanlardandır. Bu konuyla ilgili haber yazma dönemlerinde, mağdur olan bireylerin kimliklerinin açıklanması ve görsellerinin kullanılması konuları özellikle dikkat edilmesi gereken temel etik kurallarındandır. Ancak yeni medya bünyesinde, mağdur kişilerin kimlik bilgilerinin ve fotoğraflarının, bütün internet kullanıcıları ile hususi olarak paylaşıldığı görülmektedir. Paralel olarak haber sayfalarında paylaşılan internet haberlerinde mağdur fotoğrafının kullanılmadığı fakat kullanılan temsili görsellerin bireylerin başına gelen olayları pekiştirici uygulamalar da mevcuttur (Telci, 2017: 160).

Doğruluk Sorunları

• Görüntünün Kurgulanması

Birbirinden alakasız videoları birleştirme, hiç var olmayan bir vakayı yaşanmış gibi gösterme, birbirine karşıt olan kesimleri kıskırtma amacı güderek yapılan etik ihlallerdir.

• Çamur Atma

İnternet medyasında çamur atmak olarak tabir edilen eylem, haber sahibinin fikri ayrılıklar yaşadığı bir bireyin hakkında dijital platformlarda yalan haberler yazması ve kişi ile ilgili gerçek dışı yermek eylemleri şeklinde açıklanmaktadır. Bu amaca uygun olarak hazırlanan haberlerde, iddiaların sahibi her kimse kimlik açıklaması yapılmamakta ve haberler “ileri sürüldü” gibi ifadeler kullanılarak kurgulanmaktadır (İnce, 2018: 63).

• Editör Kontrol Eksikliği

Haber, okuyucu ile en hızlı şekilde buluşturmak isteyen gazetecilerin, doğruluğunu kanıtlamadan haber yazma süreçlerini tamamladıklarına rastlanmaktadır. Bu durum editörler tarafından haberin tam anlamıyla doğruluğunun takip edilmeden yayınlanmasına sebep olmaktadır. İsim, sayı, yer vb. bilgilerin eksik veya yanlış yazılması ve kontrol edilmemesi sebebiyle göz ardı edilmesi, bireylerin yanlış bilgilendirilmesine sebep olmaktadır (İnce, 2018: 63).

• Yanıltıcı Yöntemlerin Kullanılması

Gazetecilerin; kamera, ses kayıt cihazı vb. gibi günümüz teknolojik aletleri gizlice kullanması etik ihlaller arasında yer alır.

LİTERATÜR TARAMASI

"Aydın Karanlık Yüzü: Yeni Medya ve Etik" kitabı, yeni medya ve etik konularını ele alan bir çalışmadır. Kitapta, yeni medya teknolojilerinin ortaya çıkmasıyla birlikte ortaya çıkan etik sorunlar ve bu sorunların çözümü için öneriler tartışılmaktadır (Binark, Bayraktutan 2013). Yazarlar, yeni medya teknolojilerinin toplumsal ve kültürel değişimlere yol açabileceği gibi, aynı zamanda etik sorunların da artabileceği konusunda uyarıda bulunmaktadır.

İrvan, S. (2005) tarafından yazılan "Medya ve Etik" makalesi, medya etiği konusunda bizlere bilgi vermektedir. Makale, medya etiği konusunu ele almakta ve medya çalışanlarının etik sorumluluklarını tartışmaktadır. Ayrıca, medyanın toplum üzerindeki etkileri ve medya çalışanlarının etik davranışları konusunda çeşitli örnekler de sunmaktadır.

Maden ve Selin'in (2019) çalışmasında, haberlerin doğruluğunun kontrol edilmesi için incelenen örnekler arasında, teyit.org ve dogrulukpayi.com gibi doğrulama siteleri seçilmiştir. 1 Mart-31 Mart 2019 tarihleri arasında içerik analizi ile incelenen belirlenen iki site, haberciliğin teknolojilerin gelişimine paralel olarak geçirdiği dönüşümü araştırmıştır.

Verilerin incelenmesi sonucunda, teknolojinin ilerlemesiyle birlikte ortaya çıkan yeni habercilik türlerinin, haber alanında etkili olduğu tespit edilmiştir. Bunun yanı sıra, yeni medyanın sunduğu fırsatlarla birlikte ortaya çıkan etik ihlaller arasında bir ilişki bulunmuştur (Maden, Selin 2019).

Özgen'in kitabının konusu, etik değerler açısından gazeteci kimliğinin saptanmasıdır. Bu çalışma, gerek yazılı gerekse görsel-işitsel basın alanında etik ilkelerin belirlenmesi ve uygulanması aşamalarında, temel dayanak noktalarının ne olduğu ve hangi koşullar altında ortaya çıktıkları ile gazetecilerin bu ilkeler bağlamında kimliğinin ve görevlerinin ne olduğu, konusunda kalıcı bir yapıt bırakma çabasının ürünüdür. Ortaya konan bu çalışma, basın alanında ortaya konulmuş olan etik ilkelerin alt alta sıralanmasıyla bir kurallar yığını oluşturmaktan kaçınmaktadır. Bu nedenle, ilkeleri sıralamak yerine onların temelinde yatan siyasi, toplumsal ve felsefi görüşlerle, düşünce ve diğer etkenleri belirleyerek, çözüme ulaştıracak ipuçlarını elde etmeyi hedeflemektedir (Özgen, 2002).

"Gazetecinin El Kitabı", gazetecilik mesleğiyle ilgili temel konuları ele alan bir kitaptır. Yazarlar, gazeteciliğin tarihini, etik kurallarını, haber yazma tekniklerini, röportaj yapma becerilerini ve medya hukukunu ele alarak, gazetecilik mesleğine giriş yapmak isteyenler için kapsamlı bir rehber sunarlar. Ayrıca, medya sektöründeki değişimleri ve yeni teknolojilerin gazetecilik üzerindeki etkilerini de ele alırlar (Schneider, W. ve Raue, P. J, 2002).

YÖNTEM

Bu çalışmada nitel araştırma yöntemlerinden söylem analizi uygulanmıştır. Nitel araştırmada, süreç aşamaları arasındaki karşılıklı etkileşim, esneklik ve ilişki ön plandadır. Bu nedenle nitel araştırma deseni esnek bir yaklaşımı gerektirir ve başta ortaya çıkan desen araştırma süreci içinde karşılaşılan yeni durumlara ve bulgulara göre yeniden biçimlendirilir.

Nitel araştırmalarda belgeler, sözcükler, görüntüler vb. veriler kullanılır. Nitel araştırma yöntemleri olarak da belge incelemesi, içerik çözümlemesi, örnek olay çalışması, söylem çözümlemesi yapılmaktadır.

Bu çalışmada, 7 milyondan fazla takipçisi bulunan ve hakkında son dönemde yoğun haberler çıkan ünlü fenomen Dilan Polat örneği üzerinden, habercilik ve habercilik mesleğinin yeni medya araçlarındaki dönüşümü ele alınacak ve bu dönüşümün yarattığı sorunlar, etik ilkeler ve özellikle özel hayatın gizliliği ve tık odaklı habercilik bağlamında ve söylem çözümlemesi ile incelenecektir. Çalışmanın evrenini çevrimiçi haber siteleri oluşturmaktadır. Çalışmanın örnekleme ise akşam.com.tr, cumhuriyet.com.tr, sabah.com.tr, milliyet.com.tr ve yeniakit.com.tr haber sitelerinden oluşmaktadır.

Örnekleme grubu Akşam, Cumhuriyet, Sabah, Milliyet ve Yeni Akit internet gazeteleri ile sınırlandırılmış olup söylem analizi için, Teun Adrian Van Dijk'in "Eleştirel Söylem Çözümlemesi Modeli" uygulanmıştır. Bu kapsamda, Türkiye'deki internet haber sitelerinde yayınlanan Dilan Polat haberleri 1-31 Aralık 2023 tarihi baz alınarak tam bir ay boyunca takip edilmiş, kullanılan başlıklara, fotoğraflara ve haberin içeriğine de bakılarak "Van Dijk Eleştirel Söylem Çözümlemesi Modeli" ile incelenip açıklanmıştır. Van Dijk modeli "Makro yapı ve mikro yapı" olarak iki bölümden oluşmaktadır. Makro yapı da kendi içinde iki başlık altında incelenmektedir: "Tematik çözümleme ve şematik çözümleme" (van Dijk, 1983)

BULGULAR

Van Dijk Eleştirel Söylem Çözümlemesi

A- MAKRO YAPI	
1.	Tematik Yapı
a.	Başlıklar
b.	Haber Girişi
1.	Spotlar
2.	Spot olmadığında haber metninin ilk paragrafı alınmalıdır. Haber tek paragraftan oluşuyorsa ilk cümle haber girişi olarak alınabilir
c.	Fotoğraf
2.	Şematik Yapı
a.	Durum
1.	Ana Olayın Sunumu
2.	Sonuçlar
3.	Ardalan Bilgisi
4.	Bağlam Bilgisi
b.	Yorum
1.	Haber Kaynakları
2.	Tarafların Yorumları

B- MİKRO YAPI	
1.	Sentaktik Çözümleme
a.	Cümle yapılarının aktif ya da pasif olması
b.	Cümle yapılarının basit ya da karmaşık olması
2.	Bölgesel Uyum
a.	Nedensel İlişki
b.	İşlevsel İlişki
c.	Referansal İlişki
3.	Sözcük Seçimleri
4.	Haber Retoriği
a.	Fotoğraf
b.	İnandırıcı Bilgiler
c.	Görgü Tanıklarının İfadeleri

Gazete	Haberin Tarihi	Haber Başlığı
Akşam	7 Aralık 2023	Cezaevinde romantizm! Dilan Polat-Engin Polat çifti avukatın elinde buluştu(Akşam-7 Aralık 2023)
Cumhuriyet	13 Aralık 2023	Polat çiftinin avukatı anlattı: ‘Dilan Polat’ın ruh hali iyi değil, hep aynı cümleyi tekrarlıyor’(Cumhuriyet-13 Aralık 2023)
Sabah	20 Aralık 2023	Bülent Ersoy’dan olay yaratan Dilan Polat yorumu! Diva ‘‘O çorcular...’’ dedi sosyal medya yıkıldı!(Sabah-20 Aralık 2023)
Milliyet	20 Aralık 2023	Dilan Polat mektupla cezaevi günlerini anlattı! ‘‘Hep iyiyim iyiyim diyorum da hiç iyi değilim’’(Milliyet-20 Aralık 2023)
Yeni Akit	23 Aralık 2023	Dilan Polat’ın ziyaretçi listesinde sürpriz isim! Üç hakkından birini onun için kullandı! Kim olduğunu duyunca şok olacaksınız(Yeni Akit-23 Aralık 2023)

MAKRO YAPI

1. Tematik Yapı

a. Başlıklar

Örneklem olarak belirlenen gazetelerdeki haber başlıkları incelendiğinde, mekan, zaman, dönem gibi belirleyici bilgilere yer verildiği görülmüştür. 13 Aralık 2023 tarihli Cumhuriyet gazetesi ve 20 Aralık 2023 Milliyet gazetesinin haber başlıklarında yer alan başlıkların birbirine yakın anlamlı olduğu görülmektedir. Bu haber başlıklarında yer alan Dilan Polat'ın ruh halinin iyi olmamasının sebebinin cezaevi ile ilgili olmasına bağlı olduğu anlaşılmaktadır. 23 Aralık 2023 Yeni Akit gazetesinin haber başlığında görülen ziyaretçi listesinde sürpriz isim başlığı atılarak yapılan haberde mekan belirtmemesine rağmen, Dilan Polat'ın cezaevinde olmasıyla bağlantılı olduğu anlaşılmaktadır. Bilgi eksiltimine gidildiği görülen 20 Aralık 2023 Sabah gazetesi haber başlığında yer alan 'o çorcular' ifadesinin ne anlama geldiğini kavramanın ancak içeriği okuyup anlaşılabilir olabileceği görülmüştür. Haber başlığının devamında yer alan sosyal medya yıkıldı ifadesi de abartılı bir kullanıma örnektir. Bir diğer bilgi eksiltimi, Yeni Akit gazetesinin 23 Aralık 2023 tarihli haberinde görülmektedir. Haber başlıklarında bilgi eksikliği yaratılarak, habere tıklanma ihtimali artırılmaya çalışılmıştır. Ele alınan haber başlıkları etik açıdan incelendiğinde ise bazı etik ihlaller yapıldığı sonucuna ulaşılmıştır. En önemli etik sorunlardan biri olan "tık odaklı habercilik" internet gazeteciliğinde sıkça karşılaşılmaktadır. Bundan dolayı haber başlıklarında aldatici başlık kullanımları, bilgi eksiltimi ve okurun çıkarımında bulunamayacağı kelimeler kullanıldığı tespit edilmiştir.

Özel yaşamın gizliliği konusunda ise başlıklarda kullanılan ifadeler, büyük bir yolsuzluk durumunda,

- Toplumun olumsuz anlamda etkileyebilecek bir davranış söz konusu ise,
- Toplumun güvenlik ve sağlığını koruma amacı güdüyor ise,
- Habere konu olan kişinin davranışları ya da ifadeleri nedeniyle halkın yanılsaması veya yanlış yönelmesini engelleme amacı ile gerçekleştiği durumlarda, özel hayatın gizliliği hükümsüz sayılmaktadır. Bu durumlar söz konusu olduğunda bile, kişilerin özel hayatının kamu ile paylaşılan kesitinin konu ile doğrudan ilgili olması gerekmektedir. (Türkiye Gazeteciler Cemiyeti, 2021).

Haber Girişleri/Spotları

Haber spotları, haberin tamamını öz ve en kısa biçimde aktaran bölümdür. Haberin 15-20 sözcüklük özet ifadeleri ya da haberin okunmasını sağlayacak ilgi çekici anlatımlar haber spotlarıdır. Bu kısımda, haber ile ilgili önemli detaylar özetlenir.

Polat çiftinin avukatı Hüseyin Kaya, "Dilan elimi öptü. 'Abi, elini silmeden Engin'e git, o da elini öpsün' dedi. (Akşam-7 Aralık 2023)

Engin ve Dilan Polat çiftinin avukatı Hüseyin Kara, günlerdir cezaevinde bulunan Dilan Polat'ın ruh halinin iyi olmadığını söyledi. Kara, Dilan Polat'ın belirli cümleleri tekrarlayarak ağladığını söyledi. (Cumhuriyet- 13 Aralık 2023)

Bülent Ersoy, Banu Alkan ve Safiye Soyman, Dünya Güzellerim Masa'da programında Dilan Polat ile Engin Polat hakkında yorumlarda bulundular. Usta sanatçı Bülent Ersoy, "Türkiye'nin gündeminde 2-3 aydır bir isim var: Dilan Polat. Tanıyor musunuz?" sorusuna "Yok ben tanımıyorum. Ama son zamanlarda ismini duydum o çorcuları demiyor musunuz?" ifadelerini kullandı. Divya "Sonradan görme! Varoş işler" sözleriyle magazin gündeminin en çok konuşulanlarından oldu. (Sabah-20 Aralık 2023)

Kara para soruşturmasında tutuklanan Dilan Polat ailesine bir mektup yazdı. Cezaevinde yaşadığı zor günleri anlattığı o mektubu görünçesi sosyal medya hesabından paylaştı. Emniyet de Şampiyonlar Ligi fotoğrafındaki 13 fenomenin sorgusu için hazırlıklara başladı. (Milliyet-20 Aralık 2023)

Dilan Polat ve Engin Polat çifti Türkiye'nin gündeminden düşmüyor. Lüks ve şaşaa dolu bir hayat yaşarken cezaevine giren, önce paylaşımlarındaki üslubu ve yaptıklarıyla tepki çekip sonrasında da kara para aklama, örgüt kurma ve vergi kaçırma gibi suçlamalarla tüm Türkiye'nin radarına giren Polat çifti artık tutuklandı ve cezaevinde. Öylesi lüks bir yaşamdan sonra cezaevinde neler yaptığı merak edilen Dilan Polat'ın ziyaretçi listesinde çok çarpıcı bir isim olduğu ortaya çıktı. (Yeni Akit-23 Aralık 2023)

İncelenen haberlerin spot ve haber girişlerinde, olayı özetleyen genel bir bilgilendirmenin olduğu görülmektedir. Diğer bir ifadeyle okuyucular, habere konu olan olaya ilişkin genel bir bilgi edinebilmektedir.

Akşam Gazetesi'nin haber girişinde, dikkat çeken bir anlatım söz konusudur. Başlıkta yer alan romantizm ve avukatın elinde kelimeleri ile haber girişinin birbiri ile bir bütünlük sağladığı görülmektedir. Cumhuriyet ve Milliyet Gazetelerinin haber spotları, Dilan Polat'ın yaşadığı zor günlerden bahsettiği için yakın anlamlı olduğu görülmektedir. Sabah gazetesinin Bülent Ersoy ve Dilan Polat haber spotu da dikkat çekici bir niteliktedir. Başlıkta yer alan 'çorcular' kelimesinin anlamını başlıktan çıkarmanın mümkün olmadığı anlaşılmaktadır. Ancak

haber girişinde yer alan Bülent Ersoy'un söylediği 'Sonradan görme! Varoş işler kavramları ile çorcular kelimesiyle kastedilenin aynı anlamlara geldiği mantıksal olarak çıkarılabilmektedir. Yeni Akit gazetesinin ise haber girişinde bilgi eksilimine gidilerek, haberin içeriği için daha fazla merak uyandırmak istenmiştir.

Fotoğraflar

Haberlerde kullanılan fotoğraflar, haber metinleri gibi mesaj niteliği taşır. Haberde gerçeklik algısını arttırmak ve haberle yakından bir bağlantı kurulmasını sağlamaktadır. Haber söylemlerinin doğruluğunu ikna etmede de kanıt niteliği taşımaktadır. Haber fotoğraflarının temel özellikleri; okurun bilmek istediğini gösterme beklentisini karşılamak, fotoğrafın gösterdiği şey olduğuna inanılabilirliği ve okurun dikkatini kaybetmeyecek kadar önemli olmasıdır." (Rothstein, 1979, s. 11). Üç nitelik (gösterme, inandırıcılık ve dikkat çekicilik) ile gazetelerin haberleri fotoğraflı sunma gerekçeleri de ortaya konulmaktadır.

"Fotoğraf ve sözcükler arasındaki ilişkide, fotoğraf yorum için yalvarır ve sözcükler genellikle yorumu sağlar. Fotoğraf

kanıt olarak reddedilemez, ancak anlam olarak zayıftır. Anlam sözcükler tarafından verilir. Sözcükler ise kendi başlarına

kullanıldıklarında genelleştirme düzeyinde kalırlar. Fotoğrafın itiraz kaldırmayan yapısı sözcüklere özel bir özgünlük katar. İkisi birlikte çok güçlü olurlar, sorulan sorular tamamıyla cevaplarını bulur." (Berger ve Mohr, 1989, s. 92)

(Akşam Gazetesi- Cezaevinde romantizm! Dilan Polat-Engin Polat çifti avukatın elinde buluştu)





(Cumhuriyet Gazetesi- Polat çiftinin avukatı anlattı: ‘Dilan Polat’ın ruh hali iyi değil, hep aynı cümleyi tekrarlıyor’)





(Sabah Gazetesi- Bülent Ersoy'dan olay yaratan Dilan Polat yorumu!)



(Milliyet Gazetesi- Dilan Polat mektupla cezaevi günlerini anlattı! "Hep iyiyim iyiyim diyorum da hiç iyi değilim")



(Yeni Akit Gazetesi- Dilan Polat'ın ziyaretçi listesinde sürpriz isim! Üç hakkından birini onun için kullandı! Kim olduğunu duyunca şok olacaksınız)

Etik açıdan incelendiğinde fotoğrafların, taşıdığı bilgiler ve uyandırdığı etki ile haberlerin olay içerikleri ile bütünleştiği tespit edilmiştir. Haberlerde yazılan bilgilerle de fotoğraflar aynı doğrultudadır ve haberlerle de çelişmemektedir.

Şematik Yapı

Durum

Ana Olay, Sunuş Biçimi ve Sonuçlar

İncelenen gazetelerin haberlerindeki ana olay Dilan Polat'tır. Haberler, sosyal medya hesabından lüks yaşamı ve kişisel paylaşımlarıyla dikkat çeken Dilan Polat'ın cezaevindeki tutukluluk sürecinin ardındaki yaşananlara ışık tutmaktadır.

Ana olayın aktarış tarzı incelendiğinde, gazetelerde bazı benzerlikler olduğu tespit edilmiştir. Haber başlıkları, haber spotları ve fotoğraflarda görülen benzerlik, aktarış biçiminde de belli olmaktadır. İdeolojik farklılıklara sahip gazeteler olmalarına rağmen, gazetelerin haberleri tüm hedef kitleye yönelik bir aktarış biçimi ile yansıttığı belirlenmiştir. Sonuç olarak, ele alınan haberler değerlendirildiğinde, gazetelerin ideolojik farklılıklarının haber içeriklerine yansımadağı görülmektedirBağlam ve Ardalan

Özer(2000,s. 88) “ Bağlam ile ardalan bilgisi okuyucunun olaylar ile ilgili kendi bakış açısını geliştirmesini ve belirlemesini sağlayacaktır. ”

Katıldığı bir TV programında konuşan Kaya, Dilan Polat'la arasında geçen bir olayı şöyle anlattı: "Dilan Polat ağlarken 'Ver elini öpeyim' dedi, 'İyi' dedim. Sonra birden 'Elini yıkama silme abi, Engin'e gideceksin, o da öpsün' dedi. Bu elim iki kişinin aşkına objelik yaptı, nesne olmaktan çıktı. Engin'e gittim, o da öptü." (Akşam Gazetesi)

Çiftin MASAK raporuna göre gelirlerinin yüzde 90'ını internet üzerindeki satışlardan elde ettiğini söyleyen Kaya, "Kara para ve bahis suçuna dahil delil elde edilmedi. Vergiyi az ödemek için faturaları yüksek, satışları az gösteriyorlardı. Vergi suçu ağırlıklı olduğu için örgüt suçlaması da olmuyor" dedi. (Cumhuriyet Gazetesi)

Usta sanatçı Bülent Ersoy, "Türkiye'nin gündeminde 2-3 aydır bir isim var: Dilan Polat. Tanıyor musunuz?" sorusuna "Yok ben tanımıyorum. Ama son zamanlarda ismini duydum o çorcuları demiyor musunuz?" ifadelerini kullandı. Diya "Sonradan görme! Varoş işler" sözleriyle magazin gündeminin en çok konuşulanlarından oldu. (Sabah Gazetesi)

Polat mektubunda "Canım annem öyle çok özledim ki... Canım Kübram hepinizi çok özledim. Şu an saat 20.30

öyle çok sıkıldık ki dört duvar arasında. Nilgül ile beraber yürüdük oda içerisinde bir ileri bir geri bacaklarım ağrıyor" dedi. (Milliyet Gazetesi)

Ancak Dilan Polat'ın cezaevine girerken ziyaretçi listesine yazdığı bir isim dikkat çekti. Bu ziyaretçi Dilan Polat'la aynı soy isme de sahip değil. Bu esrarengiz ziyaretçinin bir astrolog olduğu öğrenildi. (Yeni Akit Gazetesi)

İncelenen gazetelerin haberlerinde araldan ve bağlam bilgisi yeterli bir şekilde verilmektedir.

Yorum

Haber Kaynakları

İncelenen haberler ele alındığında, muhabirlerin kendi görüşleri ile hareket etmediği görülmektedir. Muhabirlerin, olay tanıklığı da etmeyip, ikinci el kaynaklara başvurdukları tespit edilmiştir. Haberler, anonim olmayan kaynaklar üzerinden haberleştirilmiştir. *Kara para aklama suçlamasıyla tutuklanan sosyal medya fenomeni Dilan Polat'la eşi Engin Polat'ın avukatı Hüseyin Kaya, çiftin ilginç buluşma yöntemini anlattı. Katıldığı bir TV programında konuşan Kaya, Dilan Polat'la arasında geçen bir olayı şöyle anlattı: (Akşam Gazetesi)*

Engin ve Dilan Polat çiftinin avukatı Hüseyin Kaya, Haberler.com'dan Melis Yaşar'ın sorularını yanıtladı. (Cumhuriyet Gazetesi)

Bülent Ersoy, Safiye Soyman ve Banu Alkan üçlüsü yeni YouTube programları için bir araya geldi. Bülent Ersoy, Safiye Soyman ve Banu Alkan'ın Dilan Polat hakkındaki yorumları sosyal medyada gündem oldu. (Sabah Gazetesi)

Tutuklu fenomen Dilan Polat'ın mektubunu eşi Engin Polat'ın Ablası Kübra Uzun sosyal medya hesabından paylaştı. (Milliyet Gazetesi)

Habertürk'ün haberine göre; Astrolog Hilal Saraç, cezaevine girmeden önce Dilan Polat'a ne söylediğini anlattı. (Yeni Akit Gazetesi)

MİKRO YAPI

Sentaktik Çözümleme

Van Dijk'ın çözümleme modelinde sentaktik çözümleme yapılırken cümlelerin uzun-kısa, basit-karmaşık, aktif-pasif durumları incelenmektedir (van Dijk, 1988, 71). Haberde kullanılan cümleler, genellikle aktif yapılarda kullanılmıştır. İncelenen gazetelerdeki haberlerin cümle yapılarına göre de karmaşık cümlelerden oluştuğunu söylemek mümkündür. Haberlerdeki cümleler karmaşık yapıda olsa da, okuyucunun kafasını karıştırmayacak şekildedir.

Sözcük Seçimleri

Gazetelerin sunuş biçiminde açıklandığı gibi, incelenen gazetelerin farklı ideolojilere sahip olduğu bir gerçektir. Ancak bu ideolojilerin okuyucuya yansıtılmayarak haberlerin hazırlandığı görülmektedir.

Diğer bir yandan ise Akşam gazetesindeki haberde kullanılan sözcük seçimlerine bakıldığında dikkate çarpan bazı kelimeler kullanılmıştır. 'SAÇI KESTİ, NAMAZA BAŞLADI', 'Mai ve Siyah kitabını okuyor.' "Enerji azaldı" "Bu elim iki kişinin aşkına objelik yaptı, nesne olmaktan çıktı."

Dilan Polat neden Mai ve Siyah kitabını okumaktadır? Mai ve Siyah kitabının konusu ile kendisini mi bağdaştırmaya çalışmaktadır? Mai ve Siyah kitabı incelendiğinde de endişe ile umudun, gerçek ile hayalin, arzular ile ihtiyaçların birbiriyle çatışması görülmektedir. Hayal kırıklığı ile sonuçlanan bir süreç olarak görülmektedir. Bir diğer dikkat çeken sözcük ise Bülent Ersoy'un kullanmış olduğu 'çorcular' kelimesidir. Böylelikle Dilan Polat'ın cezaevi süreci haberlerindeki seçilen sözcüklerde göze çarpan, olayın Dilan Polat'ın tutuklanma nedenlerine değil de fenomenin ruh haline odaklandığı görülmüştür.

Haberler ve Retorik

Retorik, söylemin başka bir kapsamı olmakla birlikte, hem bağlam ile hem de formülasyonla ilişkilidir. Daha geniş anlamlarda da, inandırıcı yazma ile konuşmanın tüm açılarıyla ilgilenen bir disiplindir (Van Dijk,1988,s.28). Beş gazetenin haberi incelendiğinde, inandırıcılık öğelerinin kullanıldığı görülmektedir. Haberlerde çoğunlukla alıntılara yer verilmiştir. Fotoğraflar ile de haberlerin ikna etme yönündeki gücü artırılmıştır. Böylelikle haberlerin retorikinin güçlü kılındığını söylemek mümkündür.

SONUÇ

Bu çalışma, Akşam, Cumhuriyet, Milliyet Sabah, Yeni Akit internet gazetelerinde bulunan Dilan Polat haberlerinin haber başlıkları, haber spotları/girişleri ve fotoğrafları üzerinden yapılan bir analizi içermektedir. Yapılan inceleme sonucunda, haber başlıklarının genellikle Dilan Polat'ın cezaevindeki durumuyla ilgili olumsuz bir atmosfer oluşturma ve okuyucunun dikkatini çekme amacını taşıdığı gözlemlenmiştir. Haber başlıklarında zaman ve mekân gibi detayların bulunması, okuyucunun olaya daha fazla bağlanmasını sağlamıştır.

Etik açıdan değerlendirildiğinde, haber başlıklarında bilgi eksikliği ve tıklama odaklı habercilik gibi sorunların yaşandığı belirlenmiştir. Bu durum, özellikle internet gazeteciliğinde sıkça karşılaşılan bir sorun olan okuyucuyu habere çekme amacının, etik ilkelere uyum konusunda sorunlar yarattığını göstermektedir. Alternatif Bilişim Derneği'nin belirlediği 12 etik sorun, incelenen haber başlıklarıyla birlikte değerlendirilmiştir. Telif/patent hakları, içeriğin asıl kaynağının gösterilmemesi, kişisel verilerin güvenliğinin sağlanmaması gibi sorunlar haber başlıklarında ortaya çıkmıştır. Tıklama odaklı habercilik, aldatıcı başlık kullanımı konusundaki etik ihlallerin örneklerini sunmuştur.

Haber spotları/girişleri, olayı özetleyen genel bir bilgilendirme sağlamıştır. Ancak, bazı haberlerde bilgi eksikliği ve tıklama odaklı habercilik anlayışının etkisi görülmüştür. Fotoğrafların, haberin retoriğini güçlendirdiği ve okuyucunun dikkatini çekmesine yardımcı olduğu gözlemlenmiştir.

Mikro yapı incelemesinde ise sentaktik çözümleme ve kelime seçimleri üzerinde durulmuştur. Analiz yapılan haberlerde genellikle karmaşık cümle yapıları kullanılmış, ancak bu cümlelerin okuyucunun kafasını karıştırmayacak şekilde düzenlendiği belirlenmiştir. Sözcük seçimlerinde Dilan Polat'ın cezaevi sürecine odaklanan ve duygusal etki yaratmaya yönelik kelimelerin kullanıldığı gözlemlenmiştir.

Sonuç olarak, Van Dijk'ın eleştirel söylem çözümlemesine göre makro ve mikro yapı incelenmiştir. Bu analizler, haberlerin içeriğini, yapılan seçimleri ve okuyucu üzerindeki etkiyi daha iyi anlamamıza katkı sağlamaktadır. Yapılan analizde haber başlıkları, haber spotları/girişleri ile ilgili belirgin etik sorunlara işaret edilmektedir. Habercilikte etik ilkelere uyum, özellikle internet medyasında dikkat edilmesi gereken bir konu olarak karşımıza çıkmaktadır. Haber içeriklerinin doğruluğu, bütünlüğü ve okuyucuya etik perspektif sunma konusunda daha fazla çaba sarf edilmesi önemlidir.

KAYNAKÇA

- Alemdar, K. (1981). Türkiye'de Çağdaş Haberleşmenin Tarihsel Kökenleri İletişim Sosyolojisinin Temelleri Üzerine Bir Deneme. Ankara İktisadi ve Ticari İlimler Akademisi, Ankara.
- Anadolu Ajansı. (2018). Muhabir Habercinin Temel Kitabı. H. Çetinkuş ve N. Keleş (Ed.) Anadolu Ajansı Yayınları, Ankara.
- Binark (Ed.), Yeni Medya Çalışmaları. Dipnot Yayınları, Ankara, 21-44
- Binark, M. ve Bayraktutan, G. (2013). Ayın Karanlık Yüzü: Yeni Medya ve Etik. Kalkedon Yayınları, İstanbul.
- Çakır, P. (2021) İnternet Haberciliğinde Etik Sorunlar: Aldatıcı Başlık Üzerine Ampirik Bir Çalışma, Kastamonu İletişim Araştırmaları Dergisi, <https://dergipark.org.tr/en/download/article-file/1918785>
- Gazetecilik Meslek İlkeleri., <http://medyaetikkurulu.org/wordpress/index.php/gazetecilik-meslek-ilkeleri/>, (erişim tarihi: 11.03.2019)
- Hargreaves, I. (2006). Gazetecilik. (Çev. Y. Özkan). Dost Kitabevi Yayınları, Ankara. <https://yenimedyahocasi.com/geleneksel-medya-nedir/>
- İnce, M. (2018). Haber Edinme Aracı Olarak İnternet ve İnternet Haberciliği. Eğitim
- İrvan, S. (2005). "Medya ve Etik". S. Alankuş (Ed.), Medya, Etik ve Hukuk. IPS İletişim Vakfı Yayınları, İstanbul, 61-107
- Maden, Selin (2019), Yeni Medyada Etik ve Haberlerin Doğruluk Sorunu Üzerine Bir İnceleme: teyit.org. ve dogrulukpayi.com örneği, Akdeniz Üniversitesi Sosyal Bilimler Enstitüsü.
- MEGEP Gazetecilik., http://www.megep.meb.gov.tr/mte_program_modul/moduller_pdf/Bas%C4%B1nda%20Meslek%20Etik%C4%9Fi.pdf, (erişim tarihi: 11.03.2019).
- Özer, Ö. (2022) Eleştirel Söylem Çözümlemesi: Haber Örnekleri Üzerinden Bir İnceleme, Etkileşim, 9, 36-54 <https://dergipark.org.tr/en/download/article-file/2204213>
- Özgen, M. (2002). Gazetecinin Etik Kimliği. İstanbul Üniversitesi İletişim Fakültesi Yayınları, İstanbul.
- Schneider, W. ve Raue, P. J. (2002). Gazetecinin El Kitabı. (Çev. I. Aygün). İstanbul Üniversitesi İletişim Fakültesi Yayınları, İstanbul.
- Şimşek, A. (2018) Sosyal Bilimlerde Araştırma Yöntemleri, Anadolu Üniversitesi Yayını, Açıköğretim Fakültesi Yayını, Eskişehir, 102.
- Telci, A. B. (2017). "İnternet Haberciliğinde Kadına ve Çocuklara Yönelik Şiddet Haberlerinde Etik Sorunlar: Yanlış Fotoğraf Kullanımı". B. Kalsın (Ed.), Tüm Boyutlarıyla İnternet Haberciliği. Gece Kitaplığı Yayınları, Ankara, 160-176.
- Teyit.org., <https://teyit.org/>
- Uzun, R. (2016). İletişim Etiği Sorunlar ve Sorumluluklar. Dipnot Yayınları, Ankara Yayınevi, Konya. van Dijk, A. T. (1988b). News analysis. Lawrence Earlbaum Associates Publication.

Van Dijk, A. T (1988a). News as discourse. Lawrence Earlbaum Associates Publication.

Yıldırım, A. & Şimşek, H. (2011) Sosyal Bilimlerde Nitel Araştırma Yöntemleri, Seçkin Yayıncılık, İstanbul

White, A. (2016). "Etik Gazetecilik: Avrupa'da Sorumlu Habercilik İçin Bir Esin Kaynağı". O. Andreotti (Ed.), Tehlike Altında Gazetecilik Tehditler, Mücadele Alanları, Yaklaşımlar Kamusal Tartışmalara Elverişli Bir Ortamı Savunma.k. İstanbul Bilgi Üniversitesi Yayınları, İstanbul, 233-271.

İLGİLİ İNTERNET GAZETELERİ

Akşam Gazetesi. "Cezaevinde romantizm! Dilan Polat-Engin Polat çifti avukatın elinde buluştu". 07.12.2023.

<https://www.aksam.com.tr/yasam/cezaevinde-romantizm-dilan-polat-engin-polatcifti-avukatinelinde-bulustu/haber-1426824>

Cumhuriyet Gazetesi. "Polat çiftinin avukatı anlattı: 'Dilan Polat'ın ruh hali iyi değil, hep aynı cümleyi tekrarlıyor". 13.12.2023.

<https://www.cumhuriyet.com.tr/yasam/polat-ciftinin-avukati-anlatti-dilan-polatin-ruh-hali-iyi-degil-hep-2151150>

Milliyet Gazetesi. "Dilan Polat mektupla cezaevi günlerini anlattı! "Hep iyiyim iyiyim diyorum da hiç iyi değilim". 20.12.2023. <https://www.milliyet.com.tr/gundem/dilan-polat-mektupla-cezaevi-gunlerini-anlatti-hep-iyiyim-iyiyim>

[-diyorum-da-hic-iyi-degilim-7052455](https://www.milliyet.com.tr/gundem/dilan-polat-mektupla-cezaevi-gunlerini-anlatti-hep-iyiyim-iyiyim-diyorum-da-hic-iyi-degilim-7052455)

Sabah Gazetesi. "Bülent Ersoy'dan olay yaratan Dilan Polat yorumu! Diva "O çorcular..." dedi sosyal medya yıkıldı ". 20.12.2023. <https://www.sabah.com.tr/galeri/magazin/bulent-ersoydan-olay-yaratan-dilan-polat-yorumu-diva-o-cor-cular-dedi-sosyal-medya-yikildi>

<https://www.sabah.com.tr/galeri/magazin/bulent-ersoydan-olay-yaratan-dilan-polat-yorumu-diva-o-cor-cular-dedi-sosyal-medya-yikildi>

Yeni Akit Gazetesi. "Dilan Polat'ın ziyaretçi listesinde sürpriz isim! Üç hakkından birini onun için kullandı! Kim olduğunu duyunca şok olacaksınız". 23.12.2023.

<https://www.yeniakit.com.tr/foto-galeri/dilan-polatin-ziyaretci-listesinde-surpriz-isim-uc-hakkindan-bi-rini-onun-icin-kullandi-kim-oldugunu-duyunca-sok-olacaksiniz-70653>

INVESTIGATING THE PERCEIVED EFFECTIVENESS OF CHATGPT IN FACILITATING LEARNING

Hon Keung YAU

City University of Hong Kong. Department of Systems Engineering. Kowloon Tong,
Kowloon, Hong Kong
honkyau@cityu.edu.hk

Ka Fai TUNG

City University of Hong Kong. Department of Systems Engineering.
Kowloon Tong, Kowloon, Hong Kong
kftung4-c@my.cityu.edu.hk

ABSTRACT

This study explores the development and evaluation of a chatbot model designed to facilitate learning within a department of a university. The project aims to enhance the learning experience by incorporating customized data into the chatbot's knowledge base, enabling personalized and context-aware interactions. The research investigates the effectiveness of the chatbot model in improving learning outcomes, enhancing user engagement, and providing tailored support to students in the department.

The development of the chatbot model is detailed, including technology selection, data acquisition, preprocessing, and model architecture. The study also demonstrates creating web applications by Streamlit, Vector Database by Supabase, and graphical user interface by Tkinter.

The chatbot model demonstrates its effectiveness in enhancing the learning experience within the department. By continuously refining the model and exploring advancements in technology, chatbots have the potential to become integral tools in future educational practices, providing personalized and engaging learning experiences.

Keywords: ChatGPT, Chatbot model, Steamlit

INTRODUCTION

The development of chatbot models has been greatly influenced by existing systems, such as the chatbot provided by the City University of Hong Kong. These systems have demonstrated the potential of using chatbots to enhance user experiences and provide valuable services. The City University chatbot, powered by the Microsoft Azure OpenAI (City University of Hong Kong, n.d.), has shown the effectiveness of utilizing advanced language models to engage in natural language conversations with users.

However, while the City University chatbot relies solely on the ChatGPT (City University of Hong Kong, n.d.), there is an opportunity to create a chatbot that goes beyond generic responses and incorporates customized data. By leveraging customized data, the chatbot can provide users more targeted and tailored information, enhancing the overall user experience.

The motivation behind creating a chatbot with customized data is the need for a more personalized and context-aware conversational agent. Traditional chatbots often struggle to understand specific domain knowledge

or provide specialized information. By incorporating customized data, the chatbot can address this limitation and offer more accurate and relevant responses to user queries.

The project aims to develop a chatbot that utilizes a combination of advanced language models and domain-specific data. Integrating customized data into the chatbot's knowledge base can provide specialized information and cater to specific user needs. This approach allows for a more comprehensive and accurate understanding of user queries, leading to more meaningful and contextually relevant responses.

Customized data also opens up opportunities for the chatbot to engage in domain-specific discussions and provide targeted recommendations. For example, in an educational context, the chatbot can leverage course materials, textbooks, or research papers to offer in-depth explanations, suggest relevant resources, and guide learners through specific topics. This personalized approach enhances the learning experience and provides users with valuable, tailored information.

Industry developments and research studies have highlighted the value of incorporating customized data into chatbot models. By leveraging domain-specific knowledge and data, chatbots can provide more accurate information, enhance user engagement, and improve overall performance. The project aims to build upon these advancements and contribute to the growing field of chatbot development.

The project background emphasizes the influence of existing chatbot systems. However, the project seeks to go beyond generic responses by incorporating customized data into the chatbot model. This approach aims to provide more personalized and context-aware interactions, catering to specific user needs and offering specialized information. By leveraging customized data, the project aims to enhance the user experience, improve response accuracy, and contribute to the advancement of chatbot technologies.

METHODOLOGY

This section outlines the methodology employed in developing the chatbot model for facilitating learning. The steps involved in the development process are described below:

1. Interacting with the OpenAI API

The research team leveraged the capabilities of the OpenAI API to develop the chatbot model. The API allowed the team to interact with a powerful language model and utilize its natural language processing capabilities. By sending prompts and receiving model-generated responses, the team could engage in a dialogue with the chatbot and incorporate its responses into the model's training data.

2. Collecting and preparing data from the department website

Data was collected from the department website to train the chatbot model. This data included frequently asked questions, course information, and other relevant resources. The collected data underwent a preprocessing stage to ensure its suitability for training the chatbot model. Preprocessing techniques such as removing HTML tags, normalizing text, and handling duplicates were applied to enhance the quality and consistency of the data. This preparation step aimed to improve the chatbot's understanding and generation of appropriate responses.

3. Creating the bot

The development of the chatbot involved designing the bot's architecture, algorithms, and underlying technologies. The architecture was designed to enable efficient information retrieval and response generation. The team implemented algorithms for natural language understanding and generation, which allowed the chatbot

to comprehend user queries and generate relevant and coherent responses. Design decisions were made to balance the chatbot's responsiveness, accuracy, and user-friendliness. These decisions were guided by the research objectives of facilitating learning and providing personalized support to users.

4. Creating the user interface

The user interface for the chatbot was developed to ensure a seamless and intuitive user experience. The interface design incorporated user-centered principles, aiming for simplicity, clarity, and ease of use. Considerations were made to enhance usability, such as providing clear instructions, intuitive navigation, and appropriate visual cues. The user interface implementation focused on integrating the chatbot model's functionalities into a user-friendly interface, enabling users to interact with the chatbot easily and access relevant learning resources.

In addition to the specific steps mentioned above, the overall methodology of the research study employed various techniques for data collection, evaluation, and assessment of the chatbot model's effectiveness. Data collection involved gathering user interactions and feedback, which provided valuable insights into the users' experiences and perceptions of the chatbot. Evaluation techniques included pre- and post-testing to assess learning outcomes, user surveys to measure user satisfaction and engagement, and usage analytics to track patterns of interaction.

The chosen methodology aligns with the research objectives of evaluating the effectiveness of the chatbot model in facilitating learning. By collecting user data, the study aims to gain a comprehensive understanding of the chatbot's impact on learning outcomes and user engagement. The evaluation techniques employed provide quantitative and qualitative measures to assess the effectiveness of the chatbot model in achieving its intended purpose.

Overall, the methodology employed in developing the chatbot model includes interacting with the OpenAI API, collecting and preparing data from the department website, creating the chatbot and its user interface, and employing various data collection and evaluation techniques. This methodology ensures a systematic approach to the development and assessment of the chatbot model, facilitating the achievement of the research objectives.

DEVELOPMENT

1. Interacting with the OpenAI API

The first step of the dissertation's model development session focused on interacting with the OpenAI API, specifically utilizing the GPT-3.5 model. In order to explore the capabilities of the API, a website application was developed using Streamlit (Streamlit Inc., 2024). This application serves as a chatbot powered by the GPT-3.5 model, allowing users to engage in natural language conversations.

By integrating the OpenAI API into the website application (OpenAI API, n.d.), the performance of the GPT-3.5 model was tested and evaluated in a practical setting. This involved sending prompts or queries from the users to the API and receiving responses generated by the model. The interactions between the users and the chatbot provided valuable insights into the model's language understanding, response generation, and overall conversational abilities.

Furthermore, the fine-tuning feature offered by the OpenAI API was investigated (OpenAI API, n.d.). To employ this functionality, relevant data from the department website was gathered, ensuring it was representative of the

domain or topic of interest. This data collection process involved organizing and curating the information to create a suitable training dataset.

Once the dataset was prepared, it was uploaded to the OpenAI API to initiate the fine-tuning process. This involved training a specialized model that was specifically tailored to better understand and respond to queries related to the department. By fine-tuning the base GPT-3.5 model with domain-specific data, the objective was to enhance the chatbot's performance within the context of the department.

Overall, this initial phase of the dissertation's model development session was to evaluate the OpenAI API's capabilities by building a chatbot application and testing it with the GPT-3.5 model. Additionally, the potential of fine-tuning the model using domain-specific data was explored, specifically collected from the department website, in order to improve the chatbot's performance within the targeted domain.

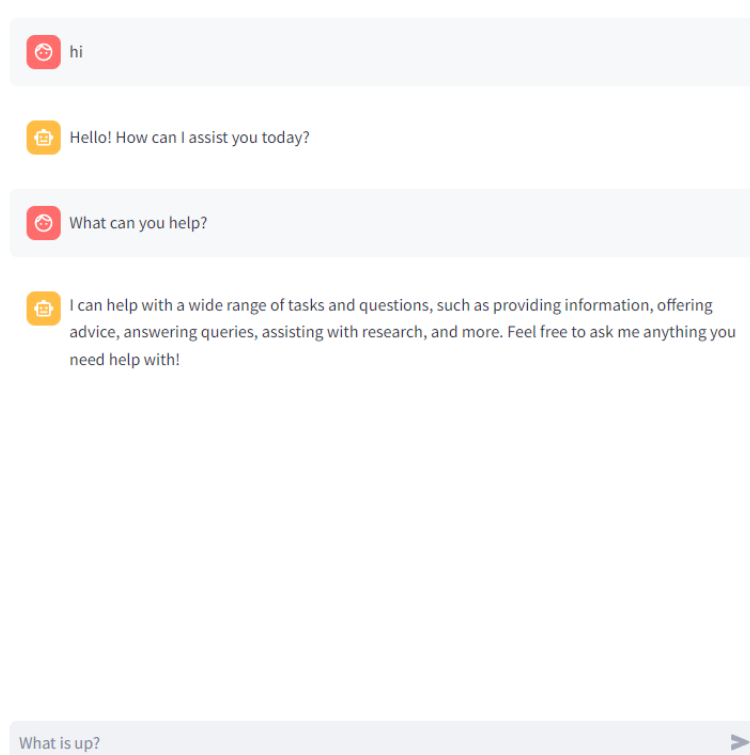


Figure 1 Website application developed using Streamlit

2. Collecting and preparing data from the department website

The second step of my dissertation's model development session focused on collecting and preparing data from the website at <https://www.cityu.edu.hk/>. In order to gather the necessary information, web scraping techniques were employed using Python Selenium (Muthukadan, 2024).

However, during the web scraping process, challenges were encountered due to the irregular format of the department's website. This irregularity made it difficult to apply a uniform scraping approach across all sections of the website. As a result, a combination of web scraping and manual work was resorted to ensure comprehensive data collection.

The specific sections on the website that were of interest to my research were identified: People, Programmes,

Student Life, Laboratories, Job Opportunities, and Contact Us. These sections contained valuable information related to the department's faculty, academic programs, student activities, research laboratories, employment opportunities, and contact details.

Scraping scripts tailored to each section were implemented using Python Selenium, extracting relevant text and data. However, due to the irregular structure of the website, manual intervention was necessary to handle certain sections where automated scraping proved challenging.

A text file was chosen to use to organize and store the collected information, which served as a convenient and flexible format for data storage. The extracted information from each section, ensuring accuracy and completeness, was meticulously recorded.

By successfully collecting data from the identified sections of the website, valuable insights and content were obtained that could be utilized for various purposes within the dissertation's model development. This data would serve as the foundation for training and fine-tuning the GPT-3.5 model, enabling it to provide accurate and relevant responses within the domain of the department.

Overall, the data collection process involved a combination of web scraping using Python Selenium and manual work to overcome the irregular format of the department's website. The collected information was stored in a notepad, providing a centralized repository of data for further processing and analysis in the dissertation.

3. Creating the bot

The third step of my dissertation focused on developing a conversational bot capable of retrieving relevant information based on user input. To accomplish this, the OpenAI API was utilized to embed text and Supabase as a Vector Database.

In the previous step, a substantial amount of data that would serve as the basis for the bot's knowledge was collected. This information needed to be transformed into a suitable format for comparison and retrieval. Moreover, the OpenAI API's embedding capability was employed, specifically utilizing the "text-embedding-ada-002" model. This model converted textual information into vector representations, which capture the semantic meaning of the text.

Once the data was transformed into vector form, both the original information and its corresponding vector representation in a Vector Database provided by Supabase (Supabase Inc., n.d.) were stored. It offers a convenient platform for managing and querying vector-based data efficiently.

id	content	embedding vector
1	The Department of Systems Engineering (SYE) at City University of Hong	[0.005719061,0.0019328465,-0.029329212,-0.02704294,-0.030195018,0.019020697,-0.006500317,0.024459047,-0.016572086,-0.02911276,-0.014015251,0.015584
2	The Department of Systems Engineering (SYE) at City University of Hong	[0.010835195,-0.009139891,-0.027017623,-0.02790213,-0.039454307,0.018815845,-0.011686195,0.029269092,-0.016242739,-0.016577778,-0.017087039,0.015813
3	The Bachelor of Engineering in Intelligent Manufacturing Engineering (BE	[-0.022209793,-0.010950195,-0.0043955483,-0.0017403949,-0.031478446,0.022451935,-0.033307962,0.019232685,-0.0076678265,-0.024900258,-0.021981103,
4	Graduates of the Bachelor of Engineering in Intelligent Manufacturing En	[-0.02475343,-0.009314486,-0.008596266,-0.01786007,-0.03618333,0.029126491,-0.030570554,0.012410773,-0.014059185,-0.030461568,-0.022873422,0.02412
5	The curriculum of the Bachelor of Engineering in Intelligent Manufacturin	[-0.02127286,-0.012670461,-0.012413673,-0.0104607325,-0.033004016,0.019867282,-0.0313822,0.007784731,-0.013001583,-0.026449166,-0.02428674,0.026502
6	The Master of Science in Engineering Management program aims to equi	[-0.00338843947,-0.02263054,-0.019566793,-0.03318631,-0.035091497,0.018665659,-0.008702074,0.0073439837,-0.020673862,-0.007910391,-0.018395356,0.008
7	Upon successful completion of the Master of Science in Engineering Mar	[0.0070036296,-0.025497384,-0.018807074,-0.0266697261,-0.04186527,0.019954475,-0.01273565,0.0059243925,-0.016459182,-0.010485881,-0.006390649,0.00
8	The Master of Science in Engineering Management program is highly mu	[0.0028883584,-0.023957828,-0.029534897,-0.027544957,-0.04181492,0.019611381,0.002117584,0.010983944,-0.022740259,-0.024599321,-0.026013227,0.003
9	The Master of Science in Engineering Management program offers a va	[0.00255995919,-0.013350913,-0.016503468,-0.02575959,-0.023396326,0.024853673,-0.0047166836,0.014777891,-0.016345918,-0.019707005,-0.030879999,0.0
10	The Master of Science in Engineering Management program offers two p	[0.0044875895,-0.0206087591,-0.018938333,-0.043650555,-0.035656792,0.03276999,-0.022094723,0.006097861,-0.017834881,-0.008487606,-0.018822856,0.022
12	The Engineering Doctorate (EngD) is a professional doctorate degree. Thi	[-0.009590412,2.3940788e-06,-0.021612747,-0.03216416,-0.01254533,0.026332773,-0.024515366,0.0033406273,-0.0070669632,0.009897671,-0.014513097,0.02
13	The Engineering Doctorate (Engineering Management) program compris	[-0.005242608,-0.0059471354,-0.016511735,-0.04389899,-0.0068071214,0.019991372,-0.022624252,0.0074157272,-0.023351932,0.005672601,-0.017808333,0.02
14	Courses in the Engineering Doctorate (Engineering Management) progr	[0.0098298965,-0.01611568,-0.020261623,-0.027978426,-0.0074894447,0.02462155,-0.02105069,0.012263966,-0.016008688,-0.0081581455,-0.027419238,0.01
15	The Systems Engineering Department at City University of Hong Kong ha	[0.0210995908,0.0064645726,-0.00961402,-0.02908947,-0.027587539,0.018284453,-0.006447863,0.023003021,-0.017091405,-0.027919153,-0.019330043,0.0
16	Professor Chuangyin DANG is the Head and a Professor. You can contact	[0.00081730675,-0.013830447,-0.008795737,-0.035689756,-0.015124134,0.02287292,-0.016885794,-0.000553139526,-0.01628445,0.011811561,-0.0035743103,0.0
17	Professor Siyang GAO is an Associate Head and Associate Professor. You	[0.0036224143,-0.009184442,-0.015800755,-0.02819536,-0.013327241,0.01792952,-0.033169422,0.021829102,-0.02145064,-0.008934388,0.012969054,0.0048
18	Professor Way KUO is a Senior Fellow of Hong Kong Institute for Advanc	[0.01211356,0.006934574,-0.0014010945,-0.024510713,-0.01593534,0.026441861,-0.014274283,-0.004807611,-0.027684277,0.00472996,-0.014863418,-0.01238
19	Professor Wen Jung LI is the Associate Provost (Resources Planning) and	[0.003943909,-0.0060081957,-0.013783895,-0.023221738,-0.007920793,0.009460684,-0.01152425,0.0083230965,-0.013625612,-0.009714679,-0.00033614694,
20	Professor Hanxiang LI is the Chair Professor of Intelligent Manufacturing.	[-0.004783881,-0.007347508,-0.018375438,-0.03339049,-0.025442913,0.012428089,-0.0323237,0.024202771,-0.0038671093,-0.007660877,-0.0060373577,0.01
21	Professor King Ning TU is the Chair Professor of Materials and Electrical I	[0.012940044,-0.012574318,-0.014163563,-0.026983915,-0.01197859,0.008804018,-0.016796788,0.003030537,-0.024842756,-0.010067434,-0.01615843,0.0129
22	Professor Min XIE is the Chair Professor of Industrial Engineering. You ca	[0.016830925,-0.02180492,-0.0252195,-0.03519438,-0.03371562,0.020420266,-0.016252866,0.026456278,0.0073198387,-0.011897258,-0.012724018,0.01644107
23	Professor Tony S.P. FENG is an Associate Dean (Internationalization & Ind	[0.028058747,-0.014456528,-0.0025729418,-0.036094602,-0.017820375,0.018327622,-0.032437086,0.024774993,-0.018220833,-0.020556837,0.01390303,0.0

Figure 2 Vector Database created using Supabase

A process that begins with user input was designed to retrieve relevant information from the database. When a user interacted with the bot, their input was first sent to the OpenAI API to perform text embedding. The API converted the input into a vector representation using the same "text-embedding-ada-002" model.

After obtaining the vector representation of the user's input, a pre-defined function in Supabase was invoked to compare this vector with the vectors stored in the database. The function identified the most closely related information entries by measuring the similarity between vectors.

The output of this process was then provided to the user as the bot's response, comprising the most relevant information retrieved from the database. However, if the similarities between the user's input vector and the stored vectors fall below a pre-set threshold, it indicates a lack of closely related information. The user was notified that no relevant information could be found in such cases.

This approach allowed the bot to effectively retrieve and present information based on user queries, leveraging the power of text embedding and vector comparison. By combining the capabilities of the OpenAI API and Supabase, a robust system has been developed to create an intelligent conversational bot that could provide meaningful responses to user inquiries.

4. Creating the graphical user interface

The fourth step of the dissertation focused on developing a graphical user interface (GUI) to enhance the usability and accessibility of the conversational bot. This step involved utilizing Tkinter (Python Software Foundation, 2024), a Python library, to design and implement the GUI application.

To begin, icons and logos were incorporated into the GUI application to create a visually appealing and recognizable interface. These visual elements help users identify and connect with the bot, giving the application a more professional and polished appearance, as shown in Figure 3.



Figure 3 GUI application created using Tkinter

Within the GUI, users can input their questions or queries into a designated text input box. This input serves as the user's interaction with the bot and is the starting point for retrieving relevant information. The text input box allows users to enter their queries in a user-friendly manner easily.

The functions developed in the previous step were integrated into the GUI application to facilitate the retrieval of information. These functions are triggered when the user presses the submit button after entering their query. The functions take the user's input, convert it into vector form using the OpenAI API, and compare it with the vectors stored in the Supabase Vector Database. The result of this comparison is then displayed in another text box within the GUI.

The Python program was converted into an executable file (.exe) using the "auto-to-py-exe" module (Vollebregt, 2024) to enhance the usability and distribution of the application. This conversion allows users to run the application without having to install Python on their computers, making it more accessible to a wider audience.

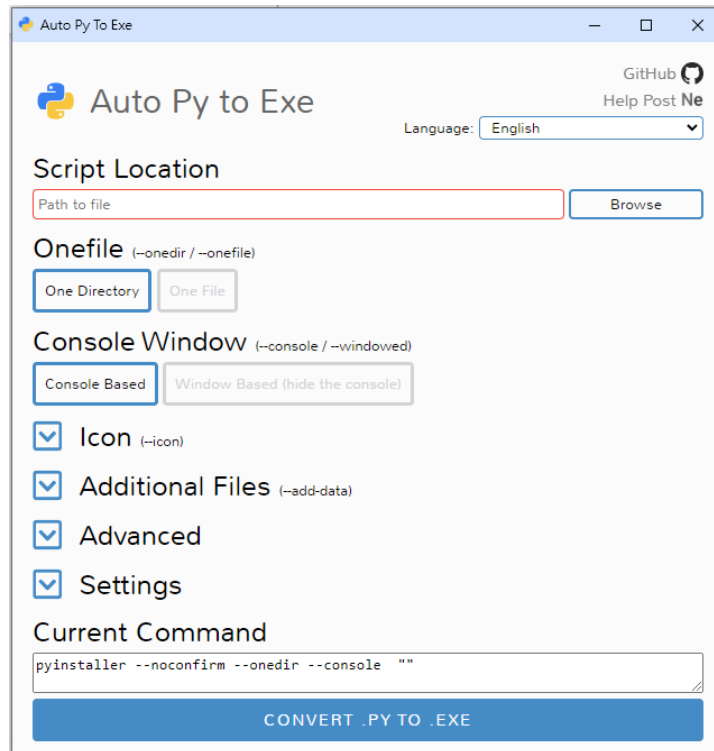


Figure 4 Python auto-to-py-exe module

In addition, an installer was created for the entire application using NSIS (Nullsoft Scriptable Install System) (NSIS, 2024). This installer ensures that all the necessary components and files are packaged together so users can install the application seamlessly without missing any dependencies. The installer simplifies the installation process and provides a smooth user experience.

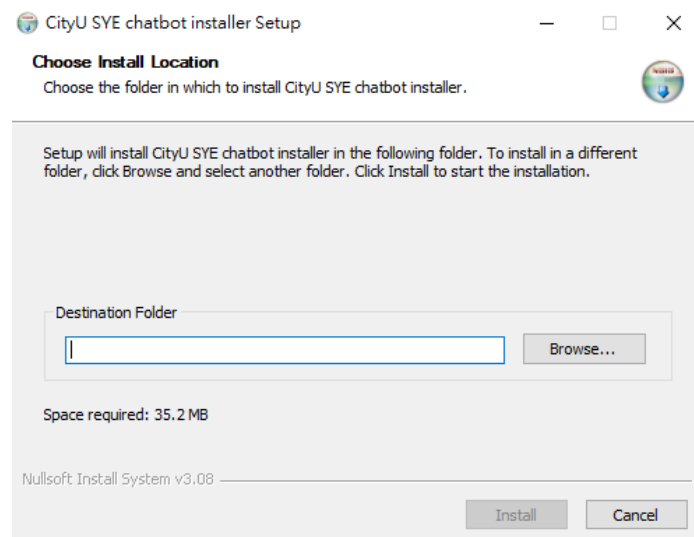


Figure 5 Chatbot installer created using NSIS

By creating a user-friendly GUI, converting the program to an executable file, and generating an installer, the conversational bot application has been made more accessible, convenient, and user-friendly. These steps ensure

that users can interact with the bot effortlessly without any technical barriers or installation concerns.

ANALYSIS

The analysis section of this dissertation report focuses on evaluating the effectiveness of the chatbot model developed for facilitating learning. The key findings and insights obtained from the evaluation process are highlighted, emphasizing the impact and implications of the chatbot model on the learning outcomes of the target audience.

One of the primary objectives of this research was to explore the capabilities of the OpenAI API, specifically the GPT-3.5 model, in developing a chatbot for facilitating learning. Through the integration of the API into a website application, users were able to engage in natural language conversations with the chatbot. The evaluation of the chatbot's performance provided valuable insights into the model's language understanding, response generation, and conversational abilities.

The findings from the evaluation process indicated that the GPT-3.5 model demonstrated strong language understanding capabilities. It was able to comprehend and interpret user queries accurately by embedding user queries into vector form, allowing for meaningful and contextually relevant responses. The chatbot then provides users with the information they were seeking.

Moreover, the evaluation revealed that the chatbot's conversational abilities were effective in facilitating learning. Users were able to engage in interactive conversations with the chatbot, asking questions and receiving informative responses. The chatbot acted as a virtual assistant, getting users the most relevant resources and information from the Vector Database.

The evaluation process also highlighted the impact of fine-tuning the GPT-3.5 model using domain-specific data. By training the model with data collected from the website, the chatbot's performance within the context of the department was significantly improved. The fine-tuned model demonstrated a deeper understanding of -related topics and was able to provide more accurate and specialized responses.

Overall, the analysis of the chatbot model's effectiveness in facilitating learning revealed several key findings. The GPT-3.5 model exhibited strong language understanding capabilities and was able to generate coherent and contextually relevant responses. The chatbot's conversational abilities effectively facilitated learning, providing personalized recommendations and resources to users. Additionally, the fine-tuning of the model using domain-specific data enhanced its performance within the targeted domain.

The implications of these findings are significant in the field of education and learning. The development and implementation of chatbot models for learning purposes can offer a scalable and accessible solution to support learners in acquiring knowledge and navigating educational resources. The personalized nature of the chatbot's interactions enhances user engagement and promotes effective learning outcomes.

In conclusion, the evaluation of the chatbot model developed for facilitating learning demonstrated its effectiveness in supporting learners and providing valuable educational resources. The strong language understanding capabilities, personalized recommendations, and the impact of fine-tuning the model within a specific domain contribute to its potential as a valuable tool in the field of education. Further research and development in this area can lead to advancements in intelligent learning systems and enhance the overall learning experience for students.

CONCLUSION

In conclusion, the evaluation of the chatbot model developed for facilitating learning has provided valuable insights into its effectiveness and impact on the learning outcomes of students. The analysis revealed that the chatbot demonstrated strong language understanding and response generation capabilities, offering accurate and contextually appropriate answers to user queries. Its integration into the learning process had several positive implications, including instant access to relevant information, the promotion of self-directed learning, and the creation of an interactive learning environment. However, there is still room for improvement in the chatbot's performance, particularly in understanding complex queries and providing nuanced responses. Overall, the findings highlight the potential of chatbot technology in enhancing educational experiences and suggest avenues for further research and improvement.

The chatbot model proved to be a valuable resource for students, providing instant access to relevant information and saving time and effort in searching for resources. By leveraging the vast knowledge base of the website, the chatbot efficiently retrieved specific information on faculty, programs, student life, laboratories, job opportunities, and more. This instant access enhanced the learning experience, allowing students to quickly find answers to their questions and explore various aspects of the department. The chatbot can provide personalized guidance and support promoted self-directed learning, empowering students to engage in the learning process and clarify doubts actively. The conversational nature of the chatbot facilitated a more interactive and dynamic learning environment, fostering deeper understanding and exploration of topics of interest.

While the chatbot model demonstrated promising performance, there are areas that require further improvement. In some instances, the chatbot struggled to understand unrelated queries or provide nuanced responses. To address these limitations, fine-tuning the model with additional data and incorporating user feedback is recommended. Fine-tuning the model using a larger dataset of domain-specific information from the department could enhance its domain knowledge and improve its response accuracy. Furthermore, actively seeking user feedback and iteratively refining the model based on user interactions can enhance its conversational abilities and adaptability to user needs. Regular updates and maintenance of the chatbot's Vector Database are essential to ensure that it remains up-to-date with the department's evolving information and requirements.

In addition to improving the chatbot model, future research can explore several avenues to further enhance the effectiveness of chatbots in facilitating learning. Firstly, integrating natural language processing techniques and machine learning algorithms can enable the chatbot to understand and generate more complex responses. This could involve leveraging pre-trained models, such as GPT-3.5, and exploring advancements in language models to enhance the chatbot's capabilities. Secondly, incorporating multimodal capabilities, such as text-to-speech and speech recognition, can enable the chatbot to cater to different learning preferences and accessibility needs. By providing audio-based responses or accepting voice inputs, the chatbot can offer a more inclusive learning experience. Additionally, integrating the chatbot into learning management systems or educational platforms can further enhance its accessibility and seamless integration into existing educational workflows.

Furthermore, the impact of the chatbot model on learning outcomes can be assessed through longitudinal studies and comparisons with traditional learning approaches. Conducting follow-up studies to evaluate the long-term effects of the chatbot on students' knowledge retention, academic performance, and overall learning experience can provide deeper insights into its effectiveness. Comparing the performance and satisfaction of students using

the chatbot with those relying solely on traditional learning resources can help assess the added value and benefits of the chatbot in educational settings.

The evaluation of the chatbot model developed for facilitating learning has demonstrated its effectiveness in providing timely and relevant information, promoting self-directed learning, and creating an interactive learning environment. The findings underscore the potential of chatbot technology in enhancing educational experiences and improving learning outcomes. By fine-tuning the model, incorporating user feedback, and exploring new avenues for improvement, chatbots can continue to evolve as valuable tools for facilitating learning in various educational contexts. As technology advances and research progresses, chatbots have the potential to become integral components of future educational practices, supporting learners in their quest for knowledge and fostering a more engaging and personalized learning experience.

REFERENCES

- City University of Hong Kong. (n.d.). *CityU GPT Chatbot Service*. Retrieved June 3, 2024, from <https://www.cityu.edu.hk/GenAI/#cityu-gpt>
- Muthukadan, B. (2024). *Selenium with python*. Selenium with Python - Selenium Python Bindings 2 documentation. Retrieved June 3, 2024, from <https://selenium-python.readthedocs.io/>
- NSIS. (2024, March 30). *Main page*. NSIS Wiki. Retrieved June 3, 2024, from https://nsis.sourceforge.io/Main_Page
- OpenAI API (n.d.). Introduction. Documentation. Retrieved June 3, 2024, from <https://platform.openai.com/docs/introduction>
- Python Software Foundation. (2024, June 2). *Graphical user interfaces with TK*. Python documentation. Retrieved June 3, 2024, from <https://docs.python.org/3/library/tk.html>
- Streamlit Inc. (2024). Build a basic LLM chat app. Documentation. Retrieved June 3, 2024, from <https://docs.streamlit.io/develop/tutorials/llms/build-conversational-apps>
- Supabase Inc. (n.d.). *Main menu*. Supabase Python Client - Introduction. Retrieved June 3, 2024, from <https://supabase.com/docs/reference/python/introduction>
- Vollebregt, B. (2024, March 25). *Auto-py-to-exe*. PyPI. Retrieved June 3, 2024, from <https://pypi.org/project/auto-py-to-exe/>

INVESTIGATION OF CUSTOMER SERVICES AND SATISFACTION LEVELS OF GYMS

Mustafa KELEŞ

Yrd. Doç. Dr. Azmiye YINAL
azmiye.yinal@akun.edu.tr

ABSTRACT

This study aims to examine the customer service and satisfaction levels of gyms in TRNC. The research was conducted using the relational survey technique, which is one of the quantitative research methods. While the population of the study consisted of the customers of the gyms in TRNC, a total of 360 customers were included in this study. The Sports Business Customer Satisfaction Scale (SIMMO) developed and accepted by Sevilmış (2015) was used to assess customer satisfaction. The analysis of the data was examined at the reliability level using SPSS 26 program.

According to the results of the research, when the sub-dimensions of the SIMMS were analyzed, it was observed that the quality of sports trainers dimension received the highest average score in customer satisfaction. On the other hand, the management sub-dimension of the sports center quality dimension received the lowest average score. There was no statistically significant difference between the sub-dimensions of SIMMS according to the gender variable. As a result of one-way variance analysis according to the age variable, no significant difference was found between the groups. As a result of the T-Test conducted according to the marital status variable, no significant difference was found between the groups. Significant differences were found in some dimensions according to the educational status variable. In the management and equipment sub-dimensions of the sports center quality dimension, the quality of the working environment and the commitment sub-dimension of the satisfaction dimension, the scores of high school graduates were higher than those of university graduates. As a result of one-way variance analysis according to the monthly income variable, no significant difference was found between the groups. Significant differences were also not found in the analyzes conducted according to the variables of duration of gym use and purpose of use.

Keywords: Gym, Customer Service, Satisfaction.

1. INTRODUCTION

Gyms are facilities that individuals use to improve their physical health, exercise, lose weight, increase muscle mass and improve their general health. Such facilities provide access to a variety of exercise equipment, free weights, exercise machines, and cardio equipment (Kumbul, 2022). Additionally, gyms offer athletes support from coaches or instructors who specialize in creating personalized training programs. Group classes are another benefit that gyms offer and can include different activities such as yoga, pilates, dancing and spinning. Health and nutrition counseling services are also commonly available at gyms and can help athletes improve their eating habits. Gyms offer an ideal environment not only for physical activity, but also for those who want to have a social experience. Regular gym visits can provide a number of health benefits, including weight management, increased muscle mass, cardiovascular health improvements and increased overall health and fitness levels. Therefore, gyms are important facilities that contribute to improving physical and mental health for many people (Mansur, 2021).

Gyms are businesses that have a special importance in terms of customer service. Customer service is a critical factor affecting the success of gyms and has a huge impact on customer satisfaction, customer loyalty and the reputation of the business. Gyms often use various strategies to improve the quality of service provided to customers and increase their satisfaction (Memiş, 2002). These include the employment of professional and trained sports trainers, the creation of individual training programs, regular exercise monitoring, maintaining hygiene and cleanliness, providing safe and effective sports equipment and giving personal attention to customers. Additionally, gyms often conduct surveys or interviews to collect and evaluate customer feedback (Özkan, 2013). This feedback is used to improve service quality and better respond to customer needs. A good customer service strategy helps gyms survive in the competitive market and encourages customers to form long-term relationships. As a result, customer service of gyms is an indispensable part of a successful business and plays a critical role in the sustainability of businesses (Yüksel, 2019).

Gyms are businesses that constantly strive to increase and maintain customer satisfaction. Customer satisfaction is a critical factor affecting the success and sustainability of gyms. To increase customer satisfaction, gyms use a variety of strategies (Shanka and Taylor, 2013). These include the employment of professional and experienced sports trainers, the provision of individual training programs, regular customer follow-up and feedback collection processes. Gyms also strictly adhere to cleanliness and hygiene standards, provide safe and effective gym equipment, and offer effective communication and personal attention to customers (Pitts and Stotlar, 2002). Tools such as customer feedback surveys, satisfaction scales and comment boxes are used to evaluate customer

satisfaction. This feedback provides important data to improve service quality and better respond to customer needs. High customer satisfaction increases customers' loyalty to gyms, attracts new customers with positive references and recommendations, and strengthens the reputation of the business (Nagel et al., 2004). As a result, gyms' customer satisfaction levels are vital to the success and sustainability of businesses.

1.2. Purpose and Importance of the Research

The purpose of this study is to examine the customer service and satisfaction levels of gyms. For gyms, customer service and satisfaction are important to the success and sustainability of the business. Satisfied customers remain loyal to the business, maintain long-term memberships and provide positive testimonials. This contributes to the growth of the business. In addition, competition between gyms is increasing. Businesses that keep customer service and satisfaction levels high gain a competitive advantage over others. Service quality and satisfaction levels can be a big factor when customers choose between businesses that offer similar services. Good customer service and high satisfaction levels strengthen the reputation and brand value of gyms. A positive reputation is important to attract new customers and support the long-term success of the business. Studies examining customer service and satisfaction levels provide customer feedback to businesses. This feedback helps businesses identify their weaknesses and improve their services. As a result, this study, which examines the customer service and satisfaction levels of gyms, not only contributes to the literature, but also has great importance in terms of business success, competitive advantage, reputation, customer feedback and personnel training.

1.3. Hypotheses

In this research, answers were sought to the following questions:

1. H₁: The average scores of factors affecting customer satisfaction differ according to gender.
2. H₁: The average scores of factors affecting customer satisfaction differ according to age.
3. H₁: The average scores of factors affecting customer satisfaction differ according to marital status.
4. H₁: The average scores of the factors affecting customer satisfaction vary according to educational status.
5. H₁: The average scores of factors affecting customer satisfaction differ according to monthly income.
6. H₁: The average scores of the factors affecting customer satisfaction vary according to the duration of use.
7. H₁: The average scores of the factors affecting customer satisfaction vary according to the purposes of use.

1.4. Assumptions

It is assumed that research participants give their answers to the survey questions sincerely.

1.5. Limitations

Research;

- With research participants,
- With the scale questions used in the research,
- It is limited to gyms in TRNC.

1.6. Definitions

Sport: is defined as a general term for competitive or non-competitive activities in which physical activities are performed regularly (Başkonuş, 2020).

Gym: These are indoor spaces equipped for individuals to perform their physical activities (Okumuş and Duygun, 2008).

Customer service: It is an activity in which a business interacts with its customers and includes the support, assistance and information services it offers to customers (Adıgüzel, 2020).

Satisfaction: It refers to the state of a person or groups having a generally positive feeling or sense of satisfaction about an experience, service, product or situation (Ruziyeva, 2018).

2. THEORETICAL FRAMEWORK

2.1. Service Concept

Service concept, general aspect concrete one of the product production or sale non - people between interactions or one experience providing like in shapes expression made One activity or activity expression it does. Services usually one value offering, needs welcome or solution providing purpose herds. Services, different in sectors And in areas can be offered, for example tourism, health, education, finance, consultancy like A lot different in the industry services There are. Service concept, concrete of products On the contrary, usually physically one presence without creating offered, value providing needs welcome or experience offer purpose bearing one activity or activity aspect is defined. Services, people interactions, processes And experiences over was

established And various in sectors can be offered , for example health , education , tourism , finance , consultancy like wide One on the spectrum services (Sarac , 2018).

Your services basis features between concrete absence, variability show, simultaneously presentations, variable to quality owner to be and intangibility so get inability to hold status is found. Services generally directly is consumed at the moment is offered and this for this reason service provider and customer between interaction quickly takes place. Your services presentation, customer satisfaction and experience affecting important One is the factor. Service providers, customers personalized experiences by offering quality standards raising and to needs sensitive one way service by offering customer their relationships can strengthen and loyalty they can increase. Services, both the customer and the service to the provider opposite use providing one interaction format aspect function sees (Mansur, 2021).

Service concept , customer or to the buyer clear One value offering And Generally physically One of the object production or sale not , but Generally experience , expertise , assistance or solution providing like in shapes expression made One activity or activity aspect is defined . Services Generally people between interactions or one service of the provider to the customer one value offer process Contains. Your services sizes, service of experience different aspects and components expression it does. Your services dimensions of service the quality evaluate, service the design plan And service presentation to manage for is used. Usually SERVQUAL model like various models, services sizes to explain for is used (Adıgüzel , 2020).

2.2. Sports Services

Sports services include various services offered to support individuals' physical activities, exercise, play sports and maintain a healthy lifestyle. These services can be offered in gyms, fitness centers, sports clubs, personal training, group exercises, sporting events and more. Sports services aim to improve individuals' health and fitness, reduce stress, increase energy levels and achieve an overall better quality of life. Sports services can be offered to a variety of age groups and ability levels. In addition to amateur athletes, professional athletes can also benefit from these services. Service providers are often supported by a team of experienced coaches, sports specialists and physiotherapists. These professionals can create exercise programs that suit individuals' goals, help correct techniques, and provide motivation (Başkonuş , 2020).

Sports services can be tailored to suit individuals' personal goals. Programs can be offered for different goals such as losing weight, gaining muscle, increasing fitness, and improving flexibility. Additionally, group exercises and team sports can also be preferred to increase social interaction. With the advancement of technology, sports services are also offered through digital platforms. Options such as online exercise videos, digital training programs and distance training sessions offer people flexibility and ease of access. In addition to helping individuals improve their physical health, sports services support them in establishing social connections, staying motivated and adopting an active lifestyle. These services aim to make people feel better, increase their energy levels and improve their overall quality of life (Alexandris , et al ., 2004)

2.3. Concept of Customer Satisfaction

Customer satisfaction concept of businesses to its customers they provide product or services, customers how much by satisfaction disturbing there is expression it does. This concept allows customers your expectations meeting the needs TRUE One way understanding and presented product or services of the quality satisfaction will provide at the level by being it is relevant. Customer satisfaction, businesses for important One is the criterion because pleased customers loyalty create, positive references to provide And LONG futures work relationships to establish is expected. Customer satisfaction, businesses to customers offered experience evaluation of the process the result reflects. If one business, customers to your needs suitable product or services by offering them satisfaction if the customer can your satisfaction increases. Customer satisfaction, just of the business financial success not the same in time reputation, brand its value and customer your loyalty effects (Adıgüzel, 2020).

Customer satisfaction to ensure for businesses, customers back notifications evaluates And This back notifications business activities to develop for uses. Customer complaints and demands of businesses weak aspects to determine and service the quality to improvements helper it is possible. Same at the time, customer satisfaction to ensure for employee education, quality control And continually improvement like strategies are also used. Customer satisfaction, businesses rivalry advantage get also contribute to be found. Pleased customers again _ work don't do that possibility of high which is positive references providing And brand loyalty constituent are customers . Because businesses, customers your satisfaction continually aspect measures, evaluates and improvement to their processes including it does. Customer satisfaction concept of businesses to customers provided by your experience satisfaction disturbing is is not expression it does. Good One customer satisfaction strategy, businesses rivalry advantage get customers, loyalty to create And LONG futures your achievements to continue helper happens (Erzuzun , 2017).

3. METHOD

3.1. Research Method

This study is conducted using the relational screening technique, which is one of the quantitative research methods. Relational survey technique (or Relational Research Technique) is a quantitative research method used to examine the relationship between two or more specific variables in a study. This method is used to understand and identify relationships between two or more variables. The relational screening technique aims to analyze the relationships between variables using existing data. Researchers generally work with this method to test hypotheses, examine correlations between variables, or determine cause-effect relationships (Karasar , 2008).

3.2. Population and Sample

The population of the research consists of gym customers in TRNC. The sample of the study was determined by the purposeful sampling method in accordance with the purpose of the research. A purposive sample is a sample specifically selected for a research study or survey and created for a specific purpose or objective. Researchers use this type of sampling when they want to examine or investigate a specific subgroup or feature of their study. Purposive samples are designed to focus on a specific problem or questions rather than making generalizations or representing all characteristics of the population (Karasar, 2008). Based on this information, 360 customers using gyms were included in the study.

3.3. Data Collection Tools

In the research, data are collected through scale; it was collected via Google forms. Scale forms were distributed on 10.07.2023 and completed on 20.07.2023. Of the 400 forms submitted for the study, 370 were converted. 10 forms were not included in the study due to incomplete questions.

A personal information form was also used to obtain personal information about the sports facility members participating in the research, such as gender, age, marital status, education level, income status, membership history and purpose of participation.

In this research, the Sports Businesses Customer Satisfaction Scale (SIMMO), developed and accepted by Sevulmuş (2015), was used to evaluate customer satisfaction. This scale consists of 5 sub-dimensions in total: sports center quality, quality of the working environment, quality of sports instructors and general satisfaction. SIMMS includes 55 items and allows a comprehensive evaluation of the service quality and customer satisfaction of sports facilities through these items. One of the reasons why this scale is preferred is that it has strong features related to quality and satisfaction. In addition, it has been seen that SIMMS has been tested and accepted through validity and reliability studies conducted in Turkey. In the reliability study, internal consistency coefficients (Cronbach's It was determined that the alpha) values were 64 for the program sub-dimension, 68 for the services sub-dimension, 72 for the management sub-dimension and 85 for the hardware sub-dimension, and this value was 92 for the entire scale.

Table 1. Reliability analysis of the scale

	Cronbach's Alpha	Article
Satisfaction Scale	.834	55

This research, Cronbach's Alpha value of the satisfaction scale consisting of 55 items was determined as .834. This shows that the scale is reliable in the study.

3.4. Analysis of Data

SPSS 26 program was used to analyze the data collected in the study and was examined at the reliability level. T-Test and ANOVA tests were used to examine whether the scale scores differ according to socio -demographic characteristics.

4. FINDINGS

4.1. Demographic features

Demographic variables of the participants are given in Table 2.

Table 2. Demographic Characteristics of Customers

		N	%
Gender	Male	237	65.8
	Woman	123	34.2
Age	20-25 years old	58	16.1
	26-30 years old	116	32.2

	31-40 years old	117	32.5
	41-50 years old	23	6.4
	51 and over	46	12.8
marital status	Married	276	76.7
	Single	84	23.3
Educational background	High school	119	33.1
	University	164	45.6
	postgraduate	77	21.4
monthly income	Low	50	13.9
	Middle	124	34.4
	High	186	51.7
	Total	360	100.0

When Table 2 is examined, it is seen that 65.8% of the customers are male and 34.2% are female. 32.5% of the customers are 31-40 years old; 32.2% are 26-30 years old; 16.1% are 20-25 years old; it is seen that 12.8% of them are 51 and over. 76.7% of customers are married and 45.6% are university graduates. Additionally, 51.7% of customers have high income; 34.4% have medium income and 13.9% have low income.

Table 3. Distribution of Customers According to Duration of Joining the Sports Center and Purpose of Use

		N	%
Duration of participation in Sports Center programs	0 - 6 months	91	25.3
	7-12 months	79	21.9
	13-24 months	22	6.1
	25-36 months	78	21.7
	more than 36 months	90	25.0
Purpose of joining the Sports Center	stay healthy stay fit	53	14.7
	get stronger	54	15.0
	Weight Control	27	7.5
	Gain Social Environment	31	8.6
	Looking beautiful and delicate	60	9.7
	Body building	48	13.3
	Relax	35	16.7
	make use of free time	52	14.4
	Total	360	100.0

When Table 3 is examined, 25.3% of customers have 0-6 months; It was observed that 25% of them had been going to the sports center for more than 36 months, 21.9% for 7-12 months, 21.7% for 25-36 months and 6.1% for 13-24 months. In addition, 16.7% of customers use it to relax; It was determined that 15% went to the sports center to get stronger, 14.7% to stay healthy and fit, and 13.3% to improve their body .

4.2. Findings on Sports Businesses Customer Satisfaction Scale Subscale Average Scores

Table 4 shows the sports businesses customer satisfaction scale subscale mean scores.

Table 4. Sports Businesses Customer Satisfaction Scale Subscale Average Score Values

Subscale/Dimension Name	Min.	Max .	\bar{X}	Ss .
Development	31.00	66.00	55.71	5,847
Sports Center Quality				
Program	9.00	28.00	21.97	3,050
Management	11.00	27.00	21.40	2,814

Services	13.00	28.00	22.57	2,484
Equipment	25.00	53.00	43.97	4,598
Quality of the Working Environment	5.00	35.00	28.17	4,258
Qualification of Sports Trainers	35.00	77.00	62.16	9,252
Satisfaction				
Request to Leave	9.00	28.00	21.97	3,050
Loyalty	17.00	34.00	27.70	2,928

When Table 4 is examined, it is seen that the highest average among the sports businesses customer satisfaction scale subscale dimensions is the qualification of sports trainers ($\bar{X} = 62.16$; Sd . 9.252); It is seen that the lowest average is in the management sub-dimension of the sports center quality dimension ($\bar{X} = 21.40$; Sd . 2.814). These results show the differences between the factors affecting customer satisfaction in terms of service quality of sports center management and sports trainers. While customers are more satisfied with the quality of sports instructors, satisfaction with the quality of sports center management appears to be lower.

4.3. Findings on Average Scores of Customer Demographic Characteristics and Factors Affecting Customer Satisfaction

Table 5 shows the results of the analysis in which the hypothesis "H₁ : The average scores of factors affecting customer satisfaction differ according to gender" is tested.

Table 5. T-Test Results Showing the Comparison of Average Scores of Factors Affecting Customer Satisfaction by Gender

Subscale/Dimension Name	Gender	N	\bar{X}	Ss .	f	p.
Development	Male	237	55.74	5,95		
	Woman	123	55.67	5,664	0.012	0.915
Sports Center Quality						
Program	Male	237	21.98	3,062		
	Woman	123	21.94	3,038	0.022	0.883
Management	Male	237	21.37	2,795		
	Woman	123	21.46	2,860	0.001	0.974
Services	Male	237	22.64	2,490		
	Woman	123	22.43	2,476	0.011	0.915
Equipment	Male	237	44.02	4,594		
	Woman	123	43.87	4,622	0.035	0.851
Quality of the Working Environment						
Quality of the Working Environment	Male	237	28.02	4,196		
	Woman	123	28.45	4,380	0.228	0.633
Qualification of Sports Trainers						
Qualification of Sports Trainers	Male	237	61.78	9,317		
	Woman	123	62.87	9,122	0.048	0.827
Satisfaction						
Request to Leave	Male	237	21.98	3,062		
	Woman	123	21.94	3,038	0.022	0.633
Loyalty	Male	237	27.70	2,897		
	Woman	123	27.70	2,999	0.033	0.856

p>0.05

SIMMÖ "development, sports center quality, quality of the working environment , **As a result of the T-Test conducted to determine** whether the "sports instructors quality and satisfaction " subscale scores showed a significant difference according to the gender variable, the difference between the arithmetic means of the groups was not found to be statistically significant ($p>0.05$). In this case, H₁ was rejected.

Table 6 shows the results of the analysis in which the hypothesis "H₂ : The average scores of the factors affecting customer satisfaction differ according to age" is tested.

Table 6. One-Way Analysis of Variance (ANOVA) Test Results Showing the Comparison of the Average Scores of Factors Affecting Customer Satisfaction by Age Groups

			N	\bar{X}	Ss .	f	p.
Development	20-25 old	years	58	54.91	5,027	0.451	0.771
	26-30 old	years	116	55.71	6,038		
	31-40 old	years	117	56.17	6,000		
	41-50 old	years	23	55.56	5,998		
	51 and over		46	55.67	5,981		
Sports Center Quality							
Program	20-25 old	years	58	21.93	2,661	0.219	0.927
	26-30 old	years	116	22.06	3,438		
	31-40 old	years	117	21.90	2,909		
	41-50 old	years	23	21.52	2,212		
	51 and over		46	22.17	3,261		
Management	20-25 old	years	58	21.20	2,627	0.318	0.865
	26-30 old	years	116	21.34	3,081		
	31-40 old	years	117	21.42	2,701		
	41-50 old	years	23	21.34	2,366		
	51 and over		46	21.80	2,895		
Services	20-25 old	years	58	22.32	2,312	0.399	0.808
	26-30 old	years	116	22.71	2,730		
	31-40 old	years	117	22.63	2,416		
	41-50 old	years	23	22.17	1,969		
	51 and over		46	22.58	2,499		
Equipment	20-25 old	years	58	43.72	3,981	0.242	0.914
	26-30 old	years	116	43.92	5,253		
	31-40 old	years	117	43.99	4,229		
	41-50 old	years	23	43.69	3,611		
	51 and over		46	44.54	5,009		
Quality of the Working Environment	20-25 old	years	58	28.31	3,775	0.477	0.752
	26-30 old	years	116	28.07	4,778		
	31-40 old	years	117	27.92	4,015		
	41-50 old	years	23	28.08	3,088		
	51 and over		46	28.91	4,613		
Qualification of Sports	20-25	years	58	61.8793	9,367	0.631	0.64

Trainers	old						
	26-30	years	116	62.8879	8,967		
	old						
	31-40	years	117	61.1624	9,738		
	old						
Satisfaction	41-50	years	23	62.9130	9,085		
	old						
	51 and over		46	62.8478	8,758		
	20-25	years	58	21.93	2,661		
	old						
Request to Leave	26-30	years	116	22.06	3,438		
	old						
	31-40	years	117	21.90	2,909	0.219	0.927
	old						
	41-50	years	23	21.52	2,212		
Loyalty	old						
	51 and over		46	22.17	3,261		
	20-25	years	58	27.46	2,823		
	old						
	26-30	years	116	27.58	3,216		
Request to Leave	old						
	31-40	years	117	27.77	2,754	0.379	0.823
	old						
	41-50	years	23	27.73	2,320		
	old						
Request to Leave	51 and over		46	28,10	3,063		

p>0.05

SIMMÖ "development, sports center quality, quality of the working environment , **One-way analysis** of variance (ANOVA) was conducted to determine whether the "sports instructors quality and satisfaction " subscale scores showed a significant difference according to the age variable. As a result, the difference between the arithmetic means of the groups was not found to be statistically significant (p>0.05). In this case, H2 was rejected.

Table 7 shows the results of the analysis in which the hypothesis "H₃ : The average scores of factors affecting customer satisfaction differ according to marital status" is tested.

Table 7. T-Test Results Showing the Comparison of the Average Scores of Factors Affecting Customer Satisfaction According to Marital Status

		N	\bar{X}	ss	f	p.
Development	Married	276	55.59	5,891	0.124	0.725
	Single	84	56.13	5,713		
Sports Center Quality						
Program	Married	276	21.99	3,012	0.038	0.846
	Single	84	21.89	3,188		
Management	Married	276	21.46	2,803	0.402	0.526
	Single	84	21,22	2,859		
Services	Married	276	22.56	2,426	1,427	0.233
	Single	84	22.60	2,679		
Equipment	Married	276	44.01	4,565	0.419	0.518
	Single	84	43.81	4,729		
Quality of the Working Environment	Married	276	28.31	4,044	1,907	0.168
	Single	84	27.70	4,895		
Qualification of Sports	Married	276	62.13	9,288	0.001	0.969

Trainers	Single	84	62.25	9,188		
Satisfaction						
Request to Leave	Married	276	21.99	3,012	0.038	0.846
	Single	84	21.89	3,188		
Loyalty	Married	276	27.74	2,910	0.416	0.519
	Single	84	27.57	2,999		

p>0.05

SIMMÖ "development, sports center quality, quality of the working environment , **As a result of the T-Test conducted to determine** whether the "sports instructors qualification and satisfaction " subscale scores showed a significant difference according to the marital status variable, the difference between the arithmetic means of the groups was not found to be statistically significant (p>0.05). In this case, it can be seen that H3 is rejected.

Shows the analysis results testing the hypothesis "H4: The average scores of the factors affecting customer satisfaction vary according to educational status".

Table 8. One-Way Analysis of Variance (ANOVA) and Tukey Test Results Showing the Comparison of the Average Scores of Factors Affecting Customer Satisfaction According to Educational Status

		N	\bar{X}	ss	F	p.	Difference
development _ _	High school	119	55.91	5,738	0.100	0.905	
	University	164	55.62	6,093			
	postgraduate	77	55.62	5,537			
Sports Center Quality							
program _	High school	119	22.37	2,807	2,103	0.124	
	University	164	21.90	3,281			
	postgraduate	77	21.48	2,845			
Management	High school	119	21.94	3,020	3,766	0.024	High School>University
	University	164	21.01	2,781			
	postgraduate	77	21.41	2,424			
Services	High school	119	22.73	2,272	0.713	0.491	
	University	164	22.59	2,703			
	postgraduate	77	22,29	2,311			
Equipment	High school	119	44.88	4,208	3,495	0.031	High School>University
	University	164	43.55	4,962			
	postgraduate	77	43,48	4,197			
Quality of the Working Environment							
	High school	119	29.05	4,065	4,029	0.019	High School>University
	University	164	27.64	4,637			
	postgraduate	77	27.92	3,463			
Qualification of Sports Trainers							
	High school	119	62.74	8,990	0.492	0.612	
	University	164	61.65	9,556			
	postgraduate	77	62.32	9,051			
Satisfaction							
Request to Leave	High school	119	22.37	2,807	2,103	0.124	
	University	164	21.90	3,281			
	postgraduate	77	21.48	2,845			
Loyalty	High school	119	28,27	3,080	3,914	0.021	High School>University
	University	164	27,29	2,968			
	postgraduate	77	27.68	2,450			

p<0.05

SIMMÖ "development, sports center quality, quality of the working environment", **One-way analysis of variance (ANOVA)** was conducted to determine whether the "sports instructors quality and satisfaction" subscale scores showed a significant difference according to the educational status variable. As a result, it was seen that the difference between the arithmetic means of the groups was statistically significant in some dimensions ($p < 0.05$). Accordingly, in the management and equipment sub-dimensions of the sports center quality dimension; In the commitment sub-dimension of the quality of the working environment and satisfaction dimension, the scores of participants who were high school graduates were found to be higher than those of participants who were university graduates. In this case, H_4 is partially accepted.

4. CONCLUSION AND RECOMMENDATIONS

The results of this study, which examined the customer service and satisfaction levels of gyms, are summarized below:

According to the research results, when the sub-dimensions of the Sports Enterprises Customer Satisfaction Scale (SIMMÖ) were examined, it was observed that the quality of sports trainers dimension received the highest average score in customer satisfaction ($\bar{X} = 62.16$; Sd. 9.252). On the other hand, the management sub-dimension of the sports center quality dimension received the lowest average score ($\bar{X} = 21.40$; Sd. 2.814). These results show that the service quality of sports center management and sports trainers affects customer satisfaction in different ways.

No statistically significant difference was found between the SIMMS subscales according to gender variable. As a result of the one-way analysis of variance performed according to the age variable, no significant difference was detected between the groups. As a result of the T-Test conducted according to the marital status variable, no significant difference was determined between the groups.

Significant differences were detected in some dimensions according to the educational status variable. The scores of participants who were high school graduates were found to be higher than participants who were university graduates in the management and equipment sub-dimensions of the sports center quality dimension, the quality of the working environment and the commitment sub-dimension of the satisfaction dimension. As a result of the one-way analysis of variance conducted according to the monthly income variable, no significant difference was detected between the groups. No significant differences were determined in the analyzes made according to the variables of duration of use and purpose of use.

These results show that there are generally no significant differences in customers' satisfaction levels in the SIMMS sub-dimensions depending on gender, age, marital status, education level, monthly income, duration of use and purpose of use.

Based on the research results, the following recommendations were made:

- **Improvement Efforts for Sports Business Management:** It has been observed that sports center management leads to lower satisfaction scores in the sports center quality dimension. Management should adopt a careful and attentive approach to improving the physical conditions and service quality of the facility.
- **Investment in Personnel Qualifications:** The quality of sports trainers dimension has the highest average score in customer satisfaction. Therefore, sports centers should invest in increasing and maintaining the training and skills of sports instructors. It is important that instructors constantly have up-to-date knowledge and skills.
- **Customer Education and Information:** Providing customers with more information about fitness center services, expectations, and the operation of the facility can increase customer satisfaction. This can be a practice that can be carried out regularly by sports center staff.
- **Customer Diversity Should Be Considered:** Although education level, age and other demographic factors do not seem to be important in affecting customer satisfaction, these factors can lead to significant differences in some sub-dimensions. Therefore, sports centers should make customer segmentation and service delivery taking these differences into consideration.
- **More Research and Feedback:** More research and feedback should be collected to understand and improve customers' satisfaction levels. Customer expectations and needs should be evaluated regularly and development plans should be created based on this feedback.
- **Training and Development Programs:** Training and development programs should be created for sports center staff and managers. These programs can increase customer satisfaction by improving service quality.
- **Better Communication:** There should be better communication with customers. Customers should be informed regularly about on-site developments, events and changes.

REFERENCES

- Adıgüzel İ. H. (2020). Spor bilimleri fakültesinde eğitim gören öğrencilerin spora bakış açıları ve spor yapma alışkanlıklarının incelenmesi. (Yüksek Lisans Tezi). Erciyes Üniversitesi Sağlık Bilimleri Enstitüsü, Kayseri.
- Alexandris, K., Zahariadis, P., Tsozbatzoudis, C., & Grouios, G. (2004). An empirical investigation of the relationships among service quality, customer satisfaction and psychological commitment in a health club context. *European sport management quarterly*, 4(1), 36-52.
- Başkonuş T. (2020). Ortaöğretim öğrencilerinin spora yönelik tutumlarının bazı değişkenlere göre incelenmesi (Kırşehir İli Örneği). *Ahi Evran Üniversitesi Sosyal Bilimler Enstitüsü Dergisi (AEÜSBED)*, 6(2), 365-376.
- Eruzun C. (2017). Kadınların spor etkinliklerine katılımlarının boş zaman tatmini ve yaşam kalitesine etkilerinin araştırılması: b-fit spor merkezleri üyeleri örneği. (Yüksek Lisans Tezi). Bartın Üniversitesi Eğitim Bilimleri Enstitüsü.
- Kumbul, R. (2022). Covid-19 pandemisi sürecinde spor salonlarında müşteri memnuniyet durumunu etkileyen unsurların çok kriterli karar verme yöntemleri ile belirlenmesi: Isparta ili örneği, (Yüksek Lisans Tezi), Burdur Mehmet Akif Ersoy Üniversitesi Sosyal Bilimler Enstitüsü.
- Mansur, B. (2021). Bir rekreasyon işletmesi olarak spor salonlarında müşterilerin hizmet kalite algılarının değerlendirilmesi: Konya Selçuklu Belediyesi fitness salonu örneği (Yüksek Lisans Tezi), Karamanoğlu Mehmetbey Üniversitesi Sağlık Bilimleri Enstitüsü.
- Mansur, B. (2021). Bir rekreasyon işletmesi olarak spor salonlarında müşterilerin hizmet kalite algılarının değerlendirilmesi: Konya Selçuklu Belediyesi fitness salonu örneği (Yüksek Lisans Tezi), Karamanoğlu Mehmetbey Üniversitesi Sağlık Bilimleri Enstitüsü.
- Memiş, U.A. (2002). Spor tesislerinde müşteri memnuniyeti. (Yüksek Lisans Tezi). Gazi Üniversitesi Sağlık Bilimleri Enstitüsü, Ankara.
- Nagel S, Conzelmann A. & Gabler H. (2004). Sportvereine. Auslaufmodell oder Hoffnungsträger? Die WLSB-Vereinsstudie. Tübingen, Attempto Verlag.
- Okumuş, A. & Duygun, A. (2008). Eğitim hizmetlerinin pazarlanmasında hizmet kalitesinin ölçümü ve algılanan hizmet kalitesi ile öğrenci memnuniyeti arasındaki ilişki. *Anadolu Üniversitesi Sosyal Bilimler Dergisi*. 8(2), 17-38.
- Özkan, S.E. (2013). Türkiye'deki fitness merkezlerinde hizmet kalitesi beklentilerinin incelenmesi. (Yüksek Lisans Tezi), Bahçeşehir Üniversitesi, Sosyal Bilimler Enstitüsü.
- Pitts B.G. & Stotlar DK. (2002). *Fundamentals of Sport Marketing*. Morgantown: Fitness Information Technology.
- Ruziyeva, I. (2018). Hizmet kalitesi yönetimi ve müşteri memnuniyeti arasındaki ilişkinin belirlenmesine yönelik bir alan araştırması. (Yüksek Lisans Tezi). Dokuz Eylül Üniversitesi, Sosyal Bilimler Enstitüsü.
- Saraç, Y. (2018). Kamuya ait spor işletmelerinden hizmet alan bireylerin memnuniyetini etkileyen faktörlerin incelenmesi (Beylikdüzü Belediyesi örneği) (Yüksek Lisans Tezi), İstanbul Gelişim Üniversitesi Sosyal Bilimler Enstitüsü.
- Shanka, T., & Taylor, R. (2013). An investigation into the perceived importance of service and facility attributes to hotel satisfaction. In *Current Issues and Development in Hospitality and Tourism Satisfaction* (pp. 119-134). Routledge.
- Yüksel M. (2019). Ailenin spora katılımı ile çocuklarının elit spora yönelmesi arasındaki ilişki. *Ordu Üniversitesi Sosyal Bilimler Araştırmaları Dergisi*, 9(2), 319-326.

INVESTIGATION OF PRE-SCHOOL TEACHERS' SELF EFFICACY BELIEFS REGARDING SCIENCE EDUCATION

Yeliz ÇELEN

Assist. Prof.

Department of Education, Amasya University, Turkey

Yeliz.celen@amasya.edu.tr

Gülpembe YERLİKAYA

Student,

Amasya University, Turkey

ABSTRACT

Self-efficacy is a person's belief in his individual knowledge, experience and equipment and the inner dynamism to achieve this, even though the conditions may differ, in the process of achieving certain goals. Self-efficacy beliefs also affect teachers' attitudes towards lessons, the teaching methods and techniques they use in teaching processes, and their motivation to teach the lesson in accordance with its requirements. For this reason, this study was conducted to examine the self-efficacy beliefs of preschool teachers towards science education. The research was designed quantitatively and is in the screening model. The population of the research consists of 130 preschool teachers working in Amasya in the 2019-2020 academic year. The study group of the research was determined by the snowball sampling method and the data were obtained by using the "Science Education Self-Efficacy Belief Scale of Preschool Teachers". Descriptive statistical analyzes were used in the analysis of the data. In the analysis, independent groups t-test for gender and school type variables, ANOVA analyzes for professional seniority and place of work variables were applied. As a result of the research, it was concluded that the self-efficacy beliefs of preschool teachers towards science education did not differ significantly according to the variables of gender, school type and place of work, but differed significantly according to the variable of professional seniority.

Keywords:Pre-school education, Science education, Self-efficacy,Belief, Teacher.

INTRODUCTION

Ertürk (1973) defines education, which we encounter in every aspect of our daily life, as “the process of creating deliberate and permanent changes in one's behavior through one's own experiences”. In this long process that will start from birth and continue throughout life, everything that happens in the environment where the individual lives creates effects on his own emotional, social and mental world (Şişman, 2010). In particular, systematic and controlled environments such as schools contribute to both the social competence and personal development of the individual (Fidan, 1996). One of the main functions of education is to provide the individual with the qualifications desired by the society, which will create a bridge between the individual and the society. This is gained to students only through purposeful education and learning-teaching activities (Özer, 1993).

With contemporary education, it is expected to raise individuals who develop and renew themselves, think critically, analytically, have productive and problem-solving skills, adhere to national, spiritual, cultural and moral values and compete worldwide (Argon, 2019). In this context, pre-school education gains a special importance in order to gain these qualities to individuals in the early period. Preschool education is a planned and organized educational process that supports the physical, social, emotional, language, mental development and self-care skills of children aged 0-72 months (Aral et al., 2002; Yılmaz, 2003; Ural & Ramazan, 2007). Preschool education is a systematic education and is the most important step of the education system, which should be based on scientific foundations that are far from coincidences (Arı and Tuğrul, 1996).

It is known that the pre-school period is the period in which synaptic bond development and brain development in the brain are experienced the fastest through environmental stimuli (MEB, 2013). Children act with their innate sense of curiosity and discovery in order to get to know and make sense of their environment. In this period of rapid development and learning, the preschool child gains most of the cognitive skills by experiencing, observing, researching, questioning, measuring, estimating, establishing a cause-effect connection, that is, using scientific processes (Avcı, 2015; Ünal & Akman, 2006).

In this period, which is also called the early childhood period, it is expected that the child will interact with his environment and learning will take place actively. Because the knowledge, skills and equipment that an individual will acquire at an early age are so important that they affect both the educational life and personal life of the child (Kesicioğlu, 2019). For this reason, it is necessary to introduce children to science at a young age and to ensure that children develop positive attitudes towards science. Science education and activities within the scope of science education provide a great opportunity for the child to develop scientific process skills (Önal &

Sarıbaşı, 2019; Sontay & Karamustafaoğlu, 2022). From this point of view, the place and importance of science education in the early childhood education process is also great.

Science is observing everything about the world, thinking about events, phenomena, concepts, bringing facts together within the framework of cause and effect, and sharing the obtained information with others (Küçüküran & Yıldırım, 2008). Science education, in which children have different experiences and activities in order to gain knowledge with their senses in the pre-school period, also gains importance (Balat-Uyanık, 2013).

The contemporary understanding of education aims to develop the cognitive skills of the individual starting from the pre-school period. Metacognitive skills such as observing, interpreting, scientific thinking, and being a science literate are among the achievements in contemporary education programs. It is an incomplete and erroneous idea to think that the science activities included in the preschool program only support the development of the child in the cognitive field. Science and nature activities support children's cognitive development, social development, language development, psychomotor development, self-care development, that is, all developments in the program. This creates a natural basis for the child to acquire skills such as analytical thinking and producing products in this period. It will be very beneficial for all the developmental stages of the child to include the achievements and indicators related to science education in their monthly plans and daily flows, and to implement various activities in this direction (Alisinanoğlu, 2007; Kandır, 2001).

In the pre-school period, children are in a great curiosity towards their environment. With this impulse, children want to research and question everything. Children in this period should be given the opportunity to learn by doing and living in their education (Ayvacı & Ünal, 2017). An educator who knows the developmental characteristics of the preschool child guides the child by organizing child-centered activities. Because the primary duty of the educator is not to convey information, but to plan activities that show what and how they can do by providing environmental opportunities that will encourage children to think and research (Gönen & Dalkılıç, 2000; Bilaloğlu, Aslan & Aktaş-Arnas, 2008).

Preschool science curriculum should be balanced with a standard structure that can attract the attention of all children, taking into account the readiness and individual differences of children, and a flexible structure that can be customized according to the level of the class when necessary (Akman, Balat, & Yıldız, 2018). big business falls. The teacher should take care to plan activities that will attract the child's interest and attention, and to use various teaching methods and techniques. In this regard, teachers' views on science education also determine and reflect realistic classroom practices (Öztürk Yılmaztekin & Tantekin Erden, 2011).

The proficiency of the subject that the teacher will teach the attitudes and behaviors in the learning process affects the learning process positively by increasing the interest, desire and attention of the children towards the lesson (Şahin, 2019). MoNE (2017), Competence can be defined as the knowledge, equipment and belief required to perform a job in accordance with its components. Teacher self-efficacy belief is defined as the knowledge, equipment, experience and self-confidence that teachers have in increasing their students' effectiveness in the learning process (Tschannen-Moran, Woolfolk-Hoy, & Hoy, 1998: cited in Kurt, 2012).

Contemporary and democratic societies are aware of the importance of preschool education in raising new generations. Raising national and international manpower equipped with the equipment required by the age is only possible with a systematic education. The most important element of this system is the teacher. Teachers have great responsibilities in managing this process effectively and successfully. The teacher should create a democratic classroom environment in which students can express themselves during the learning process, implement educational programs customized for children with learning difficulties or need special education, and give students the opportunity to get to know and develop themselves by including activities that will provide students with scientific thinking skills. In addition, qualities such as strong communication skills, field knowledge and professional skills determine the basis of teacher competencies (MEB, 2017). competencies and personal problems during the application have an important place. In his study, Denizoğlu (2008) states that teachers with a high perception of professional self-efficacy are willing and patient to try different teaching methods to students with learning difficulties and exhibit solution-oriented behaviors in the face of problems, while teachers with low perceptions feel they are lacking in the skills necessary to cope with difficulties.

Denizoğlu (2008) and Kotaman (2008) show that teachers' self-perceptions affect their students' perceptions of themselves, which will increase student success and that education will lead to the desired qualifications. Bayraktar (2009), student-centered teaching strategies of teachers with high self-efficacy perceptions. He states that teachers with low self-efficacy perception prefer traditional teaching methods and techniques and are reluctant to teach science. There are also studies stating that the most fundamental problem in science teaching stems from the inability of teachers to develop their ability to apply different teaching methods and techniques (Bencze & Hodson, 1999).

Teacher self-efficacy belief plays an important role both in determining the satisfaction of the teacher in his profession and in affecting the course success of the students positively or negatively (Caprara et al., 2006). High self-efficacy beliefs or low self-efficacy beliefs in teachers affect all stakeholders in the learning process. Teachers' and prospective teachers' science, mathematics, etc. The data on self-efficacy beliefs related to areas

such as these provide a more accurate interpretation of their behaviors during the education process (Bikmaz, 2004). In the light of this information, in this study, it was aimed to determine the self-efficacy belief status of preschool teachers regarding science education according to their demographic characteristics. In line with this purpose, the main problem of the research is, "How are the self-efficacy beliefs of preschool teachers about science education?" formed in the form. In line with this main purpose,

1. Is there a significant difference according to gender in determining the self-efficacy of preschool teachers regarding science education?
2. Is there a significant difference in determining the self-efficacy of preschool teachers regarding science education, according to the region they work?
3. Do pre-school teachers' proficiency in science education show a significant difference according to their professional experience?
4. Is there a significant difference in determining the self-efficacy of preschool teachers regarding science education, according to the type of school they work at?

answers to the questions were sought.

METHOD

Research Design

The survey model was used in this study, which was conducted to determine the science education self-efficacy beliefs of preschool teachers, which is a quantitative research. The screening model is an approach that aims to reveal a past or present situation as it is (Karasar, 2007).

Study Groups

The sample of the study consists of 130 preschool teachers working in Amasya. 130 preschool teachers working in the city center, districts and rural areas of Amasya participated in this study, which was determined by the snowball sampling method, on a voluntary basis in the digital environment. Permission was obtained from the participants for the research, but an ethics committee approval was not obtained. The distribution of participant teachers by gender, institution and seniority is given in Table 1.

Table 1. Distribution of Teachers in the Study Group of the Research

When Table 1 is examined, it is seen that 96.2% of the teachers in the sample are female, 3.8% are male, 38.5% work in independent kindergartens and 61.5% in kindergartens. It has been observed that the teachers with the highest seniority among the teachers are those with a seniority of 11-20 years with a ratio of 61.5%. According to their place of duty, 58.5 percent (n: 76) of the teachers are in the city center, 27.7 percent (n: 36) it is seen that 13.8 percent (n:18) work in town or village centers.

Data Collection Tools

The "Science Education Self-Efficacy Belief Scale of Preschool Teachers" developed by Günşen and Uyanık (2020) was used to collect data in the research. The scale is in a five-point Likert type and consists of 3 sub-dimensions and 17 items. These items were scored as 1-2-3-4-5 for preschool teachers' responses of "I strongly disagree, I disagree, I am undecided, I agree, I strongly agree", which will show their proficiency in science education. The scale has an item that is reverse coded in the sub-dimension of personal self-efficacy belief in science education. The highest score to be obtained from the scale consisting of the sub-dimensions of Belief in the Science Education Process, Outcome Expectation in Science Education, and Personal Self-Efficacy Belief in Science Education is 85. The lowest score is 17. The Cronbach's alpha reliability coefficient of the first sub-dimension of the scale, Belief in the Science Education Process, is 0.92, the second sub-dimension of the scale is the Expectation of Outcome in Science Education sub-dimension, the Cronbach's alpha reliability coefficient is 0.78, the third sub-dimension of the scale is Personal Self-Efficacy Belief in Science Education. size, Cronbach's alpha reliability coefficient is 0.79. Cronbach's alpha reliability coefficient for the whole scale is 0.91.

Analysis Of Data

		F	%
CİNSİYET	Kadın	125	96,2
	Erkek	5	3,8
KURUM	Bağımsız Anaokulu	50	38,5
	Anasınıfı	80	61,5
GÖREV YERİ	İl merkezi	76	58,5
	İlçe Merkezi	36	27,7
	Kasava veya köy	18	13,8
MESLEKİ KİDEM	1-5 yıl	15	11,5
	6-10 yıl	21	16,2
	11-20 yıl	80	61,5
	21 ve üstü	14	10,8

The analysis of the data collected in order to determine the proficiency of preschool teachers towards science education was made with the SPSS 27 program. In the study, t-test, one-way analysis of variance (ANOVA), frequency (f), percent (%), arithmetic mean and standard deviation values were calculated for independent groups. The data obtained are presented in tables.

FINDINGS/RESULTS

In this section, the findings revealing whether the preschool teachers' science education self-efficacy beliefs differ according to gender, school type, professional seniority and the center where they work, and the arithmetic mean and standard deviation values of the scale sub-dimensions are included. The findings of the arithmetic mean and standard deviation of the answers given by the preschool teachers to the items related to the belief sub-dimension regarding the science education process are given in Table 2.

Table 2. The arithmetic mean and standard deviation results of the sub-dimension of preschool teachers' beliefs about the science education process

Scale Dimension	Sub-Item numbers	\bar{x}	ss
Belief in Science Education Process	1	4,52	,53
	2	4,36	,66
	3	4,45	,57
	4	4,48	,52
	5	4,32	,60
	6	4,41	,59
	7	4,30	,63
	8	4,29	,59
TOTAL		4,39	,44

When Table 2 is examined, it is seen that teachers can draw children's attention to students' science concepts in daily life (Item: 1; \bar{X} =4.52), use appropriate materials (Item: 2; \bar{X} =4.36), and consider children's needs in their planning (Item: 3; \bar{X} =4.45). they can actively participate in the learning and teaching process of science activities (Item:4; \bar{X} =4.48), they can solve negative events/situations in the classroom environment (Item:5; \bar{X} =4.32), they can feel comfortable in the teaching process (Item:6; \bar{X} =4.41) their views on self-efficacy beliefs such as that they can explain science events with appropriate concepts (Item: 7; \bar{X} =4.30) and that they can manage the science education process without any problems (Item:8; \bar{X} =4.29). It has been determined that the total arithmetic mean of the opinions on this sub-dimension is (\bar{X} =4.39). Accordingly, it was found that preschool teachers had high self-efficacy beliefs regarding the sub-dimension of belief in the science education process.

The t-test results of the preschool teachers' belief sub-dimension scores regarding the science education process according to their gender are shown in Table 3.

Table 3. T-test results of preschool teachers' belief sub-dimension scores regarding the science education process by gender

Gender	N	\bar{x}	Ss	t	Sd	P
Female	125	35,20	3,56	1,12	128	0,27
Male	5	33,40	2,61			

$p < 0,05$.

The findings in Table 3 show that the views of the teachers regarding the science education self-efficacy beliefs regarding the belief sub-dimension towards the science education process do not differ significantly according to their genders [$t(128)=1.12$, $p=0.27$]. The averages of the opinions of both female ($\bar{X}=35.20$) and male teachers ($\bar{X}=33.40$) regarding their self-efficacy beliefs about the science education process were determined. Table 4 shows the t-test results of the preschool teachers' belief sub-dimension scores regarding the science education process according to the school type variable.

Table 4. Comparison of preschool teachers' belief sub-dimension scores regarding the science education process according to the school type variable

Type of School	N	\bar{x}	Ss	t	Sd	P
Independent Kindergarten	80	34,88	3,41	- 1,04	128	,30
Kindergarten	50	35,54	3,72			

$p<0,05$.

According to the school type variable in Table 4, the findings of preschool teachers' self-efficacy beliefs are given in the sub-dimension of belief in the science education process. Accordingly, teachers' opinions did not differ significantly according to the school type variable [$t(128)= -1.04$, $p= 0.30$]. The averages of self-efficacy beliefs about the science education process of preschool teachers working in independent kindergartens ($\bar{X}=35.54$) and preschool teachers working in primary schools ($\bar{X}=34.88$) are seen.

The one-way ANOVA result of preschool teachers' sub-dimension belief scores regarding the science education process according to their place of work is shown in Table 5.

Table 5. Comparison of pre-school teachers' belief sub-dimension scores regarding the science education process according to the variable of workplace

$p<0,05$.

Instution	n	Mean	ss	Variance	Sum of Squares	of Sd	Mean of Squares	F	p
Provincial Center	76	35,37	3,48	Between Groups	13,68	2	6,84	,54	,58
District Center	36	34,97	3,47	With groups	in1597,10	127	12,58		
Town or village	18	34,44	3,99	Total	1610,78	129			

The sub-dimension belief scores of preschool teachers regarding the science education process did not differ significantly according to their place of work ($F(2,127)=0.54$; $p>0.05$).

The findings obtained as a result of the one-way ANOVA conducted according to the professional seniority of the sub-dimension belief scores of the preschool teachers regarding the science education process are shown in Table 6.

Table 6. Comparison of pre-school teachers' belief sub-dimension scores regarding the science education process according to the variable of professional seniority

Seniority	n	Mean	ss	Variance	Sum of Squares	of Sd	Mean of Squares	F	p
1-5 year	15	35,00	3,18	Between Groups	85,62	3	28,54	2,36	,07*
6-10 year	21	33,57	3,50	With groups	in1525,16	126	12,10		
11-20 year	80	35,70	3,59	Total	1610,78	129			
21 and over	14	34,36	3,03						

$p<0,05$.

The sub-dimension belief scores of preschool teachers regarding the science education process did not differ significantly according to their professional seniority ($F(3,126)=2.36$; $p>0.05$).

The findings of the arithmetic mean and standard deviation of the answers given by the preschool teachers to the items related to the belief sub-dimension regarding the outcome expectation in science education are given in Table 7.

Table 7. The arithmetic mean and standard deviations of preschool teachers' beliefs about outcome expectation in science education sub-dimension

Scale Dimension	Sub-Item Numbers	\bar{x}	ss
	9	3,69	,99
Belief in Outcome Expectation in Science Education	10	4,31	,69
	11	4,45	,57
	12	4,39	,63
TOTAL		4,21	,56

When Table 7 is examined, it is seen that teachers can try to involve the relevant field experts in the process (Item: 9; $X=3.69$), allow children to evaluate themselves at the end of science activities (Item: 10; $X=4.31$), and share the results of children's science activities with each other (Item: 11; $\bar{X}=4.45$) and that they can give an opportunity to share with their families (Item: 12; $X=4.39$) were determined. It has been determined that the total arithmetic mean of the views on this sub-dimension is ($\bar{X}=4.21$). Accordingly, it has been revealed that Preschool Teachers have high self-efficacy beliefs regarding the sub-dimension of the belief of outcome expectation in science education. Table 8 shows the findings obtained as a result of the t-test conducted to determine whether the preschool teachers' belief sub-dimension scores regarding outcome expectation in science education differ significantly according to their genders.

Table 8. Comparison of pre-school teachers' scores in the sub-dimension of belief in outcome expectation in science education according to gender variable

Gender	n	\bar{x}	ss	t	Sd	P
Female	125	16,86	1,82	,25	128	0,80
Male	5	16,60	2,81			

$p<0,05$.

The findings in Table 8 show that the views of teachers regarding science education self-efficacy beliefs regarding the belief sub-dimension of science education outcome expectancy do not differ significantly according to their genders [$t(128)=0.25$, $p=0.80$]. The averages of the opinions of both female ($\bar{X}=16.86$) and male teachers ($\bar{X}=16.60$) regarding their self-efficacy beliefs regarding outcome expectation in science education were determined.

Table 9 shows the t-test results of the preschool teachers' belief sub-dimension scores regarding the outcome expectation in science education according to the school type variable.

Table 9. Comparison of preschool teachers' results expectancy belief scores in science education according to the school type variable

$p<0,05$.

Type of School	N	\bar{x}	Ss	t	Sd	P
Independent Kindergarten	80	16,77	2,25	-,46	128	,65
Kindergarten	50	16,96	2,22			

In Table 9, findings related to preschool teachers' self-efficacy beliefs regarding outcome expectation in science education according to school type variable are given. Accordingly, it is seen that teachers' views do not differ according to the school type variable [$t(128)= -.46$, $p= 0.65$]. The averages of the self-efficacy beliefs of

preschool teachers working in independent kindergartens ($\bar{X}=16.96$) and preschool teachers working in primary schools ($\bar{X}=16.77$) regarding outcome expectation in science education are seen.

The findings obtained as a result of the one-way ANOVA conducted according to the variable of the place of duty of the sub-dimension belief scores of the preschool teachers in science education are given in Table 10.

Table 10. Comparison of pre-school teachers' results expectancy belief scores in science education according to the variable of workplace

Instution	n	Mean	ss	Variance	Sum Squares	of Sd	Mean Squares	of F	p
Provincial Center	76	17,03	2,09	Between Groups	5,98	2	2,99	,60	,55
District Center	36	16,61	2,32	With groups	in 636,95	127	5,02		
Town or village	18	16,56	2,66	Total	642,92	129			

$p<0,05$.

There was no significant difference in the sub-dimension belief scores of preschool teachers regarding outcome expectation in science education according to their place of work ($F(2,127)=0.60$; $p>0.05$).

The findings obtained as a result of a one-way ANOVA conducted to determine whether the sub-dimension belief scores of preschool teachers regarding outcome expectation in science education differ significantly according to their professional seniority are given in Table 11.

Table 11. Comparison of pre-school teachers' results expectancy belief scores in science education according to the variable of professional seniority

$p<0,05$.

Seniority	n	Mean	ss	Variance	Sum Squares	of Sd	Mean Squares	of F	p
1-5 year	15	16,93	2,05	Between Groups	55,62	3	18,54	3,98	,01*
6-10 year	21	15,38	2,31	With groups	in 587,30	126	4,66		
11-20 year	80	17,11	2,18	Total	642,92	129			
21 and over	14	17,43	1,91						

Preschool teachers' sub-dimension belief scores regarding outcome expectation in science education differed significantly according to their professional seniority ($F(3,126)=3.98$; $p<0.05$).

The findings of the arithmetic mean and standard deviation of the answers given by the preschool teachers to the items related to the personal self-efficacy belief sub-dimension in science education are given in Table 12.

Table 12. Arithmetic mean and standard deviations of pre-school teachers' personal self-efficacy beliefs in science education sub-dimension

Scale Dimension	Sub-Item numbers	\bar{x}	ss
Personal Efficacy Belief in Science Education	13	4,61	,51
	14	2,67	1,46
	15	3,70	,98
	16	3,95	,91
	17	4,28	,73
TOTAL		3,84	,56

When Table 12 is examined, it can be seen that teachers' knowledge of science education may be important in the development of the child in the field of science (Item: 13; $\bar{X}=4.61$), and that families' statements that their children are more interested and curious about science may depend on the preschool teacher's performance in science education (Item: 15; $\bar{X}=3.70$), the reason for a preschool child who is not interested in science events may be due to the preschool teacher's science education appropriate to the development of this child (Item:

17; $\bar{X}=4.28$). opinions about it. The use of science activities as a way for children to recognize and understand life may depend on the teacher's interest in the field of science (Item:16; $\bar{X}=3.95$). (Article: 14; $\bar{X}=2.67$). It was determined that the total arithmetic mean of the views on the Personal Self-Efficacy Belief sub-dimension in Science Education was ($\bar{X}=3.84$).

The t-test results of the preschool teachers' personal self-efficacy belief sub-dimension scores in science education according to the gender variable are shown in Table 13.

Table 13. Comparison of pre-school teachers' personal self-efficacy belief sub-dimension scores in science education according to gender variable

Gender	n	\bar{x}	ss	t	Sd	p
Female	125	19,18	2,81	- ,65	128	0,52
Male	5	20,00	1,87			

$p<0,05$.

The findings in Table 13 show that the views of teachers regarding science education self-efficacy beliefs regarding the personal self-efficacy sub-dimension in science education do not differ significantly according to their gender [$t(128)= -0.65$, $p=0.52$]. The averages of the opinions of female ($X=19.18$) and male teachers ($\bar{X}=20.00$) regarding their personal self-efficacy beliefs in science education were determined.

The t-test results of the preschool teachers' personal self-efficacy belief sub-dimension scores in science education according to the school type variable are shown in Table 14.

Table 14. Comparison of pre-school teachers' personal self-efficacy belief sub-dimension scores in science education according to school type variable

Type of School	n	\bar{x}	ss	t	Sd	p
Independent Kindergarten	80	18,90	2,84	- 1,60	128	0,11
Kindergarten	50	19,70	2,64			

$p<0,05$.

In Table 14, the findings of preschool teachers' self-efficacy beliefs regarding personal self-efficacy sub-dimension belief in science education are given according to the school type variable. Accordingly, it is seen that teachers' views do not differ according to the school type variable [$t(128)= -1.60$, $p= 0.11$]. The averages of pre-school teachers working in independent kindergartens ($X=19.70$) and preschool teachers working in primary schools ($\bar{X}=18.90$) regarding personal self-efficacy beliefs in science education are seen.

One-way ANOVA results of preschool teachers' self-efficacy sub-dimension belief scores in science education according to their place of duty are given in Table 15.

Table 15. Comparison of pre-school teachers' personal self-efficacy belief sub-dimension scores in science education according to the variable of workplace

Instution	n	Mean	ss	Variance	Sum Squares	of Sd	Mean Squares	of F	p
Provincial Center	76	19,26	2,69	Between Groups	,71	2	,36	,05	,96
District Center	36	19,17	2,88	With groups	in998,68	127	7,86		
Town or village	18	19,06	3,13	Total	999,39	129			

$p<0,05$.

There was no significant difference in the personal self-efficacy sub-dimension belief scores of preschool teachers in science education according to their place of work ($F(2,127)=0.05$; $p>0.05$).

One-way ANOVA results of preschool teachers' personal self-efficacy sub-dimension belief scores in science education according to their professional seniority are shown in Table 16.

Table 16. Comparison of pre-school teachers' personal self-efficacy belief sub-dimension scores in science education according to professional seniority variable

Seniority	n	Mean	ss	Variance	Sum of Squares	Sd	Mean Squares	F	p
1-5 year	15	20,07	3,13	Between Groups	58,23	3,00	19,41	2,60	,06*
6-10 year	21	17,76	2,05	With groups	941,16	126,00	7,47		
11-20 year	80	19,39	2,61	Total	999,39	129,00			
21 and over	14	19,43	3,76						

$p < 0,05$.

There was no significant difference in the personal efficacy sub-dimension belief scores of preschool teachers in science education according to their professional seniority ($F(3,126) = 2.60$; $p > 0.05$). The findings obtained as a result of the t-test conducted according to the genders of the self-efficacy belief scores of the preschool teachers are shown in Table 17.

Table 17. Comparison of preschool teachers' self-efficacy belief scores according to gender variable

Gender	N	X	ss	t	Sd	p
Female	125	71,23	7,07			
Male	5	70,00	6,04	0,38	128	0,70

$p < 0,05$.

When Table 17 was examined, no significant difference was found between preschool teachers' self-efficacy beliefs according to their genders ($t[128] = 0.38$; $p > 0.05$).

The t-test results of the preschool teachers' self-efficacy belief scores according to the type of school they work are shown in Table 18.

Table 18. Comparison of preschool teachers' self-efficacy belief scores according to the school type variable

Type of School	N	X	ss	t	Sd	p
Independent Kindergarten	80	70,55	6,96			
Kindergarten	50	72,20	7,07	-1,307	128	0,19

$p < 0,05$.

When Table 18 is examined, preschool teachers' self-efficacy beliefs do not show a significant difference according to the school types they work ($t[128] = -1.307$; $p > 0.05$).

One-way ANOVA results of preschool teachers' self-efficacy belief scores according to their professional seniority are shown in Table 19.

Table 19. Comparison of self-efficacy belief scores of preschool teachers according to professional seniority variable

Seniority	n	Mean	ss	Variance	Sum of Squares	Sd	Mean Squares	F	p	Difference
1-5 year	15	72,00	7,42	Between Groups	512,126	3	170,709	3,678	,014*	3 > 2

6-10 year	21	66,71	6,44	With groups	in	5847,443	126	46,408
11-20 year	80	72,20	6,78	Total		6359,569	129	
21 and over	14	71,21	6,85					

p<0,05.

Self-efficacy scores of preschool teachers differed significantly according to their professional seniority ($F(3,126)=3,678$; $p<0.05$). As a result of the Scheffe test, which was conducted to determine between which groups the difference was, it was determined that the difference was between teachers with 6-10 years of professional seniority and 11-20 years of professional seniority. Self-efficacy belief levels of teachers with 11-20 years of professional seniority are significantly higher than those with 6-10 years of professional seniority ($p<0.05$). One-way ANOVA results of preschool teachers' self-efficacy belief scores according to their place of work are shown in Table 20.

Table 20. Comparison of preschool teachers' self-efficacy belief scores according to the variable of place of employment

Instution	n	Mean	ss	Variance	Sum of Squares	Sd	Mean of Squares	F	p	Difference
Provincial Center	76	71,66	6,68	Between Groups	46,770	2	23,385	,470	,626*	-
District Center	36	70,75	6,94	With groups	in	6312,800	127	49,707		
Town or village	18	70,06	8,66	Total		6359,569	129			

Self-efficacy belief scores of preschool teachers did not differ significantly according to their place of work ($F(2,127)=0.470$; $p>0.05$).

DISCUSSION, CONCLUSION AND IMPLICATIONS

In this study, which was conducted to determine the science education self-efficacy beliefs of preschool teachers, it was tried to reveal whether there was a significant difference in the self-efficacy beliefs of preschool teachers according to the variables of gender, professional seniority, type of school and place of work. It was determined whether these variables differed in all three sub-dimensions of the scale, which consisted of belief in the process of science education, belief in outcome expectation in science education, and belief in personal self-efficacy in science education. In addition, the averages and standard deviation values of the items in the sub-dimensions of the scale were found.

When the sub-dimensions of the scale were examined, it was seen that teachers' self-efficacy beliefs had the lowest average in the sub-dimension of belief in the science education process (Item: 8 ; $\bar{X}=4.29$). self-efficacy in attracting attention became the item of belief. The total mean ($\bar{X}=4.39$) in the sub-dimension of belief in the science education process indicates that the beliefs of preschool teachers in this sub-dimension are high.

In the sub-dimension of belief in outcome expectation in science education, the lowest average was found (Item: 9; $\bar{X}=3.69$). The one with the highest mean ($\bar{X}=4.45$) was the self-efficacy belief that the eleventh item could allow children to share the results they found about science education with each other. The total average ($\bar{X}=4.21$) in the belief sub-dimension of outcome expectation in science education indicates that preschool teachers have high beliefs in this sub-dimension.

Personal self-efficacy belief sub-dimension in science education is the scale sub-dimension in which teachers' belief scores have the lowest average (Item: 14; $\bar{X}=2.67$). This item is also the reverse scored item in the scale. The item with the highest mean ($\bar{X}=4.61$) is the thirteenth item, "The knowledge of pre-school teachers about science education is important in the development of the child in the field of science." became the item. The total mean ($\bar{X}=3.84$) in the personal self-efficacy belief sub-dimension in science education indicates that the beliefs of preschool teachers in this sub-dimension are not as high as the other two sub-dimensions. However, when the averages taken from the items in the scale are examined, the item with the highest average in the scale is in this sub-dimension.

Preschool teachers got the lowest 53 points and the highest 85 points from the science education self-efficacy belief scale of preschool teachers. The mean score obtained from the scale is ($\bar{X}=71.18$). As this point average

gets closer to the full score to be obtained from the scale, it shows that the pre-school teachers' science education self-efficacy beliefs are higher.

It was seen in the analyzes that the study group consisting of pre-school teachers did not differ significantly in all sub-dimensions of the scale and in general, according to the gender factor of science education self-efficacy belief. The fact that the environments are high in both genders indicates that the teachers' science education self-efficacy is high and that there is no differentiation in the gender factor. In the studies conducted with preschool teachers on this subject, it was concluded that self-efficacy beliefs about science activities in the preschool education program did not show a significant difference according to their gender (Koç & Sak, 2017; Gözüm, 2015). In studies conducted with pre-school teacher candidates, it was found that self-efficacy perceptions towards science education differ according to gender (Şeker & Çavuş, 2017; Balat, Akman & Günşen, 2018).

Pre-school education is carried out within the framework of the same program in kindergartens affiliated to primary school and independent kindergartens. However, considering the opportunities of the school and the environment, although the functioning of kindergartens and kindergartens may differ in providing children with the indicators included in the preschool program, it has been observed that preschool teachers working both in kindergartens within the primary school and in independent kindergartens do not differ significantly in the sub-dimensions of science education self-efficacy and the scores obtained from the overall scale. seen. Gözüm (2015), in her study with preschool teachers, found that teacher scores did not differ significantly for the school type variable in the science self-efficacy scale.

The place where the teachers work is an important criterion in determining the science education self-efficacy belief of the variable. The in-school and out-of-school education opportunities, the number of students, parent profiles, and related student readiness of teachers working in schools in provinces, districts, villages or towns differ from each other. When the science education self-efficacy beliefs were examined according to the pre-school teachers' workplace criteria, no significant difference was observed in the scores obtained from all sub-dimensions of the scale and the overall scale. According to the place of duty variable, it was observed that the mean scores of science education self-efficacy were very close and high in all three centers. In the study conducted by Gözüm (2015), the job location variable differed significantly in favor of the city center, while in another study (Uğraş, Uğraş, & Çil, 2013) in which the proficiency of preschool teachers in science activities was determined, it was concluded that the workplace variable did not significantly affect teachers' self-efficacy belief scores. has been reached.

While the variable of pre-school teachers' professional seniority created a significant difference in the belief sub-dimension scores of the science education self-efficacy belief scale's outcome expectation, there was no significant difference in the other sub-dimensions of the scale. According to the professional seniority variable of the preschool science education self-efficacy belief scale, it was observed that there was a significant difference between the teachers with 11-20 years of professional seniority and those with 6-10 years of professional seniority. This differentiation was in favor of teachers with professional seniority between 11-20 years. It is seen that the average of teachers who have a professional seniority of 21 years and above is high. Again, the fact that the average of the teachers with a professional seniority of 1 to 5 years is higher than the teachers with a professional seniority of 6-10 years and 21 years and above, suggests that this may be due to the fact that they have just taken science teaching courses in the undergraduate program. When we look at the literature, there are studies showing that the professional seniority variable of preschool teachers makes a significant difference in science education self-efficacy belief (Orkunoğlu, 2016; Uğraş, Uğraş & Çil, 2013), it is seen that the professional seniority variable of preschool teachers does not make a significant difference in science education self-efficacy belief. There are also studies on the subject (Gözüm, 2015; Koç & Sak, 2017).

This study revealed whether pre-school teachers' science education self-efficacy beliefs differ according to gender, school type, professional seniority and place of work. As a result of the research, it was seen that the self-efficacy belief scores of the teachers did not differ significantly according to the variables of gender, school type and place of work. In the variable of professional seniority, it was observed that there was a significant difference between teachers with professional seniority between 11-20 years and teachers with professional seniority between 6-10 years, and this differentiation was in favor of teachers with professional seniority between 11-20 years.

The high average of the answers given to the science education self-efficacy belief scale items of the preschool teachers indicates that the self-efficacy perceptions of the preschool teachers are high. In addition, the high mean scores obtained from the scale also support this situation.

In this study, significant differences were determined in accordance with the variables determined by the Preschool Teachers' Science Education Self-Efficacy Beliefs Scale. Findings to be obtained with different variables will provide diversity in the interpretation of the research.

It is thought that it would be appropriate to investigate the reasons why the science education self-efficacy beliefs of preschool teachers with a professional seniority of 6-10 years are lower than those with a professional seniority of 11-20 years, with qualitative research methods.

It is necessary for teachers to have at least basic knowledge about the field of science, to believe that they will frequently include them in their daily and monthly programs, to apply science activities in classroom or out-of-school environments, and to develop science education self-efficacy beliefs. For this reason, studies containing different sub-dimensions can be conducted to determine the science education self-efficacy beliefs of preschool teachers.

In order to determine the science education self-efficacy beliefs of preschool teachers in Turkey, the self-efficacy beliefs of preschool teachers across the country can be reached with samples from each region. This study, which is carried out in larger areas, will increase the reliability of the research. Data collected from across the country will reveal the quality of the science courses that teachers take in their undergraduate education and the quality of science teaching in performing the profession.

Studies can be conducted on how teachers' low or high science education self-efficacy beliefs affect the education process. In-service laboratory-supported applied training courses and seminars can be organized by science experts in order to increase their proficiency in science education for pre-school teachers. Research can be conducted to associate preschool teachers' science education self-efficacy with science education attitude. Studies can be conducted to reveal the relationship between pre-school teachers' science education self-efficacy, professional self-efficacy or different dependent variables.

AUTHOR CONTRIBUTION (It is Compulsory to state for multiple authored articles)

While the first author guided the introduction, method, data collection tools and analysis processes of the study, the second author carried out the analysis studies.

REFERENCES

- Altunoğlu, B. D., & Atav, E. (2005). Daha Etkili Bir Biyoloji Öğretimi İçin Öğretmen Beklentileri. *Hacettepe Üniversitesi Eğitim Fakültesi Dergisi*, 28: 19-28.
- Aktaş-Arnas, Y. (2002). Okul Öncesi dönemde fen eğitiminin amaçları. *Çocuk Gelişimi ve Eğitimi Dergisi*, 6(7).
- Aral, N., Kandır, A., & Yaşar, M.C. (2002). *Okul Öncesi Eğitim ve Okul Öncesi Eğitim Programı*, İstanbul:Ya-Pa Yayınları.
- Argon, T. (2019). Eğitime Giriş. Kıroğlu, K. ve Elma,C. (Ed.) *21.Yüzyılda eğitim biliminde yönelimler* Ankara: Pegem Akademi Yayınları
- Arı, M., Tuğrul, B. (1996). Okul Öncesi Eğitim. *Milli Eğitim Dergisi*, 132:18
- Avcı, K. (2015). *Okul öncesi, eğitim alan 48-66 aylık çocuklarının matematik becerilerini bazı değişkenler açısından incelenmesi*, Yüksek Lisans Tezi, Çanakkale Onsekiz Mart Üniversitesi Eğitim Bilimleri Enstitüsü, Çanakkale.
- Ayvacı, H. Ş., & Ünal, S. (2017). *Kuramdan Uygulamaya Okul Öncesinde Fen Eğitimi* Ankara: Pegem Akademi Yayınları
- Balat, G. U., Akman, B., & Günşen, G. (2018). Fen eğitimine karşı tutum, öz yeterlilik algısı ve bilişsel harita bulguları. *Mersin Üniversitesi Eğitim Fakültesi Dergisi*, 14(2), 756-777.
- Bandura, A. 1993. Perceived self-efficacy in cognitive development and functioning. *Educational Psychologists*, 28, 117-148.
- Bayraktar, Ş. (2009). Sınıf Öğretmeni Adaylarının Fen Öğretimine Yönelik Yeterlik İnançlarının İncelenmesi. *Milli eğitim*. (182): 58- 71.
- Bilaloğlu, G. R., Arslan, D. & Aktaş-Arnas, Y. (2008). Okulöncesi öğretmenlerinin fen etkinliklerine ilişkin bilgi düzeylerinin incelenmesi. *Milli Eğitim Dergisi*, 178,88-104.
- Caprara, G. V., Barbaranelli, C., Steca, P., & Malone, P. S. (2006). Teachers' Self-Efficacy Beliefs as Determinants of Job Satisfaction and Students' Academic Achievement: A study at the School Level. *Journal of School Psychology*. 44:473-490.
- Denizoğlu, P. (2008). Fen Bilgisi Öğretmen Adaylarının Fen Bilgisi Öğretimi Öz-Yeterlik İnançları, Öğrenme Stilleri ve Fen Bilgisi Öğretimine Yönelik Tutumları Arasındaki İlişkinin İncelenmesi.
- Ertürk, S. (1973).*Eğitimde Program Geliştirme*. Ankara:Yelkentepe Yayınları
- Fidan, N. (1996). *Okulda Öğrenme ve Öğretme*. Ankara: Alkım Yayınevi
- Gönen, M., & Dalkılıç, N. U. (2000). *Çocuk Eğitiminde Drama Yöntem ve Uygulamalar*. İstanbul: Epsilon Yayınları.
- Gözüm, A. İ. C. (2015). *Okul öncesi sınıf ve fen bilgisi öğretmenlerinin fen bilimleri öz -yeterliklerine göre sosyo-bilimsel tutum ve bilişsel yapılarının belirlenmesi Kars ili örneği* (Ph.D. dissertation). Ondokuz Mayıs Üniversitesi, Samsun.
- Günşen, G. & Uyanık, G. (2020). Okul Öncesi Öğretmenlerinin Fen Eğitimi Öz-Yeterlik İnanç Ölçeğinin Geçerlik ve Güvenirlik Çalışması. *Eurasian Journal of Teacher Education*, 1(1) , 1-24 .

- Kandır, A., (2001), Okul Öncesi Eğitim Kurumlarında Etkinliklerin Planlanması, Gazi Üniversitesi Anaokulu/Anasınıfı Öğretmeni El Kitabı 2001-2002 Ders Yılı Rehber Kitaplar Dizisi, Yapa Yayınları, İstanbul, 82-90.
- Karasar, N. (2007). *Bilimsel Araştırma Yöntemi*. (17. Basım). Nobel Yayınevi.
- Kesgin, E. (2006). *Okul öncesi eğitim öğretmenlerinin öz-yeterlilik düzeyleri ile problem çözme yaklaşımlarını kullanma düzeyleri arasındaki ilişkinin incelenmesi (Denizli ili örneği)*. Yüksek Lisans Tezi, Denizli.
- Kescioğlu, O. S. (2019). Erken çocukluk Döneminde Matematik Eğitimi ve Önemi. (Ed.) Gonca Uludağ. *Erken Çocukluk Döneminde Matematik Eğitimi*. Ankara: Atlas Akademik Basım.
- Koç, F., & Sak, R. (2016). Okul öncesi öğretmenlerinin okul öncesi eğitim programındaki etkinliklere yönelik öz-yeterlilik inançlarının incelenmesi. *Uludağ Üniversitesi Eğitim Fakültesi*, 30(1), 43-71.
- Kotaman, H. (2008). Öz-Yeterlilik İnancı Ve Öğrenme Performansının Geliştirilmesine İlişkin Yazın Taraması. *Uludağ Üniversitesi Eğitim Fakültesi Dergisi XXI(1)*: 111-133.
- Küçükturan, G. & Yıldırım, B. (2008). "Erken Çocukluk Döneminde Fen Eğitimi" ISBN:978-9944-102-72-8 SMG Yayıncılık, 2008 ANKARA
- MEB, (2013). *Okul öncesi eğitim programı*. T.C. Milli Eğitim Bakanlığı, Temel Eğitim Genel Müdürlüğü, Ankara.
- MEB, (2017). Öğretmenlik mesleği genel yeterlikleri. Ankara: Öğretmen Yetiştirme ve Geliştirme Genel Müdürlüğü
- Orkunoğlu, Y. M. (2016). *Okul öncesi öğretmenlerinin fen öğretimine yönelik tutumları ile öz yeterlilik düzeyleri arasındaki ilişkinin incelenmesi (İstanbul ili Ataşehir ilçesi örneği)*. Yüksek Lisans Tezi, Eğitim Bilimleri Enstitüsü.
- Önal, T. K., & Sarıbaş, D. (2019). Okul öncesi dönemde fen eğitimi ve önemi. *Uluslararası Karamanoğlu Mehmetbey Eğitim Araştırmaları Dergisi*, 1(2), 109-118.
- Özer, B. (1993). Öğretmen Adaylarının Etkili Öğrenme Ve Ders Çalışmadaki Yeterliliği. Eskişehir: Anadolu Üniversitesi Yayınları
- Öztürk Yılmaztekin, E., & Tantekin Erden, F. (2011). Early Childhood Teachers'views About Science Teaching Practices. *Western Anatolian Journal of Educational Science*. Special Issue: Selected papers presented at WCNTSE. S.161-168.
- Sontay, G., & Karamustafaoğlu, O. (2022). Etkinlik temelli öğrenme üzerine yayınlanan ulusal araştırmaların incelenmesi. *İhlara Eğitim Araştırmaları Dergisi*, 7(2), 105-113.
- Şeker, P. T., & Çavuş, Z. S. (2017). Okul öncesi öğretmen adaylarının fen eğitimine yönelik özyeterlilik algıları. *AJELI-Anatolian Journal of Educational Leadership and Instruction*, 5(2), 19-28.
- Uğraş, H., Uğraş, M., & Erol, Ç. İ. L. (2013). Okulöncesi öğretmenlerinin fen eğitimine karşı tutumlarının ve fen etkinliklerine ilişkin yeterliliklerinin incelenmesi. *Bitlis Eren Üniversitesi Fen Bilimleri Dergisi*, 2(1), 44-50.
- Ural, O. & Ramazan, O. (2007). Türkiye'de Okul Öncesi Eğitimin Dünü Ve Bugünü, S. Özdemir, H. Bacanlı, M. Sözer (Eds). *Türkiye'de Okul Öncesi Eğitim Ve İlköğretim Sistemi* (ss.11). Ankara: Türk Eğitim Derneği Yayınları.
- Ünal, M., & Akman, B. (2006). Okul öncesi öğretmenlerinin fen eğitimine karşı tutumlar. *Hacettepe Üniversitesi Eğitim Fakültesi Dergisi*.30,251-257
- Yılmaz, N. (2003). Türkiye 'de Okul Öncesi Eğitimi, M. Sevinç(Ed.) *Erken Çocuklukta Gelişim Ve Eğitimde Yaklaşımlar* (ss.12-17). İstanbul: Morpa Kültür Yayınları.

INVESTIGATION OF SMARTPHONE ADDICTION OF MIDDLE SCHOOL AND HIGH SCHOOL STUDENTS¹

Servet ERKOL

M.Ü. Lisansüstü Eğitim Enstitüsü
Yüksek Lisans Öğrencisi
servet_erkol@hotmail.com

Sabit MENTEŞE

Prof. Dr. Munzur Üniversitesi,
İktisadi ve İdari Bilimler Fakültesi, Siyaset Bilimi ve Kamu Yönetimi Bölümü,
smentese@munzur.edu.tr,

Murat GÖKALP

Ağrı İbrahim Çeçen Üniversitesi Eğitim Bilimleri Bölümü
mgokalp@agri.edu.tr

ABSTRACT

Addiction is the state of being addicted to any activity, substance, object or behavior in a way that excludes other activities of one's life or causes physical, mental or social harm to oneself and others. In addition to many and various types of addiction, it seems that an important type of addiction is technology addiction. Today, the dizzying development of technological developments and their inclusion in every aspect of our lives has made it necessary for us to rethink the concepts of far and near. With the rapid development in mobile phone technology, the standard mobile phones used in the past to call someone or send a message to someone have been replaced by state-of-the-art smartphones that make our daily lives much easier. However, on the other hand, it is seen that addiction to smartphones, which have become an integral part of life, is on the rise, and this goes back to pre-school periods. In this context, the aim of the research was determined to examine whether the smartphone usage level of students studying in secondary and high schools affiliated to the National Education Directorate of Tunceli province Hozat district in the 2022-2023 academic year varies significantly according to some demographic characteristics of the students. Within the scope of quantitative research, the data of the research designed in the general survey model were collected by applying the "Smartphone Addiction Scale Short Form (ATBÖ-SF)", developed by Kwon et al. and adapted to Turkish by Noyan et al., face to face between May and June 2023. The scale, for which validity and reliability studies were conducted, was found to be suitable for the use of parametric tests, and in addition to test analyzes such as frequency, percentage, arithmetic mean, T Test and One-Way Variance Analysis were used to determine the significance of the difference using statistical data analysis techniques. As a result of the analysis, the average smartphone addiction level being below 3 was interpreted as the students not having smartphone addiction, but the measurements being just below the average indicating a risk factor, while the difference between the dependent and independent variables was not significant ($p < .005$). According to the research findings, the smartphone addiction level of students at the lower limit of addiction carries a risk factor, in this respect the findings are warning, and it is recommended that parents, society, and especially schools and relevant institutions and organizations take precautions against the apparent danger.

Keywords: Smartphone, student, education, addiction, technology

INTRODUCTION

In today's world, where progress in science and technology has reached incredible dimensions, social life is also seen to be keeping pace with this rapid change and transformation, much like the interconnected pieces of a puzzle. The dizzying pace of technological developments, and their inclusion in every aspect of our lives, has prompted a reevaluation of the concepts of distance and proximity (Gürkan et al., 2022). With the rapid advancements in mobile phone technology, the standard mobile phones, which were once used solely for calling or texting, have been replaced by state-of-the-art smartphones that greatly simplify daily life. Nowadays, tasks

¹ This article is derived from the master's thesis titled "Investigation of Smartphone Addiction Among Students: A District School Case Study," conducted in the Department of Political Science and Public Administration at Munzur University Institute of Graduate Education.

and processes that could only be performed with computers in the past can be easily carried out with smartphones (Çakır & Oğuz, 2017).

Smartphones offer numerous activities that simplify human life and have positive effects, such as easy access to desired data, data sharing, enhanced communication opportunities, listening to music, taking photos, using social media, making friends, playing online and offline games, accelerating banking transactions, and online shopping from websites (Şimşek & Zabun, 2019). However, alongside the expected conveniences that smartphones bring, especially as they are used for an increasing variety of purposes, a significant impact of their use manifests in the form of addiction. Research findings show that smartphones, which have found widespread use not only among different age groups but also among middle and high school students, have addictive effects. This has drawn attention to individuals at this educational level. In this context, the main theme of this study is to examine the level of smartphone addiction among students in the pre-university education stage.

Problem Statement

Communication is the state in which living beings, especially humans, interact with each other by using visual and auditory symbols to convey their emotions, knowledge, and ideas. In other words, communication is the transmission of information, ideas, attitudes, or feelings from one person or group to another (or others) via symbols, as described by Bülbül (as cited in Çakır & Topçu, 2005, p.2). It is the process of assigning meaning to the message through the exchange of information between a source and a receiver via a channel. Communication, which was quite limited in ancient times, has reached a mass scale and an incredible speed due to advancements in science, technology, and technical tools. For example, communication, which in prehistoric times was carried out using a single method like smoke signals, reached its second method, cuneiform writing, around 3100–2500 BCE. Subsequently, in the 1st and 2nd centuries, it evolved to the use of courier letters, and by 2900–3500 BCE, pigeons were used for postal services. In the 17th century, communication witnessed tremendous development. Newspapers, which delivered daily information to the masses, came into play, significantly increasing both the scope and speed of communication, as well as the number of individuals engaged in the process.

Initially, books were a communication tool limited to a very small, elite group compared to newspapers. By 1784, postal carriages began to be included as carriers of information, news, etc. The invention and use of the telegraph between 1791-95 weakened the influence of postal carriages in the communication world while leading to another development. In the 1830s-40s, postage stamps were introduced into postal services. The laying of transcontinental cables became possible in the 1850s-60s, bringing communication to a transcontinental level (Barbier, 2001; Güneş, 2013:290). The telephone, invented in the 1870s, drastically shortened the time between the invention of the second, third, and fourth communication tools, serving as a harbinger of further developments. This new development became even more effective with the inclusion of radio in the process in the early 1900s, removing all barriers to the advancement of communication and communication tools.

By the 1920s, airmail was introduced, and in the 1960s, communication satellites were launched, allowing live broadcasts to be delivered to people through television. The early 20th century saw the introduction of the internet (with email enabling instant communication), and by the beginning of the 21st century, mobile communication and mobile phones (or smartphones) became part of mass use (Güneş, 2013:294). This led to an unprecedented speed and continuity in communication, bringing people from all over the world closer together and perfectly completing a crucial leg of globalization. In other words, while globalization was completed on the economic level, it was also achieved in terms of communication. However, the problem here is that the accessibility of communication tools, which was once insufficient for people, has now increased to the point where it has reached the level of addiction through mobile phones (Aydoğan, 2013; Baldini, 2000; Barbier, 2001; Toplu, 2008; Aymaz, 2018; Uslu, 2021).

Over the past fifteen years, the use of mobile devices during childhood has significantly increased in many countries (Rideout, Saphir, Pai, & Rudd, 2013). A recent study in the UK found that children now spend more time online than watching TV, with tablets and smartphones being the devices most frequently used by children to access the internet (Ofcom, 2016). Similar studies conducted in other countries suggest that more Asian children and adolescents are developing smartphone addiction (Çelik, 2020; Çelik & Ulusoy, 2019; Ektiricioglu et al., 2020; TÜİK, 2022), with a growing trend towards younger ages and an increasing rate of smartphone addiction among individuals in pre-university education. Given this situation, it becomes crucial to examine the causes and consequences of smartphone addiction across all educational levels nationwide, as well as to analyze it based on some demographic characteristics of students. This would help gather reliable data, which could assist decision-makers in taking timely and meaningful actions to mitigate potential negative impacts on children and adolescents.

Research Purpose

The aim of this study is to examine the smartphone addiction levels of middle and high school students based on certain demographic characteristics and to develop recommendations in light of the findings. To achieve this, the following research questions were addressed:

1. What is the level of smartphone addiction among students?
2. Do students' smartphone addiction scale scores show a significant difference based on gender?
3. Do students' smartphone addiction scale scores show a significant difference based on school level?
4. Do students' smartphone addiction scale scores show a significant difference based on their parents' income levels?
5. Do students' smartphone addiction scale scores show a significant difference based on their parents' educational levels?
6. Do students' smartphone addiction scale scores show a significant difference based on their parents' occupations?

METHOD

This section provides information on the research model, the population and sample, data collection methods, data collection tools, and data analysis.

Research Model

This research was designed using the general survey model within the scope of quantitative research. The most fundamental principle of quantitative research is to express the findings in numerical terms, making them measurable, and to base the research on hypotheses, testing these hypotheses (Ekiz, 2003, p.93). Survey studies, which are widely used in social sciences and allow for large-scale analysis, typically describe the existing performance, views, thoughts, and attitudes of the target group, such as gender, age, and socioeconomic status, either individually or in relation to some factors (Büyüköztürk, 2014, p.2; Gurbetoğlu, 2018). According to Christensen and colleagues (2015, p.368), survey research aims to reveal changes over time or uncover the underlying aspects of a particular situation.

Population and Sample

The population of the study consists of a total of 232 students enrolled in middle and high schools affiliated with the Hozat District Directorate of National Education in Tunceli during the 2022-2023 academic year. Among these students, 118 are in middle school and 114 are in high school (Table 1). Since it was possible to reach the entire population, no sampling method was used.

Table 1. Data of Middle and High Schools from the Hozat District Directorate of National Education for the 2023-2024 Academic Year

School Type	Number of Students	Number of teachers	Number of students
Ercan Doğan Middle School	118	19	118
Zübeyde Hanım High School	114	11	114
Total	232	30	232

Despite the response rate of the administered scale being 82%, the number of scales that could be subjected to statistical analysis remained at 144. This represents 62% of the total participants. Accordingly, the personal characteristics of the 144 participants are presented in Tables 3.2, 3.3, 3.4, and 3.5.

Table 2. Percentage and Frequency Distribution of the Personal Characteristics of Participants (N=144)

Variables	Characteristics	Frequency (f)	Percentage (%)
Gender	Female	73	50.7%
	Male	71	49.3%
School Type	Middle School	62	43.1%
	High School	82	56.9%
Father's Occupation	Not Working	33	22.9%
	Worker	77	53.5%
	Civil Servant	25	17.4%
	Retired	9	6.3%
Mother's Occupation	Not Working	109	75.7%

	Worker	20	13.9%
	Civil Servant	15	10.4%
	Other	23	16.0%
Family Income Level	Medium	101	70.1%
	High	16	11.1%
	Very High	4	2.8%

Table 2 presents the percentage and frequency distribution of certain personal characteristics of the participants. As shown in the table, 50.7% of the participants are female, while 49.3% are male. Among them, 43.1% are middle school students, and 56.9% are high school students. When examining the occupations of their fathers, it can be noted that 22.9% of the fathers are not working, 53.5% are workers, 17.4% are civil servants, and 6.3% are retired. In terms of mothers' occupations, 75.7% of the mothers of the participating students are not working and are homemakers. Meanwhile, 13.9% are workers, and 10.4% are civil servants. According to the perceptions of income levels in Turkey, 16.0% of the participants perceive their families as having low income, 70.1% as having medium income, 11.1% as having high income, and 2.8% as having very high income.

The information regarding the responses to other questions included in the personal information form of the participants is provided below.

This includes the daily smartphone usage duration of the participants, the smartphone brands they use, and the level of impact smartphone usage has on their lives.

The percentage and frequency distribution regarding the daily smartphone usage duration, the smartphone brands used, and the level of impact on their lives is presented in Table 3.

Table 3. Percentage and Frequency Distribution of Participants' Daily Smartphone Usage Duration, Smartphone Brand, and Impact Level on Their Lives

Variables	Characteristics	N	%
Daily Usage Duration	0-2 Hours	60	41.7
	2-4 Hours	52	36.1
	4-6 Hours	22	15.3
	6-8 Hours	8	5.6
	8 Hours and Above	2	1.4
Smartphone Brand	Apple	34	23.6
	Samsung	58	40.3
	Huawei	14	9.7
	Other	38	26.4
Impact of Smartphone on Life	Not at all	23	16.0
	Very little	39	27.1
	Partially	53	36.8
	It affects	23	16.0
	It affects a lot	6	4.2
Do You Think You Are Addicted?	Yes	16	11.1
	No	78	54.2
	Partially	44	30.6
	No opinion	6	4.2

Table 3 shows the distribution of participants' daily smartphone usage time, the brands of smartphones they use, the extent to which smartphone usage affects their lives, and their opinions on whether they consider themselves smartphone addicts. According to Table 3, it can be seen that the participants use their smartphones for the most part between 0-2 hours a day, which accounts for 41% of the group. The second most common usage time is between 2-4 hours, with 36.1%. In third place, 15.3% use their smartphones for 4-6 hours a day, while 5.6% use them for 6-8 hours, and only 1.4% use them for 8 hours or more a day.

When asked about the brand of smartphone they use, the participants indicated that the highest percentage, 40.3%, use Samsung smartphones. Additionally, 26.4% reported using smartphones other than Apple, Samsung, and Huawei, while 23.6% use Apple and 9.7% use Huawei smartphones.

In response to the question of how much smartphones affect their lives, 36.8% of participants stated that smartphones affect them to some extent, 27.1% indicated that they affect them very little, 16.0% said they do not affect them at all, and 4.2% claimed that smartphones affect them very much.

Regarding whether the participants consider themselves smartphone addicts, 54.2% stated that they are not addicted, 30.6% said they are somewhat addicted, 11.1% said yes, they are addicted, and 4.2% did not express any opinion.

Participants' Purpose of Smartphone Usage

The percentage and frequency distribution of the participants' purpose of smartphone usage is presented in Table 4.

Table 4. Percentage and frequency distribution of smartphone usage purposes

Variables	N	%
Social Networks	83	57.6
Talking	50	34.7
Browsing the Internet	48	33.3
SMS	105	72.9
Educational Applications	51	35.4
Checking Social Networks	54	37.5
Playing Games	61	42.4
Listening to Music	38	26.4
Making Calls	51	35.4
Checking Emails, Correspondence	123	85.4
Text Messaging	109	75.7
Watching TV/Movies	57	39.6
Reading Books	108	75.0
Taking Photos	55	38.2
Checking News	93	64.6
Others (if any)	130	90.3

Table 4 shows the percentage and frequency distribution of the purposes of smartphone usage. According to the examination of Table 4, it can be observed that students indicated they use smartphones primarily for listening to music, at a rate of **73.6%**. Additionally, **66.7%** reported using them for browsing the internet and **65.3%** for communication. The lowest usage purposes were found to be checking emails at **14.6%** and text messaging at **24.3%**. Information about the sample group is provided in the tables below.

The Most Used Type of Social Media Among Smartphone Users

The percentage and frequency distribution of the most used types of social media on smartphones is shown in Table 5.

Table 5. Percentage and frequency distribution of the most used social media on smartphones.

Variable	Feature	N	%
The Most Used Social Media on Smartphones	Instagram	74	51.4
	WhatsApp	79	54.9
	Twitter	19	13.2
	Facebook	13	9.0
	YouTube	83	57.6
	Other (if any)	16	11.1

Table 5 shows the percentage and frequency distribution of the social media tools most used by students on their smartphones. According to the table, YouTube ranks first with 57.6%, followed by WhatsApp in second place with 54.9%, and Instagram in third place with 51.4%. Twitter comes in fourth with 13.2%, while other social media networks rank fifth with 11.1%. Finally, Facebook is the least used, with 9.0%.

Data Collection

The data for this research was collected using the Short Form of the Smartphone Addiction Scale (ATBÖ-KF) in addition to a personal information form. The necessary permissions for the application of the scale were obtained based on the researcher's application dated 02/03/2023 with reference number 7377, according to the decision numbered 2023/06-06 of the Munzur University Non-Invasive Research Ethics Committee.

Information about the Short Form of the Smartphone Addiction Scale (ATBÖ-KF)

The long form of the smartphone addiction scale developed by Kwon et al. (2013) consists of 33 questions, while the short form designed for adolescents (the transition period from childhood to adulthood) contains 10 questions. The short form was adapted into Turkish by Noyan et al. (2015) and its validity and reliability were

tested among university students. It was shown to have a single-factor structure, and its sub-scales have not been defined. The calculated Cronbach alpha value is reported to be 0.867, indicating that it is valid and reliable for assessing smartphone addiction in young adults. The scale, consisting of 10 questions, is rated on a scale from 1 to 6. The ratings are as follows: 1 – Strongly disagree, 2 – Disagree, 3 – Slightly disagree, 4 – Slightly agree, 5 – Agree, 6 – Strongly agree. The scale demonstrates a one-factor structure, and scores range from 10 to 60. As the score obtained from the scale increases, the risk of smartphone addiction also increases. According to a standardization study, if a student's total score from the scale is below 29.50, they are not considered a smartphone addict, while a score above 29.50 indicates smartphone addiction.

Validity and Reliability Analyses of the Short Form of the Smartphone Addiction Scale (ATBÖ-KF) Used in the Research

Reliability Analysis of the Short Form of the Smartphone Addiction Scale (ATBÖ-KF)

The reliability of the scales used in the research indicates how accurately the scales measure the behaviors we aim to assess in the participants (Kurtuluş, 2006:374). In measuring the reliability of the questions in the questionnaire evaluated in this study, the Alpha Value (Cronbach Alpha) and item-total correlation values were used. According to some researchers (Büyüköztürk, 2004, 165), an alpha coefficient greater than 0.70 indicates a high reliability scale, while others (Kalaycı et al., 2006, 403) suggest that a value of 0.60 and above in social sciences also indicates a scale of high reliability.

Table 6. Alpha coefficient values of the Short Form of the Smartphone Addiction Scale (ATBÖ-KF)

	□ Scale Mean (when the item is removed)	□ Scale Mean (when the item is removed)	□ Scale Mean (when the item is removed)	□ Scale Mean (when the item is removed)
S 1	23,02	101,265	,639	,891
S 2	23,25	100,399	,655	,890
S 3	22,92	99,679	,646	,891
S 4	22,63	95,143	,701	,887
S 5	23,06	96,458	,731	,885
S 6	23,17	101,263	,607	,893
S 7	23,11	99,680	,670	,889
S 8	23,42	103,085	,547	,897
S 9	22,72	96,079	,710	,886
S 10	22,63	98,290	,607	,894
N= 144 (α) = 0.900 Number of Variable = 10				

Internal Consistency and Reliability of the “Smartphone Addiction Scale-Short Form” (SAS-SF)

The internal consistency and reliability of the 10-item "Smartphone Addiction Scale-Short Form" (SAS-SF) were first assessed by looking at the alpha coefficient values. Previous research has reported the Cronbach's alpha coefficient for the SAS-SF as 0.90. For this study, the α value of the scale was calculated to be 0.900. According to the obtained alpha (α - Cronbach's Alpha) coefficient, the scale has a very high reliability (Table 6).

To test the reliability of the scale, in addition to the alpha value, the total score correlation values of the scale were also examined (Şencan, 2005, 257-62; Büyüköztürk, 2004, 165). This value should be greater than 0.30. As seen in Table 6, no value below 0.54 is observed. Therefore, according to the item-total score correlation values, the questionnaire is reliable.

Validity Analysis of the Smartphone Addiction Scale-Short Form (SAS-SF)

The long form of the smartphone addiction scale developed by Kwon et al. (2013) consists of 33 questions, while the short form developed for adolescents (the transitional period from childhood to adulthood) consists of 10 questions. The short form has been adapted into Turkish by Noyan et al. (2015) in Turkey, and its validity and reliability have been studied among university students. It has been shown to have a single-factor structure, and no subscale has been defined. The calculated Cronbach alpha value is reported as 0.867, indicating that it is valid and reliable for assessing smartphone addiction in young adults. The scale, consisting of 10 questions, is scored on a scale from 1 to 6. The scoring is as follows: 1 - Strongly Disagree, 2 - Disagree, 3 - Somewhat Disagree, 4 - Somewhat Agree, 6 - Strongly Agree. In the interpretation of the findings, as the score obtained from the scale increases, the risk of smartphone addiction also increases; according to the standard-setting study conducted, if a student's total score from the scale is below 29.50, they are not considered a smartphone addict, while a score

above 29.50 indicates smartphone addiction. In other words, the cutoff score of the scale has been obtained as 29.50, regardless of gender. Participants scoring below this value are not assessed as smartphone addicts, while those with higher scores are considered to be smartphone addicts.

Factor Analysis for the Scale's Validity

Factor analysis was conducted to assess the validity of the scale. To determine whether the data collected from respondents are suitable for factor analysis, KMO (Kaiser-Meyer-Olkin) and Bartlett tests were applied. The KMO value should be above 0.5, and the Bartlett test should yield significant results (Kalaycı et al., 2006:321-322). Additionally, it is preferred that the factor loadings for the items found through factor analysis be 0.40 or higher (Büyükoztürk, 2004).

As a result of the factor analysis, the Kaiser-Meyer-Olkin (KMO) value for the Smartphone Addiction Scale-Short Form (SAS-SF) was found to be 0.910. A KMO value above 0.50 indicates that the scale is suitable for factor analysis (Büyükoztürk, 2004).

Secondly, the Bartlett test values were examined regarding the factor analysis. The significance value of the "Smartphone Addiction Scale" question list was found to be significant ($p = 0.000 < 0.01$; $\chi^2 = 658.252$). Furthermore, the 10 statements included in the smartphone addiction scale explain 52.950% of the total variance, indicating that it is unifactorial.

Analysis of the Data

For the analysis of the data, statistical test techniques were applied, and the normal distribution was checked using Skewness and Kurtosis values, both of which were found to be between -1.00 and +1.00. Considering that the Skewness (.683) and Kurtosis (-.109) values are referenced for normal distribution of scale scores in social sciences, it can be concluded that the scale scores of the "Smartphone Addiction Scale-Short Form" demonstrate normal distribution.

FINDINGS

In this section of the study, the findings related to the research problem and sub-problems are presented.

What is the level of smartphone addiction among students?

The first sub-problem of the research is stated as "What is the level of smartphone addiction among students?"

The total scores, mean, and standard deviation values obtained from the scale are presented in Table 7.

Table 7. Students' Participation Levels in the Smartphone Addiction Scale

Measure	Min.	Max.	Mean Participation Level (\bar{x})	Standard Deviation
Smartphone Addiction	10	55	25.54	1.1

Participants' Responses to the Smartphone Addiction Scale

Participants demonstrated a mean participation level of $\bar{X} = 25.54$ in the "Smartphone Addiction" scale, indicating a near-moderate level of engagement. In other words, since the students' smartphone addiction levels remained below $\bar{X} = 29.50$, it can be interpreted that they are not considered smartphone addicts.

The levels of agreement regarding the statements included in the scale are presented in Table 8.

Scale	Statements	Average Participation Level (\bar{x})	Standard Deviation
Smartphone Addiction	1. I cannot keep up with the tasks I planned because of smartphone use.	25.3	1.38
	2. I have difficulty concentrating while doing assignments or listening to lessons in class due to smartphone use.	23.0	1.42
	3. I feel pain in my wrists or neck when using my smartphone.	26.3	1.48
	4. I cannot live without my smartphone.	29.2	1.68
	5. I feel impatient and irritable when I do not have my smartphone in my hand.	24.9	1.54
	6. Even if I don't use it, my smartphone is always on my mind.	23.8	1.44
	7. Even if my daily life is greatly affected, I will never stop using my smartphone.	24.4	1.44
	8. I constantly check my smartphone to avoid missing conversations among other people on Twitter or Facebook.	21.2	1.43
	9. I use my smartphone for longer than I think.	28.3	1.60
	10. People around me say that I use my smartphone too much.	29.2	1.66

Table 8: When examining the levels of participation in the smartphone addiction scale, the highest participation was observed for the statements "People around me say that I use my smartphone too much" (M: 29.2) and "I can't live without my smartphone" (M: 29.2). Additionally, high levels of participation were noted in the statements "I use my smartphone longer than I think" (M: 28.3), "I feel pain in my wrists or neck when using my smartphone" (M: 26.3), and "I can't complete my planned tasks because of smartphone use" (M: 25.3). According to the calculations made for all statements, the addiction score is below $M = 29.50$; therefore, they appear to have a lower level of addiction. However, it should be noted that the level of smartphone addiction is close to the midpoint, suggesting that there may be a risk of addiction.

Do the smartphone addiction scale scores of students show a significant difference based on gender?

Findings related to the sub-problem statement:

The second sub-problem statement of the study is expressed as "Do the smartphone addiction scale scores of students show a significant difference based on gender?" The total scores, means, and standard deviation values obtained from the scale are presented in Table 9.

Table 9: Smartphone addiction scores of students based on gender - Test results

Scale	n	\bar{x}	ss	Levene Test		sd	t Test	
				F	p		t	p
Smartphone addiction								
Famale	73	25,12	10,73	,986	,322	142	-,469	,640
Male	71	25,98	11,32					

*Independent Samples t-Test, * $<0,05$, ** $<0,01$*

To determine whether there is a significant difference in the perceptions of "Smartphone Addiction" based on the gender of the participants, the results of an independent samples t-test indicated that no statistically significant difference was found in students' perceptions of smartphone addiction according to their gender (t: -0.469; p: 0.640 > 0.05). This finding can be interpreted as indicating that there is no significant relationship between smartphone addiction and gender.

Do students' smartphone addiction scale scores show a significant difference according to school levels?
Findings related to the sub-objective sentence

The third sub-objective problem statement of the research is expressed as "Do students' smartphone addiction scale scores show a significant difference according to school levels?" The total score, mean, and standard deviation values obtained from the scale are presented in Table 10.

Table 10. Differences in students' smartphone addiction based on school types

Scale	n	\bar{x}	ss	Levene Test		sd	t Test	
				F	p		t	p
Smartphone addiction								
Secondary School	62	22,67	10,00	4,410	,038	142	-2,787	,006**
High School	82	27,71	11,28					

*IndependentSamples t-Test, * $<0,05$, ** $<0,01$*

To determine whether there is a significant difference in the perceptions of "Smartphone Addiction" based on the type of school variable among the participants, the results of an independent samples t-test showed that a statistically significant difference was found in students' perceptions of smartphone addiction according to their school types (t: -2.787; p: 0.006 < 0.01). Accordingly, students studying at the high school level have higher levels of smartphone addiction (M: 27.71) compared to those studying at the middle school level (M: 22.67).

Findings Related to the Sub-objective Sentence on the Differences in Smartphone Addiction Based on Class Levels

The fourth sub-objective problem statement of the research is expressed as "Do students' smartphone addiction scale scores show a significant difference according to class levels?" The total score, mean, and standard deviation values obtained from the scale are presented in Table 11.

Table 11. One-way ANOVA results of students' smartphone addiction based on class levels

Dimensions	n	\bar{x}	Stand Dev	Variance.	Total Squares	sd	Mean Squares	F	p	LSD
Smartphone Addiction										
1. 1.st class	26	26,23	10,15	Between	1107,494	3	369,165	3,190	,026*	2-1
2. 2nd. class	32	20,43	8,65	Groups						
3. 3rd.class	49	27,57	11,81	Within						
4. 4th. class	37	26,81	11,30	gr. Total						
Total	144	25,54	11,00							

*One Way ANOVA, * $<0,05$, ** $<0,01$*

To determine whether there is a significant difference in the perceptions of "Smartphone Addiction" based on the class level variable among the participants, the results of the one-way ANOVA analysis indicated that a statistically significant difference was found in students' perceptions of smartphone addiction according to their class levels (F: 3.190; p: 0.026 < 0.05). The difference found is significant in favor of 2nd-grade students. Accordingly, the smartphone addiction levels of 2nd-grade students were found to be lower than those of students in other grades.

Findings Related to the Sub-objective Sentence on Differences in Smartphone Addiction Scale Scores According to Parents' Income Levels

The fifth sub-problem of the research is expressed as "Do students' smartphone addiction scale scores show a significant difference according to their parents' income levels?" The total score, mean, and standard deviation values obtained from the scale are presented in Table 12.

Table 12. One-way ANOVA results of students' smartphone addiction based on family income levels

Dimensions	n	\bar{x}	Stand Dev	Variance.	Total Squares	sd	Mean Squares	F	p	LSD
Smartphone Addiction										
1. None	23	29,21	11,02	Between	675,901	3	225,300	1,896	,133	
2. Moderata	101	24,60	11,21	Groups						
3 Very much	16	27,93	9,08	Within						
4. Quite a lot	4	18,75	6,80	gr. Total						
Total	144	25,54	11,00							

*One Way ANOVA, * $<0,05$, ** $<0,01$*

To determine whether there is a significant difference in the perceptions of "Smartphone Addiction" based on the family income levels of the participants, the results of the one-way ANOVA analysis indicated that no statistically significant difference was found in students' perceptions of smartphone addiction according to their family income levels (F: 1.896; p: 0.133 > 0.05).

Findings Related to the Sub-objective Sentence on the Significant Differences in Smartphone Addiction Scale Scores According to Parents' Occupations

The sixth sub-problem of the research is expressed as "Do students' smartphone addiction scale scores show a significant difference according to their parents' occupations?" The total score, mean, and standard deviation values obtained from the scale for fathers' occupations are presented in Table 13.

Table 13. One-way ANOVA results of students' smartphone addiction based on fathers' occupations

Dimensions	n	\bar{x}	Stand Dev	Variance.	Total Squares	sd	Mean Squares	F	p	LSD
Smartphone Addiction										
Unemployed	33	28,48	10,57	Between	432,533	3	144,178	1,196	,314	
Worker	77	24,89	11,21	Groups						
Civil Servant	25	23,44	10,88	Within gr.						
Retired	9	26,22	10,59	Total						
Total	144	25,54	11,00							

*One Way ANOVA, * $<0,05$, ** $<0,01$*

To determine whether there is a significant difference in the perceptions of "Smartphone Addiction" based on the occupations of the fathers of the participants, the results of the one-way ANOVA analysis indicated that no

statistically significant difference was found in students' perceptions of smartphone addiction according to their fathers' occupations (F: 1.196; p: 0.314 > 0.05).

Findings Related to the Sub-objective Sentence on the Differences in Students' Smartphone Addiction According to Their Mothers' Occupations

The seventh sub-problem of the research is expressed as "Do students' smartphone addiction scale scores show a significant difference according to their parents' education levels?" The total score, mean, and standard deviation values obtained from the scale for mothers' occupations are presented in Table 14.

Table 14. One-way ANOVA results of students' smartphone addiction based on mothers' occupations

Dimensions	n	\bar{x}	Stand Dev	Variance.	Total Squares	sd	Mean Squares	F	p	LSD
Smartphone Addiction										
1. Not working	109	25,85	10,85	Between Groups	192,808	2	96,404	,794	,454	
2. Worker	20	22,80	9,49		17116,851	141				
3. Officer	15	27,00	13,85	Within gr.	17309,660	143				
Total	144	25,54	11,00	Total						

*One Way ANOVA, *<0,05, **<0,01*

According to the results, no statistically significant difference was found in the perception of smartphone addiction among students based on their mothers' occupations (F: 0.794; p: 0.454 > 0.05).

CONCLUSION

In the literature, addiction was previously understood as substance addiction, but recently, its scope has expanded, and research is now focusing on a new type of addiction (Yılmaz et al., 2020). This type of addiction, expressed as behavioral addictions unrelated to substances, involves "repetitive impulses to behave harmfully" (Marks, 1990), and despite the harm it causes to one's life, it is characterized by an uncontrollable desire to exhibit certain behaviors and engage in repeated pleasure-inducing behavioral patterns (Black, 2013; Mann et al., 2017). This addiction manifests itself not in dependence on a substance but in the addiction to a behavior or the feelings experienced when the behavior is performed (Alavi et al., 2011). On the other hand, behavioral addiction also involves excessive behavior accompanied by core addiction symptoms such as tolerance, withdrawal, loss of control, craving, cognitive salience, and mood regulation (Kwon et al., 2013).

This type of addiction is essentially digital addiction, encompassing smartphone addiction, internet addiction, screen addiction, social media addiction, digital game addiction, and an intense desire for various digital media tools (Dilci et al., 2019). People's addictions to technology are being investigated under the titles of internet addiction, technological addiction, computer addiction, virtual game addiction, Facebook addiction, digital game addiction, social media addiction, and importantly, smartphone addiction. In this context, the present research examined the relationship between smartphone addiction and certain demographic variables among adolescents in middle and high school. The World Health Organization (WHO) defines adolescence as the period between 10-19 years, youth as the period between 15-24 years, and those aged 10-24 as young people, while considering these age groups within adolescent health (WHO, 2020). Accordingly, individuals in middle and high school can be considered adolescents.

The data for this research, designed within the general survey model as part of a quantitative study, were collected through the Smartphone Addiction Short Form (SAS-SF). Since the scale scores were normally distributed, parametric test techniques were used to analyze the data. The findings revealed that the level of smartphone addiction among middle and high school students in the central district schools of Hozat was slightly below the level posing a risk (\bar{X} =2.59). One of the similar findings in the literature was made by Akyürek (2020) on high school students. According to this research, although the average score was slightly below the midpoint (\bar{X} =2.44), it was still considered significant enough to conclude that high school students were addicted to smartphones. It can be said that the findings of this research align with those of similar studies in the literature. For instance, Mazılı and Gültekin (2020) found that the majority of adolescents had a level of addiction slightly below the risk threshold. Similarly, Aljomaa, Qudah, Albursan, Bakhiet, and Abduljabbar (2016) reported similar findings in their study on high school students. A study by Çalışkan, Yalçın, Aydın, and Ayık (2017) also found that prospective teachers had a smartphone addiction level close to moderate. In Bağcı's (2018) research, it was found that the students participating in the study had moderate levels of smartphone addiction. A study by Sırakaya (2018) found that associate degree students' smartphone use was at a moderate level. Durak and Seferoğlu (2018) aimed to examine the smartphone usage and addiction levels of 5th and 6th-grade middle school students based on certain demographic variables. According to the results, most students used smartphones mainly for gaming, and more than half of the students were classified as "addicted." Çakır and Oğuz's (2017) study involved 540 high school students. The results revealed that high school students had moderate levels of smartphone addiction and loneliness. Similarly, research by Chen, Liu, Ding, Ying, Wang,

and Wen (2017) on smartphone addiction among medical students found that the smartphone addiction rate was 29.3% for women and 30.3% for men, with an overall rate of 29.3%. According to Kwon et al. (2013), students exhibited high levels of smartphone addiction. In a study by Haug, Castro, Kwon, Filler, Kowatsch, and Schaub (2015), 16.9% (256) of students were found to be smartphone addicts. The study by Kahyaoğlu Süt, Kurt, Uzal, and Özdilek (2016) found that university students used their smartphones at high rates, while Mert and Özdemir's (2018) research found that the average smartphone usage rate among participants was above average ($\bar{X}=3.19$).

These findings indicate that secondary school students are at a borderline risk of smartphone addiction, and if preventive measures are not taken, it is inevitable that they will exceed the risk threshold and reach a level of behavioral addiction. This, in turn, is likely to lead to undesirable situations and events reflected in society due to the negative impact on the individual's life.

In conclusion, considering the fact that individuals and society cannot remove digital tools from their lives and instead must use them as a significant necessity, solutions must be developed. These solutions should be implemented at the international and national levels, involving all levels of society, including families, parents, schools, teachers, civil society organizations, and especially the media, which should be equipped with the necessary knowledge and resources on this matter.

REFERENCES

- Akgül, M. (2020). A systematic review of theses on smartphone addiction. *Instructional Technology and Lifelong Learning*, 1(2), 221-244.
- Aktaş, C. (2014). QR codes and the hybridization of communication technology. Kalkedon Publishing, Istanbul.
- Aktaş, H., & Yılmaz, N. (2017). Smartphone addiction in terms of loneliness and shyness factors among university youth. *International Journal of Social Science and Education Research*, 3(1), 85-100.
- Akyürek, S. (2011). Communication tools addiction in children. Happy Children Association.
- Altınbaşak, İ., & Karaca, E.S. (2009). Internet advertising and measuring internet advertisements: A case study. *Ege Academic Review*, 9(2), 463-487.
- Arslan, A., Kırık, A.M., Karaman, M., & Çetinkaya, A. (2015). Digital addiction among high school and university students. *UHIVE*, 8, 34-58.
- Atabek, Ü. (2001). Communication and technology. Seçkin Publishing, Ankara.
- Aydoğan, D. (2013). Communication and history. In Y. Aktaş & K. Kılıç (Eds.), *An Overview of Communication* (pp. 83-124). Paradigma Academy Publishing, Edirne.
- Bal, E., & Balcı, Ş. (2020). Smartphone addiction: An analysis of the effect of personality traits and usage patterns. *Journal of Erciyes Communication*, 1, 308-319.
- Baldini, M. (2000). *The history of communication*. Avcıol Publishing, Istanbul.
- Barbier, F., & Lavenir, C.B. (2001). *Media history from Diderot to the internet*. Okuyan Us Publishing, Istanbul.
- Baykan, Z., Güneş, H., & Akşehirli Seyfeli, M.Y. (2021). The relationship between smartphone addiction, academic procrastination, and academic achievement among Erciyes University medical students. *Journal of Medical Education*, 20(61), 119-134.
- Bayrak Çelik, S. (2020). The positive and negative effects of computer and internet use in children and adolescents. *Academic Journal of Social Research*, 8(110), 365-377. <https://doi.org/10.29228/ASOS.46049>
- Begtimur, M.E. (2018). The inventor of the first printing press. *International Uygur Research Journal*, 12, 160-168.
- Bilir, K. (2013). Virtual shopping, internet users, Europe, Turkey, internet usage in Turkey. *Bloglife TR*, 3, 21.
- Brennen, S., & Kreiss, D. (2014). Digitalization and digitization. Retrieved from <http://cultureddigitally.org/2014/09/digitalization-and-digitization>, Accessed: June 13, 2024.
- Büyükgebiz Koca, E. (2019). A literature review on smartphone addiction and sociotelism. *Eurasian Journal of Researches in Social and Economics (ASEAD)*, ISSN: 2148-9963.
- Büyüköztürk, Ş. (2014). *Experimental designs: Pre-test, post-test, control group design and data analysis*. Pegem Publishing, Ankara.
- Cha, S., & Seo, B. (2018). Smartphone use and addiction among middle school students in Korea: Prevalence, social networking service and game use. *Health Psychology Open*, 5(1), 1-15.
- Cheng, H., & Furnham, A. (2003). Personality, self-confidence, and demographic predictors of happiness and depression. *Personality and Individual Differences*, 34, 921-942.
- Choliz, M. (2012). Mobile phone addiction in adolescence: The test of mobile phone dependence (TMD). *Progress in Health Science*, 2(1), 33-44.
- Çakır, M., Kocagöz, E., & Karakuş, F.N. (2021). Digital addiction in children: A quantitative study with parents. *E-ICEESS 2021*, 71-93.
- Çakır, H., & Topçu, H. (2005). The internet as a communication language. *Journal of Social Sciences Institute*, 2, 71-96.

- Çakır, Ö., & Oğuz, E. (2017). The relationship between high school students' loneliness levels and smartphone addiction. *Journal of Mersin University Faculty of Education*, 13(1), 418-429.
- Çam Tosun, F., & Arslan B. (2015). Increasing women students in open high school. *Journal of Education Science and Society*, 13(49), 84-99.
- Çelik, S., & Ulusoy, B. (2019). The impact of computer games on middle school students' social lives. *The Journal of Social Science*, 5(3), 46-60. <https://doi.org/10.30520/tjsosci.522570>
- Daysal, B. (2019). Smartphone addiction and psychosocial factors among high school students in Alaca district center. (Master's Thesis, Hitit University, Çorum).
- Demir, M. (2013). An analysis of cell phones as a fashionable accessory. *On New Media: New Communication Technologies*. Literatürk Publishing, Konya.
- Demirel, H. (2010). University students' views on electronic shopping. *Journal of Gazi University Faculty of Economics and Administrative Sciences*, 12(3), 119-134.
- Deursen, A.J.V., Bolle, C.L., Hegner, S.M., & Kommers, P.A.M. (2015). Modeling habitual and addictive smartphone behavior: The role of smartphone usage types, emotional intelligence, social stress, self-regulation, age, and gender. *Computers in Human Behavior*, 45, 411-420.
- Dilci, T., Arslan, A., & Ersoy, M. (2019). Determining the digital addiction levels of children aged 0-12: Sivas province sample. *TOD*, 12, 122-142.
- Dinç, et al. (2016). The paradigm shift in communication and virtual communication in the 21st century. *The Final Book of the International Congress of Technology Addiction, Istanbul*.
- Dirik, K. (2016). The relationship between smartphone addiction and self-confidence in adolescents. (Master's Thesis, Istanbul Gelişim University, Istanbul).
- Drucker, P.F. (1994). *Post-capitalist society*. Belkıs Çorakçı (Trans.), İnkılâp Publishing, Istanbul.
- Dursun, D. (1998). The increasing importance of knowledge in constructing society during globalization. *New Turkey Journal*, 4(19), 154-160.
- Ekiz, D. (2003). Introduction to research methods and methodologies in education: Qualitative, quantitative, and critical theory methodologies. Anı Publishing, Ankara.
- Ektiricioğlu, C., Arslantaş, H., & Yüksel, R. (2020). The disease of the age in adolescents: Technology addiction. *Journal of Source Review*, 29(1), 51-64. <https://doi.org/10.17827/aktd.498947>
- Erkan, H. (1998). Information society and Turkey on the threshold of the 21st century. *New Turkey Journal*, 4(19), 134-143.
- Fidan, N. (1986). *Learning and teaching in school*.
- Samancı, O., & Ocakçı, E. (2017). Lifelong learning. *Bayburt University Journal of Education*, 12(24), 711-722.
- Fraenkel, J.R., & Wallen, N.E. (2009). *How to design and evaluate research in education*. McGraw-Hill, New York.
- Fürüzan, K. (1983). *History of ancient Mesopotamia*. Ankara University, Faculty of Language, History, and Geography, Ankara.
- Gökçe, N., & Yıldız, A. (2018). Illiterate women in Turkey and reasons for not attending literacy courses: Why should I learn to read, will my life change? *Kastamonu Education Journal*, 26(6), 2151-2161.
- Griffiths, M.D., Pontes, H.M., & Kuss, D.J. (2016). Online addictions: Conceptualizations, debates, and controversies. *Addicta: The Turkish Journal on Addictions*, 3(2), 151-164.
- Günel, A., & Pekçetin, S. (2019). The relationship between smartphone addiction and cervical region and upper extremity pain in university students. *STED / Journal of Continuing Medical Education*, 28(2), 114-119. <https://doi.org/10.17942/sted.381207>
- Güneş, A. (2013). From clay tablets to electronic tablets: The historical development process of communication tools. *NWSA-Humanities*, 8(3), 277-300.
- Güney, B. (2017). The transformation of digital addiction into digital culture: Netlessphobia. *New Media Electronic Journal*, 1(2), 207-213.
- Güngör, A. B., & Koçak, O. (2020). Examination of the relationship between smartphone addiction and academic procrastination behavior among university students. **Journal of Research in Education and Society (JRES)**, 7(2), 397-419.
- Gürkan, H., Atabay, E., & Gezgin, D. M. (2022). Digital violence among high school students: The relationship between cyberbullying, smartphone addiction, and media literacy. **Trakya Journal of Education**, 12(3), 1799-1820.
- Haug, S., Castro, R. P., Kwon, M., Filler, A., Kowatsch, T., & Schaub, M. P. (2015). Smartphone use and smartphone addiction among young people in Switzerland. **Journal of Behavioral Addictions**, 4(4), 299-307.
- Haythornthwaite, C., & Wellman, B. (1998). Work, friendship, and media use for information exchange in a networked organization. **Journal of the American Society for Information Science**, 49(12), 1101-1114.

- Hong, F. Y., Chiu, S. I., & Huang, D. H. (2012). A model of the relationship between psychological characteristics, mobile phone addiction, and mobile phone use by Taiwanese university female students. **Computers in Human Behavior**, 28(6), 2152-2159.
- Işık, M., & Kaptangil, İ. (2018). The relationship between smartphone addiction, social media use, and the big five personality traits: A study on university students. **Journal of Human and Social Sciences Research**, 7(2), 695-717.
- Humanitarian and Social Research Center (IHH). (2015). A snapshot of Turkey's youth in terms of technology use and addiction. Retrieved October 2, 2017, from <http://insanhaklarimerkezi.bilgi.edu.tr/tr/>
- Karasar, N. (2012). **Scientific research method** (24th ed.). Nobel Publishing.
- Kumcağız, H., & Gündüz, Y. (2016). Relationship between psychological well-being and smartphone addiction among university students. **International Journal of Higher Education**, 5(4), 144-156.
- Küçükvardar, M., & Tıngöy, Ö. (2018). Investigation of technology addiction based on symptoms. **Informatics and Communication Technologies Special Issue**, 9(35).
- Kwon, M., Kim, D. J., Cho, H., & Yang, S. (2013). The smartphone addiction scale: Development and validation of a short version for adolescents. **Plos One**, 8(12), 1-7.
- Kwon, M., Lee, J.-Y., Won, W.-Y., Park, J.-W., Min, J.-A., Hann, C., Gu, X., Choi, J.-H., & Kim, D.-J. (2013). Development and validation of a smartphone addiction scale (SAS). **Plos One**, 8(2), e56936.
- Kuyucu, M. (2017). Smartphone usage and smartphone addiction among young people: The case of university youth. **Global Media Journal TR Edition**, 7(14).
- Lin, Y. H., Chang, L. R., Lee, Y. H., Tseng, H. W., Kuo, T. B. J., & Chen, S. H. (2014). Development and validation of the smartphone addiction inventory (SPAI). **Plos One**, 9(6).
- Lopez-Fernandez, O., Kuss, D. J., Romo, L., Morvan, Y., Kern, L., & Graziani, P. (2017). Self-reported dependence on mobile phones in young adults: A European cross-cultural empirical survey. **Journal of Behavioral Addictions**, 6(2), 168-177. <https://doi.org/10.1556/2006.6.2017.020>
- Akyürek, M. İ. (2020). Smartphone use and addiction among high school students. **Turkish Journal of Educational Studies**, 7(2).
- Maigret, E. (2011). **Sociology of media and communication** (Yücel, H., Trans.). İletişim Publishing.
- Mazılı, S., & Gültekin, E. (2020). Examination of smartphone addiction in adolescents in terms of self-control. **Kalem Education and Human Sciences Journal**, 10(2), 705-730. <https://doi.org/10.23863/kalem.2020.172>
- Mazılı, S. (2019). **Examination of smartphone addiction in adolescents in terms of self-control** (Master's thesis). Afyon Kocatepe University, Afyon, Turkey.
- Ministry of Education [MEB]. (2012). **Turkish National Education Basic Law No. 1739**, General directive on the implementation of 12-year compulsory education.
- Ministry of Education [MEB]. (2021). **Lifelong learning**. Retrieved June 14, 2024, from <https://meslegimhayatim.meb.gov.tr/>
- Minaz, A., & Çetinkaya Bozkurt, Ö. (2017). Examination of university students' smartphone addiction levels and purposes of use in terms of different variables. **Mehmet Akif Ersoy University Journal of Social Sciences Institute**, 9(21), 268-286.
- Mobile Communication Sector Report. (2023). **Mobile Communication Sector Report**. Retrieved July 9, 2023, from <https://mobisad.org/>
- Nikolopoulou, K., & Gialamas, V. (2018). Mobile phone dependence: Secondary school pupils' attitudes. **Education and Information Technologies**, 23(6), 2821-2839.
- Noyan, C. O., Enez-Darçın, A., Nurmedov, S., Yılmaz, O., & Dilbaz, N. (2015). The validity and reliability of the Turkish short form of the smartphone addiction scale in university students. **Anatolian Journal of Psychiatry**, 16(1), 73-81.
- Okur, H. D., & Özkul, M. (2015). The interface of modern communication: Virtual communication and the effects of social networking sites on social relationships (A case study on Facebook). **Süleyman Demirel University Journal of Social Sciences Institute**, 1, 21.
- Özaltın, E., Çelikay Söyler, H., & Günay, E. (2022). Smartphone addiction, perceived parental attitudes, social exclusion, and academic self-efficacy in secondary school students. **Journal of Social, Humanitarian, and Administrative Sciences**, 5(8), 1093-1109.
- Öztürk, M. (2021). Examination of students' smartphone addiction and internet use. **KMU Journal of Social and Economic Research**, 23(41), 266-278.
- Perensky, M. (2001). Digital natives, digital immigrants. **Horizon**, 9(5), 1-6.
- Sağır, A., & Eraslan, H. (2019). The impact of smartphones on the daily lives of youth: A study on university students in Turkey. **International Journal of Social Humanities and Administrative Sciences**, 10(17), 9.
- Sanal, Y., & Özer, Ö. (2017). Smartphone addiction and the use of social media among university students. **Mediterranean Journal of Humanities**, 7(2), 367-377.

- Sarıgöz, M. (2023). **The impact of smartphone addiction on health-promoting and protective behaviors among high school students** (Master's thesis). Balıkesir University, Balıkesir, Turkey.
- Schmidt, E., & Cohen, J. (2014). **The new digital age**. Optimist Publishing.
- Sülier, M. (2016). The effect of smartphone addiction on subjective happiness in terms of various variables (Master's thesis). Sakarya University, Sakarya, Turkey.
- Şata, M., & Karip, F. (2017). Turkish adaptation of the short version of the smartphone addiction scale for adolescents. **Cumhuriyet International Journal of Education**, 6(4), 426–440.
- Şentürk, D. (2017). **The impact of cell phone addiction on the quality of life in high school students** (Master's thesis). Istanbul Medipol University, Istanbul, Turkey.
- Şimşek, K., & Zabun, B. (2019). Smartphone addiction among secondary school students in Turkey: A case study in Kahramanmaraş. **International Journal of Social Humanities and Administrative Sciences**, 17(5), 547-559.
- Takao, M., Takahashi, S., & Kitamura, M. (2009). Addictive personality and problematic mobile phone use. **Cyberpsychology and Behavior**, 12(5), 501–507.
- Taşçı, C., Mutlu, N., & Emin, M. (1991). **History of computers**. Ağaç Publishing.
- Turkish Statistical Institute [TUIK]. (2021). **Survey on information technology use in children**. Retrieved from <https://data.tuik.gov.tr/>
- Vanden Abeele, M. M., & Postma-Nilsenova, M. (2018). More than just gaze: An experimental vignette study examining how phone-gazing and newspaper-gazing and phubbing-while-speaking and phubbing-while-listening compare in their effect on affiliation. **Communication Research Reports**, 35(4), 303-313. <https://doi.org/10.1080/08824096.2018.1492911>
- Yang, X., Zhou, Z., Liu, Q., & Fan, C. (2019). Mobile phone addiction and adolescents' anxiety and depression: The moderating role of mindfulness. **Journal of Child and Family Studies**, 28(3), 822-830.
- Yayla, F. (2007). Telematic communication technologies and wireless access. In **HABTEKUS07 1st Communication Technologies and Applications Symposium**.
- Yıldırım, M. Ç. (2021). Determination of smartphone and internet usage levels of medical students at Kocaeli University (Master's thesis). Kocaeli University, Kocaeli, Turkey.
- Yiğit, Y. E. (2019). The effect of smartphone addiction on loneliness in adolescents (Master's thesis). Biruni University, Istanbul, Turkey.
- Yoon, S., & Kim, J. (2001). Is the internet more effective than traditional media? Factors affecting the choice of media. **Journal of Advertising Research**, 41(6).
- Dahan, G. S. (2009). The importance of below-the-line communication activities in niche markets and a field study. In Kalender, A. (Ed.), **Selçuk University Communication Faculty Academic Journal**, 1, 36-49.
- Young, K. S. (1996). Internet addiction: The emergence of a new clinical disorder. **CyberPsychology and Behavior**, 1(3), 237-244.
- URL-1, 2023. <https://www.google.com/search?q=ileti%C5%9Fim+nedir+makaleler&oq=ileti%C5%9Fim+nedir+makaleler&aqs=chrome..69i57j0i22i30i625i4j0i22i30.5080j0j7&sourceid=chrome&ie=UTF-8>. 19.02.2023.
- URL-2, 2015. Noyan, C. O., Enez-Darçın, A., Nurmedov, S., Yılmaz, O. ve Dilbaz, N. (2015). Akıllı Telefon Bağımlılığı Ölçeğinin Kısa Formunun üniversite öğrencilerinde Türkçe geçerlilik ve güvenilirlik çalışması. *Anadolu Psikiyatri Dergisi*, 16:73-81.
- URL-3, 2023. Ayberk Göktürk, İletişimin hikâyesi ve tarihsel gelişimi, <https://ungo.com.tr/2019/09/iletisimin-hikâyesi-ve-tarihsel-gelisimi>. 19.02.2023.
- URL-4, 2023. <https://bilimgenc.tubitak.gov.tr/makale/telefonun-icadi>. 19.02.2023.
- URL-5, 2023. https://acikders.ankara.edu.tr/pluginfile.php/72157/mod_resource/content/2/%C4%B0leti%C5%9Fim.pdf, 07.03.2023.
- URL-6, 2023. <https://bilimgenc.tubitak.gov.tr/makale/televizyon-kim-ne-zaman-icat-etti>. 19.02.2023.
- URL-7, 2024. Türk Dil Kurumu Güncel Sözlük. Erişim adresi: <https://sozluk.gov.tr/E.T>: 17.06.2024.
- URL-8, 2023. https://prezi.com/wwir_z711oa0/sanal-iletisim. 19.02.2023.
- URL-9, 2023. <https://mediatrend.mediamarkt.com.tr/akilli-telefon-tarihi>. 19.02.2023.

- URL-10, 2023. <https://saglikkulturspor.eskisehir.edu.tr/tr/Icerik/Detay/bagimlilik-turleri>. 24.02.2023.
- URL-11, 2023. <https://saglikkulturspor.eskisehir.edu.tr/tr/Icerik/Detay/bagimlilik-turleri>. 24.02.2023.
- URL-12, 2023. <https://saglikkulturspor.eskisehir.edu.tr/tr/Icerik/Detay/bagimlilik-turleri>. 24.02.2023.
- URL-13, 2023. <https://saglikkulturspor.eskisehir.edu.tr/tr/Icerik/Detay/bagimlilik-turleri>. 24.02.2023.
- URL-14, 2023. <https://saglikkulturspor.eskisehir.edu.tr/tr/Icerik/Detay/bagimlilik-turleri> 24.02.2023.
- URL-15, 2024. <https://www.mevzuat.gov.tr/mevzuatmetin/1.5.1739.pdf> 17.06.2024.

INVESTIGATION OF THE EFFECT OF ENVIRONMENTAL STRESSORS PERCEIVED BY PATIENTS IN THE INTERNAL MEDICINE INTENSIVE CARE UNIT ON SLEEP QUALITY

Asena AKTAŞ
asenaaktas27@gmail.com

Uzm. Dr. Hüseyin Cenkler
huseyincenkler@gau.edu.tr

Yrd. Doç. Dr. Azmiye YINAL
azmiye.yinal@aku.edu.tr

ABSTRACT

In this study, the effect of environmental stressors perceived by patients hospitalized in the internal medicine intensive care unit on sleep quality was examined. The study is a quantitative research and was conducted with relational survey model. The population of the study consisted of 500 patients hospitalized in the internal medicine intensive care unit in private and public hospitals in TRNC. The sample consisted of 266 patients who volunteered to participate in the study. At the end of the study, it was seen that the highest sub-dimension score was the habitual sleep efficiency score in the PDQI sub-dimension scores of the patients, while the lowest PDQI sub-dimension score was determined as the subjective sleep quality sub-dimension score. A strong negative correlation was found between the total ICUOSQ scores of the patients and the total scores of the PDQI. According to this situation; it can be said that the total scores of PDQI also increased with the increase in the ICUWQ scores of the patients. A strong negative correlation was detected between the total ICUPSQ scores of the patients and the total scores of the sleep disturbance sub-dimension. According to this situation; as the ICUWSS scores of the patients increase, the total scores of the sleep disorder sub-dimension decreases. When the stressors perceived most by the patients were analyzed, it was observed that the factors "men and women staying in the same room" and "seeing family and friends for a few minutes a day" were higher than the other factors.

Keywords: Internal medicine, intensive care, patient, sleep quality, environmental factors.

INTRODUCTION

Environmental stressors encountered by patients in internal medicine intensive care units and the deterioration in sleep quality due to these stressors is a very broad field of research. Intensive care units can be a stressful environment due to the difficult treatment processes patients experience. In this environment, patients may encounter a variety of stressors, such as high sound levels, intense lighting, frequent monitor checks, noise from medical devices, and frequent interventions. The effects of these factors on sleep quality may vary. For example, some patients may find these factors disruptive and affect their sleep, while for others these factors may be relaxing and help them fall asleep more easily. Research shows that various interventions are effective to improve sleep quality in intensive care units. These interventions may include reducing light levels in rooms, reducing noise levels, providing the most comfortable beds and pillows possible, monitoring patients' sleep regularly, and pharmacological treatments such as sleeping pills. However, since each patient's stress coping mechanisms are different, more research is needed on the effect of environmental stressors on patients' sleep quality. These studies may help develop more personalized treatments to improve patients' ability to manage stress and provide better sleep quality.

1.1. Problem

Internal medicine intensive care unit is a unit located among medical units where patients dealing with serious or life-threatening internal medicine diseases receive intensive care services. Internal medicine is also known as internal medicine and covers dysfunctions of body systems and various internal organ diseases (Gencer and Kumsar , 2020) . Internal medicine intensive care units generally treat cases requiring intensive care related to internal medicine diseases such as emergencies, serious infections, respiratory problems, heart diseases, and kidney failure. These units are equipped with advanced technology and expert personnel to respond to the intense follow-up and monitoring needs of patients. Necessary treatments and interventions to support patients' vital functions such as respiration, circulation and kidney functions are applied in the intensive care unit (Kucukardali et al., 2007) .

Internal medicine intensive care units are units that provide temporary service to manage life-threatening situations of patients, ensure stabilization and refer them to other specialties. During the intensive care process, it is aimed to improve and stabilize the medical conditions of patients (Demir et al., 2016) .

Perceived environmental stressors are elements created by factors or situations in individuals' environment that lead to a stress response. Environmental factors that may cause each individual's stress response may be different, because everyone's level of stress perception and tolerance is different (Bodur and Aslan, 2020) . Perceived environmental stressors can span many different areas. For example, perceived stressors may include excessive workload at work, constant calendar pressure, or negative relationships in the work environment. In addition, heavy traffic, a noisy environment, crowded environments, financial difficulties, family or relationship problems can also cause a stress response in individuals (Akyüz, 2021) . Perceived environmental stressors can affect individuals' mental, emotional, and physical health. A person with high stress levels may experience symptoms such as sleep problems, difficulty concentrating, anxiety , depression, digestive problems, and headaches. Therefore, reducing stress factors or improving stress coping skills is important for individuals to live a healthy life (Şahin and Köçkar , 2018) .

Sleep quality refers to how deep, restful and restorative sleep an individual receives during the sleep period. Sleep quality is as important a factor as sleep duration, because having sufficient sleep time is as important as the depth experienced during sleep, the regularity of sleep structure, and the feeling of rest after waking up (Aysan et al., 2014) . There are many factors that affect sleep quality, for example, factors such as sleep environment, sleep patterns, stress level, physical activity level, eating habits and sleep disorders can affect sleep quality. To improve sleep quality, it is important to create a suitable sleep environment, establish a regular sleep routine, manage stress and pay attention to healthy life habits (Güneş et al., 2009) .

Perceived environmental stressors affect the sleep of patients in the internal medicine intensive care unit. It may negatively affect its quality. The hospital environment and the nature of the disease can be a stress factor for patients. Based on this situation, the problem statement of the study is "What is the effect of environmental stressors perceived by patients in the internal medicine intensive care unit on sleep quality?" was determined as .

1.2. Aim

study is to examine the environmental stressors perceived by patients in the internal medicine intensive care unit and the effects of these stressors on sleep quality.

1.2.1. Hypotheses

The research hypotheses are given below:

H1: There is a statistically significant difference in the demographic characteristics of the patients and the YBUCSS and PQQI values .

H2 : Patients are intensely care to the unit after going to bed later sleep There is a statistically significant difference in YBUCSS and PSQI values due to changes in the order .

H3 : There is a statistically positive correlation between the patients' total YBUCSS value and PSQI total and subscale values.

H 4 : There is a statistically negative correlation between the patients' total YBUCSS value and PSQI total and subscale values.

1.2.2. Assumptions

The research assumptions are as follows;

- It was assumed that the method preferred in the research was suitable for the purpose of the study.
- It was assumed that the scales and questions chosen to collect data were reliable and valid.
- It was assumed that the data obtained was valid and reliable.

1.2.3. Limitations

This research; It is limited to patients who have been hospitalized at least once in the internal medicine intensive care units of public/private hospitals in the Turkish Republic of Northern Cyprus (TRNC).

Questions regarding the sources and scale used in this research were limited to the participants to whom the survey was applied.

1.2.4. Definitions

Internal medicine intensive care unit: It is a health unit established to meet the intensive care needs of patients with serious illnesses or in need of vital support functions in the internal medicine department of the hospital. The internal medicine department is a department that is managed by doctors specialized in general medicine and deals with internal diseases (Hintistan et al., 2009).

Perceived environmental stressors: They are elements created by factors or situations in individuals' environments that cause a stress response (Aktaş et al., 2015) .

Sleep quality: It refers to how deep, restful and refreshing sleep an individual gets during his sleep (Karakaş et al., 2017) .

1.3. Importance of the Study

Environmental stressors encountered by patients in the internal medicine intensive care unit negatively affect their sleep quality. Sleep quality is very important in determining the recovery process of patients. A good sleep quality is necessary for the body to renew itself, strengthen the immune system, regain energy and improve mental health. Lack of sleep or poor quality sleep can negatively impact patients' recovery process and increase the risk of complications. Perceived environmental stressors can trigger physiological and psychological stress responses in patients. Factors such as noise, light, uninterrupted care and interventions, and changes in level of consciousness can disrupt sleep patterns and reduce sleep quality. This can cause patients to experience problems such as feeling inadequately rested , insomnia, restlessness, anxiety and even depression when they wake up. Improving the sleep quality of patients in the internal medicine intensive care unit is important to accelerate the recovery process and reduce the risk of complications. Being aware of environmental stressors that affect sleep quality and taking appropriate measures to reduce or manage these stressors can ensure that patients have a comfortable and restful sleep experience. This can support the healing process, improve patients' health and shorten hospital stays. In summary, perceived environmental stressors may affect the recovery process, health status, and length of hospital stay of patients in the intensive care unit. Improving sleep quality can make a positive contribution to treatment by allowing patients to rest better.

2. CONCEPTUAL FRAMEWORK

2.1. ICU Definition and Scope

ICU, critical or important _ health problems the one which... patients closely follow-up by busy medical of care is provided One health is the unit . ICUs , patients life threatening who makes with their situation start over exit , organ functions to support And vital functions to continue for special equipment And expert health staff with is equipped . In ICUs , serious trauma , surgery interventions , intensive care requiring diseases , respiratory difficulty , multiple organ failure , heart crisis , paralysis like situations like various critical with situations start over can be exited . In these units patients , constantly monitored , medication treatments , respiratory support , blood transfusion , nutrition support like important medical procedures is applied (Stone , 2022).

Busy Care units , usually high to technology owner medical with devices is equipped . These devices between monitors (heart rhythm , blood pressure , breathing rate , oxygen Level like parameters follow-up ventilators (breathing _ _ support enteral or parenteral nutrition _ systems , dialysis machines heart _ monitors And defibrillators like devices is found . Busy Care Units , specialist doctors , nurses , busy care technicians And other health staff by is managed . These personnel are critical with situations start over to leave And patients vital functions to support for special education has received . Busy Care units , patients their lives save , heal to ensure And health your problems -most member download for critical One role play . In these units busy care services , patients to their situation according to is individualized And tight One approach requires (Karakaş et al., 2017).

2.2. Environmental Stressors Perceived by Patients in the Intensive Care Unit

Environmental stressors perceived by patients in the internal medicine intensive care unit can generally be defined as the challenging factors that patients encounter in this special care environment. These stressors can affect patients' psychological and emotional well-being, as well as medical factors that have an impact on their physical health. Some of the potential environmental stressors perceived by patients in this type of intensive care setting include:

- **Insomnia:** Factors such as constant monitoring, medical interventions, and noise in intensive care units can negatively affect patients' sleep patterns (Devlin, 2018) .
- **Noise:** Noise created by monitors, alarm systems, medical equipment, and other patients' voices can make it difficult for patients to rest and increase their overall stress level (Kabeoğlu and Gul, 2021) .
- **Lack of Privacy:** Since patients are frequently under medical supervision during the intensive care unit, they may have difficulty protecting their personal privacy. This situation may create psychological discomfort (Ülker , 2020) .
- **Presence of Pain:** Pain during intensive care treatment can negatively affect the comfort and general well-being of patients (Tavşanlı And Akgün , 2021) .
- **Mechanical Ventilation and Oxygen Therapy:** Respirators and oxygen therapy can help patients cope with breathing difficulties, but these devices can sometimes cause discomfort (Kabeoğlu and Gul, 2021; Tavşanlı and Akgün , 2021) .
- **Ambient Humidity, Temperature and Lights Always On:** Inappropriate humidity and temperature levels can reduce the comfort of patients. Constantly on lights can also disrupt patients' sleep patterns (Kabeoğlu and Gül, 2021).

- No Visitation: Visiting limitations can help patients focus, but can also leave patients feeling deprived of emotional support (Demirtürk And Demirbağ , 2021) .

These factors are important environmental factors that affect patients' experiences during the intensive care process. Health professionals should strive to understand patients' strategies for coping with these stressors and, if possible, to improve environmental conditions.

2.3. Definition and Scope of Sleep

Sleep is a state in which an organism's consciousness, and often physical activity, temporarily decreases. Sleep is a biological rhythm that repeats at regular intervals and generally has the function of resting, regenerating and providing physical-spiritual balance. Sleep plays an important role in regulating various biological processes and affects overall health and well-being (Xie et al., 2013) .

The basic features of sleep are as follows (Özdel and Uğurlu, 2016):

- Decrease in Consciousness and Physical Activity: Consciousness often decreases or disappears during sleep. At the same time, physical activity and reactions slow down noticeably.
- Change of Biological Rhythms: Sleep occurs as a part of biological rhythms. These rhythms are part of the internal clock (biological clock) that regulates the sleep and wake cycle.
- REM (Rapid eyes Movement) and Non -REM Phases: Sleep generally occurs in two basic phases called REM and non -REM phases. The REM phase is characterized by dreaming and accelerated eye movements. The non -REM phase involves deeper sleep.
- Sleep Cycles: Sleep consists of repeated stages in a cycle. Many sleep cycles occur during an average night.

Sleep is important for an overall healthy life. Insufficient sleep can lead to impaired cognitive functions, altered emotional state, weakened immune system, and decreased overall quality of life. Sleep helps the body and mind re-energize and is essential for maintaining a healthy life in the long term.

2.4. sleep quality

Sleep quality is a concept that expresses the level of depth, continuity and regenerative effect a person experiences during the sleep period. This is a measure of how effective and restful an individual's sleep is. Sleep quality generally includes the following elements (Erturan , 2017; Yılmaz , 2006) :

- Sleep Duration: A key component of sleep quality is whether the individual has an adequate sleep duration. Sleep duration varies depending on age and individual needs, but should generally include between 7-9 hours for adults.
- Depth of Sleep: The depth of sleep determines how long it takes for the individual to fall into light, medium or deep sleep and how long this deep sleep lasts. Continuous and regular deep sleep can improve sleep quality.
- Sleep Continuity : Uninterrupted, uninterrupted and continuous sleep affects sleep quality. Frequent awakenings or being awake frequently throughout the night can reduce sleep quality.
- Rapid) Sleep eyes It is important that movement and non -REM phases are balanced. Having these stages in appropriate order and continuity can support a healthy sleep experience.
- Energy Level After Waking: A quality sleep provides the individual with the energy necessary to wake up and start daily activities. It's about feeling refreshed after sleep.
- Sleeping Habits: Having a specific sleep routine and pattern can improve sleep quality. Regular bedtime and wake-up times can help regulate the biological clock.

Factors affecting sleep quality may include various factors such as stress, environmental conditions, comfort of the sleeping environment, and bed and pillow quality. To improve sleep quality, it is important to establish a regular sleep schedule, create a comfortable sleep environment and pay attention to sleep hygiene principles. Additionally, if sleep problems persist, consulting with a healthcare professional is recommended.

3. METHOD

3.1. Research Model

This study is a quantitative research; It was conducted using the relational screening model. This model aims to find interactions or relationships between large amounts of data available in databases. The relational scanning model is used to understand how data are connected by analyzing many tables in databases and the relationships between these tables (Karasar , 2011).

3.2. Sampling Method

TRNC Nicosia Burhan Nalbantoğlu State Hospital, Famagusta State Hospital, Near East University Hospital, Kyrenia Dr. white flower 500 patients hospitalized in the internal medicine intensive care unit of the hospital constituted the population of the study. The sample of the research was selected using the purposeful sampling

method. This method allows the researcher to select a sample that is representative of a particular population or subgroup of particular interest. Purposive sampling method is generally used when the researcher needs a specific sampling group to answer a specific purpose or research question (Karasar , 2011) . In general, in descriptive research , the sample size is determined depending on the population examined. While a 20% sample rate is generally preferred in small universes, a 10% sample rate can be used in larger universes. The sample size who volunteered to participate in the study was determined as 266 patients.

3.3. Collection of Data

In the research, data were collected face to face . Visits to hospitals started on 15.07.2023 and forms continued to be filled until 16.08.2023. A total of 270 scale forms were filled out, but 4 forms were not included in the study due to significant deficiencies. Therefore, 266 forms were included in the study.

were obtained using the "Patient Information Form", "Pittsburg Sleep Quality Scale" (Uğurlu and Sabuncu, 2012) and "Intensive Care Unit Environmental Stressors Scale" (Aslan and Çınar, 2010).

Patient Introduction Form: This form was created by the researchers by reviewing the literature. It consists of questions covering socio -demographic characteristics as well as situations related to hospital stay, such as the effect of ICU on the level of sleep.

Pittsburg Sleep Quality Scale (PSQI): PSQI is a scale used to determine sleep quality and developed by Buysse et al. in 1989. As a result of validity and reliability studies, Cronbach alpha was found to be 0.80. Studies on the Turkish validity and reliability of the scale were conducted by Ağargün et al. Made with. Cronbach's internal consistency coefficient of the scale was found to be 0.80. In this research, Cronbach's alpha was found to be 0.816.

The sub-objectives used in the research include the following information:

1. Individual sleep quality (question 6): Shows how patients rate their sleep quality.
2. Sleep latency (questions 2 and 5a): It is the time required to sleep.
3. Sleeping time (question 4): It is the amount of time a person spends asleep during the night.
4. Habitual sleep efficiency (questions 1, 3, 4): The person's normal sleeping habits.
5. Sleep disorder (questions 5b-5j): It is when the person experiences situations such as snoring, coughing, hot flushes or coldness during sleep.
6. Use of sleeping pills (question 7): It is when a person uses sleeping pills.
7. Disturbance in daytime activity (questions 8 and 9): It is the person's daily living activity tolerance of sleep changes.

YBÜÇSÖ: Scale developed with Ballard (1981), Cochran oath It was revisited in Ganong (1989). "Environmental Stressors Scale in Intensive Care Unit" consists of 42 items. Validity and reliability studies in our country were conducted by Aslan and Çınar (2010). cronbach scale alpha coefficient was found to be 0.94. In the study, Cronbach alpha coefficient was found to be 0.89.

Table 1. Reliability Analyzes of Scales

	Cronbach's Alpha	Number of Items
YBÜÇSÖ Total Score	0.968	42
PSQI Total Score	0.801	16(x2)

In Table 1, the Cronbach Alpha result in the YBÜÇSÖ Scale is 0.968, in the PSQI Scale Cronbach Alpha result was found to be 0.801.

3.4. Analysis Method

In this research, the data obtained as a result of the application of measurement tools for the quantitative dimension were analyzed with the SPSS for Windows 26.0 package program.

Percentage, frequency, mean and standard deviation statistics were used to determine the descriptive characteristics of the results regarding demographic variables . Reliability analysis of the scales was performed.

Mann Whitney U test was used when comparing YBÜÇSSS Scale and PSQI Scale scores according to gender and marital status variables . Kruskall Wallis test was used when comparing YBÜÇSS Scale and PSQI Scale scores according to age and educational status variables. Mann Whitney U tests with Bonferroni correction were used in case of differences.

The error rate was determined in all tests ($\alpha=0.05$), and the difference between comparisons was considered statistically significant when $p<0.05$. Ms -Excel 2010 and SPSS Statistics 26.0 were used for statistical analysis and calculations.

4. FINDINGS

4.1. Demographic Information of Patients

Demographic information of the patients is given in Table 2.

Table 2. Frequency and Percentage Values of Patients' Demographic Variables

		f	%
Gender	Woman	84	31.6
	Male	182	68.4
Age range	22-30 years old	9	3,4
	31-40 years old	47	17.7
	41-50 years old	117	44.0
	age 51 and over	93	35.0
Educational background	Illiterate	38	14.3
	Primary/secondary school	64	24.1
	High school	127	47.7
	Licence	28	10.5
	Degree	9	3,4
marital status	Married	190	71.4
	Single	76	28.6
	Total	266	100.0

When Table 2 is examined, 68.4% of the participants are male; It is seen that 44% are between the ages of 41-50, 47.7% are high school graduates and 71.4% are married.

Table 3. Changes in Sleep Patterns After Admission to the Intensive Care Unit

		f	%
Determining the change in sleep patterns after admission to the intensive care unit	Yes	191	71.8
	No	75	28.2
	Total	266	100.0

When we look at the changes in the patients' sleep patterns after being admitted to the intensive care unit, it is seen that there was a change in 71.8% of the patients (Table 3).

4.2. Data on Patients' Intensive Care Unit Environmental Stressors Scale Total Score and Pittsburg Sleep Quality Scale Total Score and Subscales

Table 4. Distribution of YBÜÇSÖ and PSQI Total Score and Sub-Dimension Mean Score (N=266)

	N	Min.	Max .	\bar{X}	Ss .
YBÜÇSÖ Total Score	266	123.00	164.00	153,1917	11.77929
PSQI Total Score	266	19.00	30.00	23.9286	2.60018
Subjective Sleep Quality	266	3.00	4.00	3.5752	0.49525
sleep latency	266	7.00	16.00	11.7669	2.15051
Sleep Time	266	4.00	10.00	8.2556	2.41896
Habitual Sleep Activity	266	12.00	25.00	18.3872	3.61084
Sleeping disorder	266	5.00	8.00	6.2782	1.09443
Sleeping pill	266	4.00	6.00	4.9925	0.91936
daytime dysfunction	266	3.00	6.00	3.6316	1.22535

The total YBUCSSS score average of the patients is 153.1917 ± 11.77 , and the PSQI score average is 23.92 ± 2.60 . When the patients ' Pittsburg Sleep Quality Scale subscale scores are examined, the highest subscale score is the habitual sleep efficiency score, while the lowest subscale score is the subjective sleep quality subscale score.

4.3. With Social-Demographic Characteristics of Patients Findings on Relationships between Pittsburg Sleep Quality Scale and Intensive Care Unit Environmental Stressors Scale Scores

In the research;

The results of the analysis performed to test the hypotheses are presented in Table 5.

Table 5. Analysis of YBUCSS and PSQI Scores According to Patients' Gender Status (N=266)

		N	\bar{X}	ss	F	p.
YBÜÇSÖ Total Score	Woman	84	153.7976	11.36130	0.847	0.358
	Male	182	152.9121	11.98770		
PSQI Total Score	Woman	84	22.1310	2.14409	0.057	0.812
	Male	182	24.7582	2.36615		

p > 0.005

It was observed that there was no statistically positive correlation between the gender status of the patients and the YBÜÇSÖ and PKUQI values (p > 0.05). On the other hand, in the study conducted by Gencer (2020), the PSQI scores of female patients were found to be significantly higher than those of men. In their study, Erim and Çamdeviren (2018) discovered that there was a significant difference in sleep quality according to gender and observed that female patients had a worse sleep quality compared to male patients. However, another study conducted on the sleep quality of patients followed in intensive care and wards revealed that gender did not affect sleep quality (Uğurlu and Sabuncu, 2012). The study named Eryavuz (2007) also reached similar conclusions. It has been stated that due to some biological differences, women have more sleep problems than men. It is also emphasized that women need more sleep than men and experience sleep problems despite using sleeping pills (Potter and Perry, 2009).

The results of the analysis performed to test the hypotheses are presented in Table 6.

Table 6. Analysis of YBUCSS and PSQI Scores According to Patients' Age (N=266)

Scale Dimensions	Age	N	\bar{X}	Ss .	Group Comparison
YBÜÇSÖ Total Score	22-30 years old	9	159.0000	0.00000	$\chi^2 = 8,180$; p=0.000
	31-40 years old	47	154.7872	7.11684	
	41-50 years old	117	155.7521	11.73626	
	age 51 and over	93	148.6022	12.90108	
PSQI Total Score	22-30 years old	9	22,0000	0.00000	$\chi^2 = 8.568$; p=0.000
	31-40 years old	47	23.1702	2.80775	
	41-50 years old	117	24.7521	2.22798	
	age 51 and over	93	23.4624	2.74479	

p < 0.005

As a result of the examination, a statistically positive correlation is observed between the age status of the patients and the YBÜÇSÖ Total Scores (p < 0.005). As a result of the post hoc test conducted to find out which group the difference is between; YBÜÇSÖ total scores of patients between the ages of 22-30 were higher than those of patients aged 51 and over; It was determined that the YBÜÇSÖ Total Scores of patients between the ages of 31 and 40 were higher than those of patients aged 51 and over. According to this; It can be said that as age groups decrease, sensitivity to environmental stressors in the intensive care unit also increases. Additionally, there is a statistically positive correlation between the age of the patients and their PSQI scores (p < 0.005). As a result of the post hoc test conducted to determine which group the difference is between; It was determined that the sleep quality of patients between the ages of 41 and 50 was worse than that of patients aged 51 and over. In the study conducted by Eryavuz (2007), by comparing patient groups undergoing hemodialysis and peritoneal dialysis, it was determined that the level of sleep quality worsened with advancing age. Similarly, in another study examining sleep quality in patients diagnosed with COPD, it was found that sleep quality decreased in individuals aged 61 and over (Kacaroglu Vicdan, 2018). In addition, in their studies by Gencer (2020), Aktaş et al., (2015), Hweidi , (2007) and Durna et al., (1997), no difference was seen between the age groups of the patients and the level of exposure to environmental stressors.

The results of the analysis performed to test the hypotheses are presented in Table 7.

Table 7. Analysis of YBUCSS and PSQI Values According to Patients' Marriage Status (N=266)

		N	\bar{X}	Ss .	f	p.
YBÜÇSÖ Total Score	Married	190	152.7947	11.69158	0.002	0.969
	Single	76	154.1842	12.01633		
PSQI Total Score	Married	190	24,1947	2.76007	5,362	0.021
	Single	76	23.2632	2.01573		

p > 0.005

A statistical negative correlation was observed between the marital status of the patients and YBÜÇSÖ and PSQI scores (p > 0.05). Similarly, in the study conducted by Gencer (2020), no statistically significant difference was found between the marital status of the patients and their PSQI and YBUCSS scores .

The results of the analysis performed to test the hypotheses are given in Table 8.

Table 8. Analysis of YBUCSS and PSQI Values According to Patients' Education Levels (N=266)

Scale Dimensions	Educational background	N	\bar{X}	ss	Group Comparison
YBÜÇSÖ Total Score	Illiterate	38	155.1842	4.70684	$\chi^2 = 4.944$; p= 0.001
	Primary/secondary school	64	148.1250	15.78878	
	High school	127	155.0472	11.35702	
	Licence	28	151.7857	7.20780	
	Degree	9	159.0000	0.00000	
PSQI Total Score	Illiterate	38	22.5000	1.10893	$\chi^2 = 14.425$; p= 0.000
	Primary/secondary school	64	25.6563	2.35850	
	High school	127	23.8110	2.73349	
	Licence	28	23.0714	2.19306	
	Degree	9	22,0000	0.00000	

p < 0.005

A statistically positive correlation was detected between the education levels of the patients and YBÜÇSÖ scores (p < 0.05). As a result of the post hoc test conducted to determine which group the difference is between; YBÜÇSÖ Total Scores of illiterate patients were higher than those of primary school/secondary school graduates; It was observed that the rate of high school graduates was higher than primary school/secondary school graduates. A statistically positive correlation was also detected between the education levels of the patients and their PSQI scores (p < 0.05). As a result of the post hoc test conducted to determine which group the difference is between; It was determined that the sleep quality of patients who graduated from primary school/secondary school was worse than patients who graduated from other education levels. In addition, it was observed that the sleep quality of high school graduate patients was worse than that of illiterate patients. On the other hand, in the study conducted by Gencer (2020), no significant difference was found between the educational status of the patients and the level of exposure to environmental stressors. Similarly, the findings of similar studies are similar to the research results (Aktaş et al., 2015; Durna et al., 1997; Hweidi , 2007).

The results of the analysis performed to test the hypotheses are given in Table 9.

Table 9. Intensive Care to the unit after going to bed Later Sleep Analysis of YBÜÇSÖ and PSQI Values According to Change in Order (N=266)

Scale Dimensions	Sleep patterns	N	\bar{X}	Ss .	F	p.
YBÜÇSÖ Total Score	Yes	191	153.7382	11.74082	0.216	0.643
	No	75	151.8000	11.84129		
PSQI Total Score	Yes	191	24.3037	2.65606	0.389	0.533
	No	75	22.9733	2.19319		

p > 0.005

Intensive Patients care to the unit after going to bed later sleep It was observed that there was no statistically significant difference between the change in the order and the YBUCSS and PSQI scores (p > 0.05). In the study conducted by Yılmaz (2006), it was determined that sleep patterns were disrupted after hospitalization and the

main cause of noise was the voices of other patients. In the study, hearing other patients' cries and moans was identified as a second stressor perceived by patients.

4.4. Findings Regarding the Relationship Between Patients' Total YBUCSS Score and PSQI Total and Sub-Dimension Scores

The results of the analysis performed to test the hypotheses are given in Table 10.

Table 10. Analysis of the Relationship Between Patients' Total YBUCSS Value and PSQI Total and Sub-Dimension Values (N=266)

		Sleeping pill	daytime dysfunction	sleep latency	Sleep Time	Habitual Sleep Activity	PSQI Total Score	YBÜÇSÖ Total Score
Sleeping disorder	r	-0.069	-.132 *	0.068	.155 *	.138 *	.593 **	-.396 **
	p.	0.261	0.032	0.271	0.011	0.025	0.000	0.000
Sleeping pill	r	one	0.004	0.053	0.035	0.024	0.008	-0.105
	p.		0.945	0.393	0.572	0.701	0.901	0.087
daytime dysfunction	r		one	-0.004	0.068	0.052	-0.075	-0.020
	p.			0.947	0.272	0.398	0.225	0.743
sleep latency	r			one	.521 **	.557 **	.390 **	-0.063
	p.				0.000	0.000	0.000	0.308
Sleep Time	r				one	.885 **	0.014	-0.044
	p.					0.000	0.824	0.474
Habitual Sleep Activity	r					one	0.056	-0.049
	p.						0.366	0.422
PSQI Total Score	r						one	-.444 **
	p.							0.000

*. Correlation is significant at the 0.05 level
 **. Correlation is significant at the 0.01 level

A strong negative relationship was found between the total YBUCSS values and PSQI total values of the patients included in the study ($r = -0.444$; $p = 0.000$). According to this situation; It can be said that as the patients' YBUCSS values increase, their PSQI total values also increase. A strong negative relationship was detected between the patients' total YBUCSS values and the sleep disorder subscale total values. ($r = -0.396$; $p = 0.000$). According to this; As the patients' YBÜÇSÖ increases, their sleep disorder subscale total values decrease. Gencer (2020) stated that as the environmental stress level of patients increases, the sleep onset time (sleep latency) subscale total scores also increase; It was found that sleep duration subscale total scores decreased and at the same time daytime dysfunction subscale total scores increased. In another study, it was found that patients who used sedatives or sleeping pills had more sleep problems after hospitalization than those who did not use such medications (Incekara, 2004). It has been reported that these drugs are used to reduce emotional reactions such as anxiety and restlessness seen in patients in intensive care, but they also increase alertness, disrupt the sleep-wake cycle and cause insomnia (Stanik, 2003; Black et al., 1993). Frisk and Nordström (2003) found that sedative and hypnotic drugs used in intensive care patients negatively affected sleep quality. Additionally, it has been stated that commonly used ICU medications have profound effects on sleep quality (Kamdar et al., 2012). In a study conducted by Erim (2018), to determine the sleep quality of patients in Intensive Care Units, it was found that patients using sleeping pills had worse sleep quality than those who did not use medication. These findings highlight the effects of medications used in intensive care on sleep quality.

Table 11 lists the factors that patients perceive as the most stressful.

Table 11. Findings Most Perceived as Stress Factor (N=266)

Factors where stressors are most commonly perceived	Mean±SD
missing your spouse	3.387±0.72
Not explaining the treatments to you	3.184±0.71

Nurses monitoring machines more closely than you	1.815±0.60
Men and women sharing the same room	3.755±0.56
Seeing family and friends for a short period of time	3.755±0.56
Nurses not introducing themselves	3.635±0.48
Nurses should not be in a hurry	3.635±0.48
not being able to drink water	3.635±0.48
Frequent blood pressure measurement	3.635±0.48
The bed or pillow is not at a comfortable level	3.635±0.48
phone ringing	3.635±0.48
Frequent check-ups by doctors and nurses	3.635±0.48

YBÜÇSÖ average	total	score
		153.191±11.77

When the stressors most perceived by patients are examined; It was observed that the factors " men and women staying in the same room " and " seeing family and friends for a few minutes a day " were higher than other factors (3.387±0.72). The total score average of the scale is 153.191±11.77. was found as (Table 9). In the same study by Zaybak and Çevik (2015), it was determined that men and women being in the same room was the third important stressor perceived by patients. Gencer (2020) study found that the most important stressor perceived by patients was lack of privacy. Aktas et al. (2015) in their study to determine the environmental stressors of intensive care patients, it was determined that lack of privacy was the fourth important stressor.

5. CONCLUSION AND RECOMMENDATIONS

5.1. Conclusion

In this study, the effects of environmental stressors encountered by patients in the internal medicine intensive care unit on sleep quality were examined. According to the research results, the highest sub-dimension value in the PSQI sub-dimension value of the patients was defined as the habitual sleep efficiency value, while the lowest PSQI sub-dimension value was defined as the subjective sleep quality sub-dimension value. A statistically negative correlation was found between the gender of the patients and their YBUCSS and PSQI scores. A statistically positive difference was found between the patients' ages and YBÜÇSÖ Total Scores. Accordingly, the YBUCSS total scores of patients between the ages of 22-30 are higher than those of patients aged 51 and over; It was determined that the YBÜÇSÖ total scores of patients between the ages of 31 and 40 were higher than those of patients aged 51 and over. According to this situation; It is observed that as age groups decrease, the sensitivity of the intensive care unit to environmental stressors also increases. It was determined that there was a statistically positive correlation between the patients' ages and their PSQI scores. Accordingly, it was determined that the sleep quality of patients between the ages of 41 and 50 was worse than that of patients aged 51 and over.

As a result of the research, a statistically negative correlation was found between the marital status of the patients and their YBUCSS and PSQI scores. It was observed that there was a statistically positive correlation between the education levels of the patients and YBUCSS scores. According to this; YBÜÇSÖ Total Scores of illiterate patients were higher than those of primary school/secondary school graduates; It was observed that the rate of high school graduates was higher than primary school/secondary school graduates. It was also found that there was a statistically positive correlation between the educational status of the patients and their PSQI scores. Accordingly, it was determined that the sleep quality of patients who graduated from primary school/secondary school was worse than patients who graduated from other education levels. In addition, it was observed that the sleep quality of high school graduate patients was worse than illiterate patients. A statistical negative correlation was observed between the change in sleep patterns of the patients after admission to the Intensive Care Unit and their YBUCSS and PSQI scores.

A negative relationship was found between the patients' total YBUCSS scores and PSQI total scores . According to this; It can be said that as patients' YBUCSS scores increase, their PSQI total scores also increase. A negative relationship was found between the patients' total YBUCSS scores and the sleep disorder subscale total scores. According to this situation; When patients' YBUCSS values increase, their sleep disorder subscale total scores decrease. When the stressors most perceived by patients are examined; The factors " men and women staying in the same room " and " seeing family and friends for a few minutes a day " were found to be higher than other factors.

5.2. Suggestions

According to the research results, it is important to pay attention to the following recommendations to reduce environmental stressors that affect the sleep quality of patients in the internal medicine intensive care unit:

- Differences in sleep quality and stress levels have been detected between different age groups. Therefore, it may be recommended to create patient care plans to ensure stress management and sleep patterns specific to age groups.
- A significant relationship has been identified between education level and sleep quality. Patients with lower education levels have generally been shown to have worse sleep quality. Therefore, awareness programs or educational materials that will provide support on sleep habits can be developed for patients with low education levels.
- A negative relationship has been found between the stress levels and sleep quality of married patients. In this case, it may be beneficial for married patients to develop methods that increase communication with family members or encourage supportive family visits.
- Different stressors have been shown to have different effects. Therefore, it may be beneficial to develop a customized stress management plan based on patients' individual preferences and sensitivities. For example, segregating rooms according to gender or making visiting hours more flexible.
- Changes in sleep patterns have been observed in patients after admission to the intensive care unit. Considering the relationship of these changes with stress levels, supportive measures can be taken to facilitate patients' adaptation processes. These measures may be, for example, lighting regulations or control of noise levels.
- A significant relationship was found between YBUCSS scores and PSQI scores. In this case, considering that sleep quality deteriorates as stress levels increase, therapy or support programs can be developed accordingly.

REFERANCE

- Aktaş YY, Karabulut N, Yılmaz D, Özkan AS. (2015). Kalp damar cerrahisi yoğun bakım ünitesinde tedavi gören hastaların algıladıkları çevresel stresörler, *Kafkas Tıp Bilimleri Dergisi*, 5, 81-86.
- Akyüz, M. A. (2021). *Cerrahi yoğun bakım ünitesinde yatan hastaların algıladıkları çevresel stresörler ve sosyal destek durumlarının incelenmesi*, Yüksek lisans tezi, Ege Üniversitesi, Sağlık Bilimleri Enstitüsü.
- Aslan, F. (2010), *Yoğun bakım ünitesinde tedavi gören hastaların algıladıkları çevresel stresörler: geçerlilik ve güvenilirlik çalışması*, Yüksek Lisans Tezi, Marmara Üniversitesi Sağlık Bilimleri Enstitüsü.
- Aysan, E., Karaköse, S., Zaybak, A., & İsmailoğlu, E. G. (2014). Üniversite öğrencilerinde uyku kalitesi ve etkileyen faktörler. *Dokuz Eylül Üniversitesi Hemşirelik Fakültesi Elektronik Dergisi*, 7(3), 193-198.
- Black, J.M., Matassarin-Jacobs, E. (1993), Luckmann and Sorensens's *Medical Surgical Nursing*, p: 362-370.W.B. Saunders Company, Philadelphia.
- Bodur, İ., & Aslan, Ö. (2020). Koroner yoğun bakım ünitesinde yatan hastaların algıladıkları çevresel stresörlerin belirlenmesi. *Ordu Üniversitesi Hemşirelik Çalışmaları Dergisi*, 5(3), 298-305.
- Demir, M. V., Taycı, İ., Yıldız, H., & Demir, T. Ö. (2016). Dahiliye yoğun bakım hastalarının düşme riski açısından değerlendirilmesi. *Journal of Human Rhythm*, 2(3).
- Demirtürk Selçuk E., Demirbağ B, C. (2021). COVID-19 salgınının sağlık çalışanlarında ikincil travmatik strese ve uyku kalitesi üzerine etkisi. the effect of covid-19 outbreak on secondary traumatic stress and sleep quality in healthcare workers. *Türkiye Klinikleri Hemşirelik Bilimleri Dergisi*, 13(3):533-43.
- Devlin J. (2018). Clinical practice guidelines for the prevention and management of pain, agitation/sedation, delirium, immobility, and sleep disruption in adult patients in the ICU. *Crit. Care Med*, 46, 825-873.
- Durna, Z., Can, G. & Özcan, Ş. (1997), Akut miyokard infarktüsü geçiren hastalarda koroner yoğun bakım stresörlerinin ve stres düzeylerini etkileyen faktörlerin saptanması. *Yoğun Bakım Hemşireleri Dergisi*, 1 (1), 25-31.
- Erim, H. (2018), *Yoğun bakım ünitesinde yatan hastaların uyku kalitesinin belirlenmesi*, Yüksek Lisans Tezi, Medipol Üniversitesi Sağlık Bilimleri Enstitüsü, İstanbul.
- Erturan, S. (2017). *Lumbal disk hernisi tanısı alan hastalarda uyku kalitesinin, yorgunluğun, yaşam kalitesinin, dengenin, depresyonun ve ağrının değerlendirilmesi*. Yüksek Lisans Tezi, İstanbul Üniversitesi Sağlık Bilimleri Enstitüsü.
- Eryavuz, N. (2007), *Hemodiyaliz ve periton diyalizi hastalarında uyku kalitesinin karşılaştırılması*, Yüksek Lisans Tezi Afyon Kocatepe Üniversitesi Sağlık Bilimleri Enstitüsü.
- Frisk, U., Nordström, G. (2002), Patients' sleep in an intensive care unit--patients' and nurses' perception. *Intensive Crit Care Nurs*, 19 (6): 342-9.
- Gencer, A. (2020). *Yoğun bakım ünitesinde tedavi gören hastaların algıladıkları çevresel stresörlerin uyku kalitesine etkisi*, Yüksek Lisans Tezi, Biruni Üniversitesi Lisansüstü Eğitim Enstitüsü.
- Gencer, A., & Kumsar, A. K. (2020). Yoğun bakım ünitesinde tedavi gören hastaların algıladıkları çevresel stresörlerin uyku kalitesine etkisi. *Online Türk Sağlık Bilimleri Dergisi*, 5(3), 434-443.

- Güneş, S. (2022). *Kocaeli Üniversitesi Tıp Fakültesi araştırma görevlisi doktorların uyku kalitesi ve uyku kalitesine etki edebilecek faktörlerin değerlendirilmesi*, Tıpta Uzmanlık Tezi, Kocaeli Üniversitesi, Tıp Fakültesi
- Hintistan, S., Nural, N., & Öztürk, H. (2009). Yoğun bakım ünitesinde yatan hastaların deneyimleri. *Yoğun Bakım Hemşireliği Dergisi*, 13(1), 40-46.
- Hweidi, I.M. (2007), Jordanian patients' perception of stressors in critical care units: a questionnaire survey. *International Journal of Nursing Studies*. 44 (2): 227- 235.
- İncekara, E. (2004), *Koroner yoğun bakım ünitesine başvuran uyku sorunları ve uyku sorunlarını etkileyen faktörlerin değerlendirilmesi*, Yüksek Lisans Tezi, Marmara Üniversitesi Sağlık Bilimleri Enstitüsü.
- Kabeloğlu V, Gül G. (2021). Covid-19 salgını sırasında uyku kalitesi ve ilişkili sosyal ve psikolojik faktörlerin araştırılması. *Journal of Turkish Sleep Medicine*, 2, 97-104.
- Kacaroglu, A., (2018), Kronik obstrüktif akciğer hastalarının uyku kalitesinin değerlendirilmesi. *DEUHFED*, 11 (1): 14-18.
- Kamdar, B.B., Needham, D.M., Collop, N.A. (2012), Sleep deprivation in critical illness: its role in physical and psychological recovery. *J Intensive Care Med*, 27 (2):97-111.
- Karakaş S. A, Gönültaş N, Okanlı A. (2017). Vardiyalı çalışan hemşirelerde uyku kalitesi, *Erciyes Üniversitesi Sağlık Bilimleri Fakültesi Dergisi*, 4(1), 17-26
- Karasar, N. (2011). *Bilimsel araştırma yöntemi*. Ankara: Nobel Yayınevi.
- Küçükardalı, Y., Solmazgül, E., Kaplan, M., Karataş, M., Musa Salmanoğlu, M., Çevir, S., & Sarı Gül, A. Ş. (2007). Dahiliye servisi ve yoğun bakım ünitesine yatan hastalarda nutrisyon riski taraması. *Yoğun Bakım Dergisi*, 7(2), 270-275.
- Özdel, O., & Uğurlu, T. T. (2016). Uyku bozukluğu genetiği. *Türkiye Klinikleri J Psychiatry-Special Topics*, 9(1), 88-91.
- Potter, P.A. & Perry, A.G. (2009), *Sleep in fundamentals of nursing*, Canada: Mosby.
- Stanik, J.A. (2003), Pain management in the critically ill. *Critical Care Nurse*, 23 (2), 99-103
- Şahin M, Köçkar Ç. (2018). Bir stresör olarak yoğun bakım. *Yaşam Becerileri Psikoloji Dergisi*, 2, 207-214.
- Taş, N.P. (2022). Effect of body weight on pain, sleep quality and depression in patients with primary fibromyalgia syndrome. *The Egyptian Rheumatologist*, 44(4), 339- 342.
- Tavşanlı, N.G. & Akgün, S. (2021). Gebeliğin başlangıcındaki kadınlarda uyku hijyeni eğitiminin uyku kalitesine etkisi. *International Anatolia Academic Online Journal Health Sciences*, 7(2), 93-108.
- Uğurlu, T. (2012). *Yoğun bakım ünitesinde yatan ve serviste takip edilen hastaların uyku kalitesi ve sorunlarının değerlendirilmesi*, Yüksek Lisans Tezi, Haliç Üniversitesi Sağlık Bilimleri Enstitüsü.
- Ülker, G. (2020). *Üçüncü basamak dahiliye yoğun bakım ünitesinde 2017-201 yılları arasında yatırılan hastaların retrospektif değerlendirilmesi*. Tıpta Uzmanlık Tezi, Eskişehir Osmangazi Üniversitesi Tıp Fakültesi.
- Xie L., Kang H., Xu Q., Chen MJ, Liao Y., Thiagarajan M., & Nedergaard M. (2013). Uyku, yetişkin beyninden metabolitlerin temizlenmesini sağlar. *Bilim*, 342, 373-377
- Yılmaz, E. (2006). *Kronik ağrılı hastalarda yaşam kalitesi*. Yüksek Lisans Tezi, İstanbul Üniversitesi Sağlık Bilimleri Enstitüsü. İstanbul.
- Zaybak, A., Çevik, K. (2015), yoğun bakım ünitesindeki stresörlerin hasta ve hemşireler tarafından algılanması. *Turkish Journal of Medical & Surgical Intensive Care Medicine/Dahili ve Cerrahi Bilimler Yoğun Bakım Dergisi*, 6(1).

INVESTIGATION OF THE RELATIONSHIP BETWEEN MOBBING APPLICATION AND WORK MOTIVATION IN NURSES

Gülzade HAYTA

200618005@std.akun.edu.tr

Yrd. Doç. Dr. Azmiye YINAL

azmiye.yinal@akun.edu.tr

ABSTRACT

This study aims to examine the effects of mobbing practices on work motivation of nurses working in public hospitals in TRNC. The study is based on a population of 861 nurses determined according to the TRNC Ministry of Health data. With the quota sampling method used, 266 nurses were interviewed and the data were collected using a questionnaire form including a form containing the personal information of the participants, the Mobbing Perception Scale and the Work Motivation Scale. As a result of the analyses, it was determined that mobbing practices that nurses were exposed to had a negative effect on their work motivation, especially in the subscales of relationship with coworkers, threats-harassment, job and career-related obstacles, and interventions in private life. The positive correlation between work engagement and work motivation was a remarkable finding. The results of this study suggest that the negative situations that nurses are exposed to in the workplace may affect their work motivation and that work engagement may alleviate these effects.

Keywords: Mobbing, Psychological violence, Workplace violence, Work motivation.

1. INTRODUCTION

1.1. Problem Status

Mobbing refers to attacks made by a person or a group of people, usually in a continuous and systematic way, with the aim of causing emotional, psychological, physical or social harm. Mobbing can occur in the workplace, school, society or other social environments (Tahtalıoğlu, 2023) . In the workplace context , mobbing refers to the situation where an employee is systematically targeted and mistreated by other employees, managers or the employer. Mobbing can take many different forms and includes emotional harassment, humiliation, verbal or physical attack, gossip spreading, exclusion and other negative behaviors (Bayer, 2023) .

of mobbing can be serious and can have a negative impact on the targeted person's health, work performance, general quality of life and emotional state. Mobbing can poison the working environment within the organization and reduce overall employee satisfaction. Mobbing has been addressed by legal regulations in many countries and policies are being created to prevent or combat such behavior in workplaces. Creating a healthy communication environment and a fair working environment in the workplace helps prevent mobbing (Yeşildal, 2005).

Mobbing stands out as a problem that causes significant effects, especially on healthcare workers. Research on this topic has shown that workplace violence has a significant impact on healthcare professionals, hospitals, and society (Nowrouzi, 2017). Incidents of mobbing have a negative impact on employee morale and can lead to a range of negative consequences. These consequences include factors such as workforce loss, dissatisfaction and burnout. These consequences, which negatively affect employees' job satisfaction, can negatively affect organizational performance by reducing work efficiency (Sun et al., 2019). As frequently emphasized in various studies, negative working conditions negatively affect the job satisfaction of healthcare professionals, especially those providing treatment and care services. Mobbing both reduces the quality of life of nurses by negatively affecting their physical and mental health, and can negatively affect the quality of health services by decreasing the performance of employees (Orhaner and Mutlu, 2018).

Mobbing in nurses is a term that refers to the negative behaviors they are exposed to in their work environments. Mobbing can include negative behavior such as constantly targeting, humiliating, harassing or ostracizing a person. Nurses are an important professional group working in the healthcare sector and may be exposed to mobbing due to factors such as intense work tempo, stress, and communication problems (Demir, 2021). Symptoms of mobbing in nurses may include emotional distress, low job satisfaction, loss of motivation, increased stress, poor performance and even professional burnout (Gül, 2022). Mobbing can negatively affect an individual's physical and psychological health and negatively affect job performance. Mobbing can significantly affect working relationships and professional quality of life among nurses. In the healthcare industry, team collaboration and harmony are critical to improving quality in patient care. Therefore, preventing and effectively managing mobbing is a critical issue in terms of health service delivery and nurses' quality of work life (Erdem, 2021).

The relationship between mobbing practice and work motivation in nurses examines the potential effects of negative interactions in the work environment on nurses' work motivation. Mobbing involves negative behaviors

such as being constantly targeted, humiliated, attacked or excluded. Work motivation refers to the level of energy, passion and commitment of employees regarding their work (Özkara and Köse , 2023).

Research shows that nurses' exposure to mobbing can have a negative impact on work motivation. Mobbing can negatively affect nurses' emotional and psychological health, increase stress levels and reduce job satisfaction (Tonkuş and Coşkun, 2021). These effects can negatively affect nurses' commitment and motivation to their jobs. High work motivation in nurses can contribute positively to quality patient care and health service delivery (Utangaç, 2020). Therefore, it is important for healthcare institutions to develop policies and practices that increase motivation for nurses. These efforts can increase the quality of general health services by increasing nurses' commitment to their profession (Metin and Kulakaç , 2022). Within the scope of this information, the problem statement that emerged in line with the main purpose of the research is: " What is the relationship between mobbing and work motivation of nurses working in the public hospital in TRNC?" It is defined as .

1. 2. Purpose and Importance of the Research

mobbing practices that nurses are exposed to on their work motivation within the scope of demographic variables. The research aims to understand the effects of these variables on work motivation by examining the relationships that may exist between nurses' demographic characteristics such as age, gender, education level, professional experience and the types of mobbing they are exposed to . In the context of demographic variables, the research includes analysis of demographic factors to understand whether mobbing occurs at different levels between young or inexperienced nurses and their more experienced colleagues . In addition, it aims to reveal the relationship between these variables and mobbing perception by evaluating the effects of factors such as gender and education level on the types of mobbing that nurses are exposed to.

The evaluation made in the context of the effect of mobbing on work motivation includes analyzing the possible negative effects of various dimensions of mobbing (for example, relations with colleagues, threats-harassment, work and career-related obstacles, interventions in private life) on work motivation. The findings aim to contribute to an in-depth understanding of the relationship between nurses' mobbing perceptions and work motivation.

1.2. Hypotheses

The hypotheses of the research are as follows.

H1 : There is a relationship between nurses' mobbing perceptions and work motivation .

H0 : There is no relationship between nurses' mobbing perceptions and work motivation .

H2 : Nurses' mobbing perceptions have an effect on work motivation .

H0 : Nurses' mobbing perceptions have no effect on work motivation .

1.3. Assumptions

It is assumed that research participants give their answers to the survey questions sincerely.

1.4. Limitations

Research;

- With research participants,
- With the scale questions used in the research,
- It is limited to nurses working at TRNC Nicosia Burhan Nalbantoğlu State Hospital.

1.5. Definitions

Mobbing : The concept of psychological harassment includes all kinds of behaviors such as maltreatment, threats, violence and humiliation systematically applied to individuals in the workplace by their superiors, equal employees or subordinates (Rüzgar , 2023) .

Work motivation: It is the process of motivating employees to work and convincing them that they will best satisfy their personal needs if they work efficiently in the organization (Özel and Yılmaz, 2023) .

2. THEORETICAL FRAMEWORK

2.1. Mobbing Concept and Definition

mob comes from the Latin mobile vulgus , meaning fickle crowds, and is used in English literature to mean bullying, harassment or harassment. In the United Kingdom , the act of intimidating or mistreating others is known as bullying. In Canada and the USA the same thing is often called harassment. Additionally, terms such as workplace trauma, employee abuse, bullies and petty bullying refer to mistreatment and inappropriate behavior in the workplace (Einarsen et al., 2020). Since mobbing is not fully defined in Turkish, it refers to intimidation, emotional or psychological harassment and workplace trauma. It refers to many different terms such as (Çobanoğlu, 2005).

Although there is no clear term for mobbing in Turkish, there is a terminology problem. Those who work on emotional violence usually explain the Turkish equivalent with expressions such as "psychological harassment at work" or "psychological terror at work" instead of using a single word. Tınaz (2008) stated that it is more appropriate to express this phenomenon in a few words rather than one. Aygün (2012), although he did not express this phenomenon exactly, said that the concepts of "Psychological Intimidation or Harassment" might be more appropriate. For this reason, uncertainty continues about the Turkish meaning of mobbing.

Mobbing can be understood as a type of bullying or harassment that occurs when a group of individuals consistently and systematically targets a specific individual with negative and harmful behavior. These behaviors can manifest as verbal abuse, social isolation, and even physical violence. Many recent studies have focused on mobbing, also called workplace bullying, shed light and revealed that mobbing is an aggressive, repetitive and group-oriented behavior pattern that results in the targeted individual being humiliated, excluded and attacked in the work environment (Tengilimoğlu et al., 2019).

The definitions in the literature clearly reveal that mobbing is not an isolated incident, but rather a continuous form of mistreatment. Therefore, the consequences experienced by the victim can be severe, including emotional distress, physical health problems, and work-related problems (Smith, 2023). It is the duty of companies to take proactive measures to combat mobbing and provide support to victims. By creating a safer and more respectful work environment, organizations can effectively reduce the harmful impact of mobbing on individuals and the overall functioning of the company. A comprehensive understanding of the concept of mobbing is crucial to identifying and addressing this problem in the workplace, thus playing a crucial role in its prevention (Jones, 2022).

2.2. Mobbing in the Health Sector

Mobbing constitutes an important risk factor in various professional fields, its prevalence is especially evident in the health sector (Kılıç et al., 2016). The unique characteristics of the healthcare sector, characterized by long working hours, harsh working conditions and lack of recreational opportunities, increase occupational hazards more than other professions. Healthcare institutions often witness numerous cases of verbal or physical aggression directed at healthcare professionals by patients, relatives or other individuals. Increasing mobbing cases in healthcare institutions can be attributed to multifaceted factors such as difficult working conditions, discriminatory practices among patients, high patient load, pricing problems, difficult shift schedules, and restrictions on devoting time to family and social pursuits in line with the busy working environment (Yiğitbaş and Deveci, 2011).

Consistently highlight the susceptibility of personnel in the healthcare sector to be exposed to mobbing, and nurses emerge as the most vulnerable group in this professional field. Nurses, who are the first and most frequently encountered healthcare professionals by patients, face a high risk of mobbing. Various factors that contribute to nurses' exposure to mobbing include factors that increase their vulnerability, such as not being compensated for their services, violation of their rights by other healthcare professionals, especially head nurses, being assigned to departments different from their designated roles, and constant interaction with patients (Karahana and Yılmaz, 2014).

There is a significant correlation between the prevalence of mobbing and the density of women in health institutions (Eroğlu and Solmaz, 2015). The consequences of working in environments characterized by high rates of mobbing are manifested in increased stress levels among nurses, resulting in a decrease in both their physical and psychological well-being. As a result, the capacity of nurses to fulfill their professional obligations decreases, which leads to a decrease in productivity and deterioration of institutional functioning (Arıcan, 2022).

Mobbing, a common problem in the healthcare sector, represents a challenging occupational, health and safety issue. The repercussions go beyond the victim and affect the broader social fabric. Proactive measures need to be taken to reduce the prevalence of mobbing; The most important of these is organizing comprehensive training and seminars for healthcare professionals. These initiatives should focus on equipping staff with skills such as problem and conflict resolution, stress management, anger management, and workplace violence prevention strategies (Karsavuran, 2014).

2.3. Business Motivation

The concept of motivation is not a new development, but rather came to the fore in organizational contexts during the Industrial Revolution. In the early days of the Industrial Revolution, the important physiological needs of workers and their families attracted the attention of bosses and managers who were directed to meet these needs (Şimşek et al., 2011). Workforce motivation studies have long been a prominent focus at both practical and theoretical levels. While managers accept motivation as a very important factor in the performance equation, academics who study organizational performance also see it as a fundamental element for effective management practices. It has consistently served as a primary tool for addressing turnover intentions and enhancing organizational performance, commitment, and creativity (Zhu et al., 2018).

Motivation is a concept that has been approached and defined in various ways, but the commonality between these definitions is its impact on people's behavior and the way it energizes individuals. Motivation can be viewed through the lenses of needs or expectations, actions, goals, and feedback. It plays a crucial role in shaping human behavior and directing individuals to achieve goals (Darrington and Howell, 2011). The issue of motivation is of great importance in organizational contexts. Managers, in particular, have the responsibility to encourage high levels of motivation among their employees to create an effective and efficient work environment. If employees are not motivated to accomplish their assigned tasks, the effectiveness of management efforts may be compromised. Therefore, understanding and using motivation is becoming a central aspect of organizational leadership and performance optimization (Froese et al., 2019).

3. METHOD

3.1. Research Method

This study was prepared as a quantitative research. Quantitative research is a type of research that objectifies the facts and expresses them observably, measurably and numerically. Research that is repeatable and objectively revealed through observation and measurement is known as quantitative, that is, "numerical" research (Büyükoztürk et al., 2013). Relational screening model was used in the research. The use of the relational screening model in the research provides a special analytical framework for understanding the relationship between the mobbing events that nurses are exposed to and their motivations. The relational screening model is a statistical model used to determine the relationships between variables (Karasar, 2015).

3.2. Population and Sample

The population of this study consists of nurses working in public hospitals in TRNC. According to TRNC Ministry of Health data, the total number of nurses is determined as 861. Quota sampling method was used in sample selection. Quota sampling method is a sampling technique used to ensure that subgroups with certain characteristics are represented in a research. This method creates a sample by selecting individuals belonging to certain categories (quota) in the population. These categories can often be based on demographic, socioeconomic or other specific characteristics (Büyükoztürk et al., 2013). In this context, 266 nurses were interviewed for the study.

3.3. Data Collection Tools

Research data was collected using a form containing personal information of the participants, a survey form containing the Mobbing Perception Scale and the Work Motivation Scale. This method aims to ask participants to provide both general information and specific information about mobbing perception and work motivation, which is the focus of the research.

Mobbing Scale

The Mobbing Scale is designed to evaluate individuals' relationships with their colleagues, exposure to physiological and psychological violence, work-related feedback efficiency, whether opinions are taken according to the individual's interests, and whether they are informed of changes at work. Evaluation is made on a 7 point scale from "Strongly agree 7" to "Strongly disagree 1". Higher scores, more mobbing while low scores indicate less exposure to mobbing behavior (Lalelioğlu et al., 2013). mobbing "Rotated Principal Component Analysis" technique was used to check the construct validity of the Scale. As a result of the analysis, 10 items were removed and the total number of items in the scale was reduced to 38. The Cronbach Alpha coefficient used to evaluate the reliability of the scale was calculated as 0.948.

Work Motivation Scale

Likert-type Work Motivation Scale developed by Engin and Çam (2016) aims to evaluate the work motivation level of nurses. Nurses receive a maximum of 75 points and a minimum of 25 points from the scale by giving "1" point for "strongly disagree", "2" points for "partially agree", and "3" points for "agree". High scores indicate high work motivation (Engin and Çam, 2016). Factor analysis was applied to evaluate the construct validity of the scale. Although nine factor groups stand out, a single-factor structure was accepted as the most appropriate solution by considering the slope graph analysis and factor loadings. The Cronbach alpha reliability coefficient of the scale was found to be 0.855, which showed high internal consistency (Engin and Çam, 2016). The internal consistency of nurses' responses to the Mobbing and Work Motivation scales was examined with the Cronbach Alpha test and was calculated as 0.949 for the Mobbing Scale and 0.761 for the Work Motivation Scale. This reliability analysis indicates that both scales have strong internal consistency. The use of these scales is suitable for reliably approximating the results obtained.

3.4 Analysis of Data

In the study, (SPSS) 28.0 software was used for statistical analysis of the nurses' responses to the survey forms. Frequency analyzes were performed for the distribution of the socio -demographic characteristics of the participants , and descriptive statistics were shown for the Mobbing Scale and Mobbing Scale scores. Within the scope of normality tests of nurses' Mobbing and Work Motivation Scale scores, the Kolmogorov-Smirnov test was performed and it was determined that the nurses' Mobbing Scale and Mobbing Scale scores did not show a normal distribution.

the Mobbing and Work Motivation Scale scores of the nurses included in the research did not comply with the normal distribution, non-parametric tests were used in the research. Mann Whitney (MWU) is used to compare Mobbing and Work Motivation Scale scores according to nurses' gender and education level, and to compare Mobbing Scale and Mobbing Scale scores according to age group, income, unit they work in and professional seniority. Kruskal Wallis (KWH) test was applied.

the Mobbing and Work Motivation Scale scores of the nurses in the study were examined with the Spearman test, and the predictive power of the Mobbing Scale scores on the Work Motivation Scale scores was examined with multivariate regression analysis.

4. FINDINGS

4.1. Demographic features

Table 1. Distribution of Socio -Demographic Characteristics of Nurses

	Dear)	Percentage (%)
Age		
18-26	48	18.05
27-35	50	18.80
36-44	99	37.22
45 years and above	69	25.94
Gender		
Male	68	25.56
Woman	198	74.44
Education status		
SML/ Associate Degree	28	10.53
Undergraduate/Graduate	238	89.47
Income		
Revenues are less than expenses	38	14.29
Revenues equal expenses	184	69.17
Income exceeds expenses	44	16.54
Unit		
Urgent	27	10,15
Surgical	57	21.43
Internal medicine	42	15.79
Pediatrics and children	37	13.91
Intensive care	61	22.93
Other	42	15.79
Year in Business		
5 years and below	70	26.32
6-11	46	17.29
12-17	65	24.44
18-23	44	16.54
24 years and above	41	15.41
Total	266	100.00

Table 3. shows the distribution of socio -demographic characteristics of the nurses participating in the study. According to Table 2, 18.05% of the nurses are 18-26 years old, 18.80% are 27-35 years old, 37.22% are 36-44 years old and 25.94% are 45 years old and over. In the age group, it was determined that 25.56% were male, 74.44% were female, 10.53% were SML/ associate degree graduates, and 89.47% were undergraduate/graduate graduates. 14.29% of the nurses have an income less than their expenses, 69.17% have an income equal to their expenses, 16.54% have an income more than their expenses, 10.15% have an emergency, 21.43% have a

surgery, 15% have a surgery. 79% of them were working in internal medicine, 13.91% were working in pediatrics, 22.93% were working in intensive care and 15.79% were working in other units, 26.32% were working for 5 years or less, 17.29% were working in other units. It was determined that 6-11 years of professional seniority existed, 24.44% had 12-17 years of professional seniority, 16.54% had 18-23 years of professional seniority and 15.41% had 24 years or more of professional seniority.

4.2. Findings Regarding Scale Scores

Table 2. Average Scores for Scales

	n	Cover. s	min	Max .	
Work Motivation Scale	266	49	4.97	40	65
Relationship with coworkers	266	2.68	1.02	one	4.88
Threat-harassment title	266	2.12	1.17	one	4.71
Work and career-related obstacles	266	3	0.99	1.25	4.88
Interventions in private life	266	2.63	1.21	one	7
work commitment	266	3.92	1.33	one	7

As a result of the analysis, the general average of the work motivation scale was determined as 4.97. The standard deviation was found to be 0.49, the minimum value was 4, and the maximum value was 5.65. Additionally, when focusing on the subscales of the scale, it is seen that the "Work Engagement" subscale has the highest mean (average: 3.92). Other sub-dimensions, " Relationships with Colleagues," "Threats-Harassment," "Interferences with Work and Career," and "Interferences with Private Life" also have averages of 2.68, 2.12, 3, and 2.63, respectively. These statistics provide an overview of employees' work motivation and the various factors that influence this motivation. In particular, high averages for job engagement indicate that employees feel a strong commitment to their jobs.

4.3. The Relationship Between Mobbing and Work Motivation

H1 : There is a relationship between nurses' mobbing perceptions and work motivation .

H0 : There is no relationship between nurses' mobbing perceptions and work motivation.

Table 8. Correlations between Nurses' Mobbing and Work Motivation Scale Scores

Mobbing Scale	Work Motivation Scale
	r -0.445
Relationship with coworkers	p 0.000*
	N 266
	r -0.411
Threat-harassment title	p 0.000*
	N 266
	r -0.510
Work and career-related obstacles	p 0.000*
	N 266
	r -0.294
Interventions in private life	p 0.000*
	N 266
	r 0.330
work commitment	p 0.000*
	N 266

the Mobbing Scale of the nurses included in the study , Relationship with Colleagues, Threat-harassment title, Work and career-related inhibitions, and Interventions in private life subscale scores, and the Work Motivation Scale scores ($p \leq 0, 05$). If the scores of nurses on the Mobbing Scale's Relationship with Colleagues, Threat-harassment title, Work and career-related interferences, and Interventions in private life subscales increase, their Work Motivation Scale scores decrease.

A statistically significant and positive correlation was determined between the nurses' Mobbing Scale and Work Engagement subscale scores and their Work Motivation Scale scores ($p \leq 0.05$). As nurses' Mobbing Scale and Work Engagement subscale scores increase, their Work Motivation Scale scores also increase.

4.4. The Effect of Mobbing on Work Motivation

H2 : Nurses' mobbing perceptions have an effect on work motivation .

H0 : Nurses' mobbing perceptions have no effect on work motivation.

Table 9. Examining the Prediction of Nurses' Mobbing Scale Scores on their Work Motivation Scale Scores (Regression Analysis)

	std . Be . B.	std . S.H.	std . Beta	t	p	F p	R2 - FlatR ²
(Still)	56.94	1.63		34,936	0.000*		
Relationship with coworkers	-1.62	0.45	-0.33	-3.625	0.000*		
Threat-harassment title	0.17	0.41	0.04	0.415	0.679	26,827	0.340
Work and career-related obstacles	-1.86	0.31	-0.37	-6.008	0.000*	0.000*	0.328
Interventions in private life	0.12	0.29	0.03	0.435	0.664		
work commitment	0.33	0.22	0.09	1,542	0.124		

* $p \leq 0.05$

Mobbing of Nurses The scores they received from the subscales Relationship with colleagues ($\beta = -0.33$; $p \leq 0.05$) and Work and career-related inhibitions ($\beta = -0.37$; $p \leq 0.05$) subscales were found to be related to their Work Motivation Scale scores. statistically significant and negatively predicted has been observed.

The Threat-harassment heading in the Mobbing Scale of the nurses participating in the study ($\beta = 0.04$; $p > 0.05$), Interventions in private life ($\beta = 0.03$; $p > 0.05$) and Work commitment ($\beta = 0.09$; $p > 0.05$) did not predict the Work Motivation Scale scores at a statistically significant level.

CONCLUSION AND RECOMMENDATIONS

the Mobbing Scale of the nurses included in the study and their Work Motivation Scale scores. The increase in the scores that nurses receive from these subscales under the Mobbing Scale shows that their Work Motivation Scale scores decrease. Additionally, a positive and statistically significant correlation was determined between nurses' Work Engagement subscale scores under the Mobbing Scale and their Work Motivation Scale scores. As nurses' Work Engagement subscale scores under the Mobbing Scale increase, their Work Motivation Scale scores also increase. It was observed that the scores of the nurses participating in the study from the Relationship with Colleagues and Work and Career-related Inhibitions subscales under the Mobbing Scale negatively and significantly predicted the Work Motivation Scale scores . However, no significant effect of the scores obtained from the Threat-harassment, Interventions in Private Life and Work Engagement subscales was detected in predicting the Work Motivation Scale scores.

that the mobbing that nurses are exposed to may negatively affect their work motivation, and especially obstacles related to relationships with colleagues and work career may be determining factors in this relationship. At the end of the research, the following recommendations were developed:

- It has been observed that obstacles related to relationships with colleagues and business career negatively affect work motivation. In this context, it is important to encourage healthy communication among employees and minimize career obstacles by organizing training and awareness programs to prevent mobbing within the company.
- Considering the positive relationship between job engagement and work motivation, programs can be developed within the company to increase employees' commitment to their jobs. These programs may focus on encouraging teamwork, strengthening employees' commitment to their jobs, and increasing their motivation.
- An effective mechanism should be established to monitor and resolve mobbing situations within the company . By establishing a system where employees can anonymously report mobbing situations, problems can be responded to quickly and effectively.
- In order to reduce work and career-related obstacles, programs that reward performance and support career development can be organized for employees within the company. These programs can strengthen employees' motivation and commitment to work.

REFERENCES

- Arıcan, S. (2022). *Klinik sorumlu hemşirelerinin liderlik tarzının hemşirelerin iş motivasyonuna etkisi: Şanlıurfa Harran Üniversitesi Hastanesi Örneği*. Yüksek Lisans Tezi, Harran Üniversitesi Sağlık Bilimleri Enstitüsü.
- Aygün, H. A. (2012). Psikolojik yıldırma (mobbing) üzerine nitel bir araştırma. Gümüşhane Üniversitesi, *Sosyal Bilimler Dergisi*, 5, 92-121.
- Bayer, N. (2023). Bibliometric analysis of mobbing and bullying research in nursing with scientific mapping technique. *Gevher Nesibe Journal Of Medical And Health Sciences*, 8(1), 152-162.
- Büyüköztürk, A. (2013). *Araştırma Yöntemleri*, İstanbul: Nobel Yayınları.
- Çobanoğlu, Ş. (2005). *Mobbing (yıldırma) nedir? Tanımı ve önemi. MOBBİNG işyerinde duygusal saldırı ve mücadele yöntemleri*, İstanbul: Timaş Yayınları.
- Darrington, J. W., & Howell, G. A. (2011). Motivation and incentives in relational contracts. *Journal of Financial Management of Property and Construction*, 16(1), 42-51.
- Demir, B. (2021). Mobbing olgusu ve sağlık kuruluşlarında hemşirelere yönelik mobbing. *Meyad Akademi*, 2(1), 84-108.
- Einarsen, S. (2020). Harassment and bullying at work: a review of the scandinavian approach. *Aggression and Violent Behavior*, 5(4), 391.
- Erdem, İ. (2021). Hemşirelerin yönetimsel sorunları: çalışan hemşireler üzerine bir araştırma. *Ahi Evran Üniversitesi Sosyal Bilimler Enstitüsü Dergisi*, 7(1), 151-162.
- Eroğlu E, Solmaz B. (2012). Örgütlerde işgörenlere yönelik mobbing (yıpranma) davranışları ve örgüt kültürü arasındaki ilişkinin belirlenmesi. *İstanbul Üniversitesi İletişim Fakültesi Dergisi*, (21), 143-153.
- Froese, F. J., Peltokorpi, V., Varma, A., & Hitotsuyanagi-Hansel, A. (2019). Merit-based rewards, job satisfaction and voluntary turnover: moderating effects of employee demographic characteristics. *British Journal of Management*, 30(3), 610-623.
- Gül, B. (2022). Sağlık kurumlarında mobbing etkileri: lisansüstü tezleri üzerine derleme. *Sağlık Hizmetlerinde Kuram Ve Uygulama Dergisi*, 2(3).
- Jones, S. (2022). Mobbing: a persistent form of mistreatment. *Journal of Organizational Psychology*, 27(2), 56-73.
- Karahan, A., & Yılmaz, H. (2014). Mobbing Ve Örgütsel Bağlılık İlişkisine Yönelik Bir Çalışma. *Yaşar Üniversitesi E-Dergisi*, 9(33).
- Karsavuran, S. (2014). Sağlık sektöründe tükenmişlik: ankara'daki sağlık bakanlığı hastaneleri yöneticilerinin tükenmişlik düzeyleri. *H.Ü İktisadi ve İdari Bilimler Fakültesi Dergisi*. 32(2): 133-165.
- Kılıç, R., & Keklik, B. (2016). Sağlık çalışanlarında iş yaşam kalitesi ve motivasyona etkisi üzerine bir araştırma. *Afyon Kocatepe Üniversitesi İktisadi ve İdari Bilimler Fakültesi Dergisi*, 14(2), 147-160.
- Metin, A., & Kulakaç, Ö. (2022). Sağlık çalışanlarında mobbing. *Samsun Sağlık Bilimleri Dergisi*, 7(1), 65-74.
- Nowrouzi, I., (2017). Effects of water soluble ions on wettability alteration and contact angle in smart and carbonated smart water injection process in oil reservoirs. *Journal of Molecular Liquids*, 244, 440-452.
- Orhaner, E., & Mutlu, S. (2018). Sağlık personelinin iş tatmininin motivasyon üzerine etkisi. *Uluslararası Sağlık Bilimleri Yönetimi ve Stratejileri Araştırma Dergisi*, 4(1), 74-93.
- Özel, E. T., & Yılmaz, A. (2023). İş motivasyonunun sanal kaytarma davranışı üzerindeki etkisi: kamu çalışanları örneği. *Selçuk Üniversitesi Sosyal Bilimler Meslek Yüksekokulu Dergisi*, 26(1), 111-128.
- Özkaraca, Z., & Köse, T. (2023). Sağlık çalışanlarının mobbing (yıldırma) yaşama düzeylerinin iş doyumuna etkisi. *Karya Journal of Health Science*, 4(2), 153-158.
- Rüzgar, N. (2023). Mobbing Perceptions of Academic Staff. *OPUS Journal of Society Research*, 20(51), 95-109.
- Smith, J. K. (2018). Mobbing as a tactic of dominance and authority: A review of the literature. *Journal of Workplace Bullying and Harassment*, 5(2), 89-102.
- Sun, B., Fu, L., Yan, C., Wang, Y., & Fan, L. (2022). Quality of work life and work engagement among nurses with standardised training: The mediating role of burnout and career identity. *Nurse Education in Practice*, 58, 103276.
- Şimşek, Ş., Akgemci, T., & Çelik, A. (2011). *Davranış bilimine giriş ve örgütlerde davranış*. Ankara: Gazi Kitabevi.
- Tahtaloğlu, H. (2023). Sağlık hizmet alanı çalışanlarının mobbing algıları: sistematik bir derleme. *MEYAD Akademi*, 4(2), 154-194.
- Tengilimoğlu, D., Zekioğlu, A., & Topçu, H. G. (2019). Sağlık çalışanlarının sağlıklı çalışma ortamına ilişkin algılarının incelenmesi. *ACU Sağlık Bil Derg*, 10(3), 455-463.
- Tınaz, P. (2008). *Mobbing: işyerinde psikolojik taciz*. İstanbul: Timaş Yayınları.
- Tonkuş, M. B., & Coşkun, A. (2021). Hemşirelik bölümü öğrencilerinin klinik uygulamada mobbinge maruz kalma durumlarının belirlenmesi. *Türk Hemşireler Derneği Dergisi*, 2(1), 15-26.
- Utangaç, B. (2020). Çalışma hayatında mobbing. *Journal Of Pure Social Sciences (Puresoc)-Pak Sosyal Bilimler Dergisi (Paksos)*, 1(1), 15-29.

Zhu, Y. Q., Gardner, D. G., & Chen, H. G. (2018). Relationships between work team climate, individual motivation, and creativity. *Journal of Management*, *44*(5), 2094–2115.

ISSUES OF STATIONARITY IN ECONOMIC QUANTITIES IN TIME SERIES

Mehpara ORUJOVA

Associate Professor,

"Economics and Statistics" Department,

Ph.D. in Economics, Azerbaijan Technical University (AzTU)

ABSTRACT

This article shows that in a digital environment, the analysis of primary information involves using various tools, methods, and procedures. It is noted that economic models are typically implemented over different months, quarters, or years and that, depending on the existence of a primary trend, time series can be divided into two groups: stationary and non-stationary. Autocorrelation functions are used when analyzing time series data. The cointegration of two existing time series is regarded as the presence of long-term mutual relationships between relevant indicators. From this, it becomes evident that short-term disruptions occur in these relationships, referred to as "equilibrium errors." It is also shown that conducting econometric analysis on economic issues is more efficient when applying modern computer software, including various program packages. **Econometric Views (EViews)** is one of the most widely used econometric software packages. This package is used for macroeconomic forecasting, modeling economic processes, analyzing scientific information, and handling financial issues. Most data analysis procedures within the EViews software package are carried out manually.

Keywords: statistical data, time series, economic processes, software packages, econometrics, economic models, function, processes, analysis.

INTRODUCTION

In a digital environment, the analysis of primary information involves the use of various tools, methods, and procedures. Time series, as one of the tools used in constructing econometric models, play a crucial role as the collection of observations of economic quantities at various points in time. As stated in the following source, "Any economic system incorporates a set of individual elements that reflect different aspects of its activity. To manage the system as a whole, it is necessary to clearly understand how each defining element will evolve separately. Therefore, the forecasting problems of time series, which reflect the dynamics of economic processes that are structural components of economic systems, are highly relevant" [1].

Economic models are typically implemented across different months, quarters, or years. Time series are categorized into two groups based on the presence of an underlying trend: stationary time series and non-stationary time series.

Stationarity is defined as the property of a variable remaining unchanged in certain characteristics over time. The interdependence of economic indicators and the reliance of current values on past values can disrupt the stationarity of variables. A weakly stationary time series is characterized by a mathematical expectation and variance that do not depend on time, with the autocorrelation function depending only on time differences. Such a process is considered a stationary time series in a broad sense, as it is defined by constant statistical characteristics such as the mean (expected value), variance (mean squared deviation), and covariance, which are independent of the time index.

For normal processes, weak stationarity does not equate to strict stationarity, and strong stationarity may be derived from weak stationarity in these processes.

A **strictly stationary series** refers to a time series where the joint distribution of m observations is independent of time shifts for any set of time points $y_{t+1}, y_{t+2}, \dots, y_{t+m}$ (for any given m). This can also be referred to as a narrowly stationary series. Strict or narrow stationarity is characterized by the most frequently used statistical properties: the mean does not depend on time, and the variance does not depend on time.

Let's now consider the main characteristics of trend stationarity.

A series is said to be trend-stationary if it is stationary with respect to a certain deterministic trend. In this context, the series Y_t , depending on a specific deterministic trend, belongs to the class of TS (Trend-Stationary) series if it meets the criteria of being stationary relative to that deterministic trend.

Trendless stationary series can also be classified under TS. If a time series meets the following conditions, it is considered an integrated series of order K :

- If the series is not stationary relative to a deterministic trend, it is not considered a TS series.
- Differentiating the series K times results in a stationary series.
- The series obtained after K differentiations is not considered a TS series.

If a series is integrated with order K , it is denoted as $I(K)Y_t \sim I(K)Y_t \sim I(K)$. In this case, $I(0)Y_t \sim I(0)Y_t \sim I(0)$ refers to a stationary series that does not result from differentiation, while the set of series integrated with different orders of differentiation represents the class of difference-stationary time series.

Of course, when econometric models are built on real statistical data, if the time series are characterized as DS (difference-stationary), the research is conducted based on first-order integrated series. Integration at levels $k=2k = 2k=2$ or higher can occur if the time series are short; however, errors may arise in determining the level of integration in such cases.

When it comes to the implications of non-stationarity and the increased risk of spurious regression, it is essential to verify the non-stationarity of economic indicators used in time series before analysis. The frequent use of non-stationarity verification suggests its ease of application. This verification is conducted using the Dickey-Fuller (DF) test, although many other tests are available. The DF test is simple and widely used, though it lacks a standard t-distribution, unlike the Student's t-test. Conducting analysis with constant changes helps address issues in non-stationary time series data, meaning that during verification, only information about changes, not levels, should be used.

As a result, verifying non-stationarity is crucial, given the increasing issues associated with including unstable variables in the model when analyzing past movements and future plans for economic indicators. Therefore, it is essential to exercise caution when drawing statistical conclusions based on time series analysis.

Spurious regression refers to obtaining incorrect results when using non-stationary time series in regression models. For this reason, it is crucial to verify whether the time series used in regression models are stationary.

The **cointegration model**, based on constructing a stationary model from non-stationary time series, is known as the Engle-Granger approach. This approach relies on several methods for testing the cointegration of time series:

- Applying the augmented Dickey-Fuller (ADF) test to check for the stochastic properties of random deviations and test the null hypothesis $\sim I(0) \sim I(0) \sim I(0)$.
- Applying the Durbin-Watson rule.

The cointegration of two existing time series is considered evidence of a long-term relationship between relevant indicators. From this, it becomes clear that short-term disruptions in these relationships occur, which are recognized as “equilibrium errors.”

Speaking of extended tests, the Dickey-Fuller test (DF test) is one of the tests used to detect the existence of a “unit root” in time series stationarity analysis. This test is most suitable for homoskedasticity and cases where random deviations in the tested model are not correlated.

If the Dickey-Fuller (DF) test detects only a single “unit root” but, upon further examination, reveals multiple “unit roots,” the test may yield incorrect verification results. In such cases, the issue can be resolved by using the time series test across levels—first, second, etc., differences—to determine the degree of integration in the time series.

The following points are particularly important in testing hypotheses for the stationarity of time series. Problems arise when various tests are used to verify the hypothesis for both stationarity processes of a time series, as:

- Tests often have low power, meaning the null hypothesis may not be rejected even when it is actually false.
- Theoretical conditions for auxiliary models in tests are often unmet.
- Even when the null hypothesis is valid, it may not be accepted.

These limitations are considered biases in the test's statistics. Autocorrelation functions are used in the analysis of time series.

As stated in the following source, “Using time series to identify the fractal properties and chaotic characteristics of dynamic systems at the regional level, computational algorithms, and software tools have been developed that enable the prediction of economic system behavior. By applying the modified Hurst method as one of the methods of nonlinear dynamics, the time series is completed for specific intervals, taking into account the time required for reliable forecasting” [2].

It is worth noting the application of software packages in regression analysis. The main task of regression analysis is to determine the form of dependency between variables. Econometric analysis of economic issues is more efficient with the use of modern computer programs, including various software packages.

Software packages are complete program units that operate independently without requiring additional components. These packages control the physical parts of a machine, enabling the components to work together seamlessly. Other terms for software include applications, programs, applets, program modules, procedures, scripts, and source code. Some software packages are pre-installed with a computer and essential for its operation. Others can be purchased separately or downloaded from the internet and added to a computer at any time.

It is important to consider that “time series forecasting based on retrospective data forms the basis for planning, managing, and optimizing production volumes of products. This problem is solved by creating a model that

adequately describes the studied process. The most commonly used models are autoregressive and neural network models, although their use is limited by the length of the time series" [3].

Econometric Views (EViews) is one of the most widely used econometric software packages. This package is utilized for macroeconomic forecasting, modeling economic processes, analyzing scientific information, and handling financial issues. The study of the application methods of this software package is of great importance, as EViews facilitates the investigation of broader issues in economic modeling. This software package allows for the development of econometric models of innovative product production in technology parks, experimental realization of econometric models in the EViews-7 software package, and the development of economic-mathematical models in technology parks.

Both EViews and Matlab allow data to be received and transferred in text, Microsoft Excel, and CSV formats, enabling integration between auxiliary files. After processing data in EViews, if necessary, the results can be transferred back to Matlab in a similar manner. The main Matlab program periodically loads EViews, giving it instructions in file format for processing, and transfers the programs and data in text file format. EViews then waits for Matlab to complete its work and continues processing upon receiving the results.

Unlike Matlab, the EViews package does not support ActiveX (COM) or data dynamic exchange (DDE) for inter-program interaction. However, both EViews and Matlab support receiving and transferring data in text, Microsoft Excel, CSV, and other formats. Therefore, it is considered appropriate to establish interactions between data in auxiliary files. When necessary, a portion of the data for further processing is transferred to the EViews program. The Matlab program, operating in dynamic mode, creates an ASCII file with the data text for processing. This data is then written to a text file specified in the EViews program. Most data analysis procedures in EViews are performed manually.

MS Excel is suitable for accountants, bankers, and others who work with large amounts of data in their daily activities. However, the capabilities of spreadsheets do not end here. With this program, it is possible to perform various operations on numbers and text, conduct complex calculations, and create charts and graphs by applying various function categories.

REFERENCES

- Zhuravleva L.V. "On Problems of Forecasting Time Series in Economics" // *Current Issues of Economic Sciences*. 2010. No. 14. URL: <https://cyberleninka.ru/article/n/o-problemah-prognozirovaniya-vremennyh-ryadov-v-ekonomike>
- Bystray G.P., Lykov I.A., Nikulina N.L. "Risk Assessment and Forecasting of Long-Term Economic Indicator Time Series" // *Economics of the Region*. 2012. No. 3. URL: <https://cyberleninka.ru/article/n/otsenka-riskov-i-prognozirovaniye-dlinnyh-vremennyh-ryadov-ekonomicheskikh-pokazateley>
- Barbashova E.V., Gaidamakina I.V., Polshakova N.V. "Forecasting in Short Time Series: Methodological and Methodical Aspects" // *Bulletin of OrelSAU*. 2020. No. 2 (83). URL: <https://cyberleninka.ru/article/n/prognozirovaniye-v-korotkih-vremennyh-ryadah-metodologicheskie-i-metodicheskie-aspekty>

KADININ GÜNDELİK HAYATI VE KENT MERKEZİNDEKİ ETKİLEŞİMLERİ ÜZERİNE BİR İNCELEME: ERZURUM ÖRNEĞİ

Sıla KINALI

Şehir Plancısı, Yüksek Lisans Öğrencisi,
Karadeniz Teknik Üniversitesi Şehir ve Bölge Planlama Bölümü
kinalisila268@gmail.com

Zeynep YILMAZ BAYRAM

Dr. Öğr. Üyesi,
Karadeniz Teknik Üniversitesi Şehir ve Bölge Planlama Bölümü,
zeynepyilmaz@ktu.edu.tr

ÖZET

Çağdaş coğrafya disiplininin en önemli terimi durumunda olan mekân, doğal ve yapılı çevreyi esas almaktan ziyade ‘sosyal mekânın’ üzerinden kavramsallaştırılır. Mekân, çeşitli eşitsizlik biçimlerinin ve ikiliklerin (karşıtlık kategorilerinden oluşan kadın-erkek, yoksul-zengin, siyah -beyaz, vb.) üretilip tanımlandığı toplumsal ilişkileri barındırır ve bunları her an yeniden üretir. Bu eşitsizliklere konu olan temel alanlardan biri de mekân ve toplumsal cinsiyet etkileşimidir. Günlük hayat pratiklerinde, toplumsal cinsiyet kavramı sosyal, kültürel, ekonomik ve mekânsal kısaca hayata dair tüm alanlarda karşımıza çıkmaktadır. Kentlerde cinsiyetçi pratiklerin yol açtığı sömürü, marjinalleştirme, güçsüzleştirme ve psikolojik baskı, mekânsal konularla etkileşim halindedir ve onlardan beslenir. Modern toplumsal hayatın organizasyonunun temelini oluşturan özel-kamusal ayrımı, kadın ve mekân etkileşiminin belirgin biçimde somutlaştırır. Kadınların kültürel normlara (eşlerine bağımlılığı, ev sorumlulukları, çocuk bakım yükümlülükleri, vb.) ve çevresel etkilere (ulaşım olanakları, emniyet ve güvenlik, ekonomik durum, mekânsal kısıtlılıklar, vb.) bağlı olarak mekânı kullanmada belirli kısıtlarla karşılaşmalar hipotezi bu araştırmanın çıkış noktasını oluşturmaktadır. Bu bağlamda çalışmada, kadın ve mekân etkileşimini açıklamak için kent planlama ve kentsel tasarım disiplinlerinde belirlenen mekânsal nitelikler çerçevesinde kadınların gündelik yaşamında kent merkezini deneyimlerken karşılaştıkları durumlar mekânsal ve sosyal boyutları ile açıklanmaya çalışılacaktır. Bunun için Erzurum ilinde 30 kadın ile nitel bir araştırma yapılmıştır.

Anahtar Kelimeler: Toplumsal cinsiyet, kent merkezi, erişim, kadının günlük hayat pratikleri

GİRİŞ

Çağdaş coğrafya disiplininin en önemli terimi durumunda olan mekân, doğal ve yapılı çevreyi esas almaktan ziyade ‘sosyal mekânın’ üzerinden kavramsallaştırılır. Mekân, çeşitli eşitsizlik biçimlerinin ve ikiliklerin (karşıtlık kategorilerinden oluşan kadın-erkek, yoksul-zengin, siyah-beyaz, vb.) üretilip tanımlandığı toplumsal ilişkileri barındırır ve bunları her an yeniden üretir. Bu eşitsizliklere konu olan temel alanlardan biri de mekân ve toplumsal cinsiyet etkileşimidir. Toplumsal cinsiyet biyolojik cinsiyetten bağımsız olarak toplumun kadına ve erkeğe yüklediği rollerle tanımlanır ve biyolojik temelli olmadığı için sonradan öğrenilmiş bir kavramdır. Dolayısıyla bu sonradan öğrenme zaman içerisinde değişebilir, gelişebilir. Bu bağlamda toplumsal cinsiyet kavramı coğrafi bir bakış açısı da sunmaktadır. Tüm dünyada yüzyıllardır tartışma konusu olan bu kavram kültürel, sosyal ve ekonomik boyutlarda karşımıza çıkarken aynı zamanda mekânsal boyutta da hayatımızda yerini almıştır. Mekânsal boyut “Kadının yeri evidir.” söylemiyle en küçük toplumsal birim olan aile ortamında karşımıza çıkar. Ardından mahalle ve kent ortamına kadar genişler. Bunun nedeni ise şehirlerin, içinde barındırdığı toplumun oluşturduğu ilişkilerin mekana yansıdığı yerler olarak karşımıza çıkıyor olmasıdır. Kadınlar ise geçmişten günümüze kentsel mekanı hep “tasdik edilmiş” mekanlar içerisinde deneyimlemişlerdir. 20. yüzyılın ortalarına gelindiğinde bile kadınlar için evden uzak ev olarak düşünülmüş “yarı-kamusal” alanlar tasarlanmıştı (Kern, 2020).

Kentleri ve kentsel değişimi anlamının başlangıç noktasını mekânsal yapıları üreten toplumsal ilişki ve süreçleri anlamak oluşturur. Bu bağlamda Akpınar vd.’nin (2009) belirttiği gibi mekân, toplumsal ilişkiler, kültür, değer ve normlardan bağımsız ve boş bir coğrafi öge değildir. Mekânın ilişkiselliği, onun bedenden küresel ölçüğe kadar tüm toplumsal ilişkiler için bir aksiyon alanı olmasıyla ilgilidir. Çağdaş coğrafya disiplininin en önemli terimi durumunda olan ‘mekân’, fiziksel /doğal çevre ile yapılı çevreyi esas almaktan ziyade ‘sosyal mekân’ın (Anthamatten ve Hazen, 2010) üzerinden kavramsallaştırılır. Mekân, çeşitli eşitsizlik biçimlerinin ve ikiliklerin (karşıtlık kategorilerinin) üretilip tanımlandığı toplumsal ilişkileri barındırır ve bunları yeniden üretir. Siyah-beyaz, yoksul-zengin, kır-kent, kadın-erkek ve özel-kamusal ayrımlarında olduğu gibi mekân, sosyal gruplar arasında inşa edilmiş olan, birbirine karşıt ikiliklere göre yapılanarak politikaların etkisini de barındırır. Knox ve Pinch (2006)’de çalışmalarında, mekân ve toplumsal cinsiyet arasındaki bu güçlü ilişkinin bir yansıması olarak kentsel sosyal coğrafya araştırmalarında yaygınlıkla konu edinilen özellikle kadın-erkek ayrımını üreten heteroseksüel erkek baskınlığını ve bunun oluşturduğu eşitsizlik biçimlerinin önemine dikkat çekmektedir.

1970’li yıllardan itibaren yükselen, Henri Lefebvre (1991), Manuel Castells (1972), David Harvey (1973) gibi isimlerin öncülük ettiği radikal kent kuramları “mekânı, toplumsal, ekonomik, politik ve ideolojik süreçlerden ayrı tutulamayacak toplumsal bir ürün olarak kavramsallaştırarak, kentsel alanda ve hizmetlerde cinsiyet eşitsizliğinin ve ayrımcılığının izlerini süren çalışmaların gelişmesine de zemin hazırlamışlardır. Radikal kent kuramlarının açtığı yoldan ilerleyen, ancak onların cinsiyet körlüğünü eleştiren feminist coğrafyacıların ve kent bilimcilerinin çalışmaları, kentsel deneyimi ataerkil cinsiyet normlarından ve güç ilişkilerinden bağımsız ve ayrı düşünmenin imkansızlığını vurgulamışlardır. Bu çalışmalar, bir yandan kent planlamalarının ve yönetimlerinin erkek egemen doğasını ifşa etmişler, diğer yandan da kentsel yaşama ve deneyimlere ilişkin mevcut yaklaşımları cinsiyet eşitsizliği bağlamında eleştirel analize tâbi tutmuşlardır. Bunu yaparak da kentsel mekânın yalnızca cinsiyet eşitsizliklerini yansıtmadığını aynı zamanda bu eşitsizlikleri de yeniden ürettiğini göstermişlerdir. Mekân tartışmalarıyla kadınların konumu meselesini birlikte ele alan ilk çalışmalar 1970’lerde ortaya çıksa da kent bilim, coğrafya ve kent planlaması gibi disiplinlerin toplumsal cinsiyet ilişkilerine eğilmeleri 1980’leri bulmuştur.

1980’lerde başlayan kentsel feminizm hareketleri, kadın sorunu ve mekânsal sorunları birlikte ele almıştır. Mekânsal sorunlar ile kastedilen çoğunlukla kentlerde cinsiyetçi pratiklerin yol açtığı sömürü, marjinalleştirme, güçsüzleştirme, kültürel emperyalizm ve psikolojik baskıdır. Sözelimi, kentte yaya dolaşmayı sorunsallaştıran şu sorular mekânsal sorunlara cinsiyetçi pratiklerin yol açtığını ortaya koyar: *Saat kaç? Sokakta kimler var? Neredeyiz? Kentte yaya olarak dolaşırken hangi aktörler ayırt edilir? Bebek arabasıyla yürüyen bir annenin kentteki hareketleri nasıl sınırlandırılmıştır?* Kadınların gündelik kentsel deneyimlerinin halen son derece toplumsal cinsiyet temelli olduğu şu sorular aracılığıyla açıklığa kavuşturulabilir: *“Neden bebek arabam tramvaya uymuyor? Neden kestirme yol çok tehlikeli olduğundan eve yarım kilometre daha fazla yürümek zorundayım?, G20 protestosunda tutuklanırsam çocuğumu kamptan kim alacak?”* Bu türden sorular kadınların kent alanında karşılaştığı kısıtlamaları ortaya koyar. Fiziksel kamusal alanın planlanmasında kadınların taleplerinin/ihtiyaçlarının göz ardı edilmesi, toplumsal cinsiyet rollerinin kadınlara yüklediği “çifte sorumluluk” ve kente ilişkin güvenlik sorunları ve şiddet bunlardan bazılarıdır. Feminist coğrafya bu sorunları görünür kılmak üzere cinsiyetçi süreçlerin toplumsal-mekânsal bağlamda çözümlenmesi sürecini başlatmıştır (Alkan, 2011).

Modern toplumsal hayatın organizasyonunun temelini oluşturan özel-kamusal ayrımı, kadın ve mekân etkileşiminin en belirgin biçimde somutlaştığı alanlardan birisidir. Bu ayrım, özellikle de kentsel ölçekte ele alındığı zaman, kadınların kentteki davranışlarını, pratiklerini ve aynı zamanda hareket alanlarının sosyo-mekânsal sınırlılıklarını açıklamaya imkan veren bir çerçeve sunar. Kadın ve erkeğin gündelik yaşamın kendilerine sunduğu fiziksel imkânları kullanma konusundaki eşitsiz ilişkilere tarihsel süreçte baktığımızda öncelikli olarak aile hayatının geleneksel unsurlarının günümüze nasıl taşındığı ile başlamak yerinde olacaktır. Bu açıdan baktığımızda Osmanlı toplumunda ailenin yaşam dünyasını kırdı köyün, kentte mahallenin belirlediğini söyleyebiliriz. Mahalle insanın içinde yaşadığı tipik hane biçimiye avlulu evdi. Avlulu evler, ev içi yaşamı dış dünyadan yalıtacak ve mahremiyeti en üst düzeye çıkaracak şekilde tasarlanmıştı. Bu yüzden avlulu evlerin pencereleri sokağa değil, avluya bakmaktaydı. Mahalleler, dar sokaklar ve dehlizler tarafından çevrelenmişti. Yerleşim alanları olarak kullanılan mekânların önemli bir kısmının mahremiyet endişesiyle inşa edilmiş avlulara ayrılması, sokağı haliyle daraltıyordu. Bu yerleşim alanlarının belirgin bir başka özelliği de çıkmaz sokakların fazla olmasıydı. Çağdaş kentlerde sokaklar, kentsel ulaşımı ve bütünleşmeyi sağlamak amacıyla insan akışını kolaylaştıracak şekilde tasarlanır. Bu yüzden sokakların birbirine bağlanması esastır. Oysa geleneksel yerleşim birimlerinde amaç insan akışını kolaylaştırmak değil, aile hayatının güvenlik ve mahremiyetini sağlamaktı (Hançer, 2021).

Kamusal denilen alan bütün kadınlar için belirli bir sınırlandırma barındırırken bazı kadınların bu sınırlandırmadan aldıkları pay daha fazladır. Sınıfsal aidiyet, inançlar, gelenekler, kültür ve benzeri unsurlar kadınların kamusal alan kullanımının süresini ve biçimini belirler. Tarihsel süreçte erkeklerin kamusal kadınların özel alanla ilişkilendirilmesi, kadınların mekânsal hareketliliğini sınırlamış, erkek egemenliğini sürdürerek kadınların kendilerini gerçekleştirmelerinin önünde bir engel ve eşitsizlik oluşturmuştur. Bu açıdan tıpkı kentin merkez-kenar (suburb) bölünmesi gibi feminist tartışmalar ve mekân ile ilişkisi bakımından feminist coğrafya tartışmaları, kamusal-özel mekân ayrımına karşı çıkar. Feminist kuram, kamusal-özel ayrımını, kadınların özel alanda maruz kaldığı baskı ve sömürüyü meşrulaştırması gerekçesiyle reddeder (Deniz, 2018).

Toplumların özel ve kamusal alanlardaki yaşantısıyla iç içe geçtiği toplumsal cinsiyet rejimi, kentleri evcillik ideolojisine göre biçimlendiren bir alt yapıya dönüştürerek mekânsal organizasyona yansımaktadır. Çağdaş kentler ve onları dönüştüren uygulamalar erkek-merkezli planlama-tasarımın bakış açılarıncı süregelmiş, toplumsal cinsiyet eşitsizliği tarafından şekillendirilmiş, büyük ölçüde erkek eseridir. İlk endüstriyel Avrupa ve Kuzey Amerika kentleri de konut alanları ile endüstri, ticaret ve yönetim alanları arasındaki net ayrımlar üzerinden inşa edilmiştir. Bu tür bir ayrımın kökeninde ise endüstri devriminde cinsiyet rolleri üzerine temellendirilen ve toplumsal cinsiyet eşitsizliğini kentsel mekâna taşıyan ideoloji yer almaktadır. Günümüzde feminist teori ve kent ilişkisine dair eleştiri geliştirmenin faydalı yönlerinden biri gittikçe büyüyen kentlerdeki eşitsiz yapılanmanın ve yaşamın taşıdığı sorunlara çözüm getirme potansiyelidir. Jarvis vd. (2009) bu konuya ilişkin araştırma gereksinimini *‘Feminist teorideki son gelişmeler kentsel yeniden yapılanmanın sosyal etkileşim*

ağlarını zayıflatıp zayıflatmadığı ya da ahlaki gözetim alanları olarak artan öneme tanık olup olmadığımız sorusuyla ilgili bir tartışma başlatmaktadır' cümlesiyle özetlemektedir. Gerçekten de bugünün kentlerinde konut alanları ve dolayısıyla özel mekân ile buradaki üretim ve tüketim pratikleri, kocalarının otoritesine tabi kalarak mümkün olduğunca en kadınsı ev kadınlığı becerilerini sergilemeleri beklenen eşitsiz bir alan olarak kadınlar için tasarlanmış ve mekânsal bakımdan ayrılmıştır. Hepimizin gündelik yaşamımızda tanık olabileceği gibi kentsel alanın üretiminin “*özel mekânın tüketici beklentisi ile ideal kadınlık normları çarkını çevirecek rekabete dayalı mekân tasarımına ve ev temizliğine ilişkin toplumsal ve kültürel normlardan yararlandığı*” gayet açıktır. Özel mekâna kadınlığın bir parçası ve görevi olarak yüklenen “*ev işinin hijyenden daha çok saygınlık izlenimi yaratmaya dönük*” olarak kurgulanması, mekânın özel kamusal ayrımının nasıl da toplumsal cinsiyet rejimiyle bağdaşık olduğunu anlamamızı sağlamaktadır (Dias , Blecha, 2007).

Feminist tartışmalar başlı başına kamusal-özel ayrımına karşı çıkarken, bu bölünmenin ideolojik boyutunu da çoğunlukla cinsiyete dayalı iş bölümü ile ilişkilendirmişlerdir. Buna göre tıpkı iktidar ilişkileri gibi mekân da cinsiyete dayalı iş bölümü üzerine kurulu erkek iktidarını sürdüren ideolojik bir ayrıma tekabül eder. Tarihsel süreçte cinsiyete dayalı iş bölümü ile kadınların ev içi rollerle sınırlandırılmaları, kamusal alan uzak tutulmalarını meşrulaştırmıştır. Feministler, kadınların gündelik yaşamda deneyimledikleri fiziksel tecrübeleri açığa çıkarmak ve bu yönde bir farkındalık oluşturmak ister. Feminizmin bu bağlamdaki temel eleştirisi, kadınların bedensel tecrübelerinin toplumsal normlar tarafından şekillendirildiğidir. Sözelimi hamilelik kadınlar açısından kamusal alandaki görünürlüklerinin açığa çıktığı bir deneyimdir. Toplumsal normlar tarafından kamusal alanı tecrübe edişleri kontrol edilen kadınların yeterince özgür olamadıkları görülür (Geniş, Akkırman, 2020).

Kentsel yaşamda kadınların deneyimlediği bir diğer sorun kent içi ulaşım yön veren ataerkil normlardır. Kadınların kenti kullanım hakları, ev içi sorumluluklar, işgücü piyasasındaki konumları ve kültürel normlar tarafından belirlenir. Nitekim hane içi gelir kaynaklarının eşitsiz dağılımı ya da gelirin kontrolünün erkekte olması kadınların kentteki hareketliliğini sınırlandıran nedenlerin başında gelir. Kent içi ulaşım-güzergâh ve zamanlamalar, fiyat tarifeleri ve bilgi ve yönlendirmeler- temelde sermayenin, yani çoğunlukla erkeklerin gereksinmelerine yanıt verecek şekilde planlanır. Bu bağlamda cinsiyetçi ulaşım örüntüleri, kadınların ihtiyaçlarını gözetmez ve dahası onların kamusal mekânı kullanmaları önünde engel oluşturur. Bunun yanında kadınların tek başlarına yolculuk yapmalarına izin verilmeyen kuralların varlığı da onların kent içindeki görünürlüklerini belirleyen ataerkil kontrol mekanizmalarının başında gelir. Kamusal alanda güvenlik sorunu kadınların emniyet ve korku hislerini pekiştiren bir diğer sorundur. Kadınlar kamusal alanda gece vakitlerinde dolaşmayı ve yabancıları tehdit olarak algılar. Onların, en çok korktukları suç, tecavüz suçudur. Cinsel taciz kadınların belirli saatlerde belirli yerlerde olmamaları gerektiği yönündeki normları pekiştirir ve hatta geleneksel cinsiyetçi rolleri yansıtan dil aracılığıyla cinsel saldırı kurbanı olan kadınların giyim tarzları üzerinden taciz ve şiddet normalleştirilmeye çalışılır. Kadınların korkusunun sosyal işlevi, onları kontrol etmek ve hayatlarını kısıtlamaktır. Kamusal alan kullanımını kısıtlayan güvenlik sorunu kadınların iş tercihlerini de şekillendirerek onları yardımsever cinsiyetçilik bağlamında koruyucu rol üstlenen erkeklere bağımlı kılar. Tüm bunlar kadınları evin özel alanına bağlayarak ve çekirdek aile kurumu içinde onları ev içi emekten sorumlu olduğu hetero-ataerkil kapitalist sistemi desteklemeye yarar (Miriöglü, 2020)

Bu kapsamda mekânsal düzenlemeler bir yandan cinsiyete dayalı kimliklerin açıklayıcı temsilleri olurken bir yandan da toplumsal cinsiyet kimliklerinin oluşumunda inşa edicidir. Konutlar, spor salonları, alışveriş merkezleri, tekel marketler, kamusal tuvaletler, parklar, ibadethaneler, kafeler, kiraathaneler, barlar, okullar, cadde ve sokaklar günlük yaşamın toplumsal cinsiyet ilişkilerinden bağımsız değildir. İbadethanelerde, kiraathanelerde, sokak aralarında, halı sahalarda, askeri alanlarda, eğlence mekânlarında, gündelik yaşamdaki erkek egemen kullanımlar, erkek olmaya ve kadın olmaya dair cinsiyet kimlikleri oluşturmaktadır. Bazı mekânların sadece erkekler ve bazılarının sadece kadınlar tarafından kullanılması, mekân kullanımında zamansal kısıtlılıklar gibi günlük tezahürler, cinsiyete dayalı kimlikleri inşa etmektedir. Daha eşit bir dünya için kadınların mekân kullanımının, mekânsal hareketliliğinin ve bu hareketliliği kısıtlayan nedenlerin anlaşılması gereklidir. Cinsiyetçi olmayan şehir -feminist şehir- kentin toplumsal cinsiyet normları üzerinden planlanmadığı ve yalnızca kadınların değil kentte yaşayan herkesin hayatını sınırlandırıp zorlaştıran engellerin aşıldığı şehirlerdir. Ataerkil/kapitalist normların, güvenlik ve ulaşım sorunlarının, kadınları eve bağlayan sebeplerin ve formel iş gücüne katılımlarının önündeki engellerin ortadan kaldırıldığı ve bunun için de öncelikle yerel siyaset düzeyinde toplumsal cinsiyet eşitliğine yönelik politikaların hayata geçirildiği şehirlerdir (Miriöglü, 2018).

Kent Ve Kent Merkezi Kavramları

Köy kavramının karşıtı olarak farklılıklara odaklanan Keleş (2017) kenti; “sürekli toplumsal gelişme içinde bulunan ve toplumun, yerleşme, barınma, gidiş-geliş, çalışma, dinlenme, eğlenme gibi gereksinmelerinin karşılandığı, pek az kimsenin tarımsal uğraşılarda bulunduğu, köylere bakarak nüfus yönünden daha yoğun olan ve küçük komşuluk birimlerinden oluşan yerleşme birimi” şeklinde tanımlar.

Kent merkezi kavramı ise kentsel ve merkezîyet kavramlarının birbirleriyle kurduğu bağdan oluşmuştur. Kentsel kavramı kentin yönetim organizasyonunun, nüfus yoğunluğu ile birlikte oluşturduğu özellikleri temsil eder. Kentsel alanlar, nüfus yoğunluğunun yönetiminin yapılabilmesi için ihtiyaç duyulan birimler ve ekonomik,

sosyal fonksiyonları barındırır. Bir kurumun veya bir fonksiyonun var olduğu yerler merkezîyet kazanmaya başlamaktadır. Başarılı ve sürekli merkezîyet çevredeki farklı büyüklükteki alanlara hizmet eden fonksiyonların gruplanmasına yol açar. Bu gruplama merkezde meydana gelir. Kentsel merkezîyet bir alanda toplanmış merkezî fonksiyonların fazlalığından oluşur. Nitelenen tüm hususlar esas olarak kent merkezinde ortaya çıkar. Bu bağlamda kent merkezleri gündüz nüfusu faaliyetlerinin ve yüz yüze iletişimin fazla olduğu, alınan kararların, yapılan işin ve yaratılan değerın yüksek olduğu, ulaşım, inşaat ve altyapı ağlarının yoğun olduğu, arazi değerlerinin en yüksek olduğu alanlar olarak tanımlanabilir (Keleş, 2011).

Bir kenti kent merkezlerine bakarak tanımlamak ve anlamak mümkündür. Kent merkezînin sınırları konut alanı, sanayi alanı, kentsel alanlar gibi net değildir. Başta ticaret fonksiyonları olmak üzere kişisel, profesyonel, ticari ve kurumsal hizmetlerin iç içe geçtiği alanlardır. Bu etmenler nedeniyle kent merkezlerine konut dışı fonksiyonların yoğunlaştığı alan anlamıyla merkezî iş alanı demek ve bu alanın sınırlarını parsel/bina oranı, ulaşılabilirlik gibi etmenlerle kentsel mekanın özelliklerini dikkate alarak çizmek daha doğrudur. Benzer şekilde söz konusu sınırlar gündelik hayat pratikleri temelinde cinsiyet rollerine göre de farklılıklar gözetebilir. Kent merkezînin temel ihtiyaçların tamamına cevap verebilecek nitelikte olması kadının hayatında önem arz etmektedir. Kadın ve erkeğin cinsiyet rollerine ve gündelik hayat pratiklerini etkileyen diğer etmenlere bağlı olarak kent merkezîni kullanım şekli ve kullanım alanı da çeşitlilik göstermektedir (Solmaz, 2021).

Amaç

Kentsel mekanda kullanım açısından karşılaşılan zorlukları anlamadaki en önemli araç, kenti kadınların günlük kullanım pratikleri üzerinden bilmekten geçmektedir. Günlük kullanım pratikleri kentsel mekan ile doğrudan ilişkilidir. Aile biriminin temel yaşam alanı olan “ev” dışına çıkınca kent tüm kullanıcıların ikinci evidir. Bu kapsamda kentin, tüm kullanıcı gruplarının ihtiyaçlarına cevap vermesi gerekmektedir. Bu çalışma ise gündelik ilişkiler çerçevesinde ataerkil tutumların, kadınların kentsel mekânsal hareketliliği ile ilişkisine odaklanmıştır. Çalışmanın odaklandığı temel problem, mekânın cinsiyet temelinde eşitsiz kullanımınıdır. Bu bağlamda çalışma, belirli parametreler üzerinden kadınların gündelik yaşamda kenti deneyimlerken karşılaştığı kısıtlamalar ve zorlukları tespit etmek için mekânsal analiz çalışmaları ve çıktıları elde etmeyi amaçlamaktadır. Kadınlar kültürel etkilere (eşlerine bağlı olma durumları, ev sorumlulukları, çocuk bakma yükümlülükleri vb.) ve çevresel etkilere (ulaşım zorlukları, güvenliksiz ortamlar, dışarı çıkmanın pahalı olması, mekanın sunduğu zorluklar vb) bağlı olarak mekânı kullanmada belirli kısıtlamalara tabidir hipotezi araştırma kapsamında değerlendirilecektir.

YÖNTEM

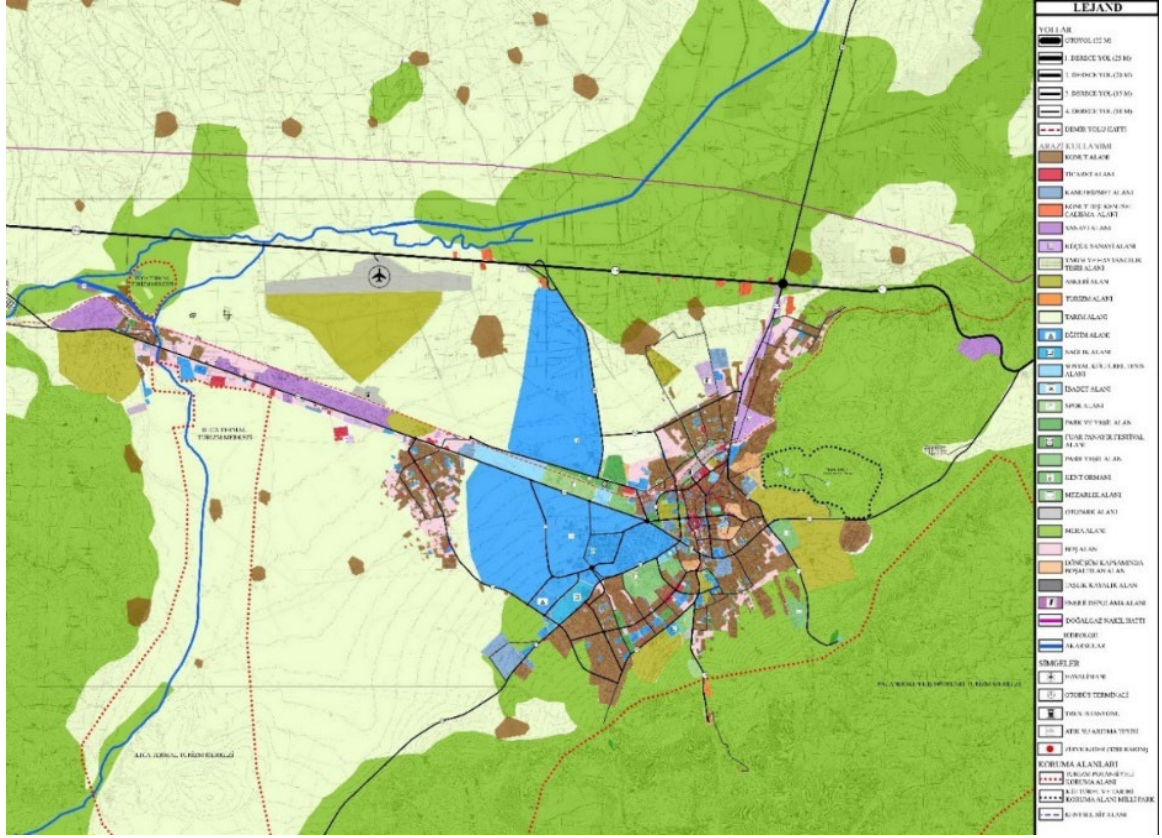
Araştırmanın temel yöntemi nitel yöntem, veri toplama yöntemi ise yarı yapılandırılmış görüşmedir. Görüşmeler ise 2023 yılının Kasım ayı içerisinde yer alan iki hafta boyunca yapılmıştır. Çalışma Erzurum ilinde yürütülmüştür. Çalışma kapsamında kadınların kenti nasıl kullandıkları, kenti nasıl algıladıkları, kenti kullanırken yaşadıkları zorluklar tespit edilmeye çalışılacaktır. Çalışma için görüşülecek kişiler yaş, eğitim, medeni hal, çalışma durumu, çocuk sahipliliği gibi kriterler göz önünde bulundurularak ve farklı kültürel ve kişisel değerlere, farklı yaşam tarzlarına ve farklı ekonomik koşullara dayanarak seçilmiştir. Çalışma boyunca iki haftayı kapsayacak şekilde katılımcılarla detaylı anlatım ve soru-cevap yoluyla gündelik hayat pratikleri hakkında detaylı görüşmeler yaptım. Katılımcıların gündelik hayat pratiklerini anlattıkları süre boyunca çözüm sürecinde gözden kaçan bir şey olmaması için görüşmeler kayıt altına alınmıştır. Araştırma soruları “mekan”, “ulaşım”, “zaman” ve “mekânsal kısıtlılıklar” ana başlıklarına dayandırılarak oluşturulmuştur. Literatür taraması ve daha önceden bu konu hakkında yürütülmüş diğer çalışmalar incelenmiş olup, bu bağlamda araştırma soruları ise yine günlük hayat pratiklerine odaklanarak oluşturulmuştur:

- I. Kent merkezinde en çok tercih ettiğiniz alanlar nelerdir ve buraları neden tercih ediyorsunuz?
- II. Kent merkezine erişim için tercih ettiğiniz ulaşım türleri nelerdir ve neden bunları tercih ediyorsunuz?
- III. Kent merkezini en çok hangi zaman aralığında kullanıyorsunuz? Neden bu saatleri tercih ediyorsunuz?
- IV. Kent merkezini bir kadın olarak deneyimlerken karşılaştığınız zorluklar var mı? Varsa ne gibi zorluklarla karşılaşıyorsunuz?

Çalışma Alanı

Doğu Anadolu Bölgesi'nin kuzeydoğu kesiminde yer alan Erzurum ili, 25.066 km² lik alanıyla bu bölgenin en büyük, Türkiye'nin ise dördüncü büyük ilidir. İlin deniz seviyesinden yüksekliği 1859 m'dir. Merkez ilçesinin alanı 5892 ha ile ülke topraklarının % 3,2' sini kaplayan il, 39 10'-40 57' kuzey enlemleri ve 40 15'-42 35' doğu boylamları üzerinde bulunur.

Erzurum il merkezî genel arazi kullanımları incelendiğinde kent merkezinde yer alan ticaret fonksiyonları konut alanları ile çevrelenmiştir. Kent merkezînin batısında Atatürk Üniversitesi'nin yerleşkesi, kuzey-batısında ise Erzurum Teknik Üniversitesi'nin yerleşkesi bulunmaktadır. Söz konusu yerleşkeler ise meskun alanların yaklaşık %36.9'luk kısmını oluşturmaktadır. Atatürk Üniversitesi'nin batısında konut bölgesi, konut bölgesinin batısında ise organize sanayi bölgesi yer almaktadır. Erzurum Teknik Üniversitesi'nin kuzey-batısında ise otogar ve havalimanı yer alırken kent merkezînin güneyinde ise Palandöken Kayak Merkezi yer almaktadır (Şekil 1).



Şekil 1: Erzurum Arazi Kullanımı (Anonim, 2020)

BULGULAR VE DEĞERLENDİRME

Çalışmaya Erzurum ilinde ikamet eden toplam 30 kişi katılmıştır. Katılımcılar evli (15), bekar (15), çocuklu (9), çalışan (14), çalışmayan (16), öğrenci (8) ve hamile (5) kategorilerden toplam 30 kadındır. %50'sini evli kişilerin oluşturduğu katılımcılardan 9 kişinin çocuğu vardır. Yaşları 21 ile 62 yaş arasında değişen bu katılımcıların sahip olduğu en düşük eğitim düzeyi lise mezuniyetidir. Katılımcıların 6 değişken kapsamında genel özellikleri Şekil 2'de belirtilmiştir.

DEĞİŞKEN		N	%
Yaş	21-25	9	30
	25-29	8	26.6
	30-39	4	13.3
	40-49	3	10
	50-62	6	20
Medeni Durum	Evli	15	50
	Bekar	15	50
Çocuk Sahipliği	Var	9	30
	Yok	21	70
Hamilelik Durumu	Var	5	16.6
	Yok	25	83.3
Eğitim Durumları	Lise Mezunu	12	40
	Üniversite Mezunu	10	33.3
	Üniversite Öğrencisi	4	13.3
	Yüksek Lisans Öğrencisi	4	13.3
Çalışma Durumu	Çalışıyor	14	46.6
	Çalışmıyor	16	53.3

Şekil 2: Katılımcıların genel özellikleri (Yazarlar tarafından oluşturulmuştur.)

Katılımcıların mekan kullanımına yönelik tercihleri ve bunun nedenlerini belirlemek adına hazırlanan araştırma sorusu - I ve gelen cevaplar Şekil 3 'te gösterilmiştir. Tercih ettikleri mekanları tercih nedenleri ile

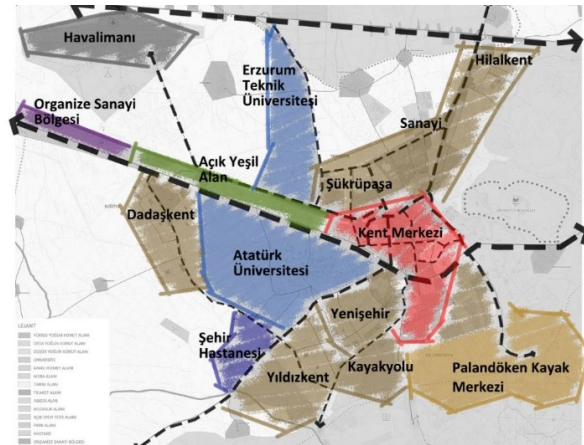
beraber belirten kullanıcılar aynı soru için mekanların itici faktörlerinden de bahsetmiştir. Bu olumsuz nedenler ise araştırma sorusu – I(A) başlığı altında değerlendirilmiştir. Mekanların tercih edilmesine rağmen olumsuz faktörler ise Şekil 6’da gösterilmiştir.

Kent merkezinde en çok tercih ettiğiniz alanlar nerelerdir ve buraları neden tercih ediyorsunuz?	Tercih Edilen Mekanlar	N	%	Tercih Edilme Nedenleri (Örnek Cümleler)
	Cumhuriyet Caddesi	30	100	
Terminal Caddesi	21	70		<ul style="list-style-type: none"> - "Üniversiteye yakın ve gece geç vakitlere kadar canlı ve işlek bir mekan oluyor." - "Aydınlatma açısından hiçbir problem yaşamıyorum." - "Alışveriş merkezi olduğu için çocuğumla beraber rahat vakit geçirebiliyorum." - "Diğer konumlara göre daha fazla mekan çeşitliliği sağlıyor."
Üniversite	9	30		<ul style="list-style-type: none"> - "Şehir merkezi ve okuluma çok yakın olduğu için araca ihtiyaç duymuyorum." - "Geç vakitlere kadar işlek ve aydınlık oluyor." - "Sürekli sosyal etkinlikler ve ücretsiz ring servisleri bulunuyor ve yaya öncelikli olması yürüyüş açısından konfor sağlıyor."
Yıldızkent	3	10		<ul style="list-style-type: none"> - "Şehir merkezi ve terminal caddesine göre mekanlar daha az kalabalık oluyor." - "Erzurum'un en büyük hastanesi burada bulunuyor ve toplu taşıma ile de kolay erişim sağlanıyor." - "Daha geniş ve planlı yollar ve park alanları var."
Kayakyolu	2	6.6		<ul style="list-style-type: none"> - "Sadece aile bireylerimi ziyaret etmek için kullanıyorum"

Şekil 3: Kullanımda en çok tercih edilen mekanlar ve nedenleri (Yazarlar tarafından oluşturulmuştur.)

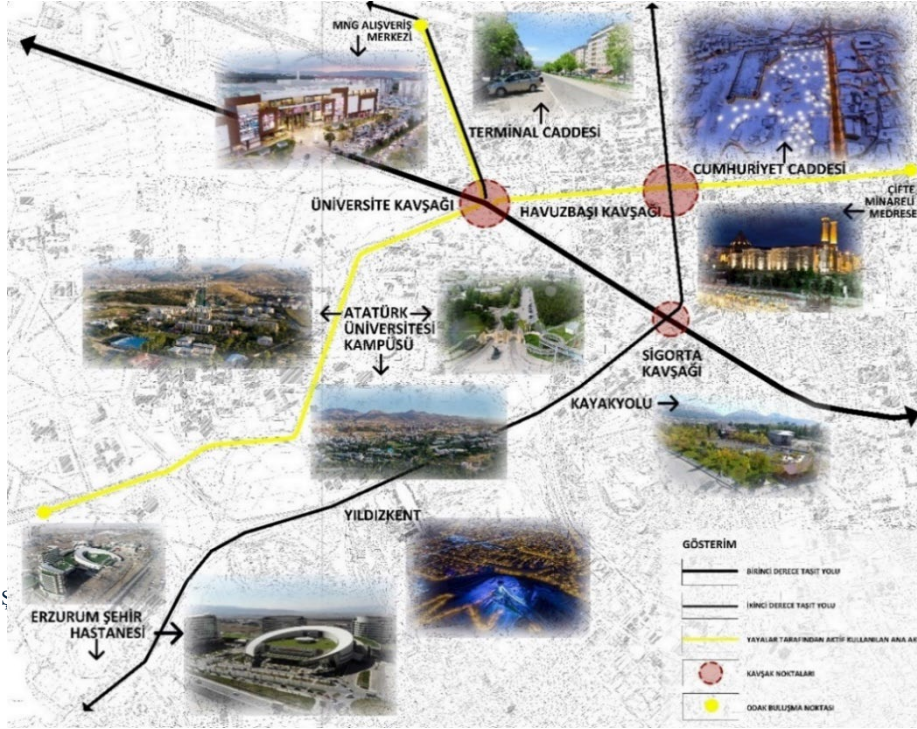
Kentsel mekanda en çok tercih edilen mekanlar genellikle Erzurum kent merkezi ve yakın çevresidir. Cumhuriyet Caddesi'nin tüm kullanıcılar tarafından cevap olarak verilmesinin ana nedeni kent merkezinde yer alıyor olmasıdır. Buna ek olarak her yaş grubundan çeşitli kullanıcıların ihtiyaçlarına cevap verebilecek fonksiyon çeşitliliğine sahip olan bir alan olmasıdır. Terminal Caddesi ise yine kent merkezine yakınlığı, alışveriş merkezinin yer alması, üniversiteye yakınlığı ve kafe sayısının fazla olması nedeniyle %70 oranında katılımcılar (N: 21) tarafından tercih edilmektedir. Atatürk Üniversitesi kampüsü alanı ise yine kent merkezine yakınlığı, açık yeşil alan sunuyor olması, alan içerisinde bisiklet ve yürüyüş yollarının varlığı nedeniyle tercih edilmiştir. Kayakyolu semti sadece aile bağlarından kaynaklı tercih edilen bir mekan iken Yıldızkent semti ise hastaneye yakınlığı, üniversiteye yakınlığı ve Terminal/Cumhuriyet Caddelerine göre daha sakin olması nedeniyle tercih edilmektedir. Söz konusu mekanların kent bütünü kapsamında kavramsallaştırılmış alanlar analizi ve fotoğraflı alan analizi Şekil 4 ve Şekil 5'te gösterilmiştir.

Şekil 4'te Erzurum kentinin ana ulaşım aksları belirtilmiştir. Buna ek olarak yarı yapılandırılmış görüşmelerde katılımcılar tarafından tercih edilen mekanlar ve çevresi Erzurum kent bütünü kapsamında belirtilmiştir. Konut alanlarının buldukları semtler noktasal olarak kesin sınırları ile belirtilmemiş olup kavramsallaştırılmıştır. Semtlerin isimleri ile beraber haritalaştırılmasının nedeni ise görüşmelerde katılımcılar tarafından bahsediliyor olmasıdır.



Şekil 4: Kent bütünü kapsamında semtlerin kavramsallaştırılmış alanlar analizi (Yazarlar tarafından oluşturulmuştur.)

Şekil 5'te fotoğraflı alan analizi kent bütününde yapılmamış olup, katılımcıların tercih ettiği mekanlara yönelik yapılmıştır. Kavşaklar, yollar ve bazı buluşma/odak noktaları (Çifte Minareli Medrese, MNG Alışveriş Merkezi) noktasal olarak gösterilmiştir. Yaya aksı olarak belirtilen sarı çizgi katılımcıların tercihlerine göre çizilmiştir. Bahsi geçen yaya aksı ise Cumhuriyet Caddesi, Terminal Caddesi ve Atatürk Üniversitesi Kampüsü yürüyüş/yaya yollarını kapsamaktadır.



Şekil 6'da belirtildiği gibi görüşmedeki katılımcıların cevapları kullanım açısından en sık tercih edilen mekanları göstermekle beraber aynı zamanda tercih edilen mekanların tamamen kullanıma uygunluğu ya da nitelikli alanlar sunması nedenleriyle seçilmediğini de göstermiştir. Her katılımcı mutlaka tercihini etkileyen nedenler arasında olumsuz görüşte belirtmiştir. Olumsuz nedenlere bakınca katılımcıların görüşleri genellikle mekânsal kullanımına (otopark sıkıntısı, park alanı eksikliği, denetimsiz trafik, sosyal alan eksikliği, bisiklet ve yaya yolu eksikliği) yöneliktir. Bu durum kentin, kent sakinlerine yeteri kadar alternatif sunmadığı eleştirisini ortaya çıkarabilir.

Katılımcıların kent merkezi ile ilgili olumsuz deneyimleri	Tercih Edilen Mekanlar	N	%	Tercih Edilen Mekanlara İlişkin Olumsuz Deneyimler (Örnek Cümleler)
	Cumhuriyet Caddesi	30	100	- "Park alanı bulmak açısından büyük sıkıntı yaşıyoruz." - "Yeterli otopark alanı yok." - "Çatılar kış koşullarına göre yapılmadığı için sürekli kar ve buz düşme tehlikesi var." - "Yeteri kadar açık ve yeşil alan yok. Çocuklar için ise oyun alanı yok." - "Ana cadde harici diğer caddelerde kaldırımlar işgal ediliyor ve kullanımı zorluyor. Özellikle kaldırımlar kahvehaneler tarafından kullanıldığı için araç yolundan yürümek zorunda kalıyorum."
Terminal Caddesi	21	70	- "Ücretsiz park alanı bulmak açısından büyük sıkıntı yaşıyoruz." - "Yeterli otopark alanı yok. Herkes AVM otoparkını kullandığı için orada sıklıkla meydana geliyor." - "Tek ana yol olduğu için yoğun trafik oluyor ve kadın sürücülere saygısız davranışlarda bulunuyorlar."	
Üniversite	9	30	- "Üniversite giriş kartına sahip olmayan kullanıcılar için yeteri kadar araç park alanı bulunmuyor." - "Bisiklet ve yürüyüş yolları sürekliliğini kaybediyor ve bazı alanlarda yeteri kadar ışıklandırma mevcut değil."	
Kayakyolu	2	6.6	- "Hiç sosyal alan yok." - "Sosyal ihtiyaçları karşılayan herhangi bir donanım olmadığı için sadece aile ilişkilerinden dolayı kullanılan bir alan oluyor." - "Semtin iç kısımlarında trafik lambası olmadığı için denetimsiz bir trafik var. Bu durum kontrolsüz ve"	
Yıldızkent	3	10	- Olumsuz görüş belirtilmemiştir.	

Şekil 6: Kullanıcıların tercih ettikleri mekanlara yönelik olumsuz deneyimleri (Yazarlar tarafından oluşturulmuştur.)

Şekil 7' de araştırma sorusu - II mekânsal hareketliliği sağlamak amacıyla katılımcıların tercih ettiği ulaşım türlerine ve tercihlerini etkileyen nedenlere odaklanmıştır. Görüşmelerde özel araç, otobüs ve minibüs dışında başka bir ulaşım aracı tercihler arasında yer almamıştır. Alınan cevaplar doğrultusunda tercihler birincil ve ikincil tercih olarak kategorize edilmiştir.

Birincil tercihlerde en sık tercih edilen ulaşım türü özel araçtır. Sıralama otobüs ve minibüs şeklinde devam etmektedir. Özel aracın tercih sebepleri arasında zaman tasarrufu, konforlu yolculuk, güzergaha bağımlı olmama ve istenilen saatlerde kullanabilme gibi faydalar varken aynı zamanda katılımcılardan bazıları ise eşlerine bağımlı olmamak adına özel aracı ikincil tercih olarak belirtmiştir.

Otobüs birincil tercihlerde ikinci sıradadır. Nedenleri arasında araçların özellikle bebekli kadınlar için daha geniş alan sunması, minibüse kıyasla kentin ara sokaklarına daha çok girmesi, daha çok durak sayısına sahip olması ve akıllı ulaşım kartları sayesinde daha ekonomik olması sayılabilir. Ayrıca eşlerine bağımlı olmak istemeyen kadınlar tarafından da (bir yere gidebilmek için eşinin iş çıkışı saatini beklemek, ehliyet sahibi olmadığı için ya da olsa dahi özel araçlarının sürekli eşinde olması vb.) sıkça tercih edilen bir ulaşım türüdür. Birincil tercihlerin sonuncusu ise minibüstür. Tercih edilme nedenleri arasında otobüse göre sık sefer sayısına sahip olması, hızlı olması, daha geç saatlere kadar seferlerine devam etmesi ve araç sahibi olmayanlar için otobüs olmadığı zaman dilimlerinde taksilere göre daha ucuz bir ulaşım türü olması sayılabilirken, bazı katılımcılar ise küçük araçlar olması, daha çok erkek kullanıcılar tarafından tercih edilmesi ve konfor alanının olmaması gibi faktörleri itici nedenler arasında belirtmiştir.

Kent merkezinde tercih ettiğiniz ulaşım türleri nelerdir ve neden bunları tercih ediyorsunuz?	Tercih Edilen Ulaşım Türleri		I. TERCİH		II. TERCİH		Tercih Edilme Nedenleri (Örnek Cümleler)
			N	%	N	%	
Özel Araç			13	43.3	7	23.3	<ul style="list-style-type: none"> - " Zaman açısından tasarruf etmemi sağlıyor." - " Daha rahat ve konforlu ulaşım sağlayabiliyorum." - " Herhangi bir güzergaha ya da saate bağımlı olmuyorum. " - " Kentte daha aktif hareket edebiliyorum ve araç sahipliği dışarıya çıkma konusunda itici sebep oluyor." - " Daha sık sefer sayısına sahip olduğu için durakta geçirdiğim vakit azalıyor." - " Minibüslere göre araçları büyük olduğu için konforu nispeten daha iyi oluyor." - " Akıllı ulaşım kartlarına sahip olduğum için minibüslere göre daha ekonomik oluyor." - " Hamile ve engellilere yönelik uygulamalar kent genelinde az ve bu otobüsler açısından da öyle fakat yinede minibüslere göre alan geniş olduğu için yinede daha rahat olabiliyor." - " Belirli hizmet saatleri içerisinde istediğim her an her yere ulaşabiliyorum, eşime ve saatlerine bir bağlılığım olmuyor, bundan dolayı tercih ediyorum." - " Sık sefer sayısına sahipler." - " Minibüsler daha çok an ahatlar üzerinden hareket ettiği için otobüslere göre daha hızlı ulaşım sağlayabiliyorum." - " Daha geç saatlere kadar seferleri devam ediyor." - " Tercihen otobüsün geç geldiği ya da dolu geldiği zaman hızlı ve ucuz ulaşım alternatifi sağlıyor."
Otobüs			12	40	12	40	
Minibüs			5	16.6	11	36.6	

Şekil 7: Kentsel Hareketlilik İçin Tercih Edilen Ulaşım Türleri (Yazarlar tarafından oluşturulmuştur.)

Görüşmeler herhangi bir saat aralığına referans verilmeden müdahale edilmeksizin yürütülmüştür. Saat aralıkları belirlenirken görüşmelerde belirtilen en erken ve en geç saat referans alınmıştır. Başlangıç ve bitiş saatleri arasındaki gruplandırma ise görüşmelere göre yazarlar tarafından tablo yapılırken oluşturulmuştur.

Şekil 8'de yer alan saat aralığındaki ilk grup mesai ya da okul saatine göre başlayıp öğle arası da dahil olan zaman dilimini kapsar ki bu, katılımcılar tarafından en az tercih edilen zaman aralığıdır. Tercih edilme nedenleri arasında ise çocuğunu okula götürmek ya da az kalabalık olmasından dolayı hastane ve sağlık ocaklarını erken saatlerde kullanmak sayılabilir.

İkinci gruplama öğle arasından sonra mesai çıkışına kadar olan zaman dilimini kapsamaktadır. Tercih sırasında da ikinci sırada yer almaktadır. Tercih edilme nedenleri arasında ise eşinin, çocuğunun geliş saatine kadar dışarıda vakit geçirme, işlerini halletmek gibi faktörler sıralanabilir.

Son kategori ise mesai saati çıkışından akşam dokuza kadar olan zaman dilimini kapsamaktadır. Dönüş saatlerini toplu taşıma saatlerine, aile iznine, eşinin işten dönüşünü beklemek, sokakların ıssızlaşması durumlarına göre belirlediklerini ifade eden kullanıcıların yarısından fazlası kentsel mekanda zaman geçirmek için bu saat aralığını tercih etmektedir. Kenti kullanım sırasında zaman odaklı kullanıma yönelik katılımcılar tarafından hem kültürel hem de mekânsal temelli faktörler sıralanmıştır. Ataerkil tutumlara ek olarak kentsel ulaşım planlaması da kullanıcıların kentte geçirdikleri zamanı etkilemektedir. Ulaşım planlamasında mesai ya da okul çıkışı temelli planlamalar yapılırken bu saat ve güzergahlarda yoğunluk oluşturmaktadır. Kentsel ulaşım çalışmayan ev hanımlarını da (the non-working housewife) hesaba katacak ve kentsel hareketliliği dinamik tutacak şekilde planlanabilir.

Kent merkezini en çok hangi zaman aralığında kullanıyorsunuz? Neden bu saatleri tercih ediyorsunuz?	Tercih Edilen Saat Aralıkları	N	%	Tercih Edilme Nedenleri (Örnek Cümleler)
	08:00 - 13:00	3	10	- "Sabah işe giderken ve öğle arası için vakit geçirirken aktif kullanıyorum." - "Çocuğumu sabah okula götürdüğüm ve öğlede aldığım için en aktif kullandığım saat aralığı oluyor." - "Hasta aile bireyim ile ilgilendiğim için sabah saatlerinde yoğunluğun az olmasından dolayı sıklıkla hastane ve sağlık ocağını kullanıyoruz."
13:00 - 17:00	11	36.6	- "Evde yerine getirmem gereken sorumluluklardan dolayı ideal giriş-çıkış saati oluyor." - "Akşam eşim ve çocuklarım geldiği için genellikle bu vakitlerde müsait oluyorum." - "Alışveriş yapmak ve arkadaşlarıma gitmek için uygun zaman aralığı oluyor." - "Eşim ve çocuklarım evde olmuyor. Güne erken başladığım için bu saate işim bitmiş oluyor ve kendime vakit ayırabiliyorum."	
17:00 - 21:00	16	53.3	- "Okuldan sonra iş yerine de gittiğim için genellikle bu saatler arasında aktif kullanıyorum." - "Ailem evimizin etrafı çok ıssız olduğundan dolayı geç kalmama izin vermiyor. Dönüş saatimi ona göre ayarlıyorum. Derslerimden dolayı benim için ideal saat aralığı bu oluyor." - "Ben ve arkadaşlarımla iş çıkış saatlerine göre bu saatler en uygun saat aralığı oluyor." - "Çoğunlukla bize eşlik etmesinden ötürü eşimin iş çıkış saatlerine göre bende dışarıya çıkış saatlerimi ayarlıyorum." - "Kendim araba kullanamadığım ve evimin bulunduğu konuma toplu taşıma araçları çok uzun aralıklarla geldiği için eşimin işten çıkışını bekliyorum."	

Şekil 8: Katılımcıların kenti en sık kullandıkları saat dilimleri (Yazarlar tarafından oluşturulmuştur.)

Şekil 9'da katılımcılar yarı yapılandırılmış görüşmelerde tercihlerini başlıklardan bağımsız belirtmişlerdir, bunlar yazarlar tarafından görüşmelerden sonra kategorize edilmiştir. Görüşmelerden elde edilen verilere göre sosyo-kültürel temelli, ulaşım temelli ve ekonomi temelli zorlukların varlığı söz konusudur.

Sosyo- kültürel temelli zorluklar ise kendi içerisinde kadın olmakla ilgili, ebeveyn olmakla ilgili ve eş durumundan kaynaklı zorluklar olarak kategorize edilmiştir. Katılımcıların belirttiği zorlukların %55'ten fazlası sosyo-kültürel temellidir. Bunların içerisinde ise yaklaşık %30'luk bir oranla kadın olmakla ilgili zorluklar yer almaktadır.

Belirli kategoriler altında yer alan zorluklar incelendiğinde ulaşımaya yönelik park alanı sorunları, ara ve dar sokaklarda aydınlatmaya yönelik sorunlar ve toplu taşıma araçlarının çok kalabalık olması sayılabilir.

Ekonomiye dair zorluklar ise akıllı ya da ücretsiz ulaşım kartlarından dolayı toplu taşımaların çok kalabalık olmasının kullanıcıları bazen daha pahalı ve uzun süreli seyahate itmesi, maddi açıdan daha uygun mekanların (kahvehane, çay ocakları vb.) hep erkek kullanıcılar hizmet ediyor olmasının kadın kullanıcıları daha maliyetli (kafé, pastane vb.) mekanları kullanması zorunda bırakması gibi faktörler sıralanabilir.

Sosyo- kültürel temelli zorluklar başlığı altında eş durumundan kaynaklı zorluklar dışarıya çıkarken ya da ev kullanımında bile saatlerini eşine göre ayarlamak, hamilelik ya da çocuktan kaynaklı eşinin toplu taşımayı kullanmasını istememesinden dolayı sürekli olarak onu beklemek gibi nedenleri kapsar.

Ebeveyn olmakla ilgili zorluklar çocuk bakma görevinin sürekli kadınlara bırakılmış olması durumu, kaldırımda gereksiz peyzaj ve kent mobilyalarından dolayı bebek arabasına sahip kullanıcıların kullanamaması ya da sürekliliğini sağlayamaması, kaldırım yüksekliklerinin fazla olması ya da rampalarının süresizliği sorunlarını kapsar.

Kadın olmakla ilgili zorluklar ise sokakların kahvehaneler tarafından işgali sonucu kullanılamaması, kadın şoförlere yönelik trafikte kaba tutum ve davranışlara maruz kalmak, aydınlatma eksikliğinden ve sokak hayvanlarından dolayı tedirginlik hissi yaşamak, kadınların da vakit geçirebileceği daha az maliyetli mekanların olmaması ve hamile kadınların konforunu sağlamaya yönelik faaliyetlerin olmaması gibi etmenlerdir.

Kent merkezini bir kadın olarak deneyimlerken karşılaştığınız zorluklar var mı? Varsa ne gibi zorluklarla karşılaşıyorsunuz?

Kategorize Edilmiş Zorluk Türleri (Verilen cevaplara göre kategorize edilmiştir.)	N	%	Yaşanılan Zorluklar (Örnek Cümleler)
1. Ulaşım Temelli Zorluklar	7	23.3	- "Araba ile herhangi bir yere gidince çok fazla park sorunu ve ara sokaklarda aydınlatma sorunu yaşadığım için çok az dışarıya çıkıyorum." - "Erzurum'da tercih edilen mekan ve semt sayısı kısıtlı olduğu için o mekanlar çok kalabalık oluyor. Bundan dolayı özel araç ile seyahat ederken caddelerin kalabalıklığından dolayı tedirginlik duyuyorum. Rahat edemiyorum." - "Toplu taşıma araçları kalabalık oluyor. Kişisel konfor alanım yok oluyor. Ayrıca alternatif yok." - "Otobüsler daha sık gelmelerine rağmen mesai ve okul çıkışlarında çok kalabalık oluyor. Diğer saatlerde ise geliş sıklıkları azalıyor." - "Serbest ve sınırsız binış hakları olduğu için yaşlılar otobüsü çok sık kullanıyor. Buda yer sıkıntısı oluşturuyor." - "Otobüsler için akıllı kart uygulamaları var fakat bazen çok kalabalık oluyorlar. O zamanlarda ya ekonomik olarak daha pahalı ya da vakit olarak daha uzun süreli seyahat etmek zorunda kalıyorum." - "Ekonomik olarak daha ucuz mekanlar (mesela kahvehaneler, çay ocakları vb.) hep erkeklerle hizmet ediyor. Kadınlar için kafe, pastane gibi kullanımlar mevcut ve pahalı." - "Ekonomik olarak eşime bağlı olduğum için ve dışarıya çıkmak her anlamda çok pahalı olduğu için dışarıya çıkış sıklığıma ihtiyaçlarıma ve ekonomime göre ayarlıyorum."
2. Ekonomi Temelli Zorluklar	6	20	- "Kendim çalışmadığım için dışarıya çıkmak ya da evimde misafir ağırlamak isterken bile saatlerimi her zaman eşime göre ayarlıyorum." - "Herhangi bir yere giderken eşim çocuğumla yalnız otobüse binmemi istemediği için buna ek olarak bu durum benide zorladı için genellikle onun beni bir yere götürüp getirmesini bekliyorum."
3. Sosyo-kültürel Temelli Zorluklar	17	56.6	- "Dar olan kaldırımlar genellikle ağaçlar tarafından konforsuz kullanım sağladığı için bebek arabasıyla rahat hareket edemiyorum." - "Kaldırımlar genellikle ya yüksek ya da rampasız olduğu için bebek arabası ile dışarıya çıktığımda çok zorlanıyorum." - "Bazı zamanlarda çocuğumun ihtiyaçlarına cevap verecek alanlar olmadığı için bu durum beni genellikle evde kalmaya itiyor."
3-a. Eş Durumundan Kaynaklı Zorluklar	3	9.9	- "Sokaklar kahvehaneler tarafından işgal edildiği için rahat kullanım sağlamıyor." - "Aydınlatma eksikliğinden ve sokak hayvanlarından dolayı güvenlik konusunda endişeler duyuyorum."
3-b. Ebeveyn Olmakla İlgili Zorluklar	5	16.6	- "Özel araç kullanımı sırasında kadın şoförlere çok kaba davranıyorlar." - "Yaya olarak gezindiğim sırada sürekli erkeklerin kaba sokak kültürüne maruz kalıyorum." - "Kış mevsimi uzun ve sert geçen bir ilde yaşadığım için temizleme işlemleri yeteri kadar yapılmıyor. Bu durumda hamile olarak yürüyüş alanı bulamıyorum." - "Hamile bir kadın olarak kentte açık alanlarda yeteri kadar oturma ve dinlenme alanları yok." - "Kadınların vakit geçirebileceği ekonomik olarak uygun ve mekan olarak konforlu mekanlar az."
3-c. Kadın Olmakla İlgili Zorluklar	9	29.9	

Şekil 9: Kent kullanımı sırasında kadın olarak karşılaşılan zorluklar (Yazarlar tarafından oluşturulmuştur.)

TARTIŞMA VE SONUÇ

Kadınların kentsel mekanı deneyimlemesine yardımcı olan en önemli araçlardan birisi kent planlamasıdır. Kentsel mekanda kullanım açısından karşılaşılan zorlukları anlamadaki en önemli araç ise kenti kadınların günlük kullanım pratiklerini bilmekten geçmektedir. Günlük kullanım pratikleri kentsel mekan ile doğrudan ilişkilidir.

Çalışma; kadınların kent kullanımı sırasında yaşadığı problemlerin temelinde, kadınlara karşı toplumda kabul görmüş ataerkil tutum ve baskınlıklardan kaynaklı kullanım kısıtlılıklarının varoluşu ya da kentin kadın kullanıcıların talep ve gereksinimlerine cevap verecek nitelikli mekanlara sahip olmayışı varsayımlarının değerlendirilmesi ve onların kent kullanım hakkını kısıtlayan ana nedenleri tespit etmeyi amaçlamıştır.

Çalışma çıktıları değerlendirilince, yüzyıllardır süre gelen tartışmaların temelinde yatan ataerkil kültürel normlar çerçevesinde ailedeki erkeklerin izni ile dışarı çıkma-çıkamama, gidilebilecek yerlere, nasıl ve ne zaman gidilebileceğine ilişkin kısıtların etkisini hala sürdürüyor olduğu söylenebilir. Söz konusu kısıtlar sadece "Kadının yeri evidir." kabulünde, kadına atfedilen birincil mekanda ki yaşantısını değil aynı zamanda kentsel mekanda gideceği yerlerden, kenti kullanım süresine hatta kenti nasıl kullanacağına kadar birçok durumu etkilemektedir. Bu durumda, eril baskının mekân kullanımı üzerine etkisini anlamak ve var olduğunu söylemek mümkündür.

Çalışmanın çıktılarına bakılınca, Erzurum kenti kapsamında eril baskıdan ziyade mekanın katılımcılara sunduğu birtakım zorluklar ve zorunluluklarında varlığı söz konusudur. Kent planlaması açısından çalışma verilerinin, kentte kadın kullanıcılar hizmet eden uygulamalarının olmadığı ve tercih edilen alanların salt olumlu mekanlar sunuyor olmasından tercih edilmediği gerçeğini gösterdiği söylenebilir. Genel olarak bakıldığında mekansal eleştiriler ulaşım planlaması, kentsel ve kişisel konfor alanı, sosyal donatı alanlarının eksikliği, yürüyüş ve bisiklet yollarına erişim için yer değiştirme zorunluluğu, ekonomik olarak kadınların erkek kullanıcılar göre sosyalleşmesinin maliyetli olması sayılabilir.

Ulaşım konusu özelinde park alanı yetersizliği, alternatif eksikliğinden dolayı tercih edilen mekanlarda trafik yoğunlaşması, çalışmayan ev hanımları için toplu ulaşımın pahalılığı ve mesai saatlerine göre yine eril bir tutumla planlaması gibi öne çıkan noktaların önemi vurgulanabilir. Ekonomi başlığı altında öne çıkan sorunlar akıllı ulaşım kartlarının denetimsiz kullanımı nedeniyle zaman zaman pahalı ulaşım itici faktörlerin

oluşturulması, ekonomik olarak eşine bağlı kadınları kullanım tercihlerini eşine bağımlı şekilde yürütmesi ve kentte kadınlara yönelik sunulan mekanların erkek kullanıcılara sunulan mekanlardan pahalı olması şeklinde sıralanabilir. Sosyo-kültürel sorunlar bebek arabasına sahip kadınların toplu taşımayı özgür (bebek arabasına sahip kadının yer kaplaması gibi) kullanamaması, kaldırımlarda yanlış konumlanmış peyzaj ve kent mobilyası öğelerinin (kaldırımın ortasında yer alan bir ağaç gibi) yine bebek arabasına sahip kadınlara kullanım zorluğu doğurması, kaldırım ve rampaların kesintiye uğraması, hamile bir kadının evinin yakınında yürüyüş yolu ya da aydınlık bir güzergah olmamasından dolayı alternatif alanlara seyahat etmesi ve kaldırımların kahvehaneler tarafından işgal edilmesinden dolayı taşıt yoluna taşan yürüyüşler gibi mekânsal sorunları kapsarken, aynı zamanda günlük hayat planlamasını eşine göre yapan, toplu taşıma kullanmamasını isteyen eşini bekleyen, özel araçlarının sürekli eşi tarafından kullanılan kadınların toplu taşımaya yönelmeleri ve çocuk bakımının sürekli kadınlara yüklenmiş bir görev olmasından kaynaklı sosyal sorunları da kapsar.

Söz konusu tüm bu sorunların özünde temel eğitimde insanlara toplumsal cinsiyet eşitliği hakkında yeteri bilgi verilmemesi, erkeklerin kadınları anlama bilincine sahip ortamlarda yer almıyor oluşları, karar vericilerin çoğunluğunun erkek olması ve yine tüm kesimlerde yer alan kadınlara kente yönelik bilgilendirilmelerin ulaşmıyor oluşu faktörlerinin yer aldığı söylenebilir. Bu sorunlara çözüm odaklı yaklaşmak gerekirse önce sosyal ve mekânsal çözümler olacak şekilde ikili sistem benimsemek gerekir. Sosyal çözümlerinde temelinde eğitim, bilinçlendirme, erişim faktörleri yer alırken mekânsal çözümlerde ise kadınların ihtiyaç ve taleplerini anlamak, kente kadın gözünden bakabilmek, kadınların mekana yönelik karar süreçlerine katılımını sağlamak gibi faktörlerin yer aldığı söylenebilir. Söz konusu çözümün odağında eğitim kurumları, kamu kurum ve kuruluşları ve sivil toplum kuruluşlarına roller düşmektedir. Özellikle belirli alanlarda uzmanlaşmış faaliyet gösteren sivil toplum kuruluşları kadın kullanıcılarla doğrudan temasta bulunabilir, uygulamacılar ve kullanıcılar arasında köprü görevini üstlenebilir.

Toplumsal cinsiyet eşitliği konusunda toplu taşıma ve yürüme gibi erişilebilir ulaşım modlarına odaklanılmalıdır. Toplu taşıma güzergâhları ve durakları, kadınların ihtiyaçlarını göz önünde bulundurarak planlanmalıdır. Bu, kadınların iş, eğitim ve diğer aktivitelere daha rahat erişim sağlayacaktır. Aynı zamanda güvenlik konusunda aydınlatma, güvenlik kameraları ve polis devriyeleri gibi önlemler alınarak kadınların toplu taşıma araçlarını ve durakları kullanırken kendilerini güvende hissetmeleri sağlanabilir. Kadınların güvenliği ve rahatlığı için yaya alanları ve kamusal mekânlar tasarlanmalıdır. Bu alanlarda daha fazla aydınlatma, güvenlik kameraları, acil yardım düğmeleri gibi önlemler alınabilir. Ayrıca, yeşil alanlar, banklar ve kadınların sosyalleşebileceği, dinlenebileceği alanlar da oluşturulmalıdır. Kadınları ulaşım imkanlarından daha fazla faydalanmaya teşvik etmek için kadın odaklı kampanyalar düzenlenebilir ve eğitimler verilebilir. Bu, kadınların ulaşım araçlarını nasıl kullanacaklarını öğrenmelerine ve güvenlik konusunda bilinçlenmelerine yardımcı olabilir. Kadınların ev içi ulaşımı da göz ardı edilmemelidir. Özellikle kırsal bölgelerde, kadınların tarım işleri ve diğer ev içi işler için ulaşım ihtiyaçları göz önünde bulundurulmalı ve bu ihtiyaçları karşılayacak politikalar oluşturulmalıdır. Bu politika ve pratik öneriler, ulaşım planlamasında cinsiyet eşitliği ve kadınların güvenliği konusunda daha etkili stratejiler geliştirmeye yardımcı olabilir.

Kadın odaklı kamusal mekanlar, aydınlık ve güvenli yerler, çocuk bakım ve oyun alanları, eğitim ve mesleki gelişim fırsatları, yeşil alan ve rekreasyon alanları mekânsal kısıtlılıklarda kadınların ihtiyaçlarını karşılayarak toplumsal cinsiyet eşitliğine katkıda bulunabilir ve kadınların sosyal, ekonomik ve kültürel olarak güçlenmelerine yardımcı olabilir.

Yaya mekanlarında kadınlara yönelik güvenlik, engelsizlik, çocuk ve bebek bakım alanları, yeterli oturma alanları ve sosyal alanlar bulunabilir. Kadınlar için yaya mekanlarının güvenliği önemlidir. Bu nedenle, aydınlatma düzeyinin yüksek olması, güvenlik kameralarının bulunması ve polis devriyelerinin düzenli olarak yapılması gibi önlemler alınmalıdır. Kadınlar genellikle çocuklarıyla birlikte dolaşırlar. Bu nedenle, yaya mekanlarında çocuk arabası ve bebek arabası için uygun alanlar, emzirme odaları ve çocuk oyun alanları gibi olanaklar sağlanabilir. Kadınlar alışveriş ya da uzun yürüyüşlerden hariç hamilelik durumunda da dinlenme ve oturmaya ihtiyaç duyarlar. Bu nedenle, yeterli sayıda oturma alanı ve bank sağlanmalıdır. Ek olarak parklar, kafeler veya açık hava oturma alanları gibi kadınların bir araya gelebileceği ve sosyalleşebileceği yerler oluşturulabilir.

Çalışmanın daha nitelikli olabilmesini sağlamak adına ise ekonomik sorunlardan söz eden katılımcıların kendi gelirleri ya da haneye ait gelirler çalışmaya dahil edilebilir. Bu çalışmanın çıktılarına ekonomik olarak farklı statüye sahip kadınların mekânsal farklılaşması verisini kazandırabilir. Buna ek olarak katılımcılar en düşük lise mezuniyetine sahiptir. Eğitimsiz ya da ilkökul mezunu olan kadınların da çalışmaya dahil edilmesi kentte farklı sorunların ya da kullanımların varlığını gündeme getirebilir.

KAYNAKÇA

Anonim, 2020. Atatürk Üniversitesi Planlama Stüdyosu-V öğrencileri tarafından oluşturulmuştur.

Atauz, A. (2004). Toplumsal Cinsiyet, Mekân ve Kentler. Mimar.ist. 14, 55-58.

Alkan, A. (1999). Toplumsal Cinsiyet ve Kent Planlaması. SBF Dergisi. 54(4), 1-29.

- Alkan, A. (2011). “Şehircilik Çalışmalarının Zayıf Halkası: Cinsiyet”. S. Sancar. (Ed.) Birkaç Arpa Boyu: 20. Yüzyıla Girerken Türkiye’de Feminist Çalışmalar. İstanbul: Koç Üniversitesi Yayınları. ss.343-413.
- Hançer, A. (2021). Kentsel Feminizm Perspektifinden Kadınların Kent Alanındaki Görünürlüğü. Akdeniz Kadın Çalışmaları ve Toplumsal Cinsiyet Dergisi, Sayı IV (2), 230-243.
- Deniz, A. (2018). Feminist Coğrafya: Cinsiyetin Coğrafyası & Coğrafyanın Cinsiyeti. İçinde: Özgen, N. (Ed.). Sosyal Coğrafya. 251-284. Pegem Akademi. Ankara.
- Dias, K., Blecha, J. (2007). Feminism and social theory in geography: An introduction. The Professional Geographer, 59(1), 1-9.
- Geniş, Ş. ve Akkırman, K. D. (2020). “Eşitsizlik Mekânları Olarak Mahalleler Ve Kadınların Kent Hakkı”. Amme İdaresi Dergisi. 53 (1). 1-35. Gökğür, P. (2017). Kentsel Mekânda Kamusal Alanın Yeri. İstanbul: Bağlam Yayıncılık.
- Mirioglu, G. (2020). Reading the space with feminist perspective: Example of the central business district of Balıkesir city. International Journal of Geography and Geography Education (IGGE), 41, 103-128.
- Mirioglu, G. (2018). Kentlere Feminist Coğrafya Perspektifinden Bakmak. Ege Coğrafya Dergisi 27 (2), 183-194, İzmir.
- Keleş, R. (2016). Şehirciliğin Kuramsal Temelleri. Ankara: İdealkent Yayınları.
- Keleş, U. (2011). *İmar Kanun ve Yönetmeliklerinin Mimari Tasarım Oluşumuna ve Uygulanmasına Etkileri Üzerine Bir İnceleme*. (Yüksek Lisans Tezi). Yıldız Teknik Üniversitesi / Fen Bilimleri Enstitüsü, İstanbul.
- Kern, L. (2020). Feminist Şehir: Bir Saha Rehberi (Çev. Beyza Sumer Aydaş). İstanbul: Sel Yayınları.
- Solmaz, O., (2021). Tarihi Kent Merkezinde İmar Planlarının Değişiminin Fiziki Mekana Yansıması, Edirne Tarihi Kent Merkezi Örneği. Trakya Üniversitesi, Fen Bilimleri Enstitüsü, Yüksek Lisans Tezi, Edirne.

KALİTE İYİLEŞTİRME ÇALIŞMALARINI KAPSAMINDA DEMİNG DÖNGÜSÜ UYGULAMASI

Doç.Dr. Aytac AYDIN

Orman Endüstri Mühendisliği Bölümü
Karadeniz Teknik Üniversitesi
Trabzon
aytac@ktu.edu.tr

Beyza ÖZCAN

Orman Endüstri Mühendisliği Bölümü
Karadeniz Teknik Üniversitesi
Trabzon

ÖZET

Kalite yönetimi, bir organizasyonda iş süreçlerinin sürekli iyileştirilmesini esas alarak ve önceden tespit edilen müşteri beklentilerine, ihtiyaçlarına ve çıkarlarına yönelik gereksinimleri yöneten bir yönetim felsefesidir. Bu kapsamda kalitenin iyileştirilmesi ve geliştirilmesinde bazı yöntemler öne çıkmaktadır. Deming döngüsü planla-uygula-kontrol et-önlem al sözcüklerinin baş harflerinden oluşan ve kalite süreçlerinde sürekli iyileşme amacıyla kullanılan bir yönetim aracıdır.

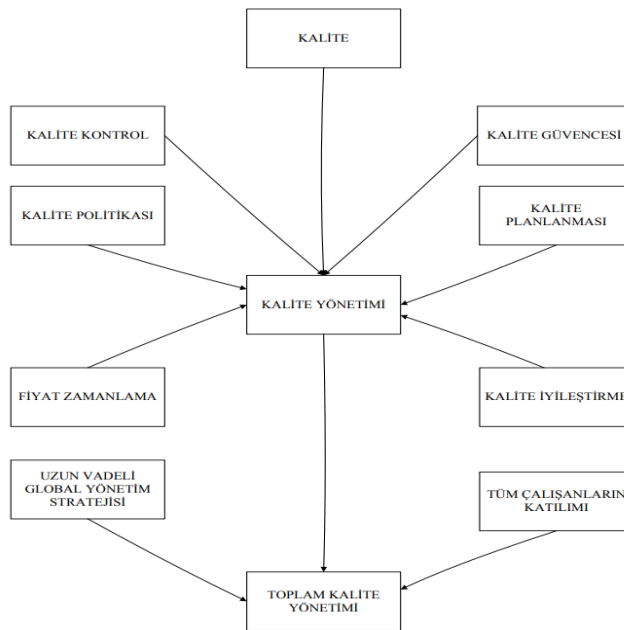
Bu çalışmada Karadeniz Teknik Üniversitesi Orman Endüstri Bölümü öğrencilerinin eğitim ortamının fiziksel, sosyal ve kültürel yapısının iyileştirilmesi amacıyla sistematik bir iyileştirme yaklaşımının uygulanması amaçlanmıştır. Bu amaçla Deming döngüsü kullanılarak her bir aşama incelenmiş ve sonuçlar ortaya konmuştur. Yapılan memnuniyet anketleri, beyin fırtınası analizi ve odak grup toplantıları sonucunda memnuniyet düzeyinde değişimlerin olduğu görülmüştür.

Anahtar kelimeler: kalite, kalite kontrol, deming döngüsü,

1. GİRİŞ

Toplam kalite öncüleri “kalite” kavramını farklı boyutlara vurgu yaparak ele almışlardır. E. Deming’e göre, “Amaca ve pazara uygun şekilde en düşük maliyetle tahmin edilebilir ve güvenilir istikrar düzeyidir” Juran’a göre, “Kullanıma uygunluktur” Crosby’ye göre, “İhtiyaçlara uygunluktur” Taguchi’ye göre ise “Ürünün nakliyesinden topluma ulaşıncaya kadar verilen kayıptır” (1).

Toplam Kalite Yönetimi (TKY) hedef kitlenin kalite gereksinimlerini belirlemek, buna göre hatasız çıktı sağlayıp hedef kitleyi memnun etmek ve kaliteyi iyileştirip, geliştirmek amacıyla sürekli çabalarda bulunulması faaliyetlerini içermektedir. TKY’nin en önemli özelliği kaliteli ürün ve hizmet sağlanmasını sistemde yer alan belirli bir kitleye bırakılmasındansa sistemdeki herkesle paylaşılmasıdır (2). Şekil 1’de Toplam Kalite Yönetimi kavramının diğer kavramlarla ilişkisi gösterilmiştir (3).



Şekil 1. Toplam Kalite Yönetiminin Diğer Kavramlarla İlişkisi

1.1. Kalite İyileştirme

Toplam Kalite Yönetimi'nin temelinde hedefin belli bir standart tutturmak olmadığı, seviyenin sürekli ve hızlı bir tempoda gelişmek olduğu görülmektedir. Yani toplam kalite kontrol yönetiminin temelini sürekli iyileştirmeye dayandığı görülmektedir. Sürekli iyileştirme/kaizen sürece yönelik, küçük fakat sık adımlarla sürekli ilerleme ve yeniliklerle iyiyi arama çabasıdır (3). Japon tarzı üretim anlayışı olan Kaizen, süreç gelişimine odaklanarak sürece bütün çalışanları da dahil eder ve bu sayede bireysel çalışma anlayışını değil takım çalışması bilincini kazandırır (4).

Süreç iyileştirilirken sorunlarının kaynağına inebilmek için verilerle çalışılmalı ve toplanan veriler doğru şekilde kullanılmalıdır. Verilerin toplanabilmesi ve değerlendirilebilmesi için istatistiksel tekniklere başvurulmaktadır. Bu teknikler; çetele tablosu, histogram, pareto analizi, neden-sonuç çözümlenmesi, gruplandırma, serpilme diyagramı, kontrol grafikleri ve beyin fırtınası vb. şekilde sıralanabilir (5). Bu çalışmada kullanılan beyin fırtınası tekniği "Bir grup insan tarafından, yeni fikirler üretmek için kollektif düşünme gücünü artırmaya yönelik olarak uygulanan bir tekniktir" şeklinde ifade edilebilir (6).

1.2. Deming Döngüsü (PUKÖ)

PUKÖ döngüsü kalite süreçlerinde sürekli iyileştirme amacıyla kullanılan bir yönetim metodudur. İsmi; Planla, Uygula, Kontrol Et, Önlem Al aşamalarının baş harflerinden almaktadır. Döngü, 1930'lu yıllarda Walter Andrew Shewhart tarafından bulunmuş, ilerleyen yıllarda William Edwards Deming tarafından geliştirilmiştir. Deming ilk olarak bu yöntemi "Shewhart Döngüsü" olarak adlandırmış fakat 1959 yılında Deming tarafından "Deming Döngüsü" ve "Deming Çarkı" adlarıyla da anılmıştır ve son olarak "PUKÖ döngüsü" halini almıştır (7).

Döngü dört basamaktan oluşmaktadır. Bu aşamalardan ilki planlama aşamasıdır. Planlama aşamasında; iyileştirilmesi gereken konu veya sorun açık bir şekilde tespit edilmeli, mevcut durum analiz edilmeli ve fırsatlar ortaya koyulmalıdır. İhtiyaçlar önem derecesine göre sıralanmalı ve yapılabilecek seçenek veya seçenekler belirlenmeli, en büyük etki yaratabilecek seçenek tercih edilmelidir. Bu aşamada yetkililer ve sorumluların organize edilmesi, süreç boyunca oluşabilecek riskler ve bu risklerin nasıl yönetileceğine dair planlama bütün süreç boyunca daha az sorunla ilerlenmesine katkı sağlamaktadır. Planlama aşamasının ardından uygulama aşaması gelmektedir. Planlama aşamasında organize edilen personellerin eğitimi gerekiyorsa önce bu eğitimler sağlanmalıdır. Uygulama süreci kolay ve anlaşılabilir şekilde hazırlanmalıdır ve bu aşama da birimler arası koordinasyon etkin bir şekilde sağlanmalıdır. Bu aşamada oluşan problemler ve ihtiyaçlar not edilmeli ve yeni bir döngü oluşturulması halinde göz önünde bulundurulmalıdır. Kontrol et aşamasında belirlenen hedeflere ulaşıp ulaşılmadığı değerlendirilmektedir. Bu değerlendirme geçerli ve güvenilir bir şekilde gerçekleştirilmelidir. Planlanan hedeflerden sapmalar görülmesi halinde düzeltici eylemler kullanılabilir. Önlem al aşamasında ise projenin başarı durumuna, belirlenen hedeflere ulaşp ulaşılmadığına karar verilir. Eğer başarılı bir süreç elde edildiye kazanımların devamı için belirli önlemler alınmaktadır. Anlatılan bütün aşamaların bilimsel bir dayanağa sahip olması için daha önce de bahsedilen temel istatistiksel teknikler ile bazı inceleme ve değerlendirme tekniklerine başvurulması gerekmektedir (8).

Yükseköğretim kurumlarında kalite güvence sistemi, yükseköğretim hizmetlerinden yararlanan bütün bireylere kaliteli hizmet sunulmasını, kaliteli hizmetin sürekli halde devamını sağlamak için denetlenmesini içeren değerlendirme ve gözden geçirme çalışmalarının tümüdür. Asıl amacı bilgiyi araştırmak, aktarmak ve yenilemek olan üniversitelerin bilgi ve bilim hizmeti üretme sürecinde kalite yönetim anlayışını benimsemesi, yetiştirilecek bireylerin daha nitelikli olması açısından çok önemli bir husustur. Bu nedenle yükseköğretim kurumlarında kalite yeterliliklerinin tespiti ve geliştirilmesi konusundaki çalışmalar kurum işleyişine ve sürekli bir halde kaliteli hizmet sağlanması açısından önemli katkılar sağlamaktadır (9).

1980'li yıllardan itibaren, yükseköğretim alanında kalite bilincini artırmaya yönelik çalışmaların yaygınlaştığı bilinmektedir. Kalitenin yükseköğretim alanında ana hedeflerinden biri olduğu 1984 yılında İngiltere'de beyan edilmiştir ve 1985 yılında Fransa'da Ulusal Değerlendirme Komitesi kurulmuştur. Bu tarihleri izleyen yıllarda, Avrupa ülkelerinde kalite değerlendirme sistemi ile ilgili çalışmalara başlanmıştır (10). Türkiye'de ise 1990'lı yılların sonlarına doğru "yükseköğretimde kalite" kavramı tartışılmaya başlanmış ve 1997 yılında "Kalite Değerlendirme Projesi" kapsamında sekiz üniversitenin yer aldığı ve 13 farklı bölümün dahil edildiği pilot bir uygulama gerçekleştirilmiştir (11).

Bu çalışma kapsamında, Orman Endüstri Mühendisliği öğrencilerinin eğitim sürecine yönelik memnuniyet düzeylerinin geliştirilmesine yönelik uygulamaların sistematik bir yaklaşımla ortaya koyulmasına amaçlanmaktadır. PUKÖ döngüsü çerçevesinde gerçekleştirilecek olan memnuniyet anketleri, öğrencilerin eğitim programıyla ilgili deneyimlerini anlamak, eksiklikleri belirlemek ve sürekli iyileştirme için temel bir referans noktası oluşturmayı hedeflemektedir.

2. MATERYAL VE YÖNTEM

2.1. Materyal

Bu çalışmada Orman Endüstri Bölümü öğrencilerinin eğitim ortamının fiziksel, sosyal ve kültürel yapısının iyileştirilmesi amacıyla sistematik bir iyileştirme yaklaşımının uygulanması amaçlanmıştır. Bu amaçla “Deming döngüsü” olarak ifade edilen PUKÖ çevrimi esas alınarak sürekli iyileştirme faaliyeti yürütülmüştür. Bu amaçla aktif durumdaki 1., 2., 3., ve 4., sınıf öğrencilerine 2023-2024 güz dönemi Ekim-Aralık aylarında memnuniyet anketleri uygulanmıştır. Orman Endüstri Mühendisliği öğrencilerinin sınıf dağılımına göre kişi sayısı Tablo 1’de verilmiştir.

Tablo 1. Anket Uygulanan Kişi Sayısı

Anket Uygulanan Sınıflar	Kişi Sayısı
1. Sınıf	44
2. Sınıf	57
3. Sınıf	19
4. Sınıf	32
Toplam	152

Öğrencilerin mevcut durumdan memnuniyet düzeyleri birinci düzey memnuniyet anketi ile araştırılmıştır. Sonuçlar incelendikten sonra PUKÖ çevrimi kapsamında beyin fırtınası toplantıları ile sonuçlar tartışılmış, uygulamalar yapılmış ve ikinci düzey memnuniyet anketi ile kontrol aşaması sağlanmıştır. Tekrar yapılan toplantılar ile sonuçlar tartışılmış ve yeni PUKÖ oluşturma planlamalarına zemin hazırlanmıştır.

2.2. Yöntem

Çalışmada birinci ve ikinci düzey olmak üzere 2 aşamada anket formu kullanılmıştır. Beşli likert tipi ölçek şeklinde (1:tamamen katılıyorum, 2:katılıyorum, 3:kararsızım, 4:katılmıyorum, 5:tamamen katılmıyorum) hazırlanan anket 25 sorudan oluşmaktadır. Anket içerisinde fiziksel ve teknolojik altyapı, öğrenci kulüpleri ve sosyal imkanlara ilişkin yargılar yer almaktadır.

Birinci düzey anketin ardından memnuniyetin düşük olduğu (ortalama 3 ve üzeri) yargıların iyileştirilmesine yönelik planlamalar için beyin fırtınası tekniği ile toplantı gerçekleştirilmiştir. Beyin fırtınası tekniği, bir durum hakkında veya problemle alakalı olarak fikir veya çözüm önerilerini toplamayı amaçlamaktadır. Bu teknikte, bir problem mevcuttur ve bu soruna yönelik çözüm önerileri dile getirilmektedir. En önemli konu ise katılımcıların, durum veya problem hakkında bilgi ve tecrübeleri olan uzmanlardan oluşması gerekliliğidir (12). Bu nedenle memnuniyet derecesi düşük yargılar bölüm başkanı, bölüm kalite komisyonu başkanı, öğrenci kulübü başkanı ve çalışma yürütücülerinden oluşan ekip tarafından değerlendirilerek çözüm planlamaları yapılmıştır.

Verilerin analizinde SPSS (Statistical Package for the Social Sciences) istatistik paket programı kullanılmıştır. Değerlendirmede frekans dağılımı analizi kullanılmıştır.

3. SONUÇLAR VE TARTIŞMA

Yapılan bu çalışmada, KTÜ Orman Endüstri Mühendisliği Bölümü kalite iyileştirme çalışmaları kapsamında bölüm öğrencilerinin belli başlı konularda memnuniyet seviyeleri ölçülerek, memnuniyetin daha yüksek olduğu bir ortam oluşturulması hedeflenmiştir.

3.1. Planlama aşaması

Yapılan çalışma kapsamında PUKÖ döngüsünün ilk aşaması olan planlama aşamasında memnuniyetin düşük olduğu konuları belirlemek için birinci düzey memnuniyet anketi uygulanmıştır. Yapılan ankete ait ortalama değerler Tablo 2 de verilmiştir.

Tablo 2. Birinci Düzey Memnuniyet Anketi Sonuçları

YARGILAR	Likert ortalamaları
Bölümümüz öğrencilerine sunulan teknolojik imkanlardan memnunuzum.	2,73
Programda yer alan derslerin uygulama açısından yeterli olduğunu düşünüyorum.	2,64
Dersliklere ulaşmada zorluk çekmiyorum.	2,13
Dersliklerin temizliğinden memnunuzum.	1,74

Dersliklerde bulunan ısıtma sisteminin yeterli olduğunu düşünüyorum.	2,25
Dersliklerde bulunan havalandırma sisteminin yeterli olduğunu düşünüyorum.	2,17
Sınavların uygun bir ortamda yapıldığını düşünüyorum.	2,34
Bölüm içerisindeki ders çalışma alanlarının yeterli olduğunu düşünüyorum.	3,04
Bölüm içerisindeki tuvalet temizliğinden memnunuz.	2,97
Tuvaletlerdeki sabun, peçete gibi malzemelerin yeterli olduğunu düşünüyorum.	4,01
Ders aralarında dinlenebileceğim alanların yeterli olduğunu düşünüyorum.	2,69
Bölüm bahçesindeki materyalleri yeterli buluyorum. (küllük, bank, çöp tenekesi)	2,91
Panolara asılan duyuru ve çalışmaların yeterli olduğunu düşünüyorum.	2,53
Danışmanlarımla iletişim kurmakta zorlanmıyorum.	1,88
Bölüm içerisinde yaşadığım sıkıntıları, eksiklikleri kolay bir şekilde ilgili makamlara ulaştırabiliyorum.	2,07
Fakültemizde verilen seminerlerin meslek hayatım için etkili olduğunu düşünüyorum.	2,00
Bilim Kulübü yönetim kurulundan memnunuz.	2,22
Bilim Kulübü kapsamında yapılan etkinliklerin yeterli olduğunu düşünüyorum.	2,77
Bilim Kulübü'nün sosyal projeler açısından etkin olduğunu düşünüyorum.	2,75
Bilim Kulübü tanıtımlarının yeterli olduğunu düşünüyorum.	2,66
Fakülte bazında bakıldığında ibadet alanlarının yeterli olduğunu düşünüyorum.	3,16
Fakülte kantinin fiyatlarının fazla olduğunu düşünüyorum.	2,02
Fakülte kantinin temizliğinden memnunuz.	2,16
Daha önce fakülte kantinin de yediğim yemeklerde hijyen sıkıntısı yaşadım.	2,73
Bir eğitim öğretim döneminde yapılan öğrenci memnuniyet anketlerinin yeterli sayıda olduğunu düşünüyorum.	2,88

*(1:Tamamen katılıyorum...5:Tamamen katılmıyorum)

Birinci düzey memnuniyet anketi sonuçları incelendiğinde, en yüksek memnuniyet düzeyinin derslik temizliği (1,74), ardından danışmanlarla iletişim kurulabilmesi (1,88), en düşük memnuniyet düzeyinin ise sabun, peçete vb. malzemelerin lavabolarda yetersiz kalması (4,01) ve ibadet alanlarının yetersizliği (3,16) olduğu görülmektedir.

3.2. Uygulama aşaması

Uygulanan birinci düzey memnuniyet anketi sonuçları değerlendirilerek 6 adet yargının memnuniyet oranının daha düşük olduğu tespit edilmiştir. Tablo 3' te bu yargılar verilmiştir.

Tablo 3. Memnuniyet oranı düşük öncelikli konular

Yargılar	Ortalamalar
Tuvaletlerdeki sabun, peçete gibi malzemelerin yeterli olduğunu düşünüyorum.	4,0123
Fakülte bazında bakıldığında ibadet alanlarının yeterli olduğunu düşünüyorum.	3,1625
Bölüm içerisindeki ders çalışma alanlarının yeterli olduğunu düşünüyorum.	3,0494
Bölüm içerisindeki tuvalet temizliğinden memnunuz.	2,9753
Bölüm bahçesindeki materyalleri yeterli buluyorum. (küllük, bank, çöp tenekesi)	2,9136
Bir eğitim öğretim döneminde yapılan öğrenci memnuniyet anketlerinin yeterli sayıda olduğunu düşünüyorum.	2,8765

Memnuniyet anketinin daha düşük olduğu yargılar hakkında oluşturulan kalite iyileştirme takımı ile bir beyin fırtınası toplantısı gerçekleştirilmiştir ve söz konusu yargılar hakkında yapılabilecek iyileştirmeler için gerçekleştirilebilecek uygulamalar tartışılmıştır. Bu iyileştirme faaliyetleri içerisinde;

-Tuvaletlerdeki sabun ve peçete yetersizliği yargısı için gerekli değerlendirilmeler yapılmış ve bu konuda maddi yetersizlikten kaynaklı olarak çözüm geliştirilememiştir.

-Fakülte bazında ibadet alanlarının yetersizliği değerlendirilmiş, fakülte binasındaki ibadet alanının Orman Endüstri Mühendisliği için de yeterli olduğu, ibadet alanını bilmeyen öğrenciler için bölüm öğrencilerini kapsayan gruplara bu konuda bilgilendirilmede bulunulmuştur.

- Ders çalışma alanlarının yetersizliği konusunda, bir adet tüm sınıfları kapsayacak çalışma salonu, iki adet son sınıf öğrencilerini kapsayacak randevu sistemiyle ayırttırılabilecek proje salonu hazırlanmıştır.

- Bölüm içerisindeki tuvalet temizliğinin yetersiz olduğu konusunda değerlendirilmeler yapılmış ve tuvalet temizliğinin takibinin yapılması için kontrol çizelgesi hazırlanmış, uygulamaya girmiştir.
 - Bölüm bahçesindeki materyal yetersizliği konusu değerlendirilip, incelenmiş engelli öğrenciler için bulunan rampada yıpranmaların olduğu ve zorluk çekildiği tespit edilmiş, rampaya gerekli tamirat uygulanmıştır.
 - Memnuniyet anketi yetersizliği konusunda anket sayılarının yeniden değerlendirilmiş ve güz dönemi içerisinde bölüm öğrencilerine yeni bir anket uygulanmıştır.
- Söz konusu iyileştirme faaliyetleri dijital ortamdan 1., 2., 3., ve 4., sınıf öğrencilerine duyurulmuştur.

3.3. Kontrol Et aşaması

Kontrol Et aşamasında ikinci düzey memnuniyet anketi oluşturulmuştur. Bu memnuniyet anketinde memnuniyet düzeyi yüksek olan 7 soru anketten çıkarılmıştır. Aktif durumdaki 1., 2., 3., ve 4., sınıf öğrencilerine uygulanmıştır. İkinci düzey memnuniyet anketi sonuçları Tablo 4'de verilmiştir.

Yargılar	Likert ortalamaları
Bölümümüz öğrencilerine sunulan teknolojik imkanlardan memnunum.	2,84
Programda yer alan derslerin uygulama açısından yeterli olduğunu düşünüyorum.	3,04
Dersliklere ulaşmada zorluk çekmiyorum.	2,4
Dersliklerin temizliğinden memnunum.	2,18
Dersliklerde bulunan ısıtma sisteminin yeterli olduğunu düşünüyorum.	2,42
Dersliklerde bulunan havalandırma sisteminin yeterli olduğunu düşünüyorum.	2,22
Sınavların uygun bir ortamda yapıldığını düşünüyorum.	2,34
Bölüm içerisindeki ders çalışma alanlarının yeterli olduğunu düşünüyorum.	3,42
Bölüm içerisindeki tuvalet temizliğinden memnunum.	3,02
Tuvaletlerdeki sabun, peçete gibi malzemelerin yeterli olduğunu düşünüyorum.	3,9
Ders aralarında dinlenebileceğim alanların yeterli olduğunu düşünüyorum.	3,26
Bölüm bahçesindeki materyalleri yeterli buluyorum. (küllük, bank, çöp tenekesi)	2,88
Panolara asılan duyuru ve çalışmaların yeterli olduğunu düşünüyorum.	2,66
Danışmanlarımla iletişim kurmakta zorlanmıyorum.	2,46
Bölüm içerisinde yaşadığım sıkıntıları, eksiklikleri kolay bir şekilde ilgili makamlara ulaştırabiliyorum.	2,52
Fakültemizde verilen seminerlerin meslek hayatım için etkili olduğunu düşünüyorum.	2,2
Fakülte bazında bakıldığında ibadet alanlarının yeterli olduğunu düşünüyorum.	2,86
Bir eğitim öğretim döneminde yapılan öğrenci memnuniyet anketlerinin yeterli sayıda olduğunu düşünüyorum.	2,54

Tablo 4. İkinci Düzey Memnuniyet Anketi Sonuçları

İkinci düzey memnuniyet anketi sonuçlarına göre dersliklerin temizliği ve havalandırılması ile ilgili yüksek memnuniyet görülmekte iken, lavabolardaki kağıt vb malzeme yeterliliğindeki memnuniyetsizliğin devam ettiği görülmüştür. Bu sonuçlarla kontrol etme süreci tamamlanarak ne tür önlemlerin alınması gerektiğine yönelik değerlendirme aşamasına geçilmiştir.

3.4. Önlem Al aşaması

Bu aşamada her iki anketin de ortalama memnuniyet düzeyleri karşılaştırılarak iyileştirme çalışmalarından sonra memnuniyet oranındaki değişimler değerlendirilmiştir. Her iki memnuniyet anketinin sonuçlarının karşılaştırılması Tablo 5'de verilmiştir.

Tablo 5. Birinci ve İkinci Düzey Memnuniyet Anketi Karşılaştırması

YARGILAR	1. Düzey Memnuniyet Anketi Ortalamaları	2. Düzey Memnuniyet Anketi Ortalamaları
Tuvaletlerdeki sabun, peçete gibi malzemelerin yeterli olduğunu düşünüyorum.	4,01	3,90
Fakülte bazında bakıldığında ibadet alanlarının yeterli olduğunu düşünüyorum.	3,16	2,86
Bölüm içerisindeki ders çalışma alanlarının yeterli olduğunu düşünüyorum.	3,04	3,42
Bölüm içerisindeki tuvalet temizliğinden memnunum.	2,97	3,02

Bölüm bahçesindeki materyalleri yeterli buluyorum. (küllük, bank, çöp tenekesi)	2,91	2,88
Bir eğitim öğretim döneminde yapılan öğrenci memnuniyet anketlerinin yeterli sayıda olduğunu düşünüyorum.	2,88	2,54

Memnuniyet anketlerinin karşılaştırılması sonucunda fakülte bazında ibadethane alanının yeterliliği noktasında ortaya çıkan memnuniyetsizliğin, fakülte binasında tahsis edilen alanın kullanılabilmesine yönelik bilgilendirme ile iyileştirildiği ve daha yüksek memnuniyet sağlandığı ortaya çıkmıştır. Bu iyileştirme ile PUKÖ çevrimi kapatılmıştır.

Tuvaletlerdeki sabun, peçete gibi malzemelerin yeterliliği yargısında ortaya çıkan memnuniyetsizliğin giderilebilmesi için bütçe sıkıntısından kaynaklı iyileştirme çalışmasında bulunulamamıştır bu sebepten ötürü memnuniyet oranında pozitif bir değişim görülmemiştir. Bu yargı hakkında yeni çevirimler planlanmalıdır.

Bölüm içerisindeki ders çalışma alanlarının yeterliliği noktasında ortaya çıkan memnuniyetsizliğin, bir adet tüm sınıfları kapsayacak çalışma salonu, iki adet son sınıf öğrencilerini kapsayacak randevu sistemiyle ayırttırılabilecek proje salonu hazırlanarak iyileştirildiği fakat memnuniyet oranında bir artış olmadığı ortaya çıkmıştır. Bu yargı hakkında yeni çevirimler planlanmalıdır.

Bölüm içerisindeki tuvalet temizliğinin yeterliliği noktasında ortaya çıkan memnuniyetsizliğin, temizlik kontrol listesi ile iyileştirildiği fakat memnuniyet oranında pozitif bir değişim olmadığı ortaya çıkmıştır. Bu yargı hakkında yeni çevirimler planlanmalıdır.

Bölüm bahçesindeki materyallerin yeterliliği noktasında ortaya çıkan memnuniyetsizliğin, hasarlı rampa bakımının yapılarak iyileştirildiği ve daha yüksek memnuniyet sağlandığı ortaya çıkmıştır. Bu iyileştirme ile PUKÖ çevrimi kapatılmıştır.

Memnuniyet anketinin yeterliliği yargısında ortaya çıkan memnuniyetsizliğin, güz dönemi içerisinde memnuniyet anketi yapılarak iyileştirildiği ve daha yüksek memnuniyet sağlandığı ortaya çıkmıştır. Bu iyileştirme ile PUKÖ çevrimi kapatılmıştır.

Bu çalışma ile eğitim kurumlarında kalite iyileştirme amacıyla sürekli iyileştirme faaliyetlerinin uygulanabileceği sonucuna varılmıştır. Bununla birlikte PUKÖ çevrimlerinin tekraren düzenlenmesi gerekliliği de göze çarpan önemli bir husus olarak ortaya çıkmıştır. Yönetimsel faaliyetlerin her aşamasında kalitenin sürekli iyileştirilmesinin de bir stratejik amaç olarak değerlendirilmesi gerektiği önerilmektedir. Bu tür uygulamaların yaygınlaştırılması Türk Yükseköğretiminde niteliksel gelişmenin önünü açacaktır.

KAYNAKLAR

- Özdemir, S. M. (2007). Öğretim süreçlerinde toplam kalite ilkelerinin uygulanmasının öğrencilerin tutumlarına ve başarılarına etkisi.
- Yıldız, G., & Ardiç, K. (1999). Eğitimde toplam kalite yönetimi. *Bilgi Sosyal Bilimler Dergisi*.
- Kesim, Ş. (2011). Üniversite kütüphanelerinde sürekli iyileştirme felsefesinin uygulanması: Sakarya Üniversitesi Kütüphanesi örneği (Doctoral dissertation, Marmara Üniversitesi (Turkey)).
- Ağın, K. (2020). Yönetimlerde Kaizen Felsefesi. *19 Mayıs Sosyal Bilimler Dergisi*, 1(1), 67-75.
- Yavuz, S. "Kalite Kontrolünde İstatistiksel Tekniklerin Yeri Ve Önemi." *Verimlilik Dergisi* 1 (2010): 23-43.
- Kazan, H., & Ergülen, A. (2008). TOPLAM KALİTE YÖNETİMİ ARAÇ VE TEKNİKLERİNİN ÜRETİMDE ETKİN KILINMASI: KOSİ UYGULAMASI. *Süleyman Demirel Üniversitesi İktisadi ve İdari Bilimler Fakültesi Dergisi*, 13(1), 159-182.
- Moen, R. (2009, September). Foundation and History of the PDSA Cycle. In Asian network for quality conference. Tokyo.
- Yazıcı, S., Ünal, F. ve Çulhaoğlu, Ö. "Kalite Süreçlerinde Pukö Döngüsü: Dış Değerlendiricilerin Görüşlerine Göre Türk Üniversitelerinin Yeterlik Düzeyleri." *Pamukkale Üniversitesi Eğitim Fakültesi Dergisi* (2023): 1-26.
- Karahan, M. (2013). Yükseköğretim kurumları kalite yeterliliklerinin öğrenci memnuniyeti ve sürdürülebilirlik açısından incelenmesi: İnönü Üniversitesi Malatya MYO Uygulaması. *Dicle Üniversitesi İktisadi ve İdari Bilimler Fakültesi Dergisi*, 2 (3), 1-9.
- Sipahi M. D. (2019). Yükseköğretimde kalite, kalite güvence ve sürdürülebilir kaliteye ilişkin nitel bir araştırma (Master's thesis, Sosyal Bilimler Enstitüsü).
- Eriş, A. ve Durman, M. (2011). Quality Assurance Activities in Turkish Universities, 22nd International Conference on Higher Education, 17-19 Haziran.
- Gündoğdu, S. (2017). Sağlık sektöründe süreç iyileştirme tekniklerinin kullanımı. Yüksek Lisans Tezi, İstanbul Ticaret Üniversitesi Sosyal Bilimler Enstitüsü. İstanbul.

“KARTAL YUVASI” ADLI FİLMİN VAROLUŞ MÜCADELESİ’NDE KIBRIS TÜRK KADINI BAĞLAMINDA GÖSTERGEBİLİMSEL İNCELEMESİ

Müge GÜNAY

İletişim Fakültesi

Girne Amerikan Üniversitesi, KKTC

ÖZET

Sinema, toplumsal bilinç kodlarının aktarıldığı önemli kitle iletişim araçlarından biridir. Tarihimiz boyunca filmlere konu olan Milli Mücadele, Türk kadınları için de savaşa katılmayı zaruri kılmıştır. Cepheye yiğitçe savaşan Türk kadınlarından Nene Hatun, bunun örneklerindedir. Bu çalışmada analiz edilen ve yönetmenliğini Natuk Baytan’ın üstlendiği Kartal Yuvası adlı filmin kadın karakteri Makbule Hanım ile Nene Hatun’un kahramanlık öyküsü benzerlik göstermektedir. Göstergebilim kuramcılarında Algirdas Julien Greimas’ın yöntemiyle incelenen filmin çalışmada seçilmesinin sebebi, yalnızca bu filmde savaşta Kıbrıs Türk kadınının ön plana çıkartılmış olmasıdır. Çalışmada, toplumsal belleğin kodlarından olan dini öğeleri, birlik-beraberliği, Kıbrıs Türk kadınının vatana bağlılığı, bayrak sevgisini içeren sahnelerin analizleri yapılmıştır. Çalışmanın amacı, Kıbrıs Türk kadınının belirlenen öğelerle sinema arasındaki ilişkinin bağlantılılığına dikkat çekmektir. Bu çalışma, Kıbrıs Türk kadınının Varoluş Mücadelesi’ndeki yeri ve önemini sinema anlatısı üzerinden inceleyen ilk çalışma olduğu için önem arz etmektedir. Sonuç olarak çalışmada, birlik - beraberlik ve sinema arasındaki ilişkinin nasıl iç içe geçtiği üzerine çıkarımlar yapılmıştır.

Anahtar Kelimeler: Sinema, Göstergebilim, Kıbrıs Türk Kadını, Milli Birlik-Berberlik, Kartal Yuvası.

GİRİŞ

Sinema, kitleleri etkilemekte önemli bir yeri olan kitle iletişim aracıdır. Filmler aracılığıyla kimlik inşasında toplumsal bilinç oluşturmak için kullanılır (Öztürk, 2017: 17). Bu bağlamda folklorik unsurlar sinema anlatıları aracılığıyla yeniden yaratılır, milli bilinç uyandırılmaya, milli kimlik inşa edilmeye çalışılır (Güneş, 2020: 20). Sinema ile Türk halk bilimi arasındaki ilişkinin temelinde kültürel kodlar yer almaktadır (Özdemir, 2019: 19).

Kültüre dair farkındalık oluşturan sinema, kültürü hatırlatma ve aktarma gibi işlevlere de sahiptir. Bu noktada kültürü beslerken, kültürü yansıtmaktadır (Güneş, 2020: 20). Kültür, bir toplumu veya topluluğu diğerlerinden ayıran maddi - manevi değerler bütünüdür. Bu değerler sanat ve edebiyatla sınırlı kalmamakla birlikte; inanç, gelenek, yaşam tarzı, temel insan haklarını da kapsamaktadır. Kültürü oluşturan kodlar bir toplumun kendini ifade ediş biçimidir (Purtaş, 2013: 13). Toplumlar, millet olarak varlıklarını sürdürebilmek için ortak bir bilinç haline getirdikleri değerleri koruyabilmelidir. Bu aşamada, mevcudiyetlerini koruma mücadelelerini devam ettirebilirler. Değerlerini kaybeden milletler, yok olma tehlikesiyle karşı karşıya gelirler (Çonoğlu, 2014: 14). Her toplum sinemayı, kendi toplumsal yapısına uygun bir şekilde geleneksel birikimlerinden faydalanarak yorumlama yoluna gitmiştir. Bu birikimle toplumlar, kendine has sinema dilini yaratmaya çalışmıştır (Alptürker, 2022: 22).

Müdâfaa-i Milliye Cemiyeti 1913 yılında resmen kurulduktan sonra gelir kaynaklarını artırmak için film yapımına başlamıştır (Şahin, 2014: 14). İlk uzun metrajlı film yapım şirketi 1922 senesinde Seden Kardeşler tarafından kurulmuştur. Bu dönem filmleri, “ulusal bilinç” ve cumhuriyet etrafında bir araya gelme düşüncesiyle çekilmiştir (Kayserili, 2016: 16). Milli Mücadele döneminin önemli şahsiyetlerinden birisi olan Şark Cephesi Kumandanı Kazım Karabekir Paşa da sinemaya verdiği önemden dolayı, muhtelif mahallelerde sinema tesis edilmesini talep etmiştir. Dolayısıyla Milli Mücadele döneminde sinema şehirlerde günlük hayatın bir parçası olmuştur (Şahin, 2014: 14). 1950’li yıllarda kendine has bir sinema diline kavuşan Türk sineması, 1970 yılına kadar tarih konularına ağırlık vermiştir (Kayserili, 2016: 16). 1974 senesine kadar Kıbrıs Türklerinin Rumlardan gördüğü zulüm üzerine, Türkiye’de üniversite eğitimi gören Kıbrıs Türkleri İstanbul’da miting düzenlemeye başlamış ve halkın ilgisinin Kıbrıs’taki katliama yönelmesine neden olmuştur (Şahoğlu, 2016: 16). Bu bağlamda, Türk sinemasının dikkatini Kıbrıs olaylarına yönelttiği söylenebilir.

Rum çetelerin 1955 yılından sonra Kıbrıslı Türklere yönelttiği terör eylemleri, Dünya gündeminde büyük yer tutmuş, Kıbrıs’ta verilen mücadeleler, Kıbrıs Türkünün bağımsızlık ve özgürlük yolundaki kahramanlıkları Türk film yapımcılarının gündemine girmiştir (Marşap, 2022: 22). Kıbrıs Türkünün Varoluş Mücadelesi verdiği 1963 senesinden, 1974 Kıbrıs Barış Harekâtı’na kadar Rum çetelerin, Kıbrıs Türküne uyguladığı zulmü konu alan, Türk yönetmenler tarafından çekilmiş toplam 18 adet film vardır. Bu çalışmada, milli kimliğin üretiminde etkin olan sinema (Şahin, 2014: 22) aracılığı ile Kıbrıs’ta yaşanan çatışmalarda Kıbrıs Türk kadınının alıcıya nasıl aktarıldığı incelenmiştir.

Kıbrıs Türk toplumunda ilk öne çıkan Mücahide, 1958’de İngilizler tarafından Lefkoşa’da öldürülen Şerife Bacı’dır. Cesaret ve fedakârlığı ile tarihe adını yazdıran Fatma Ana, Hatica Ana ve Hatçe Ana ise, diğer öne çıkan Kıbrıs Türk mücahidelerindedir (Onuş, 2018: 215). Çalışmada din, milli birlik-beraberlik, vatana bağlılık, bayrak sevgisi, kadının savaştaki rolünü içeren sahneler analiz edilmiştir. Senaryosunu Tarık Dursun Kakinç’in yazdığı ve başrolünde Yıldız Kenter’in yer aldığı Kartal Yuvası adlı film, 1963 – 1974 yılları arasında çekilmiş

ve savaşı Kıbrıs Türk kadını merkeze alarak aktaran ilk ve tek filmidir. Bu çalışma, Kıbrıs Türk kadınının savaştaki rolünü sinema aracılığı ile aktaran tek film olması dolayısıyla literatüre katkı sağlaması ve bu alanda çalışma yapacak olan araştırmacılara örnek olması açısından önemlidir.

Çalışmanın akışı oluşturulurken Milli Birlik ve Beraberliğin sinemada yeniden inşası hakkında bilgi verilmiştir. Sonraki bölümde yöntem hakkında bilgi verilmiş, ardından 93 Harbi'nde efsaneleşen Nene Hatun ile filmin ana karakteri "Makbule" arasındaki ilişki ortaya koyulmaya çalışılmıştır. Bu bölümle bağlantılı olarak, film incelemesinde odak nokta olan kadının savaştaki rolü, din, birlik-beraberlik, vatan, bayrak öğeleriyle film anlatısında kullanılan öğeler arasındaki ilişki analiz edilmiştir. Son bölümde ise, film analizinde ortaya çıkan bulgular çerçevesinde sonuç paylaşılmıştır.

Milli Birlik ve Beraberliğin Sinemada Yeniden İnşası

Milli birlik ve beraberlik vurgusu oluşturulurken, milliyetçi söylemlerde tarihe gönderme yapmak önem arz eder. Bu vurgu, geçmişçi çözümlenerek, geleceği inşa etmek açısından gereklidir (Niyazi, 2005: 5). Milleti oluşturan fertler ancak birlik ve beraberliklerini koruyabildikleri sürece ayakta durabilirler. Bu bağlamda, birlik ve beraberliğin korunması; ortak dil, din ve bayrağa sahip olarak; geçmişi bilerek, örf, âdet ve geleneklere bağlı kalarak mümkündür (Irmak, 2014: 14). Toplumda bu olguları anlatmak için kullanılan yöntemlerden biri propagandadır. Propaganda aracı olan sinema, insanların milli duygularını harekete geçirmek, milli değerlerine, atalarının milli birlik ve bütünlüğüne sahip çıkmalarının önemini vurgulamak için kullanılan bir yoldur (Sarıtaş ve Kurşun, 2021: 21).

Millî Mücadele Dönemi'nde Osmanlı Devleti ve Türkiye Büyük Millet Meclisi'ne bağlı resmî, yarı-resmî kuruluşlar tarafından haber içerikli filmler çekilirken, Cumhuriyet'in kurulduğu ilk yıllarda Atatürk İlke ve İnkılapları, İstiklâl Harbi ile ilgili belgeseller çekilmiştir. Kuvâ-yı Milliye ruhu ile Millî Mücadele'nin hangi şartlarda yapıldığını gelecek nesillere aktarmak için eksikliklere rağmen çarpıcı sinema filmleri yapılmıştır (Aysal ve Erbay, 2022: 22). Türk sinema tarihi incelendiğinde, Cumhuriyet'in ilk yıllarından itibaren birlik ve beraberliğin korunması için, gerek resmi gerek gayri resmi kuruluşların sinemayı desteklediği görülmektedir. Bu bağlamda, Türklerin milli özelliklerinden olan merhametin, hoşgörünün, yardımseverliğin, mertliğin ve yiğitliğin (Çağatay, 1996: 510), vatana bağlılığın, bayrağa saygının, geleneklere sahip çıkmak ve gelecek nesillere kültürü aktarmak için sinema önemli bir araç olmuştur. Tarih boyunca geçmişi geleceğe aktarma ve milli değerlere her daim sahip çıkma noktasında sinema kullanılırken Türkün var olduğu ve mücadele ettiği her tarihi olay beyazperdede arşivleştirilmiştir. Bu minvalde, milli birlik ve beraberlik ruhunun toplum hafızasında yeniden tazelenmesi ve canlı tutulması amacıyla yönetmenlerin dikkatlerini Kıbrıs Türkünün Varoluş Mücadelesi'ne yönelttikleri söylenebilir.

Algirdas Julien Greimas'ın Göstergebilim Kuramı

Greimas, Saussure'nin "gösterge: gösteren/gösterilen" kuramını; "gösterge: anlatım/içerik" şeklinde geliştirerek, sinema anlatılarının çözümlenmesinde kullanılabilecek "eyleyensel örnekçe" yöntemini ortaya çıkarmıştır. Bu modelin altı farklı işlevi vardır; Özne, nesne, gönderen, yardımcı, gönderilen, engelleyici (Dündar ve Kara, 2017: 17). Greimas'a göre bir sinema anlatısının çözümlenmesinin yapılabilmesi için önce göstergelerin birbiri ile olan ilişkileri ortaya çıkarılmalıdır. Anlatı durumunun dört evreden oluştuğunu belirten Greimas, bu evreleri; eyletim, edinim, edim, yaptırım olarak sıralar (Dündar ve Kara, 2017: 17). Soydan (2007: 9) bu dört evreyi şöyle aktarmıştır;

Eyletim evresinde gönderen ile özne arasındaki evre yansıtılır. Edinim evresinde, öznenin anlatı akışını sağlayacak temel dönüşüm gerçekleşir. Edim evresi öznenin, yani kahramanın yeteneklerini kazandıktan sonra anlatının temel konusu olan eylemi gerçekleştirmeye çalıştığı evredir. Yaptırım evresi ise, öznenin, yani kahramanın yaptıklarının gönderen tarafından değerlendirildiği evredir.

Hem göstergebilimci hem de anlambilimci olan Algirdas Julien Greimas, eyleyensel örnekçe yöntemi geliştirerek, sinema filmlerinin temel anlamsal boyutunu anlayabilme imkânı sağlamıştır. Temel anlamsal boyut, filmin derin yapısı ile alt metinde izleyiciye aktarmak istenen mesajı içermektedir (Soydan, 2007: 7). Greimas, Saussure'ün gösteren ve gösterilen kuramını, anlatım ve içerik olarak geliştirmiş ve yazılı/görsel metinlerin çözümlenmesini kolaylaştırmıştır (Dündar ve Kara, 2017: 17).

Nene Hatun Bağlamında Makbule Hanım Karakterinin İncelemesi

Nene Hatun, 93 Harbi'nde Aziziye Tabyalarında verdiği mücadeleyle Türk Tarihi'nin kadın kahramanları içerisinde yer almaktadır. Tabyaların, Ermeniler ve Ruslar tarafından işgalinin ardından, düşman elinden kurtarılması için verdiği mücadele ile adını tarihe yazdırmıştır (Aktaş, 2020: 20). Kartal Yuvası adlı filmde Yıldız Kenter'in canlandırdığı Makbule Hanım karakteri de, 1974 senesinde Kıbrıs'ta yaşadıkları köye silahlı Rum çetelerin yaptıkları baskın, saldırı ve tacizleri karşısında kahramanca mücadele etmiştir.

Resmi bir kişiliğe ve otoriter bir yapıya sahip olan Nene Hatun'dan bir işe gidilirken bile icazet almırmış (Güven, 2018: 18). İncelenen filmin ana karakteri Makbule Hanım da, yaşadığı köyde yasaları ve devleti temsil eden Rum asıllı muhtar tarafından dahi saygı duyulan bir karakterdir.

Nene Hatun'un oğlu Şükrü Bey, evine yemek yemek için uğradığında Nene Hatun kendisine kızarak, "Oğul durmanın, dinlenmenin zamanı değil. Çabuk ekmeğini al, yolda yersin. Baban, kardeşlerin zor durumdaymış, düşman milleti kırıp geçiriyormuş. Çabuk yardım etmeye git!" demiş ve direkt çatışma alanına göndermiştir (Güven, 2018: 18). Makbule Hanım karakteri ile karşılaştırıldığında, her ikisinin de oğullarına karşı tutumu benzerlik göstermektedir. Makbule Hanım, Yurt dışında eğitim almakta olan oğlu Murat'ı uzun yıllardır görmemektedir. Murat doktor olarak memleketine döner dönmez yapmak istediği ilk iş, bir klinik açmak ve İngiltere'den birlikte geldiği nişanlısı Merie ile evlenmektir. Köyde Rumlarla yapılan silahlı çatışmalarda yaralanan Türklerin tedavisi için Murat'ın belirsiz bir süreyle evden gitmesi gerektiğinde Makbule Hanım oğluna, hiç tereddüt etmeden yardım etmek için gitmesini söylemiştir. Bunu takiben Makbule Hanım, Rumların Türklere karşı giderek şiddetlenen düşmanlık ve nefret eylemlerine göğüs germeyi ve müstakbel İngiliz gelinini köyün sarhoş ve tacizci silahlı Rum erkeklerine karşı tek başına korumayı göze almıştır. Sahara'daki gönüllü birlikler dağıldıktan sonra Nene Hatun, halkın oluşturduğu gönüllü birliklere tek başına silah taşımış ve ne kadar korkusuz, cesur bir kadın olduğunu göstermiştir (Güven, 2018: 18). Makbule Hanım, vatan toprağıyla bir tuttuğu evini, kendi çatısı altında yaşayan, hatta sonradan yaralı olarak evine sığınan herkesi hiç korkmadan himayesine almış, silahsız olmasına rağmen eldeki tüm imkanları kullanarak yiğitçe dövülmüş ve yuvasını canı pahasına korumuştur.

Nene Hatun, Milis kuvvetlere yemek yapmış, ekmeği pişirmiştir. Köyü tehlikeye girdiği zaman, sorumluluktan kaçmamış, yiğitçe diğer kadınlarla birlikte, kayaları düşman kuvvetlerin üzerine yuvarlamıştır. Böylece geçici de olsa düşmanın köye girişini engellemiştir (Güven, 2018: 18). Makbule Hanım, müstakbel İngiliz gelini Merie ile birlikte evinin tüm kapılarının arkalarına dolap koymak suretiyle güçlendirmiş, silahı olmadığı için ocakta kızdırdığı yağı eve girmeye çalışan silahlı Rum çetelerin üzerlerine dökerek geçici de olsa Rumların eve girişlerini engellemeye çalışmıştır. Bu bağlamda Makbule Hanım otoriter kişiliği, yiğitliği, cesareti ve vatan savunmasını her şeyin üstünde tutması özellikleriyle Nene Hatun ile benzerlik göstermektedir.

Kartal Yuvası Filminin İncelemesi

Özne ile nesne arasındaki ilişki

Filmin öznesi Makbule'dir. Makbule'nin oğlu Murat İngiltere'de tıp eğitimini tamamladıktan sonra İngiliz nişanlısı ile birlikte ülkesine döner ve çok geçmeden silahlı Rum çetelerin saldırıları sonucu yaralanan Türklere yardım etmek için mücahitlere katılır. Murat'ın gitmesinin ardından Makbule, müstakbel gelini ile yalnız kalır. Rumlar, köyde yaşayan tüm Türkleri korkutarak ve bezdirerek kovmuştur. Kalan son iki aileden birisi de Makbule Hanım'dır. İki kadının yalnız kaldığını gören Rumlar her türlü yola başvurarak onları köyden atmaya çalışır. Makbule Hanım da yuvasını ve köyde kalan diğer Türk aileyi korumayı kendine amaç belirler. Filmin nesnesi, silahsız bir Türk kadını tarafından yuvanın korunmasıdır. Filmde Rumlar, Kıbrıs Türklerine acımasızca davranarak, sivil halkı taciz ve tehdit ederek köyden göndermeye çalışmaktadır. Filmin nesnesi yuva olarak gösterilse de aslında izleyiciye aktarılmak istenen vatan, ülke ve topraktır.

Gönderici ile alıcı arasındaki ilişki

Filmde gönderen, Makbule karakteridir. Makbule, bireysel olarak köyünde yaşayan son Kıbrıs Türkü olan komşusuna ve kendi yuvasına sahip çıkarak, direnişe destek vermektedir. Bu nedenle Makbule filmde hem özne hem de gönderen olarak görülmektedir.

Alıcı ise, yuvanın nezdinde vatan toprağıdır. Vatanın bütünlüğü filmde "yuva" ile imgeleştirilmiştir. Bu bağlamda yuvanın korunması aynı zamanda vatan toprağının korunması demektir.

Yardımcı ile engelleyici arasındaki ilişki

Makbule'nin imanı, Allah'a olan inancı en büyük yardımcısıdır. Oğlunun mücahitlerin yanına gitmesinin ardından müstakbel gelini ile evde yalnız kalan Makbule, sürekli ibadet etmekte ve imanının onları koruyacağını dile getirmektedir. Aynı zamanda Rumların eve yaptığı baskın sahnesinde, Makbule'nin arka planında Mekke portresine yer verilmesi, Allah'a duyulan inancın Makbule için en büyük yardımcı olduğunun göstergesidir. Filmin son sahnesinde Makbule'nin üstünü yırtıp, içten giydiği Türk Bayrağı'nı göstererek evine saldıran Rumlarla mücadele etmesi, inancından sonra en büyük yardımcısının bayrak sevgisi olduğu mesajını içermektedir.

Filmde engelleyici, silahlı Rum terör örgütüdür. Bu örgüt sivil vatandaşları hedef alarak, insanların canına kast etmekte, onları topraklarından, evlerinden göndermeye çalışmaktadır. Bunu yaparken de sivil Türkleri öldürmekten geri durmamaktadır. Kendi yaptıkları yanlışları bile Kıbrıs Türklerine yükleyerek, köydeki Rumların Türkleri hedef almalarını sağlamaya çalışmaktadır.

1974 senesinde çekilen "Kartal Yuvası" filminin anlatı durumu incelendiğinde aşağıdaki bulgulara ulaşılmıştır. Eyletim evresinde olaylar oluşmaya başlamaktadır. Filmde Makbule'nin oğlu Murat, İngiliz nişanlısı ile birlikte İngiltere'den dönmüştür. Adadaki Rum çetelerin Kıbrıs Türklerine olan nefreti şiddetini artırmış ve mücahitler köylerini korumak için çetin bir mücadeleye başlamıştır. Evine dönen Doktor Murat, yaralanan mücahitlere yardımcı olmak için onların yanında kalmak üzere evden ayrılınca Makbule ve müstakbel gelini, silahlı Rum

çetelere karşı bireysel direniş göstermek zorunda kalmıştır. Temel dönüşümü sağlayan ve olay akışını yönlendiren durum bu noktada başlamıştır. Eyleyensel örneğe göre, eylemi yapan kişi Makbule, eyleyendir. Filmde Makbule'yi eylemi yapması için ikna eden, gönderen eylem ise, yine öznenin kendisidir. Bu aşama, eyleten (gönderen) ve eyleyen (özne) arasındaki ilişkinin anlatıldığı aşamadır. Gönderen ve özne konumunda olan Makbule karakteri, yaşadığı köyde Rum çetelerin saldırıları sebebiyle neredeyse hiç Türk komşusunun kalmamasından dolayı evini tek başına korumak zorunda kalmıştır. Özne durumundaki Makbule'nin temel amacı, yuvasını ve yuvasında olan misafirleri korumaktır. Makbule bu noktada eyletim evresini başlatmıştır. Filmde yuva nesnesi, vatan ve toprağın imgesidir.

Edinin evresinde Makbule'nin, gelinini ve köyde kalan son Türk komşusunu Rum çetelerin tacizlerinden korumaya çalışması izleyiciye aktarılmaktadır. Rum çeteler meyhanede sürekli içerek sarhoş olmakta, köyde kalan birkaç Türk kızı başta olmak üzere Makbule'nin müstakbel gelinini taciz etmektedir. Zarar görenleri kurtarmaya çalışan Makbule sürekli namaz kılarak, ibadet etmektedir. Duvarında Mekke'ye dair resimler bulunduran Makbule, Hristiyan olan Merie'ye başörtüsü ve Kur'an-ı Kerim vererek onu namaza ve duaya yönlendirmektedir. Makbule'ye göre en önemli yardımcı, imanın kendisidir.

Kahramanın eylemi gerçekleştirilmesiyle edim evresi başlar. Bu evrede Makbule ve köydeki diğer Türkler sahip oldukları yeteneklerle kendilerini ve ailelerini korumak için engelleyici konumunda olan Rum çetelere karşı mücadele eder. Bu evrede doğup büyüdükleri toprakları ve yuvalarını terk etmek istemeyen ve geride sadece iki hane kalan Türkler, kendilerini taciz eden Rum çetelere karşı mücadele ederek, vatanlarını terk etmemek niyetindedir. Bu noktada ortaya çıkan detay, köydeki Türklerin mücadeleyi bir silahla değil de konuşarak, eski dostluk ilişkilerini Rumlara hatırlatarak onları ikna etmeye çalışmasıdır.

Yaptırım evresinde özne olan Makbule, Rum çetelerin yuvasına yaptığı baskını bertaraf etmeyi başarmıştır ancak gelini de dahil olmak üzere, bir kişi hariç köyünde kalan tüm Türkler yaşamını yitirmiştir. Her şeye rağmen Makbule kendisi için yardımcı konumunda olan iman sayesinde hayatta kalmayı başarmış, evine girmeye çalışan tüm silahlı Rumları tek başına etkisiz hale getirmiştir. Kendisi ile birlikte hayatta kalan diğer yaralı ve zihinsel engelli Türk komşusu ile radyoyu açmasının ardından Harekâtı öğrenmiş, hem bireysel mücadelesini kazanmış hem de imanın gücünü izleyiciye aktarmıştır.

Kartal Yuvası filminin anlatı durumu incelendiğinde, özne olan Makbule, dinine, vatanına ve bayrağına çok bağlı, cesur bir Kıbrıs Türk kadınıdır. Silahlı Rumlardan tüm Türk köylerini basması neticesinde diğer köyler boşalmış, kendi köyünde ise yalnızca iki hane kalmıştır. Rum komşuları ile dostluk ilişkilerine değinen filmde her Rum'un terör örgütü üyesi olmadığı mesajı aktarılırken, örgütteki Rumlardan tarafından başlatılan çatışmaların merkezinde din savaşı olduğu alıcılara iletilmiştir. Nitekim filmin sonunda iman eden herkes hayatta kalırken, Hristiyan olan Rum çeteler ve ibadet etmeyen Türkler hayatını kaybetmiştir. Filmin geneli incelendiğinde nesnenin bir yuva olduğu görülürken, gösterilenin vatan ve bayrak olduğu söylenebilir.

SONUÇ

Anlatıda, birlik ve beraberlik, vatan, bayrak ve İslâmiyet'e bağlılık duygusunu inşa etmesi hedeflenen öğeler kullanılırken, bu kodlar izleyicinin milli duygularını harekete geçirecek biçimde sunulmuştur. Bu çalışmada Greimas'ın göstergebilim kuramına göre incelenen filmde, izleyiciye aktarılan göstergelerle Kıbrıs Türk kadınının cesareti ve kahramanlığı temsil edilerek, Yıldız Kenter'in canlandırdığı Makbule karakterinin Nene Hatun ile benzerlikleri ortaya çıkarılmaya çalışılmıştır.

Film anlatısı boyunca vatan, bayrak ve iman gücü gösterge olarak sunulmuştur. Bu gösterge replikler ve sembollerle pekiştirilmiştir. Anlatının odak merkezinde kullanılan saygı, misafirperverlik, hoşgörü, yardımseverlik, barış, sevgi öğeleri ile İslâm dininin özellikleri temsil edilirken, Kıbrıs Türk kadını olan Makbule'nin kahramanca mücadelesi, Türk bayrağını üzerinde taşıması, köyde kalan Türkleri bir arada tutarak, direniş noktasında cesaretlendirmesi ile de Türk Milletinin özelliklerini alıcıya aktarmaktadır. Bu bağlamda izleyici açısından filmin gerçekçiliği artmıştır.

Rum çetelerin İslâm dinine, Kuran-ı Kerim'e ve Müslümanlara karşı olan aşağılayıcı tavırları, karakterlerin eylemleri ve söylemleriyle anlatılmaya çalışılmıştır. Anlatıda yan karakter olan Merie'nin, İslâm dinî hakkında bilgisiz biri olarak izleyiciye aktarılışı, eksik bilgilerin açıklanması noktasında anlatının sunumuna elverişli bir ortam hazırlamıştır. Çalışmada incelenen film anlatısında Türklerin milli özelliklerinden olan merhametin, hoşgörünün, yardımseverliğin, mertliğin ve yiğitliğin sunulduğu ve Kıbrıs Türk kadınının mücadeleciliğiyle izleyicilerin yüzleştirildiği görülmektedir. Bu noktada Makbule karakteri, Nene Hatun ile benzerlik göstermektedir.

Türk destanlarında karşılaşılan kahraman kadınlara, Kıbrıs Türkünün Varoluş Mücadelesi verdiği yıllarda ve akabinde 1974 Kıbrıs Barış Harekâtı'nda rastlanmaktadır. Mücadele yıllarında, Kıbrıs Türk mücahidelerinin, Mücahit ve Mehmetçiklere özellikle sağlık noktasında katkıda buldukları bilinmektedir. Bu çalışma kapsamında yapılan araştırmada, Kıbrıs Türkünün Varoluş Mücadelesi'nde mücahitler gibi önemli hizmetlerde bulunmuş ve görevler almış olan Kıbrıs Türk mücahideleri ile ilgili Türk sinemasında arşiv niteliğinde bir filmin olmadığı ortaya çıkmıştır. Öyle ki, Kıbrıs Türkünün tarihinde, incelenen bu filmin başrol karakteri Makbule

Hanım adlı bir mücahideye de ulaşılammıştır. Çalışmada ortaya çıkan bulgulara göre Makbule karakteri, Nene Hatun ile benzerlik göstermektedir ancak gerçek bir mücahideyi temsil etmemektedir. Sonuç olarak, karakterin senarist tarafından geliştirildiği söylenebilir. Varoluş Mücadelesi'ndeki Kıbrıs Türk kadınının sinemaya henüz aktarılmamış olması Kıbrıs Türk sineması açısından büyük bir eksiklik. Sinema anlatıları toplumsal belleğin oluşmasında en önemli araçlardan olması itibarı ile, Kıbrıs Türk mücahidelerinin kahramanlık hikayelerinin beyazperdeye aktarımı, gelecek nesillerde milli bilinç uyandırılması, kültürün aktarımı ve milli kimlik inşası açısından önem arz etmektedir. Nitekim toplumsal bellek yerini, kültürel ve milli yansımalarda sinema aracılığıyla bulmaktadır.

KAYNAKÇA

- Aktaş, A. (2020). Sosyal yardımlar bağlamında “Nene Hatun-Kara Fatma” analizi. *Tarih ve Günce*, 6, 243-262.
- Alptürker, İ. (2022). Derviş Zaim'in Devir filminin halk bilimi açısından değerlendirilmesi: Yünüm Böğet şenliği. *Milli Folklor*, 17, 119-134.
- Aysal, N. – Erbay, H. (2022). Türk sinemasında Millî Mücadele ve Atatürk dönemi filmleri. *Nevşehir Hacı Bektaş Veli Üniversitesi SBE Dergisi*, 12, 397-413.
- Çağatay, N. (1996). Türlerin tarihteki yeri ve milli özellikleri. *Erdem*, 23, 503-528.
- Çonoğlu, S. (2014). Ata Govşudov'un Ferman romanında milli kimliğin yeniden inşası sürecinde millî kültür unsurları. *Bilig*, 71, 147-168.
- Dündar, G. – Kara, E. (2017). Christopher Nolan'ın Batman-Kara Şövalye filminin Greimas'ın eylemsel örnekçesine göre çözümlenmesi. *Karadeniz Teknik Üniversitesi İletişim Araştırmaları Dergisi*, 14, 43-58.
- Güneş, M. (2020). “Kızılırmak” ve “Karakoyun” efsaneleri bağlamında kültürün yeniden üretiminde halk anlatılarının işlevselliği. *Milli Folklor*, 16, 100-109.
- Güven, O. (2018). “I. Dünya Harbi'nde “Artvin'in Nene Hatun'u””: Çiçek Nene. *Karadeniz İncelemeleri Dergisi*, 25, 247-262.
- Irmak, Y. (2014). Âşık Mahzuni Şerif'in şiirlerinde milli birlik ve beraberlik işlevi. *Studies of The Ottoman Domain (Osmanlı Hakimiyet Sahası Çalışmaları)*, 4 (7), 37-58.
- Kayserili, S. (2016). I. Dünya Savaşı ve Türk Kurtuluş Savaşının beyazperdeye yansımaları. *Ağrı İbrahim Çeçen Üniversitesi Sosyal Bilimler Enstitüsü Dergisi*, 2 (1), 1-19.
- Marşap, G. (2022). Kıbrıs tarihi film afişlerinde Türk bayrağı ve tarih bilinci (1950-1970). *Abant Kültürel Araştırmalar Dergisi*, 7 (14), 66-86.
- Niyazi, M. (2005). *Millet ve Türk milliyetçiliği*. İstanbul: Ötüken Neşriyat.
- Onuş, E. (2018). Kıbrıs Türk Varoluş Mücadelesi Konulu Eserlerde Kadın Kahramanlığı. *Littera Turca Journal of Turkish Language and Literature*, 4 (1), 206-228. DOI: 10.20322/littera.355519
- Özdemir, B. (2019). Dabbe Zehr-i Cin filminin Türk halk bilimiyle bağlantılılığının Charles Sanders Peirce'in göstergebilim kuramıyla incelenmesi. *Milli Folklor*, 16 (124), 160-174.
- Öztürk, S. (2017). Sinema ve gerçeklik ilişkisinin Yılmaz Güney filmlerine yansması: Sürü filmi. *Yalova Sosyal Bilimler Dergisi*, 17 (15), 185-198.
- Purtaş, F. (2013). Türk dış politikasının yükselen değeri: Kültürel diplomasi. *Gazi Akademik Bakış*, 7 (13), 1-14.
- Sarıtaş, S. - Kurşun, M. (2021). Sinema ve propaganda: “Bir Millet Uyanyor” (1966) ve “Ayla” (2017) filmleri üzerinden ulus devleti anlamak. *International Symposium on War Studies*, 29-30 October 2021.
- Soydan, M. (2007). Yavuz Turgul'un Gönül Yarası filminin Greimas'ın eylemsel örnekçesine göre çözümlenmesi. *Sosyal Bilimler Dergisi*, 18, 1-15.
- Şahoğlu, H. (2016). *Çıplak gerçekler*. KKTC: Plater.
- Şahin, F. (2014). Cumhuriyetin kuruluşuna kadar Türkiye'de yardım cemiyetlerinin sinema faaliyetleri ve kamuoyunda sinema algısı (1910-1923). *Atatürk Araştırma Merkezi Dergisi*, 30, 1-36.

KONTROLLÜ DÜŞÜNCE OLUŞUMU SÜRECİYLE TARAFSIZ, OBJEKTİF DÜŞÜNCE YARATIMI VE BU YARATIMIN, YARATICI ZEKÂyla İLİŞKİSİ: LEONARDO DA VINCI ÖRNEĞİ

Doç. Dr. Nevin ALGÜL

Marmara Üniversitesi, Radyo, Televizyon ve Sinema Bölümü,
Türkiye

ÖZET

Bu makale bilinçli olarak, bir başka söylemle kontrollü düşünce gelişimiyle elde edilecek olan tarafsız, objektif düşünce kültürünün, yerleşik hâle getirilmesini tasarlayan bir makaledir. Böylelikle yaratıcı zekânın önü ancak açılabilir demektir çünkü araştırma, yaratıcı zekânın direkt tarafsız düşünceyle ilgili olduğu savına dayandırılmaktadır.

Bu kadar çok din, dil, ırk ile bölünmüş dünyada tarafsız düşünce gelişimini oturtmaya çalışmak adeta kasırgaya, elle yön değiştirmeye benzetilebilir. Zaten çalışma da bir hayâle dayanmaktadır. Bu bir gelecek dünya düşü, bu tür bir düşte eski düşünce kalıplarını kullanmak, eskinin istendik olmayan devamı demek, en azından tarafsız düşünce oluşumunu kontrollü olarak geliştirmeyi akıllara düşürmeyi erek ederek, çağımız gereği, artık çığırından çıkan ve birebir markajlamaya dönen, siyasilerce destek bulan mafyatik köşeyi dönme hallerinin, , ‘Dijital Köle’ edinmeyle sonuçlanan süreci, yaratıcı zekânın önünü tıkayan kalıpları işaret ederek yıkmaya; böylece, ‘illegal veri elde etmek, ileri düzeyde ‘Dijital Köle’ edinmek olaylarının önünü kesmeye çalışmanın çabaları olarak da değerlendirilebilir.

Anahtar Sözcükler: Dehâ, Leonardo Da Vinci, Yaratıcı Zekâ, Tarafsız Düşünce, Tasarım.

GİRİŞ

Leonardo Da Vinci Nasıl Biriydi?

Öncelikle erken çocukluk döneminde “aaaa bu ne kadar farklı diyerek” peşine takıldığım, takibime aldığım tarihsel karakterlerden biri Da Vinci’ydi ve bu makalemde hem Da Vinci’yi hem erken çocukluk dönemimi onurlandırmış oluyorum. Anekdotuma yer vermem boşuna değil, bu erken takip ediş, Da Vinci’nin benle beraber bende büyümesine de olanak sağladı. Böylece bu süreç içinde edindiğim bilgiyle beraber yüreğime doğan Da Vinci’den de bahsetme cüretini bulduğumu aktarmak istiyorum.

Da Vinci hayatının son birkaç senesini Amboise yakınındaki Cloux Şatosunda geçirdi(Gelb, 1999). Zengin olsa bir an durmayıp Da Vinci’nin Notları’nı satın almak isteyen bir çocukluktan geliyorum. Bunu bilgisayarımdaya tuttuğum günlüğüme yazdıktan sonra, o zamanlar ortak akıl mı diye sorguladığım bir hızla Bill Gates’in satın aldığı basından öğrenmiştim. Müthiş bir Hİ/PR etkin başarı sonuçlu örneği aynı zamanda, eee ustaya yakışır bir müze de olmuş yazıldığına göre (Gelb, 1999)tıpkı, onun hakkındaki Gelb’in kitabının da yakıştığı gibi, bu kitabın var oluşunu tetikleyen her ne olursa olsun: Yaşam süremde gidip görmeyi çok istiyorum elbette. (Gelb, 1999) “Onun yürüdüğü toprağa basmak, çalışma masasına oturmak ve yatak odasında bulunmak, penceresinden dışarı, onun her gün gördüğü manzaraya bakma...”nın Gelb’in kalbini “hayranlık, sevgi ve saygıyla..” doldurduğu gibi eminim benimkini de yine yeniden sarsacaktır fakat yüreğime doğan; bilgiyle büyüttüğüm sevgi ve duygularıyla diyorum ki, Da Vinci nerede geceyi noktalarsa noktalsın her gün baktığı manzara kutuplardan basık, eliptik kürenin taaa kendisiydi ve hatta evrenin taaa kendisiydi. Bütünleşik bakabilme yeteneği sanki dehalarda var olan bir özellik gibi ve bu özellik beynin çalışma prensiplerinde de var. İyi algılamının yolu tümünden teke düşünce oluşumu yolundan geçmekte. İşin ilginç bu tür beyinler nasıl bir bilgi aktarılma yönteminden, metodolojisinden gelirlerse gelsinler, beynin çalışma prensipleriyle uyumlu içsel bir donanımla hareket etmekte. Zaten bu aktarılma yöntemlerini irdelemeye başlayan beyinler aynı zamanda. Doğal olarak önünde sonunda doğru yöntemlere ermeleri de kaçınılmaz. Benim eşsiz biricikler dediğim, bir başka deyişle insan doğasını ters yüz edecek yöntemler; daha başlangıçta sağlıklı düşünce oluşumunu sekteye uğratacak metodolojiler bu tür beyinlerde dumura uğramaktalar ve sorgulamaya tabi tutulmaktadırlar fakat sayıları da çok az diye düşünüyorum...

Evet, her gün evrene bakmasının bir sonucudur, bütün manzaraların sahibi olabilmek, dünyaya böyle bakabilmek, Rönesansın bu ruhu beslediği düşünülebilir ama Rönesansı besleyen ruhların da dönemin yazarlarının, ressamalarının, düşünürlerinin olduğu gerçeği; Rönesansın, tüm kadim bilgiyi alarak yaradılışını sağlayan isimler oldukları unutulmamalıdır. Da Vinci de bu ruhu taşıyan isimlerdendir ve anlaşıldığı üzere de favorilerimdir.

Nedir o, tüm manzaraları sahiplenebilmek ve bütünleşik olarak görebilmek, tüm manzaralara imzasını atma isteği? Da Vinci’nin anında yer, mekân, kültürel ve dinsel atmosfer değiştirebilme hevesi, isteği, çabası ve yeteneği, dünyanın dört bir köşesinden krallara, sultanlara proje sunma, orada yaşamayı içselleştiren hâli? Hepsinin üzerine çıkabilme ve olabilme içgörü, öngörüsü ve tüm bunlara istem dışı sahip olabilme hâli.

‘Değiştirebilme’ sözcüğü üzerinde durmak istiyorum. Bu tür beyinler değiştirebilmek için de bakmıyorlar. Beyninin sınırlarının ona söylediği olması gerektiği şeklinin biçimlendirdiği bir algıyla bakıyor: Olması gereken bütünü görüp, her bir katmanına daha başlangıçta hakim olabilme durumu ve bu manzaraların hiçbirinin dili, dini, ırkı yok aslında! Da Vinci ismarlama dinsel eserler de çoğunu tamamlamadığı için yaratma çabasında olan bir sanatçıydı. Yarım kalan işleri irdelendiğinde bile anlaşılabilir: Olması gereken tümü daha başlangıçta gören ve tümü oluşturan her bir teke, her bir katmana da daha başlangıçta hakim olan bu beyinde bu düşünce süreci nasıl gelişti? Bir formülü olabilir mi? Alsak ve hepimiz başımıza sürsek meselâ.

Ne müthiş değil mi?

Peki bu hal ne kazandırır ya da hangi halin bir göstergesi olarak sunulabilir?

Daha da ötesi, böyle bir düşünce oluşumu kontrollü olarak sağlanabilir mi?

Nedir Olası Özellikleri?

Örneğin: ‘Bilgi’ bu türlü bir düşünce gelişimi sürecinde işin neresinde?? ‘Bilgi’ tek başına yeterli bir gereklilik mi?

Kontrollü Tarafsız Düşünce Oluşumu ve Yaratıcı Zekâ İlişkisi

Bilgi güçtür, bilgi her şeydir. Bilginin kötücül kullanımları da vardır, ocak söndüren, hayatları mahveden, bakınız Dijital Kölelik ile ilgili makaleler(Algül, 2020-2023). Bilginin insanlık lehine kullanılmasının önemi büyük olduğu gibi, insanlığın kontrollü düşünce gelişimiyle ilgilenmesi gerekliliği de içinde yaşadığımız çağda açıkça görülmekte ve hissedilebilmektedir. Dijital Köle’ler elbette en çok hissedenerlerdir. Neden bunları yazıyorum, konusu bu olan makaleyi doğuran şartlarla birebir ilgilidir de ondan. Ayrıca başta M.Ö. 6. yüzyılda doğduğum topraklarda yaşamış, bir grup, döneminde devrimci sayılabilecek düşünürlerin ve güzel küremizdeki diğer düşünürlerin okumalarıyla büyüdüm, bir düşünceyi ekmenin önemini bilen bir okuma geçmişinden geliyorum.

Bir fikri ekmek çok önemlidir: İskender’in Mezopotamya’yı fethetmesiyle beraber, aynı büyüklüğü güçten edinmek için Yunan kültürü modellenmeye çabaladı: Yunan dili öğrenildi, Yunan şiiri ezberlendi; vergiler bile Helenleştirildi fakat İskender’in yanında getirdiği Yunan kültürünün en büyük yönü sanat ve yönetimle ilgili bir şey değildi. Bu bizzat Aristoteles’ten öğrendiği bir şeydi: Dünyamızı kavrama mücadelesinde yeni, akılcı bir yaklaşım, fikirler tarihinde muhteşem bir dönüm noktasıydı ve bizzat Aristoteles de evren hakkındaki eski bulgulara birkaç nesildir meydan okumaya başlamış bilim insanı ve düşünürlerin fikirlerini geliştiriyordu. Antik Yunan’ın ilk dönemlerinde, Yunan doğa anlayışı, Mezopotamyalıların doğa anlayışından çok da farklı değildi. Kötü hava Zeus’un hazımsızlık çekmesiyle anlaşılabilir. Yazı icat edildikten sonra birkaç bin yıl içinde kaydedilen yazılar, dünyanın ortaya çıkışı ve hangi kuvvetlerin onu yönettiğine dair, çok fazla sayıda öykü ortaya çıkarır ve bu öykülerin ortak noktası gizemli bir tanrının bir tür şekilsiz bir boşluktan yarattığı düzensiz bir evren tanımasıydı. ‘Kaos’ sözcüğü evrenin yaratılmasından önce olduğu söylenen hiçliğin Yunanca karşılığından gelir.

Eğer yaratılıştan önce her şey kaossa, dünya yaratıldıktan sonra, Yunan mitolojisindeki tanrılar, bu dünyaya düzen getirmek için pek de uğraşmamışlar gibidir. Eski insanlara doğa kargaşayla yönetiliyormuş gibi geliyordu ve düzenli fiziksel yasalara inanmak, onların vahşi ve karpisli tanrılarının bize saçma gelmesi gibi- veya belki de günümüzden bin yıl sonra değerli teorilerimizi inceleyen tarihçilere saçma geleceği gibi-saçma gelirdi. Dünyadaki ‘Kaos’ algısının, dünyaya ‘Düzen hükmeder’e dönüşmesi, Buda’nın Hindistan’a, Konfüçyüs’ün de Çin’e yeni bir felsefe getirdiği sıralarda, bu eski Yunan filozofları, bir paradigma değişikliği yaparak, evreni gelişigüzel değil, düzenli bir ortam olarak gördüler. Einstein’ın “Evrenin en anlaşılmasız tarafı, anlaşılabilir olmasıdır. ‘Kaos’tan, ‘Düzen’ tanımlamasın geçmek, kozmos olarak görmek demektir (Mlodinov, 2018). Demek ki öncesinde ‘Kaos’ olarak görülen her şeyin, anlayınca çözümlenen bir yasası, yani düzeni vardı. İnsan, kendini çevreleyen her şeye ‘Kaos’ değil, çözmesi gereken anlamlar evreni olarak bakmaya başladı ve çevresiyle ilgili sorumluluk aldı. Bir başka söylemle artık kasırgada savrulan yaprak değildi. Kasırgaya engele olamıyorsa, kontrol edebilecekleri unsurlara yöneldi: Sağlam binalar, doğal afetlerin nedenleri, dünyanın canlılığını, kendisinin ne olduğunu fark etti ve bu farkındalık her şeydi ve bu her şey, sorumluluk almakla mı başladı.

Ekilen düşüncelerin güzel küremizin ve içinde yaşayan biz insanların, tüm canlıların hayatlarını nasıl değiştirdiği ortadadır. İnsan değişince, tüm etrafını, hatta küreyi de değiştiren bir canlı. Bumerang etkisi. Bakın insanın ilişki kurduğu her şey, sorumluluğun tam olarak alındığı ülkelerde nasıl gelişti? Herhalde tüm tanrılar da böyle bir gelişimi yarattıkları açısından isterdi, tıpkı bir anne babanın çocuğu için istediği şeyler gibi.

İşte bu makaleye sadece bu fikrin nüvesinin ekimi olarak bakılabilir ancak.

Düşüncede Kalıplaşma, Klişeler ve Daha Başlangıçta Öteki Olma Kavramı

Bilim bize insanevlâdının çok geç değişebildiğini söylemekte. Düşünsel yapısının şekillenmesi beyin fiziksel olarak gelişimini tamamlamasına endeksli gelişme gösteren beynimiz, erken çocukluk dönemlerinde içinde

doğduğu anlamlı ötekilerin, aile, ona bakan kişiler arasında karşılaştığı tutum, tavır, dünya görüşü, kısaca hayata dair tüm bilgileri sünger gibi çekerek almaktadır. 0-3 yaş arasında beynimizin 3/2 fiziksel olarak gelişimini tamamlar. Altı yaş bu tamamlanma tüme doğru gider. Öyle ki, hukuki sosyal sorumluluk alma yaşı olan on sekize fiziksel olarak az bir oran kalmıştır. O halde erken çocukluk dönemi çok önemlidir. Bazı kültürlerde bu yaşlarda çocukları dini eğitim almak üzere yönlendirirler. Bu dönemlerde anlamlı ötekilerden ve sürekli ilişki içinde tutulduğu birimlerden öğrendikleri, kalıp ve klişe düşünce kalıpları olarak yetişkinliklerini biçimlendirir ve bu kalıpları kırmak çok ama çok güçtür. Önyargılar bu kalıplardandır. İşin en kötü tarafı bireyin tüm bunları farkında dahi olmamasından kaynaklanır. Adeta orduların eğitimi gibi bile olabilir ki, kötücül yapılanmalara bağlı olan insanların da benzeri kalıplardan geçirildiklerini düşünüyorum. Bireyin tüm bunları farkında olmaması demek, bir tür otomatik davranış şekline bürünmüş olması anlamına gelir. Kendi düşünce kalıpları dışında herhangi bir düşünceyle karşılaştığında, sorgu, eleştiri, irdeleme, olumlu olumsuz yönlerini bulma ve görme pencereleri dahi açılmadan ret edebilir ki, çoğunlukla böyledir, kadrajına dahi girmeyebilir ve ben bunu daha başlangıçta ötekileştirme olarak değerlendiriyorum.

Bu tür bir düşünce oluşumu, tarafsız, objektif düşünce gelişimini ya yok eder ya sekteye uğratır; oysa tarafsız, objektif düşüncenin yaratıcı düşünceyle direkt ilişkisi vardır. Merak duygusunun açtığı yollarda tarafsız bakabildiği kadar insan yaratıcı zekâsını ortaya çıkarabilir diye düşünüyorum çünkü görmeye hazırdır. Daha görmenin en başında, farkında bile olmadığı görmesini engelleyen, kalıpları yoktur.

Shakespeare'in insan karakterlerini tanımlamadaki üstün başarısı, benim için su götürmez bir gerçektir. Erken çocukluk dönemimde ilk tanıştıklarımın biri de Shakespeare'dir ve elimde sözlük, kendi adını koyarken bile, mahlas olduğuna kanaat getirip, eğlenmiş demekten kendimi alamamıştım. Yazmış olduğu eserlerde, “ onun yazıp yazmadığını tartışma konusu yapan, kanunlar, mahkemeler, kanuni işlemler ve avukatlık jargonu ve yöntemlerine sonsuz bir şekilde aşınadır ve Eğer Shakespeare bu muazzam zenginliği meydana getiren sonsuzca parçalanmış, yıldız tohumuna sahip olmuşsa, bunu nasıl, nerede ve ne zaman etti(Twain, 2017) sorusu bir yana, kalıplarla, klişelerle, kalıplaşan tutum ve tavırları ileri düzey kelimelerle canlandırıp, okuruna aktarabilme yeteneği idi; kuşkusuz tüm bunları görebilmek için de muhtemelen hepsinden sıyrılmış bir düşün dünyasıyla bakmak gerekliydi.

Dahası hangi toplum yasalarını Platon'dan, Aristoteles'ten aldı ki, ya da Socrates'in öğretilerinden(Erasmus, 2017)aldı? Oysa alan İskender Mezopotamya'yı fethetti. Elbette fetihler dönemi bitti ve fetihler dönemini kozmozun keşfi, insanın kendini anlama ve bulma, dünyadaki yerini ölçümlendirme dönemi olarak da değerlendirip tüm savaşların bitmesi üzerine kurulu bir çalışmadır bu ki, genele yayılmış ideal mutluluğu beslemeyi kendine asli görev edinmiştir.

SONUÇ

“Hayatın yükü altında ezilmeyelim; merhametsiz düşmanlarımıza, nankör dostlarımıza fikri melekelerimizi ezmiş olmak zaferlerini taddırmayalım.”

Mme de Stael, Edebiyata Dair

Bilgiyle yaşantı arasına mesafe, ancak yazıyla üretilebilen, ayrıntılı çözümlemeli kategorilerle girer, böyle bir araçtan yoksun sözlü kültürlerse, tüm bilgilerini, insan yaşamına dayanarak, yabancı ve nesnel dünyayı, kendilerine yabancı olmayan insan etkileşimi çerçevesinde duyumsayarak söze dökmek zorundadır. Yazı ve özellikle matbaa kültürleri insani uzaklaştırır ve hatta tabiatını bile bozabilir. Örneğin önderlerin, siyasi grupların adlarını tamamen insani eylem bağlamından koparıp, soyut, yansız listelere dönüştürür. Sözlü kültürde liste gibi yansız bir araç yoktur. İlyada destanının ikinci bölümünün sonlarına doğru dört yüzden fazla dizide yer alan- meşhur gemi sayımında, tüm Yunan önderleri, yönettikleri bölgelerin adları, tamamen kahramanların eylem bağlamı içinde, destan olaylarına katkıları derecesiyle sıralanır. Homeros dönemindeki Yunanistan'da, bu tür siyasi bilginin- normal olarak veya büyük bir olasılıkla- bulunabileceği tek sözel kaynak ya anlatılar ya da kişilerin akrabalık bağlarını betimleyen ve yansız listeler olmayan soy dökümleriydi. Sözlü kültürlerde insan etkinliğinden kopuk istatistikler veya veriler pek bulunmaz(Ong, 2018).

Bir fikri öncelikle sözlü kültürde yeşertmek, insanla bağı kurmak, fikrin kalıcılığı ve yagın kabulü açısından çok önemli olsa da anadilin okur yazarlığının doğru metodolojilerle öğretilmesi, matematik bilgisinin, yaş seviyeleriyle doğru orantılı olarak somut-soyut algılama yaşlarına göre hareket edilmesi(Algül, 2018) sözlü kültürden yazılı kültüre geçiş süresinde önemli olacaktır.

KAYNAKÇA

- Algül, Nevin(2018). An Essay Whether Early Communication (Teaching Turkish) Methods Affect The Thinking Process Through Turkish and Mathematics Course(82-86). International Science and Technology Conference(ISTEC). Fransa/Paris: July 18-20
- Alptekin, Turan(1982). Kompozisyon Bilgisi(ss.). Ankara: İktisadi ve Ticari İlimler Akademisi Yayın No:176.
- Erasmus(2014). Deliliğe Övgü(ss.85). Latince'den çev. Çiğdem Dürüşken. İstanbul: Alfa Basım, Yayım, Dağıtım.
- Gelb, Michael. J(1999). Leonardo Da Vinci Gibi Düşünmek(ss. Xii). İstanbul: Beyaz Yayınları.
- Mlodinow, Leonard(2018). Akıllı Homo Sapiens(ss.94-97). İstanbul: Say Yayınları.
- Ong, Walter, J.(2018). Sözlü ve Yazılı Kültür(ss. 59), İstanbul: Metis Yayınları.
- Twain, Mark(2017). Shakespeare Öldü Mü?(ss.). İstanbul; 1984 Yayınevi.

KÖTÜCÜL DİJİTAL REEL PSİKO-SEMİYOTİK DİL KULLANIMLARI ÜZERİNDEN TOPLUMSAL BELLEK ARAŞTIRMALARI, İNŞÂNIN SÖKÜMÜ, YAPI BOZUCU İNCELEME MAKALELERİ II

Doç. Dr. Nevin ALGÜL

Marmara Üniversitesi, Radyo, Televizyon ve Sinema Bölümü,
Türkiye

ÖZET

Toplumsal bellekte var olan görsel ve dilsel göstergelerin Dijital Reel Psiko- Semiyotik Dil olarak kullanımlarını inceleyen makalemin devamı niteliğindeki bu çalışmanın içeriğinde Dijital -Reel Psiko -Semiyotik Dil Kullanımlarından örnekler sunulup, örnekler üzerinden; bu özelliklerini sergileyen dilsel ve görsel göstergelerin katmanlarının soyulup hedefi vurmadaki etkilerini ölçme ve değerlendirme çalışması da yer almaktadır.

Dijital Reel Psiko-Semiyotik Dil Kullanımları o kadar önemlidir ki, toplumsal bellekte var olanlar yok edilerek, yeni bir toplumsal bellek yaratma gücünü bünyelerinde taşırlar. Bu açıdan da bu makalelerin önemi yadsınmaz.

Bu anlamda iyicil ve kötücül örnekler üzerinde durulup, konuyla ilgili farkındalık yaratma yollarını da kapsamaktadır.

Anahtar Sözcükler: Psiko-Semiyotik, Dijital-Reel, Gösterge, Yapı Bozumu, Toplumsal Bellek.

GİRİŞ

Kültür nedir? “Bu davranışın ayrılmaz bir parçası olarak kullanılan maddi nesnelere birlikte, kültür Homo Sapiens’e özgü bir davranıştır. Dolayısıyla kültür, diğer unsurların yanı sıra, dili, fikirleri, inançları, gelenekleri, kodları, kurumları, araçları, teknikleri, sanat eserlerini, ritüelleri ve törenleri içerir(Britannica).” Her sabah aynaya bakanlarımız, çok az hayvanın yapabildiği bir şeyi yapar, kendini tanır; bazılarımız kendi görüntüsüne gülümser ve öpücük yollar, kimimiz bakımsız görünmeyelim diye kendimize bir çeki düzen verir, faciayı makyaj veya tıraşla kapatmaya çabalarız(Mlodinov, 2018). Eğer aynaya iki kişi bakıyorsak devreye büyük bir ihtimalle karşılaştırma ve kıyas girer. Onun gözü, onun kaşı, benimkiler diyerek, bireyin kişiliğinin belirleyicisi olduğu bir yarışma da başlayabilir. (Mlodinov, 2018) Çok az hayvanın başarabildiği şekilde, insanların verdiği tepki tuhaf bir tepkidir. Bu tepkimizin nedeni, evrimimizin bir noktasında, biz, insanların kendimizi farkına varmış olmamızdır.

Herhalde kendimizi farkına varmak da istem dışı ‘merak’ etme güdüsüyle başladı. Doğadaki her şeyi merak ettiğimiz gibi birbirimizin ilk aynaları kendimiz olduk belki de, zamanın ilk izlerini, orta, son aşamalarını birbirimizde gözlemledik. Ölümün genç yaşlı dinlemediğini, zamana bağlı olmadığını da yaşantılarla deneyimledik; hastalığı, beklenmez kazaları, doğal afetleri öğrendik. Sonra çünkü önce hayatta mı kalmaya çabaladık? Belki hayatta kalma çabası sırasında aksimizi gördük, belki aksimizden cesaret aldık? Bizim ve her şeyin doğadaki yansımalarımızı ve yansıma çeşitlerini fark ettik. Suyun üzerinde yansımızı görmek, suda gördüğü “ben” e aşık olan Narcissus(interestingliterature.com/2022/12/narcissus-myth) misali hayranlıkla beraber merak da uyandırmış olmalı çünkü doğadaki her şeyi merak ede ede bugünlere geldik. Belki de temel itki merak. Öncelik sonralık, bir başka söylemle önce birbirimizin aynası mı olduk ve sonra su ve yansıtılabilir metallere mi fark ettik? Saptanmış bulgulara dayanarak elde edilmiş bir bilgi var mı? Araştırılması gerekir ama sonunda aynayı keşfettik ve icat ettik. Büyük bir olasılıkla ilk birbirimizin aynası olabiliriz çünkü erken çocukluğu beş yaşına kadar genel çoğunlukla köyde geçmiş biri olarak, geniş toprakların sahipleri olan evlerde doğan kadınlar, gelinler ve kızların aynayla hasbihalleri ancak işleri bittikten çok sonra, aynaya vakit kalırsa, sıra gelirse; aynaya bakılacak zamanlar düğün, görücü, şehre gidişlerde belki, yani aslında aynaya bakmak bir lüks, demek ki, insanlar rahatlamış oldukları zamanlarda keyifli şeyleri keşfetmiş veya zor zamanlarda keşfedip rahat zamanları olanlarla hayati ihtiyaçları için takas etmiş; belki keyifli zamanları yaratmak için böyle anlardan ilham almış da olabilirler. Geçmiş atalara bakıp; insanın, insan olmak zor zanaat diyesi gelirken bazen, çokça bu muhteşem, tüyleri diken diken eden mücadeleye şapka çıkarası da gelmiyor değil. İnanılmaz bir mücadelenin en inanılır tarafı, doğa ve insan ilişkisi, bir başka söylemle doğayla olan mücadelesi geriye kalan insanlar arası ilişkileri hiç akıl kârı değil ve insanlık dışı. Dijital çağla beraber asıl büyük sınavın başladığı söylenebilir. İnsanın eline kötücül kullanabileceği imkânları sun ve gör. Benim gibi bakışlarının sorumluluğunu alan biri için de büyük bir ders.

Psiko-Semiyotik İletişimde Dil Kullanımının Bileşenleri Nelerdir?

Bir bilim dalı yaratımının zevki işte burada yatar. Tekrarlar, geniş halk kitlelerine ulaşıncaya kadar yeni bilimsel yaratımları tekrar etmek... Çok mu ciddiye alınıyor yapılan iş? Genel çoğunluğun nüvesi işine gelmeyi görmemeye dayanmaz mı? Bu kadar çok bölünmüş dünyada, o kadar çok kalıplaşmış düşünce üzerinden okuma ve yazma var demektir, değil mi? Hayır, tek bir kişiye bile ulaşmak önemlidir. Bazıları Sisyphus olarak doğarsa bu eylem kaçınılmaz, istem dışı, bir refleks hâlinde yerine getirilmeye çalışılan bir çabaya dönebilir.

Bakınız mitolojideki Sisyphus ne der(interestingliterature).

Psiko- Semiyotik İletişim.(Algül, 2019-2023) gösterge havuzunun kasıtlı olarak, istedik doğrultuda hedefi tam on ikiden vuracak şekilde, göstergelerin toplumsal bellekteki kronolojisi, psikolojik etkisi, imgesel iz düşümleri ve çok daha fazla dinamikler üzerinden incelenerek, araştırmaları yapılarak, taşıdıkları anlamlar, göstergelerin yaşam süreçleri içindeki devingen döngülerinde yüklendikleri her anlam üzerinden irdelenerek, etkisi bir başka söylemle sonuçları hesaplanarak, buna dilsel göstergeler için *dizilim(sentaks)*, görsel göstergeler için *imgesel iz düşümleri(alt, üst çağrışım anlamlarının imgeleri)* hesaplanarak belli bir amaç için, bu amaçlar çoğul da olabilir; kasıtlı ve bilinçli bir şekilde tasarlanmış etkileşim değerleri hesaplanmış bir iletişim dilidir ve maalesef insanlık, özellikle dijital çağın sunduğu tüm teknolojiye de kötücül anlamda kullanarak çıkarları doğrultusunda hareket edebilmektedir. Kutuplardan eliptik bu küredeki çağımızın insanı *Psiko-Semiyotik olmayan* bir iletişim diliyle artık karşılaşmamaktadırlar, denebilecek bir çağı deneyimlemektedir.

Göstergeler (şimdilik, bu alan değişken ve bu değişkenlik öngörü oluşumu için vurgulanmalı) üçe ayrılır:

1. **Dilsel Göstergeler:** Tüm doğal diller ve bu dillerden türetilen, yaratıcı zekânın kapsama alanına girebilecek yeni yaklaşım ve kullanım biçimleri de dahil olmak üzere *dilsel göstergelerdir*; zamana ve yaratıcı zekâyâ endeksli olarak esneklik özelliğine sahip olabildikleri unutulmamalıdır; bu anlamda teknolojinin sunduğu ya da alanın teknolojiyi zorlayarak, teknoloji üzerinden elde ettiği veya edebileceği her türde, her türlü yenilik, dilsel göstergelere dahildir.

2. **Görsel Göstergeler:** Resim, fotoğraf, karikatür, renk, biçim, nesne

3. **İşitsel(Duyuşsal), Dokunsal, Tat Almayla İlgili ve Metaforik Göstergeler:** (Bu tanımlama da bana ait ve zamanla tüm bu söz öbeklerinin yerine, hepsini kapsayacak, genel çoğunluğa hiçbir anlam karmaşası yaratmadan ulaşabilecek başka bir söz ya da söz öbeği bulabilir veya üretebilirim ama şimdilik bu şekilde kullanmayı tercih ediyorum). Koku, Doku, Ses, Acı, Ekşi, Tatlı, Ezoterizm alanı, 6. his, içgörü, öngörü, vb. gibi. *Her türlü tanımlama ve bilgiden önce yapıldığı çokça ölçümlenen* bir yanlıştan dem vurma gerekliliği: *Gösterge* sözcüğü sadece fotoğraf, resim, karikatür, biçim, nesne anlamına gelmez; bir başka deyişle *çözümleyici bilgide* sık sık yapılan bir yanlış olan sadece *'görsel'* anlamını yüklenmez. *Semantik, anlam bilimin* hiç olmadığı veya zayıf kaldığı iletilerin genel çoğunlukta karşılık bulamamasının bir başka söylemle, iletişimin gerçekleşmesi için bir gereklilik olan *karşılıklılık ilkesinin*; burada sözcüğün yaygın olarak yüklendiği *görsel* alt üst çağrışım anlamlarının yoğunluğu nedeniyle *çalışmamasından* dolayı etkileşimin gerçekleşmemesiyle sonuçlanabilir. Bu mesaj kaybı, gönderen gönderilen ilişkisi açısından iki taraflı kayıp olarak değerlendirilebilir, değerlendirilmelidir.

Sonuçta dilsel göstergeler de birer görsel' olarak görülebilir aynı zamanda ki, 21. Yüzyıl insanının geldiği, getirildiği noktada, *dilsel göstergelerin* zihindeki görsel izdüşümlerinin, *imgelerinin* çağrışım anlamlarının *görsel göstergeler* üzerinden öncelik sonralık ilişkilerinin önemine göre, daha tasarımın başlangıcında başarılı görümlerle saptanması başarıyı getirecek temel unsur olarak görülmelidir(Algül, 2024), mesajın yerini bulmasını kolaylaştırır. Daha kolay anlaşılması için sadeleştirilirse doğal dillerin tümü de birer *gösterge*dir. Gösterge sözcüğü dendiğinde sadece *görsel* ve görsel sözcüğünün çağrıştırdıkları düşünülmemelidir. Belki tanımlama için sözcük seçerken göstergebilim dalı da dahil olmak üzere, aradaki ayırım açılabilir ve sözcük bazında netlik kazandırılabilir. *Dilsel ve görsel göstergelerle beraber 'gösterge' sözcüğünün anda taşıdığı ve gelecek zamanda taşıyabileceği anlamlara (devingen döngü alanı) da açılması;* alt başlıklarla ayrıştırılması ve maddelerin açıklanması gereklidir. Gösterge alanının devingenliğinin üzerinde durulması, alanının hareketliliğini vurgulayabileceği gibi; aynı zamanda gösterge sözcüğünün yüklendiği anlam ve çağrışım anlamları karışıklığını gidermeye de yarayabilir, yüklendiği ve yüklenebileceği anlamları zihinlerde somutlaştırmayı kolaylaştırabilir. Bu makalede saptanan olası karışıklığa neden olabilecek algıları netleştirme çabası güden bir tanımlama ve açıklayıcı dil kullanılmıştır. Umarım netleştirmeye yardımcı olur.

Göstergebilimin dilsel ve görsel göstergeler olarak ikiye ayırdığı bu alanın, içinde doğulan çağ gereği üçe ayrılması gerektiğini düşünüyorum. Psiko-Semiyotik İletişim alanı çok hareketli bir alan olma özelliğini bünyesinden taşır. Dolayısıyla Dijital-Reel- Manuel Psiko-Semiyotik Dil Kullanımı yönleriyle daha da genişleyecektir ve hatta belki de teknolojik göstergeler maddesini de kapsayabilecektir. Böyle bir sınıflama daha da netliğe yardımcı olabilir. Bu yönüyle buluşum olan: Psiko-Semiyotik İletişim, Etkileşim başlığı altında toplamaya başladığım; yarattığım bilim dalı Dijital-Reel-Manuel Psiko-Semiyotik Dil Kullanımları(Algül, 2017-2023), ALGÜL Dijital-Reel-Manuel Psiko-Semiyotik Dil Kullanımı Ayrıştırıcıları (2018-2023) alan için şimdilik *üçe ayırdığım tanımlama* belki göstergebilimine ilham olabilir, Psiko-Semiyotik İletişim, Etkileşim insan aklının boyutlarınca sınırsızdır ve disiplinler arası ve üstü çalıştır.

O halde gösterge nedir?

Öncelikle, gösterge sözcüğünün tanımıyla kasıtlı olarak başlanmadığı bilinmelidir. Daha öğretici olabileceğine inanıldığı için böyle bir yöntem tercih edildi. *Açıklayıcı bilgisi* bir başka söylemle sözlükteki tanımı: "Bir şeyi belirtmeye yarayan şey, belirti, im; işaret" (<https://sozluk.gov.tr>), dir. Kendi dışında bir şeyi temsil eden, dolayısıyla temsil ettiği şeyin yerini alabilecek nitelikte olan her çeşit biçim, nesne, olgu(Rıfat, 2009)'dur.

Kendi dışında bir şeyi temsil edebiliyor olması devreye insana dair unsurların girdiği anlamına gelir. Hedefin ki, birey, topluluk veya toplum olabilir psikolojisini ele geçirmeye, kavramaya ve avlamaya yönelik, hedef için çok özel, anlamlı, değerli yani önemli olan bir şekilde ruhunu, psikolojisini etkileyip bu etki üzerinden andaki duygu durum biçimini istedik yönde kavrayıp dönüştürüp değiştiren, hedef için görüntüsünden öte, nasıl görüldüğünden ziyade, o görüntünün ya da anlamın (dilsel göstergeler) yazılı ya da sözel içeriğin(tek bir sözcük de olabilir) ne hissettirdiğinin anlam ve önemiyle ilgilidir. Özetle bu göstergeler hisler dünyasını değiştirip dönüştürecek gücü taşıyan dilsel ve görsel ve işitsel, dokunsal ve metaforik anlamlar evreninin hepsidir.

Bu paragraftan şu anlam çıkarılmalıdır, herhangi bir sözcüğün, sözcüğün harfleri dahil, dokunun, konunun, rengin, fotoğrafın, karikatürün, biçimin, nesnenin, içgörü, öngörü, Ezoterik, mecazi(metaforik) anlamlar evreninin hedef kitleye yönelik etkili olabilmesi için hedefin psikolojisini avuçlarının içine alabilecek kadar etkili bir şeyi temsil etmeleri, bir başka söylemle, kendi dışında, görünür olduğu haldeki biçimi, görseli, nesne hâli, olgusu dışında bir şeyin yerine geçmiş olması, dolayısıyla onu temsil etmesi gerekir.

Tüm bunları kim, kimin için yapacak?

Hedef kitle: birey, topluluk, toplum için.

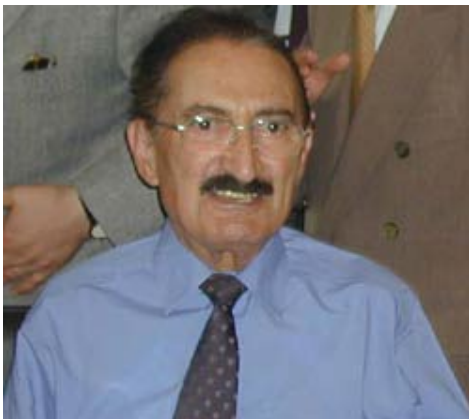
Psiko-Semiyotik İletişim Kaynakları Nelerdir?

İnsanın değişimi zor olduğundan içinde yaşanılan çağ ne olursa olsun, geçmişinden kopuk kültürel kodlar beklenemez. Bir yandan insan doğası da geçmişe tutuklu kalmaya meyilli donanımlardan geçebilir, ki uygarlık tarihi bunu kanıtlar: Geçmişe bağlılık din, ırk, ideolojiler, üzerinden de desteklenip, sürdürülebilir kılınabilir. Tüm farklı bilimsel disiplinler üzerinden toplumların yapısını ele alan bilgi dağarcığı aynı anda çok çeşitli açılardan Dijital-Reel Psiko-Semiyotik Dil Kullanımlarının bir yandan hazırda var olan kaynaklarını ortaya çıkarırken , yeni kullanılacak olası kaynak verilerinin buluşlarını kapsar ve sürekli yeni keşiflerle genişler.

Toplumları dinsel, tanımlamalar üzerinden irksal, yönetim biçimleri, yaşanılan coğrafya, geçirilen tarihsel dönemlerin her birinin kültürel kodlara kattığı etkiyle birbirinden ayırıştırırken, içinde yaşadığımız dijital çağda yaşantılarımızla deneyimlediğimiz gibi sırf insan olmaktan kaynaklanan ortak kültürel kodlarımızın dışında giderek; dijitalleşme sonucunda dünya kasabasına dönen eliptik küremiz için küresel çapta ortak Dijital-Reel Psiko-Semiyotik Dil Kullanımlarının giderek çoğaldığı bir havzaya döner: Emojiler buna en basit örnek olarak verilebilir ve Emojiler, dijital çağın yarattığı Dijital-Reel Psiko-Semiyotik Dil Kullanımları olarak değerlendirilebilirler. Bunun yanı sıra toplumların kültürel dokularında var olan ama bugünkü kadar yaygın kullanımda yer alamamış, dolayısıyla anlamı geniş kitlelere ulaşamamış, gelişmiş denilen Batı ülkelerinde bilime endekslili gelişen veya toplumun geçmiş kültüründe yer alan göstergelerin, dijital çağın etkisiyle yaygın bir kullanım alanı bulmasından kaynaklı olarak küresel boyutta birer Dijital-reel Psiko-Semiyotik Dil Kullanımı aracına dönüştüğünün görüldüğü örnekler, bunlardan biri mavi yaka örneği.

Bunların dışında bir toplumun toplumsal belleğinde yer alan, deyimler: Genellikle gerçek anlamından çok az ayrı, kendine özgü bir anlamı olan, kalıplaşmış, söz öbeği; tabirler, (TDK/Sözlük)); bir ulusun değer yargılarını anlatan özlü sözler(Çotuksöken, 1994) atasözleri, genel yaygın kullanımda geçmişe dayalı anlam ve önemi olan, bir başka söylemle tarihsel kimliği bulunan tüm dilsel, görsel, işitsel, dokunsal, metaforik, ezoterik göstergeler birer Dijital-Reel Psiko-Semiyotik Dil kullanımı oluşturma havuzudur.

Renk Göstergelerine Dijital-Reel Psiko-Semiyotik Dil Kullanımları Üzerinden Örnekler: Mavi Yaka Örneği, Orta Sınıf, Parti Sembolleri, ...



<https://galeri12.uludagsozluk.com>

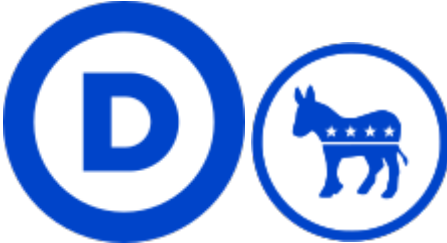
Mavi: Güven, Sadakat, mantık(<https://meandyou.co.uk>) Ecevit Mavisi ve Mavi Yaka,:Teknolojinin salgın yayılımı sonucunda giderek dijitalleşen eliptik küremizin ileri düzeyde benzeşmeye başlayan Psiko- Semiyotik İletişime küresel boyutta siyasetin seçim arenaları için üretilen Dijital-Reel Psiko-Semiyotik Dil Kullanımlarına örneklerine, bu konuyu başlık edinen (Algül, 2024) henüz yayımlanmadığı , yayım aşamasında olduğu için kaynakçada bulunmayan bakılabilir. Sayın Ecevit iş dünyası için akademik çalışmalara geçen mavi yaka sınıflamasını elbette biliyordu. Bir sosyal demokrat olarak bilinçli seçmiş olduğu düşünülebilir. İçinde bulunduğumuz zaman diliminde ABD'inde yapılan son seçimlerde Sayın Obama'nın mavi, yukarı kıvrılmış, ilk düğmesi açık, gömlekleri ve mavi rengin yoğun olduğu arka fonlar, çokça göze çarpmaktadır. Seçim ortamlarında kullandığı aksesuarlar, aksesuar olarak artık değerlendirilebilecek olan, beden dili, jest ve



<https://i.haberglobal.com.tr>

Siyasi İletişimde Psiko-Semiyotik İletişim: Dijital-Reel Psiko-Semiyotik Dil Kullanımları adlı henüz yayımlanmamış makalemden geniş olarak incelenecektir(Algül, 2024).

ABD Demokrat Parti / Seçim Sembolü



<https://tr.wikipedia.org>

Siyasi partilerin sembollerini tasarlarlarken, tasarımın daha başında renkleri gösterge olarak kullanmalarına örnek olarak bugünlerde ABD seçimleriyle gündemde olan iki parti üzerinden örnek verilebilir. Şüphesiz ki, buradaki renkler, ABD bayrağında bulunan renklere gönderme yapmaktadırlar. Tek katmanlı bir açıklama olarak bu söylenebilir. İleri katmanlar için ABD bayrağına konan renklerin neleri temsil ettiği araştırılmalıdır. Bu araştırma her bir şeklin, biçimin, konan yıldız sayısının, yıldızların rengine ve daha fazlasına kadar çıkacaktır.

Obama'nın Demokrat Parti seçimlerine ivme kazandırmak için çıktığı siyasi arenada sıkça kullandığı 'orta sınıf çalışanlarını' temsil eden mavi renk ve ABD bayrağında yer alan, kendi parti bayraklarında da olan mavi. Parti bayrağında olan rengin ayırımına Wikipedia'da girilmemiş ama indigo mavisini gibi görünmekte. Konuşmalarında ve çekimlerinde baskın şekilde bayrağın mavi olan bölümünde durması, mavi fonun hakim olması, aynı zamanda sürekli kendi partisini seçmene hatırlatan bir duruştur. Seçmenin kafa karışıklığıyla kaybetmemeye yönelik.

Nasıl oy vereceklerine kadar rol model oluşuna dikkat edilirse, seçmeniyle ilgili hiçbir durumu Demokrat Parti'nin seçmenine bırakmayıp, onu her adımda yönlendirmeyi seçtiği gözlemlenebilir. Bu durumun

GOP (Grand Old Party) Cumhuriyetçi Parti



<https://tr.wikipedia.org/wiki/>

nereden kaynakladığı, seçmenine ait özelliklerin ölçme ve değerlendirmeleri sonucunda mı geliştiği ayrıca araştırılması gereken bir durum olmakla beraber, biraz da küresel liderlerin ortak tavrı gibi durmaktadır. Küresel çoğunluğa ortak bir bakış da söz konusu olabilir ve bu bakışına neden olan kaynaklar bulunabilir. Burada ele alınan sadece renktir. Mavi renk aynı zamanda "Mavi, huzur ve sükunet ile bilinirken, aynı zamanda üzüntü, soğukluk ve depresyon duygularıyla da ilişkilidir. Birden fazla renk tonu mavi bir odaya renkli mobilyalar ve dekorlar koyabilirsiniz ve gözleriniz çok bunalmış hissetmez. Koyu mavi tonlarını kullanmak duyguları

düzenlemeye yardımcı olur. Genellikle ilişkilendirildiği duygu durum biçimleri: Barış , Huzur, Rahatlama, Güven, Sadakat, Güvenilirlik, Üzüntü, Yalnızlık, Soğukluk(<https://www.artcobell.com>). Mavi rengin adeta sedatif diye tanımlanabilecek psikolojik etkisi bir nevi çalışan sınıfının makul, sakin, denileni yapan, verileni alan, fazla bir şey istemeyen ve arz etmemeleri üzerine kalıba konmaya çalışılan tarafını besler gibidir. Bir çeşit köleliğin rengi, orta sınıfın, orta sınıf çalışanlarının bir nevi kanaatkâr, isyan çıkarmayan sakin hali, mavi. Renk, marka kimliğimizin en güçlü yönlerinden biridir(<https://identity.stanford.edu>)

Peki, Ya kırmızı?

“Kırmızı temel renklere dendir. Kültürler arasında, insanlar kırmızıyı öfke kavramıyla sezgisel olarak ilişkilendirir. Bu ilişki, birçok insanın öfkelenmesinde artan kan akışından dolayı yüzünün kızarması göz önüne alındığında mantıklıdır. Kırmızı renk, yüzdeki öfkenin tespitini kolaylaştırır ama ne kadar? Kırmızı, insanların ustalaştığı, ürettiği, yeniden ürettiği ve farklı tonlara ayırdığı ilk renktir. Ayrıca tarih öncesi dönemde sanatçılar tarafından kullanılan en eski renklerden biridir. Kırmızının insanlar üzerinde hem fizyolojik hem de psikolojik etkileri olduğu ve bu nedenle üzerimizde olumlu ve olumsuz etkiler yarattığı bilinmektedir. Yüklendiği anlamlar, sevgi, güç, tutku, güven, saldırganlık, çekicilik, İkna, Performans, Dürtü Kontrolü, Enerji, Risk Alma, Stres, İştah, dikkat, Hakimiyet, Dürtüsellik, Rekabetçilik (<https://www.colorpsychology.org>) ve elbette tüm bu anlamlar Dijital-Reel Psiko-Semiyotik Dil Kullanımları üzerinden incelendiğinden çağrışım anlamlarıyla birlikte ele alınması gereken unsurlardır.

Beyaz-Mavi Yaka Terimleri ilk ne zaman ortaya çıktı?

"Beyaz yakalı işler" ve "mavi yakalı işler" terimleri iş, ekonomi, eğitim ve sınıf hakkındaki tartışmalarda ortaya çıktı. Beyaz yakalı 1910'da ilk olarak kullanılan oldu. Nebraska gazetesi, bu terimi Orta batıdaki ofis çalışanları ile tarım işçilerini ayırmak için kullandı. Erkekler genellikle Pazar günleri kiliseye temiz, kolalı beyaz yakalı gömlekle giyerlerdi. Beyaz yaka dile girdikten sonra, işyeri sonucunun ortaya çıkması uzun sürmedi. Mavi yakalı deyiminin ilk olarak kullanılması 1924 yılında gerçekleşti. Iowa'da bir gazetede marangozluk gibi zanaatlarda çalışan erkekleri nitelemek üzere kullanıldı. Bu adamlar aslında o kadar sık mavi yakalı gömlekle giymiyorlardı ama mavi kot pantolon ve tulumlarla giydikleri gömlekle, işlerini yaparken gelen lekeleri gizlemeye yardımcı olmak için genellikle daha koyu renkleri(<https://people.howstuffworks.com>).

Dijital-Reel Psiko-Semiyotik Dil Kullanımlarına Kaynak Oluşturan Toplumsal Bellek Havzaları, Legal Görünümlü, İlegal, Dijital Köle Dijital Alan Havzaları, ...

“Alın açık yüzüm pak”: Deyimi, Covid 19'dan, ileri küreselleşmeden çok önce, küreselleşmenin adının global olarak söylenmeye başlandığı dönem 1980'lerin sonları, 2000'li yıllara doğru bu toplumda çokça değeri olan bir deyimdi. “Hatta buradan ben, dille hep ilgili olduğum için vurucu sözcük, sözcük öbekleri üretmişim. ak'la başlayan sözcükler, Boğaziçi Üniversitesi'ndeki öğrencilik günlerime denk gelen bu dönemde, çok rüzgârlı bir seçim öncesi zamanı, bir durak önceden inip, yürümek zorunda kaldığım bir gün, suratıma yapışan seçim flama ve bayraklarıyla mücadelem sonrası, çok kızgın bir şekilde kendimi eve atıp, nihayet bilgisayarımın başına oturduğumda, o kızgınlıkla tasarlamıştım. Seçim için bunca hazırlığa halkın parasını yatırmaya gerek yok, işte size ak, pak, parti isimleri, hatta teke düşürmüştüm. Evraka, alın işte size ampul: Her Anadolu'dan gelip İstanbul'a yerleşenin evinde neredeyse ampul vardı. Alın size de her iki anlamda içselleştirilebilecek psiko-semiyotik dil kullanımları. O zamanlar temel bilgi olarak var olan bu bilgi, seneler sonra bilimsel alanlara ve tanımlamalara yerlerini bıraktı. Günlüğümde tasarladıklarımı dış dünyamda gördüğümde ilk zamanlar çok şaşırıldığımı anımsıyorum. Bu tesadüfler yıllar içinde bini aştı ve bu bilim dalı da böylece doğdu ve kaptırılmaması başarıldı.” <https://tr.linkedin.com/nevina>)Yazarın LinkedIn'deki VinciSafiye adlı, kendi yaşam öyküsünden ilham alarak yarattığı hikâyelerinden genişletilerek alınmıştır. Türk siyasi tarihinde önemli bir yeri olan Sayın Ecevit'in Ak Güvercini:



<https://galeri8.uludagsozluk.com>

“Alnım açık, yüzüm pak” deyiminin, doğduğumuz toplumdaki bellekte, direkt olarak aklıkla, temizlikle, ahlâklı olmakla, temiz bir sicille ilgisi vardır. Bir dilsel göstergenin alt, üst çağrışım anlamlarının zihindeki iz düşümlerine, içinde doğulan toplumda genel yaygın boyutta etkin olan kültürel kodu ‘karar verici’ olarak davranmaktadır. Belirleyici olan içinde doğulan toplumun kültürel kodunda geniş bir ölçekte yatan **anlamlar tarihidir** ve bazen bu **anlamlar tarihi**, yine tarih faktöründen kaynaklı nedenlerle kaymaya, değişmeye, yok olmaya uğrayabilirler çünkü tarihsel bir devingen döngü içinde yaşarlar, anlamlar yüklenir, anlamlar kaybedebilirler ve bazen ölü sözcük hâline gelebilirler. Örnek: Ölü diller gibi. Tarih faktörü alanının belirleyici dinamikleri ise toplumsal boyuttaki yaşantılardır ki, söz öbekleri(deyimler gibi), atasözleri, sözcükler bu yaşantılarla yeni anlamlar kazanacaklardır ve bu anlamlar belirleyici olacaktır. “Ak koyunun kara kuzusu da olur”, (Çotuksöken,1994). Globalleşmenin büyük bir hızla küreselleşme sözcüğü üzerinden genel söylem olduğu zamanlara kadar “Alnım açık yüzüm pak” deyiminin, zihinsel iz düşümü; ak-pak olmanın/görsel göstergesi ‘beyazlık’ üzerinden yüklendiği anlam, geçmiş sicilin temizliği, gelecek sicil temizliğinin garantisi, ahlâklı duruş alt ve üst çağrışım anlamlarını bünyesinde barındırıyordu. Burada ilginç gelmesi gereken; **deyimlerin ve atasözlerinin toplumsal bellekteki yerleridir**. Bir söz öbeği olan deyimler, çağrışım anlamı olarak **tek bir anlamı baskın şekilde** vurgulayabilir ‘ak’ örneğinde olduğu gibi; bu özellik atasözleri için de geçerlidir ve toplumsal bellekteki geniş atasözü ve deyimler havuzundan tasarım için içgüsel olarak seçilen deyim ya da atasözlerinin, seçilme itkisini bilimsel olarak açıklayabilir çünkü dilin özelliklerinden olan nesilden nesile geçebilme yeteneklerinden dolayı, o dilde doğmuş olmakla kazanılmış, doğal olarak sözcük türetme, dışarıdan, başka dillerden dile girmiş sözcükleri, açıklayıcı bilgi sahibi olmadan, dilin yapısına uygun dönüştürebilme esneklikleriyle bağıntılı olabilir. Deyimlerin, andaki zamanda yüklendiği anlamı içgörü ile sürekli tam on ikiden seçebilmek, doğuştan kazanılmış bir zekâ, yeti, yeteneğe ihtiyaç duysa da, bir toplumdaki temel eğilimi dilin bu özelliklerine dayanarak açıklanabilir. Elbette akademik tartışmaya açık savlardır.

Konuya dönülürse içinde yaşanan çağ gereği bazı deyimler gibi bu deyim de eski anlam ve ağırlığını, yitirmiştir ve içi boşalmıştır. Buradan anlıyoruz ki, içinde yaşanan zaman Dijital-Reel Psiko-Semiyotik Dil Kullanımlarının etkisini belirlemektedir.

“Ak akçe, kara gün içindir.” “Sağlıkta alın teri dökülerek kazanılan para, kötü günlerde en büyük yardımcı yerine geçer”, “ Ak koyunu(ala keçiyi) gören, içi dolu yağ sanır”, Toplumsal Bellekte var olan **‘ak’ sözüyle ilgili masal motifleri**: Dede Korkut Hikâyelerinde yer alan: Ak Sakallı Dede örneği: **Ak Sakallı Dede** bir kişiye görününce, yaşamı için verilen öğütler tutulasıdır. Ak Sakallı Dede’nin söyleyeceklerine güvenilir. “Dede Korkut’un Oğuz Halkası, kişiliği söylenceleşmiş Bayundur Han’un torunları Akkoyunlu Türkmenler,...”(Melikoff, 2008).“*Ak Sakallı Derviş*”: “*Ak Güvercin*”, Dede Korkut Masallarında çokça kullanılan masal motiflerindedir.

Küresel Boyutta Beyaz renge yüklenen anlamlar, bu anlamların her biri psikolojik bir etki taşır ve içinde buldukları toplumda bu anlamlar çeşitlenir. Dijitalleşen kürede bu çeşitliliği küresel boyutta giderek hızlanan bir ivmeyle bir standart küre dili, kazandırmaya başladığı gözden kaçırılmamakla beraber bu farklılık mevcuttur ama genel anlamıyla beyaz renk: “Beyaz: Sadelik, Temizlik, Sağlık (<https://meandyou.co.uk>). İfade etmektedir.

Olası Kötücül Manipülatif Etkileri: Halkın, genetik kültürel kodunda var olduğundan bile haberi olmadığı, toplumsal belleğinde var olan bu kodlar nedeniyle, bu renklerin ve deyimlerin kullanılageldiği her grup ya da birey çıkarımı yüceltmek viş e toplumda bir yer edinmek amacıyla Dijital-Reel Psiko-Semiyotik Dil Kullanımları

tasarımlarının içeriğinde kasıtlı olarak yer almaları, hiçbir şeyden habersiz olan gen halk kitlelerinin aleyhinedir. Duyduğu sempatinin kaynağını bilemeden istem dışı, psikolojisini etkileyen, duygu durum biçimlerinden birini veya birkaçını etkin bir şekilde kavrayan vurucu dilsel ve görsel göstergelerin amaçlarına uygun tasarlanan Dijital-Reel Psiko-semiyotik Dil Kullanımlarından dolayı, herhangi bir siyasi partiye, gruba, topluluğa, sempati duyup kapılabilirler.

İçinde bulunduğumuz dijital çağ gereği, siyasi partiler başta olmak üzere, toplumsal bellekten toplanan, toplumun genel çoğunluğunu ele geçirecek vurucu dil kullanımlarının kaynağı sorgulanması gerekmektedir. Halkla İlişkiler, Reklamcılar için hayati olan bu vurucu dil kullanımları legal görünümlü dijital alanlar olabileceği gibi, yaşamları kökten etkileyebilecek, dijital mahrem alan talanından elde edilebilirler.

Halkın bu sloganların kaynaklarını bilme hakkı vardır. Örneğin: AKP partisinin çok sık kullandığı ve genel çoğunluk üzerinde oldukça etkili sloganların: Beraber yürüdük biz bu yollarda, Yola Devam, Ezan dinmez, bayrak inmez, Eyyyyyy diye hitap etmek vb. gibi. Bu durum tüm muhalif ve diğer siyasi partiler için de geçerlidir çünkü genel çoğunluk üzerinde manipülatif etkisi vurucu olan sloganların önemi büyüktür ve bu manipülatif etkinin sorumluluğu alınmalıdır. Bu vurucu etkisi büyük olan slogan ve söylemlerin tespit edilme yolları da gelecekte genel çoğunluğun yararına düzenlenmelidir çünkü 'Dijital Köleliğin olduğu bir çağda yaşıyoruz ve bu sloganların bu tür kaynaklardan elde edilmesi Dijital Kölelik sisteminin sürmesine neden olacaktır ve bu durum legal görünümlü ve illegal dijital veri elde etme yöntemlerinden çok ileri düzeyde bir insanlık suçudur.

SONUÇ

Kötücül, çıkar odaklı, kasıtlı dilsel, görsel, işitsel, dokunsal, tatsal, ezoterik, göstergelerin Dijital-Reel Psiko-Semiyotik Dil Kullanımı olarak tasarlanmaları, genel çoğunluğu bu göstergeler üzerinden istedik doğrultuda manipüle etme hesapları evrensel insan haklarına aykırıdır çünkü bu bilgi genel çoğunluğa verilmemiş, içselleştirilmeleri sağlanmamıştır. Tüm bunlar yapılmadan sahip olunan bilgiyi ki, tüm bu alanda ne yapıldığının bilimsel çözümlenmelerini Psiko-Semiyotik İletişim başlığı altında toplanan; Dijital-Reel Psiko-Semiyotik Dil Kullanımları ve Ayrıştırıcıları üzerinden incelemek (Algül, 2020-2023), mümkündür; Dijital Reel-Psiko-Semiyotik Dil Kullanımları çemberine almak, ve onları Psiko-Semiyotik İletişime boğmak; genel çoğunluğu yönetilebilir bir seviyede kasıtlı olarak tutmak, onların hiç bilemediği unsurları devreye sokup, yanlarına çekmek bir tür aldatmacaya dahil edilmelidir ve insanlık suçu olarak görülmelidir. Bu Halkla İlişkilerin, Reklamcılarının, artık günümüz gazetecilerinin hileli ürün satış politikalarından hiç de farklı değildir ve genel çoğunluktan yana olan bir tutuma dönüştürülmesi gerekmektedir. Defolu malı izleyicinin görebilmesini, daha başlangıçta engelleyen toplumsal kültürel kodları avlamak üzerine kurulu Dijital-Reel Psiko-Semiyotik Dil Kullanımlarıyla sürekli yakalamayı amaç edinmek, kasıtlı aldatmaya dahil edilecektir. Birey ya da topluluk farkında olmadan yönelir, tüm bu alan bilgisinin kötücül kullanımına deyimler, atasözleri gibi, bilinçdışı (Mlodinov, 2013) yaşantılarla kazanılan toplumsal belleğe giren kötücül kullanılmaya elverişli kaynak havzası girer.

Bu kültürel kodlardan belirleyici, baskın olanların cemaat kazanma, birlikte hareket etme üstünlüklerinden yola çıkarak dinsel de olabileceği çıkarımını da yapabiliriz. Tek tek bakıldığından dinsel, etnik köken, din, dil, toplumsal belleğin söz hafızasını, kültürel çeşitlilikle oluştururken aynı zamanda aynı unsurlar toplumsal belleği baskın veya çekinik olarak biçimlendirebilir. Bir de tüm bunların üzerinde devletlerin yürüttüğü politikalar, toplum adına, toplum için almış oldukları kararlar toplumsal belleğin birer parçası olurlar ve tüm bunların hepsi artık tanımladığım şekliyle Dijital-Reel Psiko-Semiyotik Dil Kullanımları havuzunu oluştururlar.

Ayrıca toplumları birbirinden farklı kılan kültürün dijital çağla beraber giderek benzeşmesi, Psiko-Semiyotik İletişim araçlarının da giderek aynılaşması sonucunu doğurabilmektedir. İçinde doğduğum toplumda yazılı görsel basın araçlarının teknolojik temeli nereden geliyorsa, o temele uygun tutum ve tavırları yaşam sürecimde deneyimlemiş, hatta bu unsurlara, halkı aşağıda tutacak seviyede sürekli maruz kaldığım yönlerine yaptığım eleştiriler ve önerilerin yer aldığı gündelik yaşam unsurlarını yazarak atabildiğim, bilgisayarına taşıdığım günlük tutma alışkanlığım 'Dijital Kölelik' vakasına dönüştü (Algül, 2020-2023). Sözün nüvesi içinde doğduğum toplum adeta bu anlamda küçük bir ABD idi. Kopyalama geleneği bu alanı ellerinde tutanların köklerinde var gibiydi ve dijital teknolojiyle gelen dijital mahrem alanları talana varıracak kadar da teknolojik olarak donanımlı olabilirler. Bir toplumu Dijital-Reel Psiko-Semiyotik Dil Kullanımlarıyla baskılamak yazılı-görsel-dijital kitle iletişim araçlarının çokluğuna endekslidir. İlegal ya da legal görünümlü mahrem dijital alanlardan elde edilen dil kullanımları belli toplulukları derinden etkileyebilir ki, dijital veri kaynaklarının **en korkuncu 'Dijital Kölelik'** üzerinden elde edilen verilerdir. Bir başka söylemle dijital çağla beraber bir de Psiko-Semiyotik İletişimde etkin olan dil kullanımlarının elde edildiği kaynakların incelenmesi söz konusu olacaktır. Kaç tesadüf sonrası artık tesadüf sayılmamalıdır gibi başlıklar hukukun gündem konusu edilebileceği gibi; '**Dijital Köle**' olarak seçilen ve kullanılan kaynaklar da ortaya çıkacaktır. 7/24 dijital gözlem altında tutulup sömürülen, fiziksel çevreleri bu amaçla örülen dijital alanların sahipleri ; yerinde bir söylemle '**Dijital Köle/ler**' özgürlüklerine kavuşacaklardır. Dijital-Reel Psiko-Semiyotik Dil Kullanımlarının etkin oluşlarına, bu kullanımlarının elde edilmiş biçimleri de dahil olmak zorundadır. Bu bağlamda 'Dijital Kölelik' ten elde edilen

Dijital-Reel Psiko-Semiyotik Dil Kullanımları legal görünümlü ve illegal mahrem dijital alanların talanına dayalı elde edilmişlerden çok ayrı, ileri nitelikli, ileri bir donanımla sağlanan 'dijital suç' olarak ele alınacaktır.

KAYNAKÇA

Algül, Nevin(2022). Digital Real Psycho-Semiotic Language Uses of Global and Regional "Feeling of Fear and Some Requested Rol Models in the Future through Virtual Reality Created in the Real Universe(73-77).

TOJET/ The Turkish OnlineJournal of Educational Technology , cilt.21, sa.4

Algül, Nevin(2020). What is Psycho-Semiotic Language Use and Its Parser, As A New Concept? How Can The Example Modeling For Use in Digital Media and the Process of Creating Digi-Slave Proceed?(ss.796-802). Lefkoşa; Kıbrıs(Kkct): Inte/International Trends and Issues in Communication & Media Conference.

Algül, Nevin(2020). Digital World, Digital Communication Area, Transparent Communication, Digital Communication and Law of Interaction, Digi-Police, Digi-Inspector, Debating The Uniqueness of Individual After Pandemic Period, Determination, Analysis, Insights and Recommendations(291-295). Lefkoşa, Kıbrıs (Kkct): Inte International Trends and Issues in Communication & Media Conference.

Algül, Nevin(2021).How Can The Unconscious Mind of The New Psychological Definition be Analyzed and Can The Formation of Thought Be Closed To Perception and Manipulation at the Beginning by Using Algül Digital-Manual/Analog Psycho-Semiotic Language Parsers?(300-305). , Lefkoşa, Kıbrıs (Kkct): Iticam International Trends and Issues in Communication and Media Conference.

Mlodinow, Leonard(2013). Bilinçdışınız Davranışlarınızı Nasıl Yönetir?(11-14). İstanbul: Okuyan Us Yayınları.

Çotuksöken, Yusuf (1994). Atasözlerimiz, Eğitim ve Öğretimde Kaynak Kitaplar 1(ss. 92). Özgül Yayınları, İstanbul.

Melikoff, Irene (2008). Destan'dan Masal'a, Türkoloji Yolculukları(ss. 9-271). Demos Yayınları, İstanbul.

Rıfat, Mehmet(2009). Göstergebilimin ABC'si(ss.11). İstanbul, Say Yayınları.

<https://sozluk.gov.tr> /Gösterge

<https://sozluk.gov.tr> /Deyim

(<https://www.britannica.com/topic/culture>)

[https://tr.wikipedia.org/wiki/Demokrat_Parti_\(Amerika_Birlesik_Devletleri\)](https://tr.wikipedia.org/wiki/Demokrat_Parti_(Amerika_Birlesik_Devletleri))

(<https://interestingliterature.com/2022/12/narcissus-myth-key-facts/>

<https://meandyou.co.uk/wp-content/uploads/2019/09/Colour-emotions.jpg>

https://galeri12.uludagsozluk.com/525/ecevit-mavisi_764577.jpg

https://galeri8.uludagsozluk.com/432/ecevit-mavisi_802295.gif

<https://i.haberglobal.com.tr/storage/files/images/2022/10/30/barack-obama-yeniden-sahnedeki-son-kozu-cektiler-wiV4.jpg>

<https://interestingliterature.com/2021/05/myth-of-sisyphus-summary-analysis>

<https://meandyou.co.uk/wp-content/uploads/2019/09/Colour-emotions.jpg>

[https://tr.wikipedia.org/wiki/Demokrat_Parti_\(Amerika_Birlesik_Devletleri\)](https://tr.wikipedia.org/wiki/Demokrat_Parti_(Amerika_Birlesik_Devletleri))

[https://tr.wikipedia.org/wiki/Cumhuriyetçi_Parti_\(Amerika_Birlesik_Devletleri\)](https://tr.wikipedia.org/wiki/Cumhuriyetçi_Parti_(Amerika_Birlesik_Devletleri))

<https://identity.stanford.edu/?s=red+color&submit=Search>

<https://www.colorpsychology.org/RED/>

KÜRESELLEŞME VE YÜKSEKÖĞRETİMDE İZOMORFİZM: BETİMSSEL BİR ANALİZ

Prof. Dr. Süheyda ATALAY
Atlas Üniversitesi Rektörlüğü,
suheyda.atalay@atlas.edu.tr
ORCID ID: 0000-0002-1703-1044.

Prof. Dr. Emet GÜREL
Ege Üniversitesi İletişim Fakültesi,
emet.gurel@ege.edu.tr
ORCID ID: 0000-0002-5120-8042.

Dr. Öğr. Üy. Azra K. NAZLI
Mustafa Kemal Üniversitesi İletişim Fakültesi,
aknazli@mku.edu.tr
ORCID ID: 0000-0003-0565-1278.

ÖZET

İçinde bulunduğumuz döneme özgü bir olgu olan küreselleşme; bireyler, örgütler ve toplumlar nezdinde karşılıklı bağımlılık ilişkilerinin yaygınlaşması, derinleşmesi ve hızlanmasıdır. Değişim ve dönüşüm öngören bir olgu olarak küreselleşme; ekonomik, siyasal ve kültürel açıdan yeni bir dünyanın doğuşuna vesile olmaktadır. Kâr amacı gütsün ya da gütmesin tüm örgütler; küreselleşmenin etkisiyle şekillenmekte, değişmekte ve dönüşmektedir. Küreselleşme, yükseköğretim sistemini de derinden etkilemekte ve yükseköğretim kurumlarını değişime zorlamaktadır. Yükseköğretim kurumlarının küresel rekabet gereğince örgütlenmeleri ve yönetilmeleri, uluslararasılaşma temelli çalışmaları yürütmeleri, kalite güvencesi sistemini temel alan bir yaklaşım geliştirerek tüm hizmet süreçlerine uyarlamaları bu bağlamda önem kazanmaktadır. Ancak küreselleşme, getiriler kadar riskler de içeren bir süreçtir. Küreselleşme sürecinde yükseköğretim kurumlarını bekleyen en önemli tehlike, izomorfizmdir. İzomorfizm, en yalın ifadeyle eş biçimlilik demektir. Bir kurumsallaşma yaklaşımı olarak izomorfizm, aynı çevre içindeki örgütlerin çevrenin baskısıyla benzer bir yapı ve işleyişe sahip olmaları olarak tanımlanabilmektedir. Bu çalışmada, küreselleşme ve yükseköğretimde izomorfizm kavramlarına odaklanılmaktadır. Küreselleşme sürecinin yükseköğretim sistemine ve yükseköğretim kurumlarına etkilerini izomorfizm kavramı aracılığıyla analiz etmeyi amaçlayan çalışma ile yükseköğretimin yönetimini mercek altına almak ve yükseköğretim çalışmaları bağlamında alanyazına katkı sunmak hedeflenmektedir. Nitel yöntemle tasarlanan çalışmada, yükseköğretimde izomorfizm ile ilgili akademik çalışmalar betimsel analiz yöntemi ile incelenmiştir. Araştırma verilerinin analizinde MAXQDA veri analiz programı kullanılmıştır. Çalışmada yükseköğretimde izomorfizmin küreselleşmeye koşut olarak yaşanan ve sık rastlanan bir olgu olduğu görülmüş olup bulguların alanyazın ile örtüştüğü düşünülmektedir.

Anahtar Kelimeler: Küreselleşme, Yükseköğretim, Üniversite, İzomorfizm, Yönetim, Yükseköğretim Çalışmaları.

GİRİŞ

İçinde bulunduğumuz dönemi anlamak ve anlamlandırmak için kullanılan bir terminoloji olan küreselleşme, tüm dünya kültürlerini kapsayan uluslararası bir bütünleşme sürecidir. Çok boyutlu niteliğiyle küreselleşme; bireyleri, örgütleri ve devletleri değişime ve dönüşüme yöneltmek için yeni bir dünyanın doğuşuna aracılık etmektedir.

Küreselleşme yükseköğretim sisteminde ve anlayışında değişim ve dönüşüm yaratan en önemli güçlerden biridir. Küreselleşme süreci ile yükseköğretim kurumları; devletin hakimiyetinde olan ve ulusal sınırlar çerçevesinde faaliyet gösteren klasik yapıdan çoklu aktörlerin etkinliğiyle şekillenen, kalite ve akreditasyon süreçlerinin belirleyici bir rol oynadığı, stratejik bir şekilde yönetilmeye gereksinimi içinde olan küresel nitelik arz eden yeni bir anlayışa evrilmektedirler (Bakioğlu, 2015; Celep & Tülübaş, 2015; Rosovsky, 2017; Arslan, 2019; Bastedo, 2019; Delbanco, 2020; Arslan, 2022; Vardar, 2022).

Bu çalışma kapsamında küreselleşme süreci ve yükseköğretimde izomorfizm konu edilmektedir. Betimsel bir analiz içeren çalışmada izomorfizm kurumsal boyutta ele alınmakta ve küresel değişim ile dönüşümün yükseköğretimin sistemine yönelik bir etkisi olarak değerlendirilmektedir.

Kavramsal Çerçeve

Küreselleşme, en yalın ifadeyle tüm dünyanın tek bir mekân, diğer bir deyişle tek bir kültür haline gelmesidir. Küreselleşme; bireyleri, örgütleri ve toplumları var olan değerlerden kopuşa zorlamakta, değişim ve dönüşümün esas olduğu yeni bir dünyanın kurulmasına aracılık etmektedir. Bu anlamıyla küreselleşme; ekonomik, siyasal ve kültürel olarak homojenleşmeyi beraberinde getirmektedir. Küreselleşme yükseköğretim kurumlarını da yoğun olarak etkilemekte ve çeşitli baskıların yönlendirmesiyle izomorfizme itmektedir (Torres & Schugurensky, 2002;

Schofer & Meyer, 2005; Hemsley-Brown & Oplatka, 2006; Seyfried vd., 2019; Stensaker vd., 2019; Cardona vd., 2020).

İzomorfizm, kelime anlamı olarak eş biçimlilik, eş biçimcilik, eş şekillilik demektir. Daha açıklayıcı bir ifadeyle izomorfizm, yapı benzerliği olarak karşılık bulmaktadır. TDK Türkçe Sözlüğü'ne (2023) göre izomorfizm kelimesi, Türkçe'ye Fransızca 'isomorphisme' kelimesinden girmiş olup kimya ve matematik bilimlerine ait bir terimdir. Kelimenin etimolojik kökeni merceğe altına alındığında Yunanca eşit anlamına gelen 'isos' ve biçim anlamına gelen 'morphe' sözcüklerinin bileşiminden oluştuğu görülmektedir (Harper, 2023).

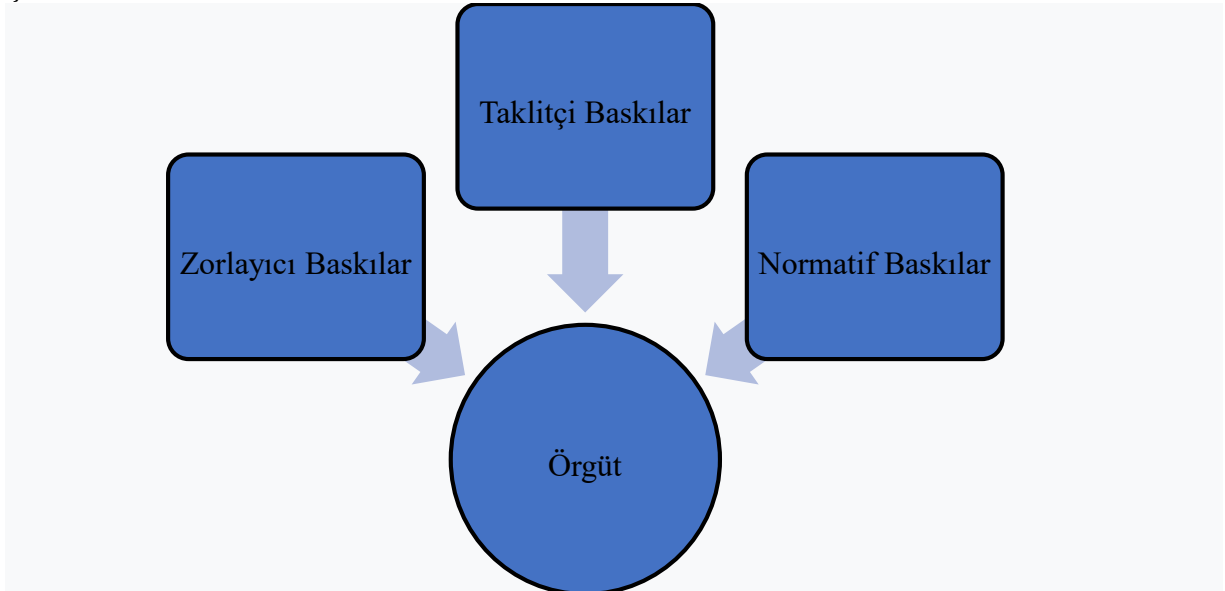
Hançerlioğlu (1994: 85), izomorfizmin, özellikle matematiksel mantıkta ve sibernetikte eşit veya benzer nesnelere arasındaki ilişkiyi dile getirdiğine dikkat çekmektedir. Sosyal bilimlerde de kullanılan bir kavram olan izomorfizm, işletme yönetiminde kurumsallaşma ve stratejik yönetim ile ilişkilendirilmektedir. Bu bağlamda izomorfizmin özellikle 'kurumsallık kuramları' temelinde ele alındığını ifade etmek mümkündür. Biçimsel örgüt yapılarını sosyal süreçlerle analiz etmeyi amaçlayan Kurumsallık Kuramları, çevrenin ve sosyal beklentilerin örgüt üzerindeki etkilerine odaklanmakta, örgüt ve çevre arasındaki etkileşimi merceğe altına almayı hedeflemektedir.

Sosyal bilimlere dair bir kavram olarak izomorfizm, alanyazında ilk olarak Hawley (1968) tarafından tanımlanmıştır. Ona göre izomorfizm; bir topluluk -population- içinde yer alan her bir birimin, diğer birimlerin de karşı karşıya olduğu bir dizi çevresel koşul nedeniyle birbirleriyle benzeşmesidir. Örgüt-çevre etkileşiminden hareket eden Meyer ve Rowan (1977) izomorfizm kavramını, kurumlara uyarlamıştır. Bu bağlamda modern örgütler; karmaşıklaşan ilişkiler, büyüyen pazarlar, artan rekabet, ilerleyen teknolojik koşullar gibi unsurların şekillendirdiği bir iş ortamında daha rasyonel, eşgüdümlü, kontrol gereksinimli ve performans odaklı hareket etmeye güdümlenmektedir. Ancak bu durum örgütleri, performanslarını artırma amacıyla kendilerine dair farklılık geliştirmeye değil, toplumun beklentilerine yönelik bir geçerlilik arayışına ve homojenleşmeye sevk etmektedir.

Çevrenin, diğer bir deyişle toplumun etkisi, kurumsallaşmış bir davranış ve çalışma biçimini doğurmaktadır. Kurumsallaşarak örgüt yapısına yerleşen davranış ve çalışma biçimleri ise; kontrol, koordinasyon ve performans odaklı formal yapılardan daha etkili olabilmektedir. Meyer ve Rowan (1977: 344), kurumsallaşmış unsurların uygulanmasını 'mit' olarak adlandırmaktadırlar. Bu bağlamda örgütler, çevrenin etkisiyle sorgulamaksızın kabul ettikleri uygulamalar nedeniyle birbirine benzeyen davranış, tutum ve iş yapma biçimleri geliştirerek birbirlerine benzemektedirler.

İzomorfizm kavramının alanyazında popülerleşmesini sağlayan DiMaggio ve Powell (1983), kurumsallaşmanın temel mekanizmasının eş yapılilik olduğuna dikkat çekmektedir. Eş yapılilik, kurumsal uygulamaların tekrarlanması süreci olarak tanımlanabilmektedir. Onlara göre kurumsal eş yapıliliğe yöneltilen baskılar; Şekil. 1'de de görüldüğü üzere 'zorlayıcı', 'taklitçi' ve 'kuralcı' baskılar olarak adlandırılabilir.

Şekil. 1. Kurumsal İzomorfizme Yönelten Baskılar



Kaynak: DiMaggio & Powell, 1983: 150-154'den yararlanılarak araştırmacılar tarafından geliştirilmiştir.

Örgütleri eş yapıliliğe yönelten tüm bu baskıları, izomorfizm türleri olarak adlandırmak da mümkündür. Bu bağlamda Tablo. 1'de sunulduğu üzere 'zorlayıcı izomorfizm', 'taklitçi izomorfizm' ve 'normatif izomorfizm' olmak üzere üç tür izomorfizm bulunmaktadır. Örgütlerin meşruiyet arayışlarına yanıt olan söz konusu

izomorfizm türlerini ve kapsamlarını şu şekilde özetlemek mümkündür (DiMaggio & Powell, 1983: 150-154; Thornton, 2011; Boxenbaum & Jonsson, 2017: 81):

Tablo. 1. İzomorfizm Türleri

Zorlayıcı İzomorfizm	Örgütün etkileşim içinde olduğu ve olmak zorunda olduğu örgütlerin, çevrenin ve toplumun baskısı nedeniyle yaşanan izomorfizmdir.
Taklitçi İzomorfizm	Belirsizlik nedeniyle gerçekleşen ve belirsizlikten kaçınma amacıyla benzeme -öykünme- esasına göre işleyen izomorfizmdir.
Normatif İzomorfizm	Topluma ve kültüre yerleşmiş uygulamaların, geleneklerin ve teamüllerin uygulanması ile yaşanan, kural koyucu nitelik arz eden izomorfizmdir.

Kaynak: DiMaggio & Powell, 1983; Thornton, 2011; Boxenbaum & Jonsson, 2017'den yararlanılarak araştırmacılar tarafından geliştirilmiştir.

Zorlayıcı İzomorfizm: *Zorlayıcı izomorfizm -coercive isomorphism-*, bağımlı olunan örgütler tarafından örgüte uygulanan doğrudan ve dolaylı baskılardan ya da örgütün faaliyet gösterdiği çevrenin -toplumun- beklentilerden doğan izomorfizm türüdür. Örgütü eyleme yöneltten zorlayıcı baskılar, kamu yaşamını ve düzenini sağlayan devlet kurumları ile benzer amaçlara sahip özerk bağımsız kuruluşlardan kaynaklanmaktadır. Devletin müdahale ve kısıtlamaları, hukuki sınırlar, yerel yönetim uygulamaları bu kapsamda örnek verilebilmektedir.

Taklitçi İzomorfizm: *Taklitçi izomorfizm -mimetic isomorphism-*, belirsizliğin neden olduğu ve belirli bir örneğe -örgüte- öykünmeyle sonuçlanan izomorfizm türüdür. Örgütlerin belirli bir baskı olmaksızın çevrelerindeki belirsizlikten kaçınmak ve istikrar sağlamak amacıyla rol model aldıkları bir örgüte benzemeye çalışmaları, yapı ve işleyişlerini söz konusu örgüte göre düzenlenmeleri anlamına gelmektedir.

Normatif İzomorfizm: *Normatif izomorfizm -normative isomorphism-*, profesyonelleşme sürecine koşut olarak gerçekleşen izomorfizm türüdür. Örgütlerin yapı ve işleyişlerinde beliren sorunları profesyonel destek alma suretiyle çözmeye çalışmaları şeklinde gelişmektedir. Gönüllülük, diğer bir deyişle ön kabul esasına göre şekillenen normatif izomorfizm; örgütün ahlaken doğru olduğu düşüncesi ile eğitim ve meslek kuruluşlarının norm ve uygulamalarını benimsemeleri anlamına gelmektedir.

YÖNTEM

Araştırma, nitel araştırma geleneğine göre gerçekleştirilmiştir. Nitel araştırma; tanımlama, çözümleme, yorumlama ve anlamla ilgili terimlere ulaşmaya çalışan teknikleri kapsayan süreçler bütünüdür (Merriam, 2018: 13). Bu anlamıyla nitel araştırma, çok farklı uğraşları barındırmaktadır; bunların çoğu bir bakıma, 'objektif gerçekliklerin 'objektif' incelenmeleriyle ilgilidir (Silverman, 2021: 26).

Araştırmanın veri toplama süreci, doküman analizi ile gerçekleştirilmiştir. Doküman analizi; çeşitli dokümanların toplanması, gözden geçirilmesi, sorgulanması ve analizi olarak tanımlanabilen bilimsel bir araştırma yöntemidir (Sak vd., 2021: 227). Araştırma kapsamında alanyazın taraması ve ikincil veri analiz tekniği kullanılmıştır. Bu bağlamda Kasım 2023 tarihinde akademik veri tabanları 'yükseköğretimde izomorfizm' anahtar kelimesi ile taranarak yükseköğretimde izomorfizmi konu alan ulusal nitelikli makaleler, kitaplar ve kitap bölümleri derlenmiş, alanyazından hareketle belirlenen kategoriler uyarınca analiz edilmiştir.

Araştırma, betimsel analiz yöntemi ile gerçekleştirilmiştir. *Betimsel analiz -descriptive analysis-*, araştırma kapsamında elde edilen verilerin daha önceden belirlenen temalara göre özetlenip yorumlandığı bir analiz tekniğidir (Yıldırım & Şimşek, 2013: 256). Araştırma verilerinin analizinde, MAXQDA nitel veri analiz programı kullanılmıştır.

BULGULAR

Gerçekleştirilen araştırma uyarınca alanyazında yükseköğretim kurumlarında izomorfizm realitesine dikkat çeken on dört ulusal çalışmanın bulunduğu görülmüştür. Söz konusu çalışmaların genel değerlendirmesinde kavramsal çerçeveye uygun olduklarını ifade etmek mümkündür. Bu bağlamda incelenen çalışmalar; küreselleşmenin yükseköğretim sistemini değiştirici ve dönüştürücü etkisi, yükseköğretim kurumlarında izomorfizm tanımı, türleri ve çevresel baskılar neticesinde ortaya çıkan bir olgu olması noktasında alanyazın verileri ile koşturucu içindedir.

Araştırma kapsamında tespit edilen verilerden hareketle Sarvan & Yapıcı Akra (2011), Karataş & Acer (2017), Emil & Akşab (2018), Bakioğlu & Keser (2019), Fındıklı (2019), Özçiçek & Karaca (2019), Yetişen & Ünlü (2019), Gürel & Çetin (2021), Kuzu (2021), Öztürk (2021), Taştan & Yılmaz (2021), Yaşbay Koyal (2021), Bozoğlu & Göktürk (2022), Bucak Altın (2022) gerçekleştirdikleri çalışmalarda Türk yükseköğretim kurumlarında izomorfizmden söz etmişlerdir.

Araştırma bulgularının genel değerlendirmesinde yükseköğretimde izomorfizm ile ilgili çalışmaların 2010 sonrasında gündeme gelmeye başladığı görülmektedir. Bu durum, yükseköğretim sisteminde uygulanan neoliberal politikaların etkilerinin gözlenebilir sonuçları ile ilişkilendirilebilmektedir.

Araştırma bulgularının genel değerlendirmesinde dikkat çeken bir diğer husus, alanyazında bahsi geçen üç izomorfizm türünü de konu alan akademik çalışmaların tespit edilmiş olmasıdır. Bu bağlamda Tablo. 2’de sunulduğu üzere Türk yüksek kurumlarında izomorfizmi konu alan akademik çalışmalar, Türk yükseköğretim sisteminde tüm izomorfizm türlerinin yaşandığını ve uygulandığını ortaya koymaktadır.

Tablo. 2. Türk Yükseköğretim Kurumlarında İzomorfizmi Konu Alan Akademik Çalışmaların İzomorfizm Türlerine Göre Dağılımı

Zorlayıcı İzomorfizm	Sarvan & Yapıcı Akar (2011) Bakioğlu & Keser (2019) Fındıklı (2019) Yetişen & Ünlü (2019) Gürel & Çetin (2021) Kuzu (2021) Yaşbay & Kobal (2021) Bozoğlu & Göktürk (2022) Bucak Altın (2022)
Taklitçi İzomorfizm	Karataş & Acer (2017) Emil & Akşab (2018) Öztürk (2021)
Normatif İzomorfizm	Özçiçek & Karaca (2019) Taştan & Yılmaz (2021)

Kaynak: Araştırma verilerinden hareketle araştırmacılar tarafından oluşturulmuştur.

Araştırma bulguları uyarınca ulusal alanyazında yükseköğretimde zorlayıcı izomorfizm ile ilgili çalışmaların yoğunlukta olduğu görülmüştür. Bakioğlu & Keser (2019), Fındıklı (2019), Yetişen & Ünlü (2019), Gürel & Çetin (2021), Kuzu (2021), Yaşbay & Kobal (2021), Bozoğlu & Göktürk (2022), Bucak Altın (2022) gerçekleştirdikleri çalışmalarda yükseköğretim kurumlarında zorlayıcı izomorfizminin varlığına dikkat çekmişlerdir.

Bu bağlamda Sarvan ve Yapıcı Akar (2011), Türk yükseköğretim sisteminde yeni yöneticiliği Akdeniz Üniversitesi örneğinde analiz eden çalışmalarında yükseköğretim kurumlarında stratejik planlamanın izomorfist bir süreç olarak işlediği ve geleneksel meslektaşlığa dayalı kültürü değiştirmeye yetmediği sonucuna ulaşmışlardır.

Bakioğlu ve Keser (2019) küreselleşmenin yükseköğretime paradoksal etkilerini analiz ederek yükseköğretim kurumlarında izomorfizmin varlığını tespit etmişlerdir. Bu bağlamda yükseköğretim kurumlarında izomorfizmin; coğrafi farklılıklar, nitelik farklılıkları ve kuruluş yılı farklılıkları nezdinde ortaya çıktığı saptanmıştır.

Fındıklı (2019), üniversitelerin temel olarak *gevşek bağlaşımlı -loosely coupled-* örgüt olarak resmedildiği yaklaşımların son yıllarda yerini onları *sıkı bağlaşımlı -tightly coupled-* örgüt olarak tarif eden modellere bırakmaya başladığına dikkat çekerek “günümüzde üniversitelerin karşılaştıkları temel meydan okumalardan birinin, iç içe geçmiş ve birbiriyle çoğu zaman çatışan düsturlara sahip çoklu kurumsal mantıklar ve etkiler tarafından kuşatılmış bir organizasyonel alanda faaliyet gösterirken, kendi biricikliğini, kimliğini ve farklılığını inşa etmeye ve korumaya çalışmak olduğunu ifade etmiştir.

Yetişen ve Ünlü (2019) yükseköğretimde kaliteyi ele aldıkları ve 2007 yılında kurulan devlet üniversitelerini Kurum İç Değerlendirme Raporları üzerinden karşılaştırmalı olarak inceledikleri çalışmalarında söz konusu üniversitelerin eğitim-öğretim ölçütü kapsamında büyük oranda benzeştiklerini ortaya koymuşlardır.

Gürel ve Çetin (2021), İzmir ilinde bulunan yükseköğretim kurumlarının misyon ve vizyon tanımlarına yönelik olarak yaptıkları araştırma kapsamında söz konusu kurumların misyon ve vizyon ifadelerinde büyük benzerlikler tespit etmişlerdir. Bucak Altın (2022), sivil havacılık meslek yükseköğretilerinin misyon ifadelerini temel alan çalışmalarında, benzer bulgulara ulaşmıştır.

Kuzu (2021), yükseköğretimde pazarlaştırmayı temel alan çalışması kapsamında yükseköğretim kurumlarının kapitalist sistemin içinde yaşayan kurumlar olmanın yanı sıra sistemi yaşatan kurumlar olmaya dönüştüklerini ifade etmekte ve piyasalaşma süreci ile izomorfizm arasındaki ilişkiye dikkat çekmektedir.

Yaşbay ve Kobal (2021), Hakkâri Üniversitesi örneğinden hareket ederek kurumsal kurum varsayımlarını sorguladığı çalışmasında devlet tarafından belirlenen yasal çerçevenin izomorfizme neden olduğunu ortaya koymuştur.

Bozoğlu ve Göktürk (2022), yükseköğretimde neoliberal değişimi konu alan çalışmalarında makro düzeyde kurumsal çevrenin eşbiçimli etkileri kabul ettiğine dikkat çekerek mikrokurumsalcılık perspektifi yükseköğretim siyasalarının tasarlanmasına ve uygulanmasına yönelik teorik arkaplan olarak önermektedirler.

Araştırma bulgularının değerlendirilmesinde ulusal alanyazında yükseköğretim kurumlarında taklitçi izomorfizm ile ilgili üç çalışmanın bulunduğu görülmüştür. Karataş & Acer (2017), Emil & Akşab (2018) ile Öztürk (2021), çalışmalarında yükseköğretim kurumlarında taklitçi izomorfizmin varlığına dikkat çekmişlerdir.

Karataş ve Acer (2017), Türkiye’de yüksek öğretimin genişlemesini konu alan çalışmalarında eşitlik ve homojenleşme konusunda özellikle yeni açılan üniversitelerin giderek eş biçimli ve benzer özellikler göstererek Türk yükseköğretim sisteminin aynışmasına yol açtığını tespit etmişlerdir.

Emil ve Akşab (2018), Türk yükseköğretiminde araştırma üniversitesi kavramını karşılaştırmalı bir analizle inceledikleri çalışmalarında; gelişmekte olan ülke üniversitelerinin, özellikle ABD üniversiteleri olmak üzere gelişmiş ülkelerin üniversite modellerini kopyaladıklarına dikkat çekmekte ve bu izomorfizmin, 1999 yılında Bologna Süreci’nin ve 2000’deki Lizbon stratejisinin ortaya çıkmasıyla Avrupa ülkelerinde dahi gerçekleştiğini ve bir paradoksa yol açtığını ifade etmektedirler.

Bu bağlamda Öztürk (2021), üniversitelerde kurumsallaşma mekanizmalarını Türk üniversitelerinde durum çalışması ile mercek altına aldığı çalışmasında, odak yükseköğretim kurumu ile yavru yükseköğretim kurumlarını karşılaştırarak izomorfizme neden olan çevresel baskıları saptamıştır.

Araştırma bulguları uyarınca ulusal alanyazında yükseköğretim kurumlarında normatif izomorfizm ile ilgili iki çalışmanın bulunduğu görülmüştür. Özçiçek & Karaca (2019) ile Taştan & Yılmaz (2021), söz konusu çalışmaların sahipleridir.

Özçiçek ve Karaca (2019) yükseköğretimde kaliteyi temel alan çalışmaları kapsamında yükseköğretim kurumlarının izomorfizm sergilediklerini ifade etmekte ve bu durumun akreditasyon için kolaylaştırıcı bir işlev olarak değerlendirilebileceğine dikkat çekmektedirler.

Taştan ve Yılmaz (2021) ise; dünya çapında yaşanan gelişmelerden ve kalite yönetiminden hareket ederek Türk yükseköğretim sistemini yeni kuramsal kuram paradigmaları ile analiz ettikleri çalışmalarında, Türk yükseköğretim sisteminde kalite yönetiminin normatif baskı mekanizmalarının etkileriyle normatif/törenselleşmiş olarak benimsendiği sonucuna ulaşmışlardır.

SONUÇ

Küreselleşme sürecinde örgütler, birçok tehlike gibi izomorfizm tehlikesi ile de karşı karşıyadır. Kalite ve standartlaşma çalışmalarına koşut olarak şekillenen bu süreç, rekabet yoğun küresel dünyada farklılaşarak var olmaya çalışan örgütler için dikkat çekici bir güçlük ve risk anlamına gelmektedir. Benzer durum, yükseköğretim kurumları için de geçerlidir.

Bu çalışmanın amacı, yükseköğretimde izomorfizm olgusunu araştırmaktır. Nitel araştırma tasarımıyla kurgulanan araştırma, betimsel analiz yöntemiyle gerçekleştirilmiştir. Araştırma verileri doküman analizi yöntemiyle toplanmış ve ikincil veri analizi yapılmıştır. Araştırma verilerinin analizinde, MAXQDA nitel veri analiz programından yararlanılmıştır. Araştırma kapsamında akademik veri tabanları taranarak yükseköğretimde izomorfizm ile ilgili ulusal çalışmalar tespit edilmiştir. Akademik veritabanlarından elde edilen veriler, alanyazından hareketle oluşturulan kategoriler uyarınca analiz edilmiş ve yorumlanmıştır. Araştırmanın kısıtı, örneklem dışı bırakılan tezler ve erişilemeyen akademik çalışmalardır.

Araştırma bulgularının genel değerlendirmesinde ulusal alanyazında yükseköğretimde izomorfizmi temel alan on dört çalışmanın bulunduğu, bu çalışmaların 2010’lar ile tarihlendiği görülmüştür. Söz konusu çalışmaların kavramsal çerçevesi, alanyazın verileri ile uyumludur. Bu bağlamda küreselleşmenin yükseköğretim sistemini değiştirici ve dönüştürücü etkisi, yükseköğretim kurumlarında izomorfizm tanımı, türleri ve çevresel baskılar neticesinde ortaya çıkan bir olgu olması noktasında uluslararası ve ulusal alanyazın koşutluk içindedir.

Araştırma bulgularına ilişkin bir diğer önemli bulgu, alanyazında bahsi geçen üç izomorfizm türü olan zorlayıcı izomorfizm, taklitçi izomorfizm ve normatif izomorfizmi konu alan akademik çalışmaların gerçekleştirilmiş olmasıdır. Türk yükseköğretim kurumlarında izomorfizmi konu alan akademik çalışmalar, yoğunlukla zorlayıcı izomorfizm ile ilgilidir. Bu paralelde taklitçi izomorfizm ve normatif izomorfizmin de çalışıldığı görülmüştür. Türk yükseköğretim sisteminin merkezîyetçi yapılanması ve mevzuat temelli işleyişinin, araştırma bulguları ile örtüştüğü düşünülmektedir.

Araştırma verileri uyarınca dikkat çeken bir diğer önemli bulgu, yükseköğretimde izomorfizmin küreselleşme sürecinin yükseköğretim sistemine yönelik etkileri ile şekillenmesi ve kalite ile akreditasyon çalışmalarıyla olan etkileşimidir. Bu etkileşim, kuram düzleminde konu edilmekte ve uygulama düzleminde de bir realite olarak yaşanmaktadır.

Çalışma ve araştırma bulgularından hareketle gelecek araştırmalara yönelik olarak yükseköğretim kurumlarında izomorfizmin nitel ve nicel tasarımlı araştırmalar aracılığıyla incelenmesi, yükseköğretimde izomorfizmin diğer toplumlardaki yer ve öneminin Türk yükseköğretili ile karşılaştırmalı olarak değerlendirilmesi önerilebilmektedir.

KAYNAKÇA

Arslan, D. (2022). **Yükseköğretim Kurumlarında Risk, Kalite ve Süreç Temelli Yönetim Modeli**. Ankara: Nobel Yayıncılık.

- Arslan, H. (2019). **Yükseköğretimin Yönetimi**. Ankara: Anı Yayıncılık.
- Bakioğlu, A. (2015). **Yükseköğretimin Yönetimi**. Ankara: Nobel Yayıncılık.
- Bakioğlu, A. & Keser, S. (2019). Küreselleşmenin Yükseköğretime Paradoksal Etkilerinin Analizi. **Uluslararası Liderlik Eğitimi Dergisi (ULED)**, 1: 1-11.
- Bastedo, M. N. (2019). **Yükseköğretimin Örgütlenmesi-Yeni Çağ İçin Üniversitelerin Yönetimi**. İstanbul: İstanbul Şehir Üniversitesi Yayınları.
- Boxenbaum, E. & Jonsson, S. (2017). Isomorphism, Diffusion and Decoupling. **The Sage Handbook of Organizational Institutionalism**. 2nd Edition. 77-101. R. Greenwood, C. Oliver, K. Sahlin & R. Suddaby (Ed.) Los Angeles, CA: Sage Publications.
- Bozoğlu, O. & Göktürk, Ş. (2022). Yükseköğretimde Neoliberal Değişim: Mikrokurumsalcılık Teorik Perspektifinin Örgütsel Analize Yansımaları. **Adıyaman Üniversitesi Sosyal Bilimler Enstitüsü Dergisi**, 40: 72-102. DOI: 10.14520/adyusbd.931213.
- Bucak Altın, B. (2022). Kurumsal İzomorfizm Kapsamında Havacılık Sektörüne Ara İnsan Kaynağı Yetiştiren Meslek Yüksekokullarının Misyon Cümlelerinin İncelenmesi. **Türk Hava Kurumu Üniversitesi Havacılık ve Uzay Çalışmaları Dergisi**, 2 (2): 60-89. DOI: 10.52995/jass.1070789.
- Cardona, L., Pardo, M. & Dasi, A. (2020). The Institutional Isomorphism in the Context of Organizational Changes in Higher Education Institutions. **International Journal of Research in Education and Science (IJRES)**, 6 (1): 61-73.
- Celep, C. & Tülübaş, T. (2015). **Yükseköğretimin Yönetimi**. Ankara: Nobel Yayıncılık.
- Delbanco, A. (2020). **Üniversite-Neydi, Ne Durumda ve Nasıl Olmalı?**. Çev. E. Saraçoğlu. İstanbul: Küre Yayınları.
- DiMaggio, P. J. & Powell, W. W. (1983). The Iron Cage Revisited: Institutional Isomorphism and Collective Rationality in Organizational Fields. **American Sociological Review**, 48 (2): 147-160. DOI: 10.2307/2095101.
- Emil, S. & Akşab, Ş. (2018). Türkiye Yükseköğretiminde Araştırma Üniversitesi Kavramını Anlamak: Karşılaştırmalı Analiz. **Eğitim Yönetimi Araştırmaları**. 1-11. C. T. Uğurlu, K. Beycioğlu, S. Koşar, H. Kahraman, F. Köybaşı Şemin (Ed.). Sivas: Cumhuriyet Üniversitesi Yayınları.
- Fındıklı, B. (2019). İstisnailik, Olağanlık ve Melezlik: Organizasyon Teorisinde Üniversite. **Amme İdaresi Dergisi**, 2: 49-78.
- Gürel, E. & Çetin B. (2021). Yükseköğretim Kurumlarının Misyon ve Vizyon Tanımlarına İlişkin Bir İçerik Analizi: İzmir İli Örneği. **Yükseköğretimde Kalite ve Akreditasyon Çalışmaları**. 142-155. A. İşman, C. H. Aydın, O. Çiçek, F. Silman, M. Öztunç (Ed.). Konya: Eğitim Yayınevi.
- Hançerlioğlu, O. (1994). Eşbiçimcilik. **Felsefe Sözlüğü**. Cilt: 2. İstanbul: Remzi Kitabevi.
- Hemsley-Brown, J.V. & Oplatka, I. (2006). Universities in a Competitive Global Marketplace: A Systematic Review of the Literature on Higher Education Marketing. **International Journal of Public Sector Management**, 19: 316-338. DOI: 10.1108/09513550610669176.
- Harper, D. (Ed.) (2023). Isomorfizm **Online Etymology Dictionary**. <https://www.etymonline.com/search?q=isomorfizm>. 21.11.2023.
- Hawley, A. (1968). Human Ecology. **International Encyclopedia of the Social Sciences**. D. L. Sills (Ed). New York: Macmillan.
- Koçel, T. (2003). **İşletme Yöneticiliği**. 9. Baskı. İstanbul: Beta Yayınları.
- Karataş Acer, E. & Güçlü, N. (2017). Türkiye’de Yükseköğretimin Genişlemesi: Gerekçeler ve Ortaya Çıkan Sorunlar. **Yükseköğretim Dergisi**, 7 (1): 28-38 .
- Kuzu, H. (2021). Yükseköğretimde Pazarlama(ştırma). *In Pazarlamada Güncel Yaklaşımlar*. 185-198. A. Ateş & B. Erdem (Ed.). Konya: Eğitim Yayınevi.
- Merriam, S. B. (2018). **Nitel Araştırma**. Çev Ed. S. Turan. Ankara: Nobel Yayıncılık.
- Meyer, J. W. & Rowan, B. (1977). Institutionalized Organizations: Formal Structure As Myth And Ceremony. **American Journal of Sociology**, 83 (2): 340-363.
- Özçiçek, Y. & Karaca, A. (2019). Yükseköğretim Kurumlarında Kalite ve Akreditasyon: Mühendislik Eğitim Programlarının Değerlendirilmesi. **Fırat Üniversitesi Uluslararası İktisadi ve İdari Bilimler Dergisi**, 3 (1): 114-149.
- Öztürk, İ. (2021). Institutionalization Mechanisms at the Universities: Case Study of the Turkish Universities. **MANAS Sosyal Araştırmalar Dergisi**, 3: 1602-1617. DOI: 10.33206/mjss.866380.
- Rosovsky, H. (2017). **Üniversite-Bir Dekan Anlatıyor**. 20. Baskı. Çev. S. Ersoy. Ankara: Popüler Bilim Kitapları.
- Sak, R., Şahin Sak, İ.T., Öneren Şendil, Ç. & Nas, E. (2021). Bir Araştırma Yöntemi Olarak Doküman Analizi. **Kocaeli Üniversitesi Eğitim Dergisi**, 4 (1): 227-256. DOI: 10.33400/kuje.843306.
- Sarvan, F. & Yapıcı Akar, N. (2011). Türkiye Yüksek Öğretiminde Yeni Yönetimciliğin Değerlendirilmesi: Akdeniz Üniversitesi’nde Stratejik Planlama Üzerine Bir Örnek Olay Çalışması. **Bologna Süreci ve**

- Türkiye: Avrupa Yükseköğretim Alanı'nın Gerçekleştirilmesi.** 88-129. H. Gümrükçü & H. Epskamp (Ed.). Antalya: Akdeniz Üniversitesi İktisadi ve İdari Bilimler Fakültesi Yayın No 6.
- Seyfried, M., Ansmann, M. & Pohlenz, P. (2019). Institutional Isomorphism, Entrepreneurship and Effectiveness: The Adoption and Implementation of Quality Management in Teaching and Learning in Germany. **Tertiary Education and Management**, 25: 115-129. DOI: 10.1007/s11233-019-09022-3.
- Schofer, E. & Meyer J .W. 2005. The Worldwide Expansion of Higher Education in the Twentieth Century. **American Sociological Review**, 70 (6): 898-920.
- Silverman, D. (2021). **Nitel Araştırma Nasıl Yapılır?**. Çev. E. Hava. İstanbul: Küre Yayınları.
- Stensaker, B., Lee, J. J., Rhoades, G., Ghosh, S., Castiello-Gutiérrez, S., Vance, H., Çalkoğlu, A., Kramer, V., Liu, S., Marei, M. S., O'Toole, L., Pavlyutkin, I. & Peel, C. (2019). Stratified University Strategies: The Shaping of Institutional Legitimacy in a Global Perspective. **The Journal of Higher Education**, 90 (4): 539-562. DOI: 10.1080/00221546.2018.1513306.
- Taştan, K. & Yılmaz, S. (2021). Yeni Kurumsal Kuram Argümanlarıyla Türk Yükseköğretim Sisteminde Kalite Yönetiminin Benimsenmesi Üzerine Teorik Model Çalışması. **Black Sea Journal of Public and Social Science**, 4 (2): 79-91. DOI: 10.52704/bssocialscience.912717.
- Thornton, Patricia H. (2011). Isomorphism. **The Palgrave Encyclopedia of Strategic Management**. D. Teece & M. Augier (Eds). London: Macmillan Publishers.
- Torres, C. A. & Schugurensky, D. (2002). The Political Economy of Higher Education in the Era of Neoliberal Globalization: Latin America in Comparative Perspective. **Higher Education**, 43: 429-455.
- Türk Dil Kurumu Türkçe Sözlük** (2023). İzomorfizm. <https://sozluk.gov.tr>. Erişim Tarihi: 19.11.2023.
- Yaşbay Kobal, H. (2021). Hakkari Üniversitesi'nin Faaliyetlerinin Kurumsal Kuram Varsayımları Çerçevesinde İncelenmesi. **Uluslararası Anadolu Sosyal Bilimler Dergisi**, 5 (1): 238-263. DOI: 10.47525/ulasbid.853654.
- Yetişen, S. & Ünlü, H. G. (2019). Yükseköğretimde Kalite Perspektifi: 2007 Yılında Kurulan Devlet Üniversitelerinin Kurum İç Değerlendirme Raporlarının Karşılaştırmalı Analizi. **Avrasya Uluslararası Araştırmalar Dergisi**, 16: 72-89. DOI: 10.33692/avrasyad.543723.
- Yıldırım, A. & Şimşek, H. (2013). **Sosyal Bilimlerde Nitel Araştırma Yöntemleri**. 9. Baskı. Ankara: Seçkin Yayıncılık.
- Vardar, Ö. (2022). **Yükseköğretimde Kurumsal Akreditasyon**. Ankara: Türk Eğitim Derneği (TED) İktisadi İşletmesi.

LEADERSHIP SKILLS OF NURSES IN THE FIELD OF HEALTH: THE EXAMPLE OF TRNC HOSPITALS

Gülşen FIRAT

Yrd. Doç. Dr. Azmiye YINAL
azmiye.yinal@akun.edu.tr

ABSTRACT

The purpose of this study is to examine the leadership skills of nurses in the health field. The population of the study consisted of nurses working in the Turkish Republic of Northern Cyprus (TRNC) Nicosia Burhan Nalbantoğlu State Hospital, Famagusta State Hospital, Near East University Hospital and Kyrenia Dr. White Flower Hospital; the samples consisted of 280 nurses. The data were collected through Google Forms using a personal information form and the Leadership Orientation Scale. The Leadership Orientation Scale was developed by Bolman and Deal (1990), and its Turkish adaptation and validity and reliability were conducted by Dereli (2003). The results of the analysis show that the leadership orientations of the participant nurses did not deviate from the overall mean of the scale in general. However, when the sub-dimensions of the scale are examined, it is observed that higher scores are obtained in the symbolic leadership dimension, but lower scores are obtained in the structural leadership dimension. According to the gender variable, it was observed that female nurses scored higher than male nurses in structural leadership, symbolic leadership and the total scale, but male nurses scored higher than female nurses in the people resource leadership dimension. These results show that there are significant differences between leadership dimensions and gender. According to the marital status variable, it was determined that different groups had different scores in structural, human resource, political and symbolic leadership dimensions. For example, while participants between the ages of 22-30 scored higher in structural leadership, those between the ages of 41-50 scored higher in human resource and political leadership dimensions. According to the marital status variable, it was observed that single nurses scored higher than married nurses in human resource and political leadership dimensions. This indicates that single nurses have stronger leadership characteristics or tendencies in these two leadership dimensions. According to the professional seniority variable, it was found that nurses in different professional seniority ranges received different scores in different leadership dimensions. For example, nurses in the 1-5 year range scored higher in structural leadership, while those in the 6-10 year range scored higher in human resource leadership.

Keywords: Leader, Leadership, Nurse.

1. INTRODUCTION

1.1. Problem Status

A nurse is a professional healthcare worker who undertakes patient care and treatment in healthcare services. Nurses can work in many healthcare institutions such as hospitals, clinics, health centers, and home health care services. The primary duties of nurses include meeting the medical needs of patients, administering medications, performing medical procedures, maintaining patient records, and providing health information and support to patients and their families. Nurses can also work in areas such as providing health education, managing health programs, and participating in health research. Nursing is a versatile profession that provides a wide range of services, including patient care, coordination of health services, education of patients and their families, improvement of health services and protection of health. Nurses are an important part of medical teams and play a critical role in the healthy recovery and treatment of patients (Arabacı, 2012).

Nurses' perception of leadership is important in the field of healthcare. A leader is a person who is responsible for directing a group or community towards a specific goal or objectives. Leadership refers to a set of skills and responsibilities that include directing, guiding, motivation, decision-making and influencing abilities. Leaders can be found in different sectors and fields (Salamah, Alzubi ve Yinal, 2023). By sharing their vision, leaders guide followers or group members in achieving goals. A good leader can motivate people, ensure cooperation, and solve problems with determination. Leadership includes the ability to use various leadership styles and methods to realize the leader's vision and contribute to the development of group members (Koçak and Özüdogru, 2012).

Leadership skills of nurses are very important in the field of health. Leadership includes decision making, motivating, communication, problem solving and other leadership skills. Leadership plays an important role in business, politics, society, education and many other fields. A good leader encourages teamwork, motivates people, makes strategic decisions and provides guidance for sustainable success. Leadership styles may vary and leaders may take different approaches. Some leaders take a participatory approach, while others may be more authoritarian. Leadership can have a huge impact on both the individual and societal levels. A leader can help group members maximize their potential and achieve common goals (Negussie and Demissie, 2013).

In the field of healthcare, nurses' leadership skills are necessary to provide effective patient care as well as to improve the quality of healthcare services. Nurses must develop leadership skills to gain patient trust, work as a team, deal with emergencies, solve problems, and continue their professional development. Therefore, leadership skills are of great importance in the careers of nurses and the successful delivery of health services (Ardahan and Konal, 2017).

The perception that nurses' leadership capacities are insufficient has led to nurses not being provided with opportunities in management and education positions for many years. As healthcare systems become increasingly complex, the need for harmony and collaboration among healthcare professionals increases. It is important that staff can collaborate and coordinate activities. The way to establish this cooperation effectively is for nurses to have leadership and management skills and to use these skills effectively (Öztürk et al., 2012). The reasons why nurses cannot exhibit leadership behaviors include factors such as the fact that healthcare institutions often have a hierarchical structure, physicians are generally seen as team leaders, concern about loss of job security, role ambiguity, role confusion and lack of trust (Serinkan and İpekçi, 2015). Leadership in nursing is defined as "using the power and tendency to achieve a common goal and vision by influencing the patient, family and society." Developing leadership and management skills in nursing requires nurses to organize so that they can participate in health policies and take an active part in decision-making mechanisms (Duygulu and Kublay, 2008).

When the studies are examined, it is seen that management policies and manager behaviors affect nurses' job satisfaction and service quality. Leadership and management behaviors bring a new perspective to healthcare environments and positive environments can be created for nurses and patients. In addition, employees' commitment to the organization, satisfaction levels and motivation increase. Health transformation programs, legal regulations, developments in medicine and technology, difficulties in covering health care expenses, increasing population, lack of nurses, mobbing and burnout problems reveal the need for nurses with leadership skills and the necessity for nurses to develop their leadership skills (Öztürk et al., 2012).

1.2. Purpose and Importance of the Research

The aim of this study is to examine the leadership skills of nurses in the field of health. This study addresses a critical issue that should be emphasized in the leadership skills of nurses in the healthcare sector. Nurses play a vital role in caring for patients, coordinating healthcare services, and ensuring patient satisfaction. Therefore, developing and emphasizing nurses' leadership abilities is important to improve the quality of healthcare. Additionally, this study offers a local perspective by examining the leadership skills of nurses specifically in TRNC hospitals. Local perspectives can help identify leadership gaps and develop unique strategies to improve regional health services. In conclusion, the results of this study have the potential to highlight nurses' leadership skills and provide valuable suggestions to make healthcare services more effective. Nurses' leadership skills can shape the future success of the healthcare system and contribute to better care for patients.

1.3. Hypotheses

In this research, answers were sought to the following questions:

1. H₁: There is a difference between nurses' leadership orientation sub - dimensions according to their gender variable.
H₀: There is no difference between nurses' leadership orientation sub-dimensions according to gender variable.
2. H₁: There is a difference between nurses' leadership orientation sub-dimensions according to their age variable.
H₀: There is no difference between nurses' leadership orientation sub-dimensions according to their age variable.
3. H₁: There is a difference between the leadership orientation sub-dimensions of nurses according to their marital status variable.
H₀: There is no difference between nurses' leadership orientation sub-dimensions according to their marital status variable.
4. H₁: There is a difference between nurses' leadership orientation sub-dimensions according to their professional seniority variable.
H₀: There is no difference between nurses' leadership orientation sub-dimensions according to their professional seniority variable.

1.4. Assumptions

It is assumed that research participants give their answers to the survey questions sincerely.

1.5. Limitations

Research;

- With the resources used in the research,
- With the survey questions used in the research,
- It is limited to nurses working in TRNC.

1.6. Definitions

Nurse: A professional healthcare worker who undertakes patient care and treatment in healthcare services (Arabacı, 2012).

Leader: A term defined as the manager or head of a group or organization. (Koçak and Özüdögrü, 2012).

Leadership: It means that a person or a group of people directs, guides and influences others. (Negussie and Demissie, 2013).

2. THEORETICAL FRAMEWORK

2.1. Leadership Concept

Leader, one group, team or organization directing, influencing and inspiration giver is a person. Leader, motivating and directing others And to goals to reach for guidance don't capable of has (Yinal ve Okur, 2022). Leadership roles, a organization top level from project managers of your team to its leader, social groups to their leaders And community to their leaders much various at levels And in contexts can be seen. Leaders, leadership your qualifications user vision owner, reliable, charismatic and effective persons it could be (Tülüce, 2022).

Leadership, leader behaviours and is the effect. Leadership, a your leader others on you effect by One group or organization orientation and motivation process expression it does. Leadership, a of the group to goals reach for necessary the one which coordination, cooperation, communication and management Contains. Good leadership to others guidance do n't team of its members your abilities development And strong One study environment create his skill requires (Tengilimoğlu , 2005).

Leaders effective communication skills with others clear, clear and effective one way communication to establish helper It is possible. Good communication, leaders set with its member's partnership to do and to motivate them makes it easier. Communication skills of people ideas, thoughts, feelings And information opposite aspect effective One way expression whether to understand providing important communication are their abilities. Both personal in relationships and business in your life effective communication to your skills owner to be successful communication to establish And positive interactions to support makes it easier. Good communication to your skills owner to be people emotional intelligence, social rapport And personal And professional success about effective to be helper happens (Özsalmanlı , 2005).

2.2. Leadership in Nursing

Of nurses leadership concept health _ in your services important has a role the one which... nurses, leadership features using hospital or in clinics effective one way their work expression it does. Nurses, health in the industry patients care, treatment and healing in their processes critical one role they play and this for this reason leadership to your skills owner being, patient care the quality And the results in auction big importance has. Of nurses leadership concept, just title or hierarchical with position annoyed not the same in time leadership qualities what they can show all in areas is valid. Nurses with patients And hospital with its staff effective communication building team his work encouragement don't , problems solving , taking initiative and decision don't give abilities like leadership skills They use (Yeşiltaş et al., 2013).

Nurses, patients care in their processes leadership shows. Patients' needs evaluate, treat your plans creates and apply, care the quality marks and patient safety provides. In patient care leadership, health in the industry worker nurses and other health professionals, patients care processes manage and leadership skills use is the process. This leadership type of patient's health of their situation evaluation, treatment of your plans creation, maintenance coordination and health services effective one way presenting processes contains. In patient care leadership, health of your staff well order patients and them with their family's effective one communication setup your ability requires. Leadership skills of patients requirements and your preferences understanding, empathy setup and emotional support providing like factors includes (Velioğlu And Homeland , 2002).

Nurses, multidisciplinary health of your team One Part of it aspect set leadership they do. Other health with its professionals coordination and partnership inside working, patients holistic and effective One way maintenance They provide. In nurses set leadership, health in your services important has a role the one which. Nurses, a health team in other health professionals and with its staff effective One way working in patient care leadership is to show. nurses , patients care processes management , coordination And set study about critical One role they

undertake And This for this reason set leadership to your skills owner to be It is important . In nurses set leadership, following in shapes self shows : (Timmins and McCabe, 2003).

2.3. Related Research

Wong and Cummings (2007) examined the impact of nurses' leadership and leadership behaviors on patient outcomes. As a result of these studies, it was determined that positive leadership behaviors increased patients' satisfaction levels and reduced undesirable effects. In Tsai's (2011) study, the relationship between organizational culture, leadership behaviors and job satisfaction in nurses was examined. The research results showed that there was a relationship between organizational culture and leadership behaviors and emphasized that nurses' job satisfaction levels increased in work environments where organizational goals were determined and leadership behaviors were developed.

Negussie and Demissie (2013) examined the relationship between the leadership style of nurse managers and nurses' job satisfaction. They found that nurses preferred transformational leadership style more than transactional leadership and that there was a positive relationship between transformational leadership style and job satisfaction. Warshawsky and Havens. (2014) examined the job satisfaction of nurse managers and their tendency to leave the profession. They showed that nurse managers were satisfied with their career choices and had high levels of job satisfaction, but they stated that many nurses tended to leave their jobs for reasons such as burnout, career changes, promotion and retirement. Serinkan and İpekçi (2015), in their study on "leadership and leadership characteristics in manager nurses" , found that manager nurses adopted a democratic and participatory leadership style and that the most important qualities of leaders should be honesty, responsibility, cooperation, team understanding, and information sharing. They concluded that nurse managers have a transformational leadership approach rather than transactional leadership.

Sayın (2008) in his study aimed to reveal the effects of the leadership styles that nurses perceive in nurse managers on their commitment to the organization. It was concluded that the transformational leadership style average of manager nurses is higher than other leadership styles and that one of the important factors in increasing organizational commitment is the transformational leadership style. In his study, Soylyuer (2010) examined the effects of the leadership behaviors of nurse managers on the motivation of nurses and stated that there is a relationship between the leadership behaviors of nurse managers and the motivation and satisfaction levels of employees, and as the leadership behaviors of nurse manager's increase, the motivation (satisfaction) levels of employees also increase.

3. METHOD

3.1. Research Method

This research is a screening research conducted on a participant group consisting of nurses working in TRNC. Research is a study of participants' opinions, interests, skills, abilities, attitudes, etc. on a topic. It uses a survey research model that aims to examine features such as. This model is called screening, which is given to studies conducted with larger samples and explaining the basic features of the research. During the data collection process, data is obtained from the participants through a survey. The research was conducted using quantitative research methods (Karasar , 2008)

3.2. Population and Sample

The population of the research is Turkish Republic of Northern Cyprus (TRNC) Nicosia Burhan Nalbantoğlu State Hospital, Famagusta State Hospital, Near East University Hospital and Kyrenia Dr. It consists of 900 nurses working at Akçiçek Hospital. The sample of this study was determined using the purposeful sampling method. Purposive sampling method is a sampling method in which the researcher selects a sample in line with a specific purpose. This method aims to select informative, representative and important participants who are suitable for the purpose of the research (Kılbaş and Cevahir, 2023). In this context, 280 nurses were included in the sample of the research.

3.1.2. Data Collection Tools

In the study, data was collected via Google Forms between 06.08.2023 and 01.09.2023. 50 of the 350 scale forms distributed were not returned; In 20 of them, deficiencies were detected that would affect the work. Therefore, 280 forms were included in the study.

In the study, data were collected through a personal information form and the Leadership Orientation Scale.

Gender, age, marital status and professional seniority were asked in the personal information form.

The leadership orientation scale is a 5-point Likert type scale developed by Bolman and Deal (1990), adapted into Turkish and its validity and reliability was done by Dereli (2003). It is structured as "1 is never, 5 is always". It consists of 32 questions and 4 sub-dimensions (Dereli, 2003). Each of the "Structural Leadership", "Human Sourced Leadership", "Political Leadership" and "Symbolic Leadership" sub-dimensions consists of 8 statements. The reliability coefficient (Cronbach Alpha) in the study was 0.790 for "Structural Leadership";

0.810 for "Human Based Leadership"; It was calculated as 0.780 for "Political Leadership" and 0.760 for "Symbolic Leadership". Reliability coefficient for the Leadership Orientation Scale (cronbach alpha) is 0.830 (Dereli, 2003). The results of the reliability analysis conducted in this study are given in Table 1.

Table 1. Reliability analysis of the scale

	Cronbach's Alpha	Article
Leadership Orientation Scale	0.827	32

As a result of the analysis, the Leadership Orientation Scale Cronbach's Alpha value was found to be 0.827 and was found to be reliable within the study.

3.3. Analysis of Data

SPSS 28 program was used to analyze the data collected in the study and was examined at the reliability level. T-Test, ANOVA and ANOVA Tukey tests were used to examine whether the scale scores differ according to socio-demographic characteristics.

4. FINDINGS

4.2. Demographic features

Demographic variables of nurses are given in Table 2.

Table 2. Demographic Information

		N	%
Gender	Woman	152	54.3
	Male	128	45.7
Age	22-30 years old	32	11.4
	31-40 years old	117	41.8
	41-50 years old	102	36.4
	51 and over	29	10.4
marital status	Married	95	33.9
	Single	185	66.1
professional seniority	1-5 Years	75	26.8
	6-10 Years	145	51.8
	11-15 Years	27	9.6
	more than 15 years	33	11.8
Total		280	100.0

When Table 2 is examined, 54.3% of the participants are women; It is seen that 45.7% of them are male. Considering the age distribution of the participants, 41.8% are 31-40 years old; 36.4% are 41-50 years old; It is seen that 11.4% are between the ages of 22-30 and 10.4% are between the ages of 51 and over. 66.1% of the participants are single; It is seen that 33.9% of them are married. In terms of professional seniority, 51.8% of the participants have 6-10 years; 26.8% have 1-5 years; It is seen that 11.8% of them are more than 15 years old and 9.6% are between 11-15 years.

4.2. Descriptive Analysis of the Leadership Orientation Scale

In Table 3 Descriptive analysis results of the leadership orientation scale are included.

Table 3. Descriptive Analysis of the Leadership Orientation Scale and its Sub-Dimensions

	Min.	Max.	\bar{X}	Ss.
structural leadership	32.00	35.00	33.83	0.790
human-based leadership	33.00	37.00	35.00	0.935
political leadership	33.00	39.00	35.76	1,436
symbolic leadership	34.00	40.00	37.54	0.922
Scale total	137.00	150.00	142.15	3,036

The mean (\bar{X}) of the total score of the leadership orientation scale of the participating nurses is 142.15 and the standard deviation (Ss.) is 3.036. This shows that the leadership orientations of the participants did not deviate from the overall mean of the scale. When we look at the sub-dimensions of the scale, the sub-dimension with the highest score is Symbolic leadership. The mean score (\bar{X}) of this sub-dimension is 37.54 and the standard deviation (Ss) is 0.922. This shows that participants' leadership orientations are more focused on the symbolic leadership dimension. In addition, one of the sub-dimensions of the scale, the structural leadership sub-dimension, received the lowest score. The mean score (\bar{X}) of this sub-dimension is 33.83 and the standard deviation (Ss.) is 0.790. This shows that the leadership orientations of the participants are lower in the structural leadership dimension.

4.3. Descriptive Analyzes Between Gender Variable and Leadership Orientation Scale

The results of the analysis conducted to test the hypothesis "H₁ : There is a difference between the leadership orientation sub-dimensions of nurses according to the gender variable" are given in Table 4.

Table 4. Comparison of Leadership Orientation Scale and Its Sub-Dimensions According to Gender Variable (T-Test)

		N	\bar{X}	ss	f	p.
structural leadership	Woman	152	33.92	0.719	7,591	0.006
	Male	128	33.72	0.857		
human-based leadership	Woman	152	34.98	1,060	24,117	0.000
	Male	128	35.03	0.762		
political leadership	Woman	152	35.87	1,443	0.007	0.934
	Male	128	35.64	1,423		
symbolic leadership	Woman	152	37.57	1,088	14,280	0.000
	Male	128	37.50	0.675		
Scale total	Woman	152	142.36	3,486	23,476	0.000
	Male	128	141.90	2,385		

p < 0.05

As a result of the analysis, it was determined that structural, anthropogenic, symbolic and total scale scores differed with the gender variable (p < 0.05). Accordingly, the scores of female nurses in structural leadership, symbolic leadership and the total scale are higher than those of men; In the human-based leadership dimension, male nurses' scores were higher than female nurses. These results show that there are significant differences between leadership dimensions and gender. The fact that female nurses receive higher scores in the structural leadership and symbolic leadership dimensions indicates that they have stronger leadership tendencies in these dimensions. In the human-based leadership dimension, male nurses' higher scores suggest that this dimension may be more prominent or that male nurses' leadership skills in this area are stronger. As a result, it is determined that there are differences between gender and leadership dimensions.

4.4. Descriptive Analyzes Between Age Variable and Leadership Orientation Scale

The results of the analysis conducted in the study to test the hypothesis "H₂ : There is a difference between the leadership orientation sub-dimensions of nurses according to their age variable" are given in Table 5.

Table 5. Comparison of Leadership Orientation Scale and its Sub-Dimensions According to Age Variable (ANOVA- ANOVA Tukey Test)

		N	\bar{X}	ss	f	p.	Difference
structural leadership	22-30 years old	32	34,31	0.470	6,062	0.001	22-30 years > 31-40 years; 41-50 years old
	31-40 years old	117	33.88	0.800			
	41-50 years old	102	33.66	0.812			

	51 and 29 over	32	33.72	0.751			
human-based leadership	22-30 years old	32	34.56	1,293			
	31- 40 years old	117	34.94	0.833			
	41- 50 years old	102	35.21	0.929	4,472	0.004	41-50 years > 22-30 years
	51 and 29 over		35.03	0.680			
political leadership	22-30 years old	32	35.87	1,680			
	31- 40 years old	117	35.46	1,386			
	41- 50 years old	102	36.06	1,387	3,426	0.018	41-50 years old > 31-40 years old
	51 and 29 over		35.82	1,338			
symbolic leadership	22-30 years old	32	37.25	0.983			
	31- 40 years old	117	37.86	0.860			31-40 years old > 22-30 years old
	41- 50 years old	102	37,18	0.792	13,652	0.000	51 and over > 22-30 years; 41-50 years old
	51 and 29 over		37.86	0.990			
Scale total	22-30 years old	32	142.00	4,016			
	31- 40 years old	117	142.14	2,838			
	41- 50 years old	102	142.13	2,981	0.118	0.949	No difference
	51 and 29 over		142.44	2,910			

p <0.05

As a result of the analysis, it was determined that there was a significant difference between all sub-dimensions and the age variable, except for the total score of the scale (p<0.05). According to this;

- In the structural leadership dimension, the participants between the ages of 22-30 are 31-40 years old and 41-50 years old;
- the human-based leadership dimension, participants between the ages of 41-50 are 22-30 years old;
- the political leadership dimension, participants between the ages of 41-50 are between the ages of 31-40;
- the symbolic leadership dimension, it was determined that the participants between the ages of 31-40 were higher than the participants between the ages of 22-30 and those aged 51 and over, compared to the participants between the ages of 22-30 and 41-50.

As a result, participants between the ages of 22-30 have stronger leadership qualities in the structural leadership dimension; Participants between the ages of 41-50 have stronger leadership tendencies in both human and political leadership dimensions; It was observed that participants between the ages of 31-40 were stronger in the symbolic leadership dimension or represented this dimension more effectively. In this case, differences in leadership dimensions have been detected between age groups, and it can be said that these differences indicate that certain age groups have certain leadership characteristics or tendencies.

4.5. Descriptive Analyzes Between Marital Status Variable and Leadership Orientation Scale

The results of the analysis conducted to test the hypothesis "H₃ : There is a difference between the leadership orientation sub-dimensions of nurses according to the marital status variable" are given in Table 6.

Table 6. Comparison of the Leadership Orientation Scale and its sub-dimensions according to marital status variable (T-Test)

		N	\bar{X}	ss	f	p.
structural leadership	Married	95	33.88	0.769	0.009	0.926
	Single	185	33.81	0.802		
human-based leadership	Married	95	34.80	1,116	10,449	0.001
	Single	185	35,11	0.809		
political leadership	Married	95	35.15	1,178	4,390	0.037
	Single	185	36.08	1,459		
symbolic leadership	Married	95	37.27	0.777	0.905	0.342
	Single	185	37.68	0.960		
Scale total	Married	95	141.11	2,913	0.408	0.523
	Single	185	142.69	2,966		

p < 0.05

As a result of the analysis, it was determined that there was a significant difference between human-based and political leadership and marital status (p < 0.05). Accordingly, it was observed that single nurses received higher scores than married nurses in both human resources and political leadership dimensions. In other words, according to the results of the analysis, single nurses appear to have stronger leadership characteristics or tendencies in the human-based leadership and political leadership dimensions. This suggests that marital status has an impact on leadership abilities and that single nurses take a more prominent leadership role in these two leadership dimensions.

4.6. Descriptive Analyzes Between Professional Tenure Variable and Leadership Orientation Scale

In the research, "H₄: There is a difference between nurses' leadership orientation sub-dimensions according to their professional seniority variable. The results of the analysis conducted to test the hypothesis "There is a difference" are given in Table 7.

Table 7. Comparison of Leadership Orientation Scale and its Sub-Dimensions According to Professional Tenure Variable (ANOVA Test)

		n	\bar{X}	ss	f	p.	Difference
structural leadership	1-5 Years	75	34.22	0.605	13,896	0.000	1-5 years > 6-10 years; 11-15 years More than 15 years > 6-10 years
	6-10 Years	145	33.60	0.810			
	11-15 Years	27	33.62	0.791			
	more than 15 years	33	34,12	0.649			
human-based leadership	1-5 Years	75	34,40	0.944	27,548	0.000	6-10 years > 1-5 years; more than 15 years; 11-15 years > 1-5 years; more than 15 years
	6-10 Years	145	35,35	0.721			
	11-15 Years	27	35,40	0.747			
	more than 15 years	33	34.54	1,002			
political leadership	1-5 Years	75	34.93	1,553	16,576	0.000	6-10 years > 1-5 years; more than 15 years 11-15 years > 1-5 years
	6-10 Years	145	36.19	1,094			
	11-15 Years	27	36.22	1,120			
	more than 15 years	33	35,42	1,803			

	1-5 Years	75	37.22	1,169			
symbolic leadership	6-10 Years	145	37.69	0.544			
	11-15 Years	27	37.70	0.465	4,782	0.003	6-10 years > 1-5 years
	more than 15 years	33	37.48	1,543			
	<hr/>						
	1-5 Years	75	140.78	3,684			
Scale total	6-10 Years	145	142.84	2,049			6-10 years > 1-5 years;
	11-15 Years	27	142.96	2,009	9,412	0.000	11-15 years > 1-5 years
	more than 15 years	33	141.57	4,401			
	<hr/>						

p < 0.05

As a result of the analysis, there was a difference between the leadership orientation sub-dimension and the total dimension of the scale according to the professional seniority variable of the nurses. significant It was observed that there was a difference (p < 0.05). According to this;

- In the structural leadership dimension, nurses with professional seniority between 1-5 years are more likely than those with 6-10 years and 11-15 years; Nurses with more than 15 years of professional seniority are also between 6-10 years;
- the human-based leadership dimension, nurses with professional seniority between 6-10 years are among those with 1-5 years to more than 15 years; Nurses with professional seniority between 11-15 years are also between 1-5 years and more than 15 years;
- the political leadership dimension, nurses with professional seniority between 6-10 years are among those with 1-5 years to more than 15 years; Nurses with professional seniority in the range of 11-15 years are in the range of 1-5 years;
- the symbolic leadership dimension, nurses with 6-10 years of professional seniority are among those with 1-5 years of seniority;
- In total, nurses with 6-10 years of professional seniority are compared with those with 1-5 years of seniority; It was determined that nurses with professional seniority in the range of 11-15 years were higher than those with professional seniority in the range of 1-5 years.

As a result, nurses' leadership orientations may differ according to professional seniority. This suggests that nurses may develop leadership skills or have different leadership styles later in their careers.

4. CONCLUSION AND RECOMMENDATIONS

The results of the study examining the leadership skills of nurses in the field of health are summarized below:

The analysis results showed that female nurses had higher structural leadership, symbolic leadership and scale total scores than their male colleagues. However, it was determined that male nurses scored higher than female nurses in the human-based leadership dimension. The relationship between gender and leadership styles is complex and multifaceted. These results may be the result of a combination of factors such as gender roles, work environment, education, self-esteem and self-confidence. These results show that leadership development programs need to be made more effective by taking gender differences into account.

Differences were also observed between the age variable and leadership dimensions. For example, it was stated that different age groups received different scores in the dimensions of structural leadership, human-based leadership, political leadership and symbolic leadership. Different age groups may show differences in nurses' professional experience levels. Older nurses generally have more experience. This may indicate that they may have developed managerial leadership traits, particularly structural leadership and political leadership. Younger nurses may have emphasized more emotional and symbolic leadership traits, such as human-based leadership or symbolic leadership.

There are differences between marital status and leadership dimensions. It was observed that single nurses scored higher than married nurses in the human resource and political leadership dimensions. These results may be the result of a complex interaction between marital status and leadership abilities. However, it should not be forgotten that these results are only the results of a study and each individual's leadership abilities, experiences and personal characteristics are different. Therefore, the relationship between marital status and leadership abilities may be based on individual differences rather than a general rule.

Significant differences were detected between leadership orientations according to the professional seniority variable. Nurses in different professional seniority ranges received different scores in different leadership

dimensions. Professional seniority is an indicator of the experience a nurse has. Nurses who have worked longer may have more experience. This experience may have led to the development of different skills or traits in different leadership dimensions. For example, more experienced nurses may be better at structural leadership, while newer nurses may be stronger at symbolic leadership.

The findings obtained as a result of the analysis show that nurses' leadership orientations may differ depending on variables such as gender, age, marital status and professional seniority. In light of these findings, it is possible to offer the following suggestions:

- **Educational Programs:** More emphasis should be placed on leadership in nursing education programs and nurses should be provided with opportunities to develop their leadership skills. Leadership training should be organized especially for different age groups and professional experience levels.
- **Leadership Awareness:** Programs should be developed to increase leadership awareness among nurses. These programs should explain how leadership styles and skills are affected by different variables.
- **Gender Inequality:** Leadership differences based on gender should be taken into account. How gender inequality affects the perception of leadership and solutions to overcome gender-based leadership differences should be investigated.
- **Marital Status and Leadership:** Differences in leadership between married and single nurses should be examined. This may help us better understand how perceptions of leadership relate to marital status.
- **Career Development:** The relationship between professional seniority and leadership should be further investigated. Programs should be developed to guide nurses on how they can improve their leadership skills and adapt to different leadership styles in the later stages of their careers.

These suggestions can help nurses better understand their leadership potential and improve their leadership skills. In this way, the quality of patient care can be increased by training more effective and competent leaders in health services.

In future studies, the following suggestions can be taken into consideration in order to develop a greater understanding of nurses' leadership behaviors and increase knowledge in this field:

- **Comprehensive Leadership Research:** Research should be conducted to examine the factors affecting nurses' leadership behaviors in more detail. Large-scale studies, especially including variables such as different healthcare institutions, work environments and patient groups, can help us understand the diversity of leadership behaviors.
- **Effects of Leadership Training:** Studies should be conducted focusing on the long-term effects of leadership training given to nurses and how these trainings are reflected in leadership behaviors in practice. This can help evaluate the effectiveness of leadership training.
- **Gender and Leadership:** There is a need for studies that examine gender-based leadership differences in more depth. The effects of gender norms on leadership perception and behavior must be understood.
- **Cultural Differences:** Studies investigating the effects of cultural differences on leadership perception and behavior should be focused on. Data should be collected on how the understanding of leadership differs in different cultures.
- **Self-Assessment Tools:** Studies should be carried out to develop self-assessment tools that allow nurses to evaluate their leadership abilities and behaviors and to test the effectiveness of these tools.
- **Leadership and Patient Outcomes:** Studies examining the impact of nurse leadership on patient outcomes are important. Research evaluating the effects of nurse leadership on patient safety, satisfaction and quality of care can contribute to the improvement of healthcare services.
- **Multicenter Studies:** Multicenter studies can be conducted comparing leadership behaviors among nurses in health institutions in different geographies. This can help us understand regional or cultural differences in leadership practices.

Future studies can improve the quality of healthcare by better understanding nurses' leadership behaviors and influencing factors and help us better evaluate nurses' leadership potential.

REFERENCE

- Arabacı, S. (2012). *Yoğun bakımlarda görevli hemşire yöneticilerin liderlik davranışlarının hemşirelerin motivasyonu üzerine etkisi*, Yüksek Lisans Tezi, Haliç Üniversitesi Sağlık Bilimleri Enstitüsü, İstanbul
- Ardahan, M., & Konal, E. (2017). Hemşirelikte yöneticilik ve liderlik. *Gümüşhane Üniversitesi Sağlık Bilimleri Dergisi*, 6(1), 140-147.
- Duygulu S., & Kublay G. (2008) Transformational leadership training programme for charge nurses. *Journal of Advanced Nursing* 67(3), 633–642.

- Kılbaş, E. & Cevahir, F. Bilimsel Araştırmalarda Örneklem Seçimi ve Güç Analizi. *Journal of Biotechnology and Strategic Health Research*, 7(1), 1-8.
- Koçak, R.D. & Özudogru, H. (2012). Yöneticilerin liderlik özelliklerinin çalışanların motivasyonu ve performansı üzerindeki etkileri: kamu ve özel hastanelerinde bir uygulama, *Ticaret ve Turizm Eğitim Fakültesi Dergisi*, 1(8), 76-88
- Negussie, N. & Demissie, A. (2013). Relationship between leadership styles of nurse managers and nurses' job satisfaction in jimma university specialized hospital. *Ethiopian Journal of Health Sciences*, 23(1), 49–58.
- Özsalmanlı, A.Y. (2005). Türkiye’de kamu yönetiminde liderlik ve lider yöneticilik. *Manas Üniversitesi Sosyal Bilimler Dergisi*, 7(13), 137-146.
- Öztürk, H. Bahçecik, N. & Gürdoğan, E.P. (2012). Hastanelere göre yönetici hemşirelerin liderlik yaklaşımlarının değerlendirilmesi. *İ.Ü.F.N. Hemşirelik Dergisi*, 20 (1), 17-25.
- Salamah, E., Alzubi, A., & Yinal, A. (2023). Unveiling the Impact of Digitalization on Supply Chain Performance in the Post-COVID-19 Era: The Mediating Role of Supply Chain Integration and Efficiency. *Sustainability*, 16(1), 304.
- Sayın, Ç. (2008). *Yönetici hemşirelerde algılanan liderlik tarzlarının hemşirelerin örgütsel bağlılık üzerindeki etkilerinin belirlenmesi*. Yüksek Lisans Tezi, Haliç Üniversitesi Sağlık Bilimleri Enstitüsü, İstanbul.
- Serinkan, C. & İpekçi, İ. (2015). Yönetici hemşirelerde liderlik ve liderlik özelliklerine ilişkin bir araştırma. *Süleyman Demirel Üniversitesi İktisadi ve İdari Bilimler Fakültesi*, 10 (1), 281-294.
- Soyluer B. (2010). *Özel hastanelerde yönetici hemşirelerin liderlik davranışlarının hemşirelerin motivasyonları üzerindeki etkisi (Bayındır Hastanesi Örneği)*. Yüksek Lisans Tezi. Beykent Üniversitesi. Sosyal Bilimler Enstitüsü. İstanbul.
- Tengilimoğlu, D. (2005). Kamu ve özel sektör örgütlerinde liderlik davranışı özelliklerinin belirlenmesine yönelik bir alan çalışması. *Elektronik Sosyal Bilimler Dergisi*, 4(14), 1-16.
- Timmins, F. & McCabe, C. (2003). How assertive are nurses in the workplace? A preliminary pilot study. *Journal of Nursing Management*, 13(8), 61-67.
- Tsai, Y. (2011). Relationship between organizational culture, leadership behavior and job satisfaction. *BMC Health Services Research*, 2(11), 98-102.
- Tülüce, H.A. (2022). The Search for Meaning of the Modern Individual in the Context of Individuality and Sociability. *Üniversite Araştırmaları Dergisi*, 5(3), 305 312.
- Velioğlu, S. & Vatan, F. (2002). Yönetici hemşirelerin liderlik davranış boyutlarının incelenmesi. 5. *Ulusal Sağlık Kuruluşları ve Hastane Yönetimi Sempozyumu*, Eskişehir.
- Warshawsky, N.E. & Havens, D.S. (2014). Nurse manager job satisfaction and intent to leave. *Nursing Economics*, 32(1), 32–39.
- Wong, C.A. & Cummings, G. (2007). The relationship between nursing leadership and patient outcomes: a systematic review. *Journal of Nursing Management*, 15, 508–521
- Yeşiltaş, M., Kanten, P., Sormaz, Ü. (2013). Otantik liderlik tarzının prososyal hizmet davranışları üzerindeki etkisi: Konaklama işletmelerine yönelik bir uygulama. *İstanbul Üniversitesi İşletme Fakültesi Dergisi*, 42(2), 333-350.
- YINAL, A., & OKUR, Z. G. (2022). Total Quality Management in Educational Management:(TRNC Example). *Turkish Online Journal of Educational Technology*, 342.

MANAGING CIVIL AVIATION CRISES: THE STATE AIRPORTS AUTHORITY'S EXPERIENCE WITH THE FEBRUARY 6 KAHRAMANMARAŞ EARTHQUAKE

Burhan ÇAPAN

DHMI,

burhancapan01@hotmail.com

Uğur Mustafa TUNÇ

Mugla Sıtkı Koçman University,

u.mustafatunc@gmail.com

Erdem ÖNCÜ

Trakya University,

erdemoncu@trakya.edu.tr

ABSTRACT

Two significant earthquakes with an epicenter in Kahramanmaraş, Turkey, on February 6, 2023, are covered in sections 7.7 and 7.6 of this study. The resulting crisis in the civil aviation industry and the management process are also covered. Rather than breaking the data down into classifications and aspects, "Qualitative Research" was employed in the study because it enables a holistic approach and organically used perceptions to be exposed more efficiently. As part of a case study methodology, the reasons why the crisis situation covered by the content affects how civilian activities function, as well as its characteristics, the intervention process, and its outcomes, as well as sub-impact behaviors like comparable crisis situations and their outcomes that have happened, like an explosion, are discussed. Conceptually, a literature search was used to express the terms. The State Airports Authority (DHMI) is the focal point of national disaster relief efforts and serves as the Republic of Turkey's administrative body for carrying out air navigation and airport management services. This is the conclusion drawn from more thorough research. The managers and staff of the Organizations and Stakeholder Organizations specifically assigned to the crisis management process were interviewed in person, and field and sector literature was examined in order to gather the data. The cause-and-effect relationship between policies in crisis is disclosed in the conclusion section, along with how the lessons learned are incorporated into crisis management strategies and the significance of taking proactive measures to avert future crises.

Keywords: Crisis, Crisis Management, Civil Aviation, State Airports Authority

INTRODUCTION

In the modern world, when globalization has reached unprecedented heights, organizations, industries, and even nations are becoming more interconnected and collaborative. This framework takes into account both favorable and unfavorable elements for long-term success. In times of crisis, these elements—which may be characterized as both internal and external influences and come from human, natural, competitive, technological, etc. sources—can make party stakeholders more delicate and sensitive. In this backdrop, since the Wright brothers built the first piston aircraft in 1903, the civil aviation industry has continuously evolved, acquired a dynamic structure, and grown to be an international sector. Its dynamic structure, ongoing development, positive growth, round-the-clock service, and worldwide standing all point to the sector's global scope. Conversely, it is evident that the crisis situation has arisen at different times and under different labels, either on its own or as a result of a catalyst in the historical process.

The study's focus, a natural crisis scenario, has always existed and has the ability to do so at different points in time and with varying degrees of intensity throughout human history. The literature describes this circumstance as an earthquake, one of the sub-dimensions of natural catastrophes. The scenario turned into a crisis since the earthquake was abrupt and harder to notice than slow-developing catastrophe circumstances. On the other hand, because of its intensity and the inadequacy of the actions implemented, the vastness of the effect area of the violence made the situation worse. Air transportation was the most crucial step in the process since the tragedy demanded quick action and, in this case, the delivery of relief from both domestic and foreign sources to the area.

The purpose of this study is to serve as a model for future research projects aimed at managing potential crises in the civil aviation industry. By combining historical instances, the perspectives of crisis management experts, the genesis of the crisis and the significant role the civil aviation industry played in the process, and a survey of the literature, it seeks to provide a small but distinct contribution to the body of literature.

Framework Conceptual

The study's keywords are listed under the title: A literature research was done, and definitions, dimensions, and connections between them were included.

Crisis Situations and Their Handling

Crisis in the social dimension: "A difficult period in the life of a society or an organization in a country or between countries; It is expressed as "crisis, despair" (E.T. February 2024)," according to the Turkish Language Association (TDK). Conversely, Crisis in the Corporate Aspect: It can be defined as a circumstance that jeopardizes an organization's goals and objectives, renders countermeasures inadequate, casts doubt on the institution's ability to succeed over the long term, and fuels unrest and turmoil. As stated in the definitions, its characteristics are:

- The structure is exposed to a negative impact,
- The development is an unpredictable situation,
- Threatens the organization's reason for existence,
- Having a limited time to intervene in the situation,
- There is a need for rapid intervention,
- It causes tension at the organizational level and so on.

Crisis management is, at its most basic, the culmination of the attitudes and actions that organizations exhibit during times of crisis. Reducing the harm that can arise during a crisis is the major goal here. Forecasting studies, which expose possibilities and counter-planning, scenario applications, data gathering and analysis interpretation, are among the preventative steps that crisis managers typically take against such circumstances (Sucu, 2000: 47).

State Airports Authority and Civil Aviation

The collective term for the actions involved in piloting light or heavy aircraft that are created by humans in the air is aviation. All of these operations together, excluding the military wing, are referred to as civil aviation (Gerede, 198, 2006). In this sense, DHMI is the organization that plans and manages a variety of civil aviation operations in the Republic of Turkey, with a focus on airport management and air navigation services, and works to modernize them. However, the appropriate Ministry of Infrastructure and Transport is a Public Economic Enterprise. It is required to conduct its operations in compliance with the International Civil Aviation Organization's guidelines and regulations. It is thus a party to and a member of several international agreements and organizations in compliance with these commitments (DHMI, 2024).

METHOD

Qualitative research methods are utilized in the study; the case study approach was used; data are methodically and thoroughly analyzed in the real context of a scenario or occurrence (Aytaçlı, 2012:3). Documents from the national and international press as well as official comments were reviewed to show how DHMI became the center of attention for the process after the earthquake on February 6 in Kahramanmaraş, how the situation escalated into a crisis, and how this process was handled. Conversely, one-on-one interviews with authorized individuals who were directly involved in the process attempted to shed light on the situation in all of its facets. A real-world scenario is used in the conclusion section to illustrate how the study might benefit current and upcoming crisis management programs.

The State of the Crisis Area and the Regional Potential of DHMI

Two earthquakes occurred on February 6, 2023, at around 04:17 Turkey time. The first had a magnitude of 7.8, and its epicenter was found to be in the Pazarcık district of Kahramanmaraş province. The second earthquake happened about nine hours later, at around 13:24, and its epicenter was found to be in the Elbistan district of Kahramanmaraş province (İTÜ, 2023). However, hundreds of aftershocks continued to occur even still after these two powerful earthquakes. The region and strength of the earthquake are major variables in whether or not it becomes a catastrophe. Within this framework, an earthquake; Eleven Turkish provinces (Kahramanmaraş, Gaziantep, Adıyaman, Malatya, Hatay, Osmaniye, Adana, Sanlıurfa, Diyarbakır, Kilis, Elazığ); Numerous nations, including Egypt, Israel, Lebanon, Palestine, Syria, Iraq, Iran, and Syria suffered the effects of it, and many people died and were injured (Hoşgör et al., 2023: 78).

The World Health Organization (WHO) classified the situation as a level 3 emergency, while the Turkish Disaster and Emergency Management Authority (AFAD), which sets the highest level of emergency response, classified it as a level 4 emergency due to the magnitude of the earthquake, the extent of its impact area, and the destruction it caused (Aydinbaş, 2023: 177). An estimated 12,000 search and rescue teams were sent to the area after almost 100 nations answered the global call for assistance (TBMM, 2023). 53,537 people died and 107,213

people were injured, according to the official declaration released almost a year after the earthquake (BBC, 2024). In this regard, the following airports in the area are served by DHMI:

- Adana Airport
- Elazig Airport
- Hatay Airport
- Adiyaman Airport
- Şanlıurfa Airport
- Diyarbakir Airport
- Malatya Airport
- Gaziantep Airport
- Kahramanmaraş Airport

The aforementioned airports can accommodate 27 million passengers annually. In 2022, 11.3 million people are expected to use these airports overall. Only the Diyarbakir airport has access to the reserve runway designed for emergency usage (SBB.2023).

The magnitude and extent of the earthquake, the need for quick action and the concept of time constraints, on the other hand, the efforts of international and national relief teams to get to the area, the removal of injured people and other earthquake victims from the area, etc. Due to these problems, civil aviation is now the primary focus of the emergency. The condition of the DHMI airports in the area is summed up as follows in the statement issued by the Ministry of Transport at 16:09 on the day of the earthquake (Independent, 2023):

Table 1: Airports Availability

Airports	Availability	Damage
Adana Airport	Open to Civil and Emergency Flights	
Malatya Airport	Closed to Civil Flights/Open to Emergency Flights	Terminal Building Damaged
Diyarbakir Airport	Open to Civil and Emergency Flights	
Adiyaman Airport	Open to Civil and Emergency Flights	Superstructure Damaged Slightly
Kahramanmaraş Airport	Closed to Civil Flights/Open to Emergency Flights	Superstructure Damaged Slightly
Gaziantep Airport	Closed to Civil Flights/Open to Emergency Flights	
Hatay Airport	Closed to All Flights	Runway and Apron Severely Damaged
Şanlıurfa Airport	Closed to Civil Flights/Open to Emergency Flights	

The outcomes of the services offered at DHMI airports in the area, without causing any security lapses or circumstances that would cause disorder, were summed up by the Minister of Transport in a statement at the conclusion of the six months that followed the earthquake (AA, 2023):

- From April 6 through April 30, there were no fees for flights out of the seismic zone.
- A total of 3,057,804 individuals were evacuated; 1,597,099 left and 1,460,000 arrived.
- There were 30,601 aircraft operations, comprising 15,337 landings and 15,264 takeoffs.
- 22,466.7 tons of supplies and goods were transported.

However, the following is a summary of the data pertaining to domestic and international flights from the airports listed:

- A total of 61,202 aircraft were in use, including 55,391 domestic and 5,811 international flights.
- 5,948,975 passengers in all were serviced, comprising 5,371,354 passengers on domestic lines and 577,621 passengers on international lines.
- There was 6,451 tons of cargo traffic and 56,494 tons of freight (cargo plus mail + luggage) traffic.

In the first 25 days following the earthquake, more than 3 million people benefited from air travel, even though 11.3 million passengers traveled from the aforementioned airports annually, based on 2022 data (or an average of about 940,000 passengers per month). This exceeds the overall capacity by more than three times.

The following is a concise synopsis of the material gathered from domestic and foreign press outlets during the crisis management procedure, as well as in-person interviews with DHMI officers and managers involved in the process. The General Directorate and other airports promptly dispatched 1263 personnel to provide support to the 3333 personnel operating at the airports in the region, mainly the experienced and volunteer personnel who worked during the Izmir and Erzincan earthquakes, after the Board of Directors met during the early hours of the earthquake. Except for Hatay Airport, whose runway was destroyed on the first day of the catastrophe, other airports were prepared for flights as a consequence of the effort done by all units in cooperation and with mobilization awareness. Hatay Airport was quickly placed into operation after completing its 96-hour runway rehabilitation project, which was started under the direction and supervision of DHMI.

To help with and oversee the rigorous work done at the airports, fifty senior managers from the Head Office and other airports were appointed. Additionally, 527 ARFF members who were promptly dispatched to the area to conduct comprehensive search and rescue operations managed to extricate 210 earthquake victims alive from the debris. In contrast, cars, thermal gear, portable air navigation aids, tents, and supplies for humanitarian relief were transported to the area.

CONCLUSION

Turkey has endured several significant earthquakes throughout the years, making it one of the seismically active places in the globe. These earthquakes left a path of devastation, human casualties, and widespread economic damage (Tetik and Oner, 2023).

A state of emergency was proclaimed in Turkey in the wake of the two significant earthquake catastrophes that struck on February 6, 2023, with the epicenter being Kahramanmaraş and affecting 10 cities. Seasonal factors and the earthquake's damage to the roadways have made it difficult to move people and provide assistance to the area (Akcan et al.2023).

Earthquakes and other natural catastrophes have a major detrimental economic impact on enterprises and can result in large financial losses, particularly for exporting companies. According to assessments from the World Bank, Turkey's earthquake damage is estimated to be worth \$34.2 billion, or 4% of the nation's total annual income (Öner, 2023).

To make the airports in the area secure, an estimated 3.3 billion TL (175.5 million USD) in investment is required (DHMI, 2024). The next phase should involve fortifying any airport in Turkey that is near an active fault line.

Given the substantial migration that occurred in the region following the earthquake, it is imperative that air transportation investments be limited to improving flight safety and passenger security. Investments in passenger comfort and capacity expansion should be avoided.

This study has led to a number of recommendations based on variations in maturity following the earthquake:

Short Term Airline Transportation

- Holding ticket costs at a minimal level for an acceptable amount of time by increasing flight frequencies in the region and scheduling extra flights; conducting ground surveys and renovations of runways, aprons, taxiways, and terminal buildings at the airports in the region.

In the Midterm

- Constructing a minimal heliport in each of the provinces within the area while considering active fault lines and obstructions
- Organizing the deployment of aircraft rescue and fire fighting, or ARFF, vehicles at airports during emergencies,
- Planning recurring staff training sessions with RFF tools,

Long Term

- Building "emergency runways" at airports to facilitate the landing and takeoff of passenger and freight aircraft based on the outcomes of prioritizing based on factors including province population, passenger volume, and local catastrophe risk.

REFERENCES

- Akcan, B., Merdin, M., & Erdoğan, M. G. (2023). Afet İletişimi, Politik Tüketim Ve Sosyal Medya: 6 Şubat Kahramanmaraş Örneği. *Yeni Medya*, (14), 266-283.
- Aydınbaş, G. (2023). Sosyoekonomik boyutuyla Türkiye’de depremler üzerine bir inceleme: Kahramanmaraş depremi örneği. *Sosyal Bilimlere Çok Yönlü Yaklaşımlar: Tarih, Turizm, Eğitim, Ekonomi, Siyaset ve İletişim*, 177-212.
- Gerede, E. (2006). Sivil havacılık faaliyetlerinin sınıflandırılması ve türkiyede hava taşımacılığı faaliyetlerinin tanımlanmasına ilişkin sorunlar Kayseri 6. Havacılık sempozyumu 12-14 mayıs 2006 nevşehir
- Berrak AYTAÇLI, Adnan Menderes Üniversitesi Eğitim Fakültesi Eğitim Bilimleri Dergisi, Haziran 2012, 3 (1), 1-9
- Gündüz Hoşgör, D. , Güngördü, H. ve Hoşgör, H. (2023). Investigation of prospective medical secretaries' perspectives of online education: the example of february 6, 2023 Earthquake. *International Journal of Health Management and Tourism*, 8(1): 78-91.
- Sucu, Yaşar. (2000). *Kriz Yönetimi*. Ankara: Elit Yayıncılık.
<https://www.bbc.com/turkce/articles/cnen1eep0e1o>(Erişim Tarihi: 06.03.2024).
<https://www.indyurk.com/node/607746/haber/depremden-etkilenen-illere-havalimanlar%C4%B1nda-son-durum>(A.D i: 06.03.2024).
<https://www.aa.com.tr/tr/asrin-felaketi/bakan-uraloglu-6-ayda-deprem-bolgesinde-ulaştırma-alanında-yapılan-calismalari-anlatti/2962203>(A.D: 06.03.2024).
<https://www.sbb.gov.tr/wp-content/uploads/2023/03/2023-Kahramanmaras-ve-Hatay-Depremleri-Raporu.pdf>(A.D:07.03.2024)
<https://www.aa.com.tr/tr/asrin-felaketi/ulaştırma-ve-altyapi-bakanligi-deprem-bolgesinde-dort-koldan-yardim-ve-tahliye-seferberligine-odaklandi/2817948>(A.D:18.03.2024)
- Öner, F. (2023, Şubat). Dünya Bankası’ndan Deprem Açıklaması: 34 Milyar Doları Aşacak. <https://m.haber7.com/ekonomi/haber/3305561-dunya-bankasindan-deprem-aciklamasi-34-milyar-dolari-asacak>
- Tetik, N., & Akbulut, İ. İ. (2023). 6 Şubat 2023’te Yaşanan Depremin Ekonomik ve Finansal Etkileri: İhracat Üzerinden Bir İnceleme. *Kahramanmaraş Merkezli Depremler Sonrası için Akademik Öneriler (93-103), Özgür Yayınları, Gaziantep*.
- istanbul Teknik Üniversitesi-İTÜ (2023). 6 Şubat 2023: 04.17 Mw 7,8 Kahramanmaraş ve 13.24 Mw 7,7 Kahramanmaraş depremleri: Ön inceleme raporu. İstanbul Teknik Üniversitesi.
<https://www.dhmi.gov.tr/Sayfalar/AnaSayfa.aspx>(A.D i:20.02.2024)
<https://www.tbmm.gov.tr/>(A.D i:06.03.2024).
<https://tdk.gov.tr/icerik/diger-icerikler/tumsozlukler/>(A.D: 20.02.2024)

MAPPING THE FIELD OF DIGITAL ENTREPRENEURSHIP: A BIBLIOMETRIC ANALYSIS

Öğr.Gör.Ayşegül HANCI

Sakarya University of Applied Sciences,
Information Technologies Vocational School
ahanci@subu.edu.tr

Öğr.Gör.Mehmet YILDIZ

Ataturk University/Sakarya University of Applied Sciences,
Computer Education and Instructional Technologies
mehmetyildiz@subu.edu.tr

ABSTRACT

Developing and changing technologies such as the internet, big data and artificial intelligence have significantly affected entrepreneurship as in many other fields. With the impact of technology, entrepreneurship has evolved into digital entrepreneurship over time. Due to the increase in studies on digital entrepreneurship in recent years, there has been a need to see the development, trends and gaps in the related literature. This study, which examines articles in the field of digital entrepreneurship in the Web of Science database, provides a quantitative map of digital entrepreneurship through bibliometric analysis. In the analysis process, a total of 576 articles were analyzed by searching Web of Science databases with the terms “digital entrepreneur*” and similar terms. R bibliometric package was used for the analysis. The findings show that the number of studies in the field of digital entrepreneurship is gradually increasing. In particular, it was seen that 2017 can be seen as a breaking point and the highest number of publications was in 2023 with 126 publications. Descriptive statistics showed that Cavallo, A and Ghezzi, A. are the most prolific authors, Sustainability is the most prolific journal and China is the most prolific country. It was concluded that terms such as innovation, performance, impact, perspective, business, technology, digital technology, digital entrepreneurship, management, and entrepreneurship were the most frequently used words in publications on digital entrepreneurship. Finally, the keyword occurrence networks showed that the largest node was “digital entrepreneurship”. This study is expected to guide researchers in terms of key points for future research on digital entrepreneurship in the context of entrepreneurship. It is expected that the information provided by this study will enable researchers to get involved in this field and/or conduct their research more effectively.

Keywords: Entrepreneurship, Digital entrepreneurship, Bibliometric analysis, Bibliometrix

INTRODUCTION

Digital entrepreneurship has become a prominent field of study, driven by rapid technological advancements and shifts in the economic landscape. It involves the integration of digital technologies into entrepreneurial practices, transforming traditional business models and unlocking new opportunities for innovation and growth. Key elements of digital entrepreneurship highlighted in the literature include digital transformation, generational influences, and contextual factors.

Digital transformation plays a central role in reshaping how businesses operate and engage with their customers. According to Jafari-Sadeghi et al., understanding this transformation requires a multi-disciplinary approach, recognizing the critical role of digital technologies in redefining organizational structures and social interactions (Jafari-Sadeghi et al., 2021). Entrepreneurs leverage these technologies to innovate and expand into new markets, enhancing their competitive edge (Li et al., 2017). Li et al. also highlight the capability of small and medium-sized enterprises (SMEs) to use digital tools for transformation, fostering entrepreneurial success (Li et al., 2017).

Generational factors, particularly the traits of Generation Z entrepreneurs, significantly influence digital entrepreneurship. Saeedikiya notes that Generation Z is deeply familiar with technology, seamlessly integrating digital tools into their daily lives (Saeedikiya, 2023). This tech-savviness shapes their entrepreneurial behavior, empowering them to innovate and identify opportunities that might not have been evident to earlier generations. Contextual factors also play a vital role in digital entrepreneurship. Ngoasong’s research underscores the challenges and opportunities within resource-limited environments, particularly in developing regions (Ngoasong, 2017). By examining institutional, technological, and local contexts, the study reveals how these dimensions can either support or constrain entrepreneurial activities. This awareness is critical for designing strategies to promote digital entrepreneurship in areas with scarce resources.

Another crucial aspect is the relationship between digital transformation and business model innovation. Zhang et al. examine how start-ups achieve disruptive innovation by leveraging dynamic capabilities and adapting their business models to the digital economy (Zhang et al., 2022). Similarly, Ghezzi and Cavallo highlight the

importance of agile business model innovation, which enables digital entrepreneurs to navigate dynamic and competitive environments effectively (Ghezzi & Cavallo, 2020).

In summary, digital entrepreneurship is shaped by the interplay of digital transformation, generational characteristics, and contextual influences. The adoption of digital technologies fosters innovation and necessitates rethinking traditional business models. As this field evolves, further research is essential to explore its implications and to develop strategies that empower future digital entrepreneurs. Especially in recent years, as digital technologies have started to play an important role in innovation and entrepreneurial activities, digitalization and digital innovations have become the backbone of enterprise creation (Chae and Gog, 2020). In this direction, the number of academic studies has been increasing year by year with the proliferation of digital tools. This increase makes it difficult to uncover research trends, trends, themes and other important points occurring in various fields. The increasing number and the desire to reveal the development of certain fields and to map various fields has led to the emergence of different computer-based programs. In this context, bibliometric analysis was conducted in this study to see the big picture by revealing developments, changes, trends and gaps in the field of digital entrepreneurship. For this purpose, the following research questions (RQ) were answered in the study.

- RQ1. What is the distribution of studies by years?
- RQ2. What is the frequently used words in the Title-Abstract-Keywords?
- RQ3. Which authors have published the most articles?
- RQ4. Which countries publish the most articles?
- RQ5. Which journals have the most publications?
- RQ6. What is the frequently used words in the articles?
- RQ7. How is the keyword co-occurrence network analysis?

METHOD

Bibliometric analysis method was used in the study. Bibliometric analyses use the information obtained from various databases to show various aspects such as trends, tendencies and developments in the literature, allowing the big picture to be seen. For this reason, bibliometric analyses can include hundreds of studies and allow for many analyses such as keywords, author, year, citation analysis. (Donthu et al., 2021).

Research Design

From an international perspective, we utilized bibliometric mapping to evaluate digital entrepreneurship by examining authorship, publications, keywords, journals, countries, and citation metrics. Bibliometric mapping visually represents relationships across disciplines, domains, specific publications, and authors (Donthu et al., 2021). Such studies enable the identification of trends within a field by quantifying and evaluating various aspects of research in a specific area (Ahmi, 2022). Through bibliometric analysis, it is possible to trace studies, researchers, institutions, and the scientific progression related to a defined topic (Martí-Parreño et al., 2016).

To uncover the research structure surrounding digital entrepreneurship, several strategic decisions were required in designing our bibliometric study. Therefore, we present a workflow to outline the research process.

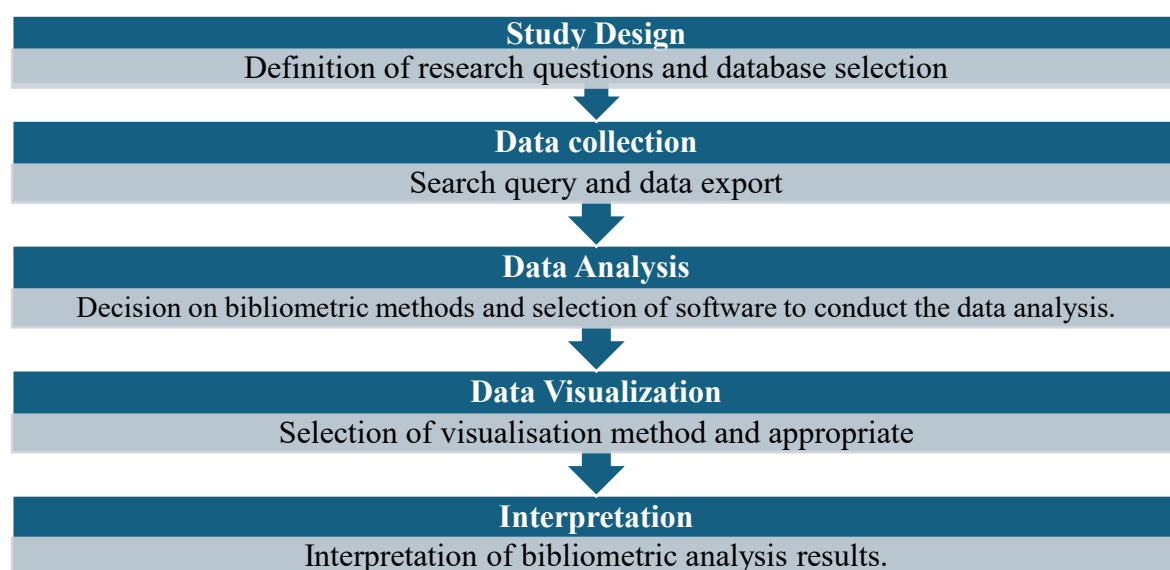


Figure 1. Workflow to clarify the research process.

In the following, the sections in the workflow have been completed step by step. Then we interpret and discuss these findings in the last section.

Data Collection

Bibliometric analyses often rely on leading databases like Web of Science and Scopus (Zhu & Liu, 2020). This study used Web of Science to identify research on digital entrepreneurship, focusing on article titles, abstracts, and keywords. The inclusion criteria were that the studies were in English and the document type was an article. Information about the database search query is given in Figure 2.

- Web of Science (<https://www.webofscience.com/wos/woscc/advanced-search>) is performed on 05.02.2024.

TS=("digital entrepreneur*") OR TS=("e entrepreneur*") OR TS=("e-entrepreneur*") OR TS=("virtual entrepreneur*")

Figure 2. Database Search Query

When Table 1 is examined, the term "TS" used in the Web of Science database refers to topic (title, abstract, keywords and keyword plus). In search process the term such as "digital entrepreneur*", "e entrepreneur*", "e-entrepreneur*" and "virtual entrepreneur*" was used.

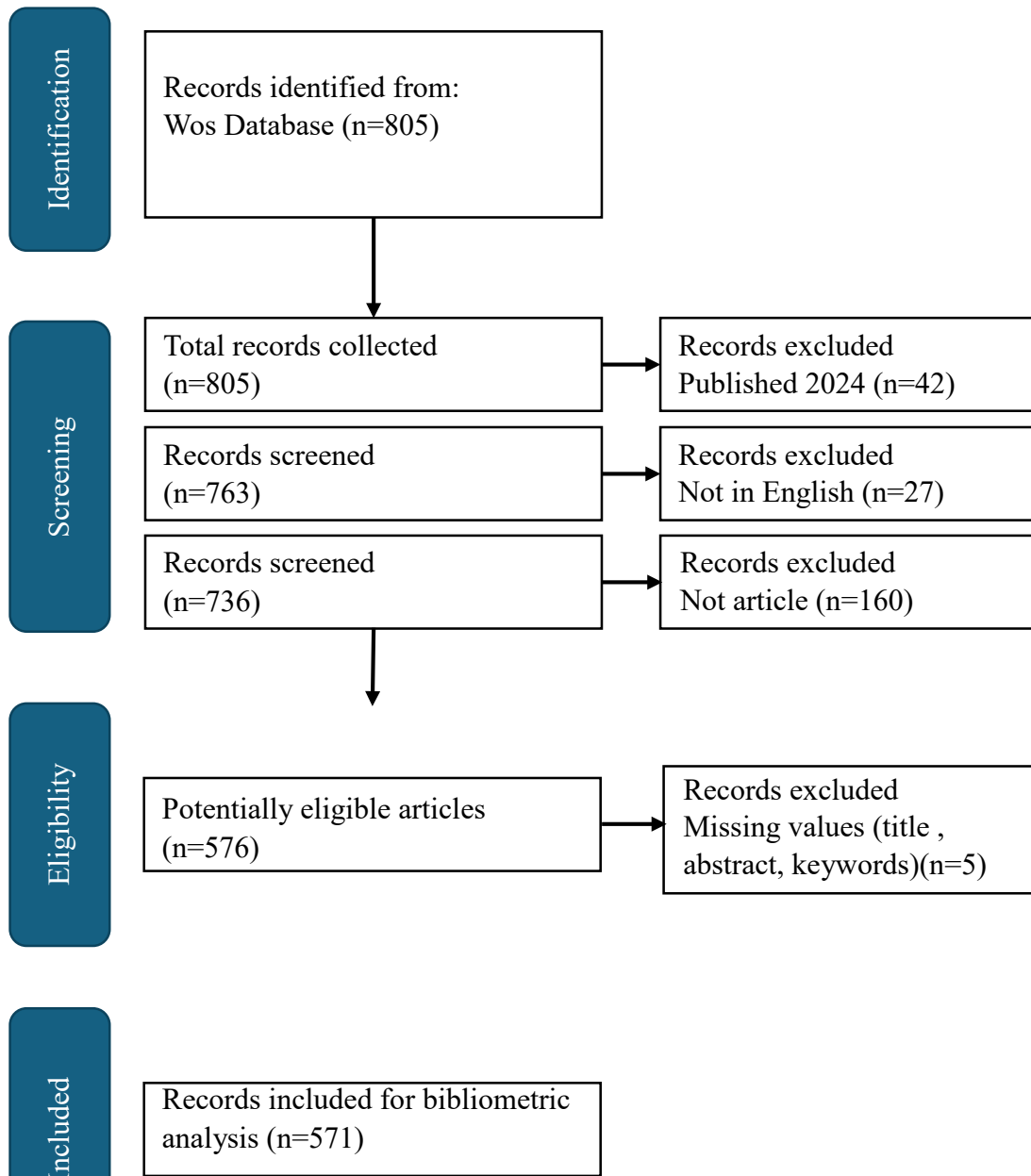


Figure 3. PRISMA declaration for the Process of Searching and Filtering Information Sources

Table 2. presented overview of the data extracted from Scopus database and used for the bibliometric analysis.



Figure 4. Descriptive Data of Obtained Studies

Figure 1 shows the statistical information of the publications included in the study. Within the scope of the study, a total of 571 articles from 275 different sources were analyzed.

Data Analysis

Patterns based on mathematical correlations were identified using visualization approaches based on metadata and bibliometric data obtained from the articles included in the study. Using the metadata collection, co-authorship, bibliographic links, keyword co-network analysis and citation analysis were performed with R Studio software and bibliometrix package. The relationship between items (publications, journals, authors, etc.) is determined by the number of references they share in the bibliographic link.

FINDINGS

This section presents the findings obtained as a result of the analysis. Figure 5. shows the distribution of the articles analyzed within the scope of the study according to years.

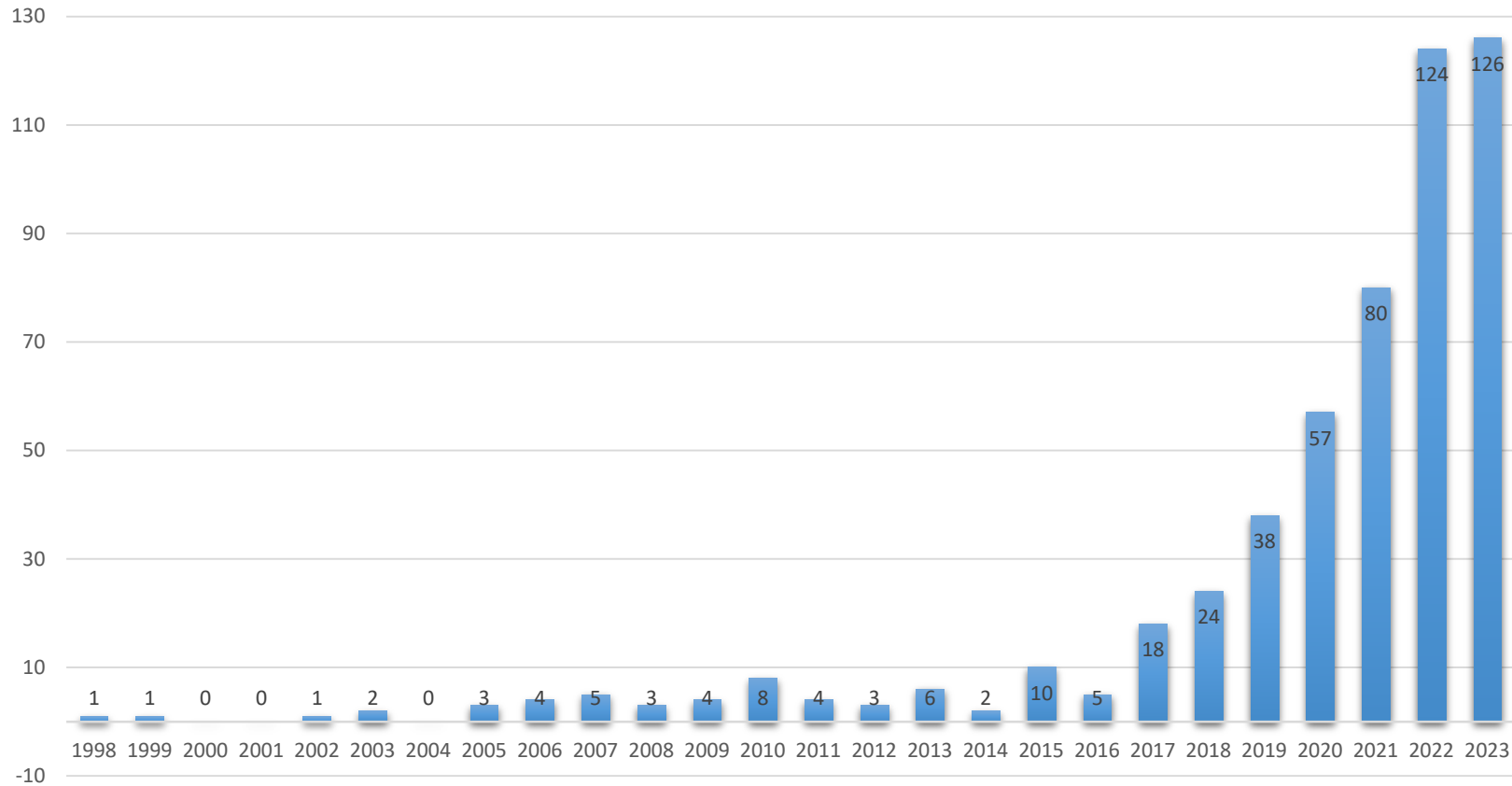


Figure 5. Number of articles by year

Figure 5. shows that studies on digital entrepreneurship have started to be published since 1998. It is seen that there is an increase in the number of publications especially in the 200s, and the number of publications is quite high in the last five years. The threeplot for frequently used words in the title, abstract and keywords of the article is shown in Figure 6.

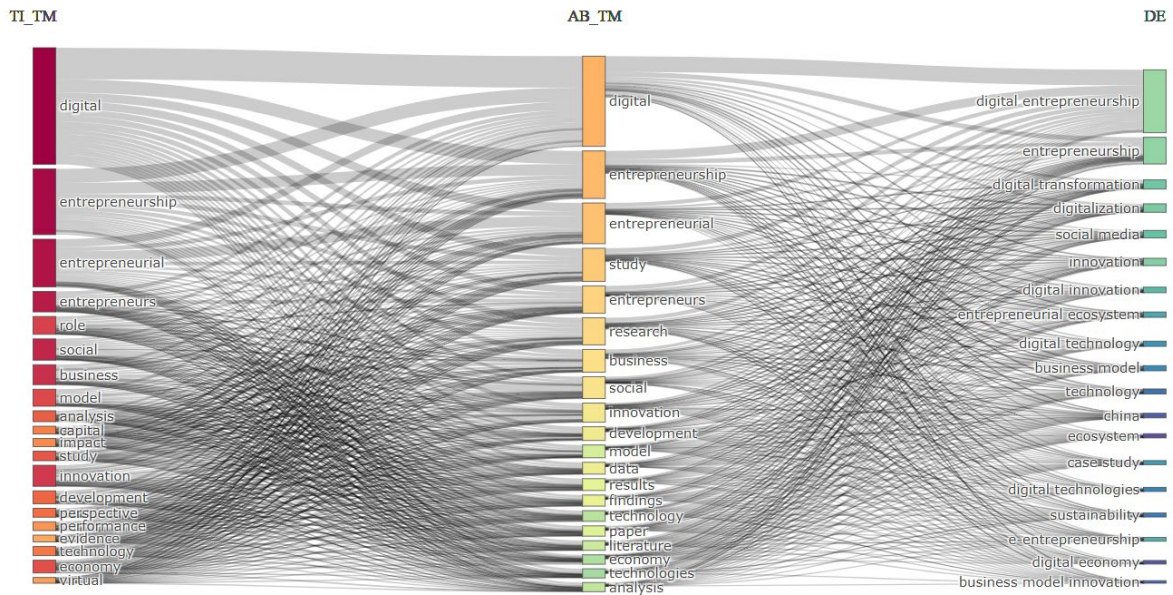


Figure 6. Frequently used Words ThreePlot of Title-Abstract-Keywords

When Figure 6 is examined, the most frequently used words in the titles of the studies are digital (5880), entrepreneurship (3320), entrepreneurial (2410), entrepreneurs (1030), and role (901); while the most frequently used words in the abstracts are; digital (4540), entrepreneurship (2400), entrepreneurial (2050), entrepreneurial (2050), study (1670), and entrepreneurs (1380), while in keywords; digital entrepreneurship (3170), entrepreneurship (1350), digital transformation (463), digitalization (428) and social media (374). The authors who published the most in the study and various information about these authors are presented in figure 7.

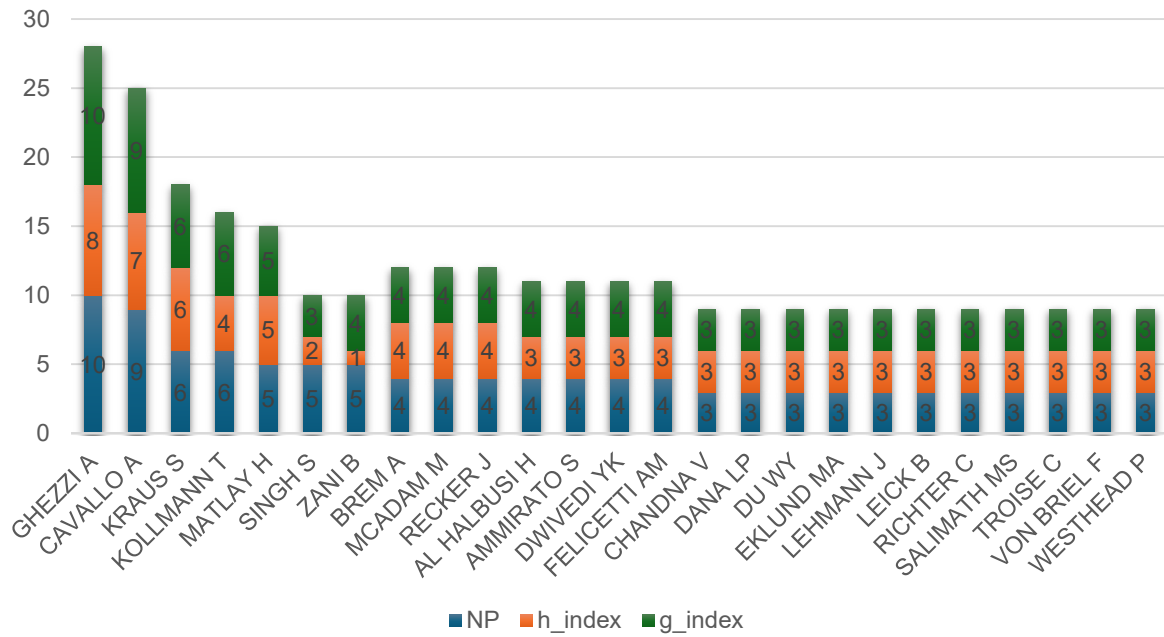


Figure 7. Most Active Authors Publishing Articles

Figure 7 shows that Ghezzi, A (10), Cavallo A, (9) and Krauss, S (6) are the most published authors in the studies on digital entrepreneurship. Information such as the number of h_index and g_index of the authors is also shown in the figure. The top 20 countries and the number of publications on the subject are shown in Figure 8.

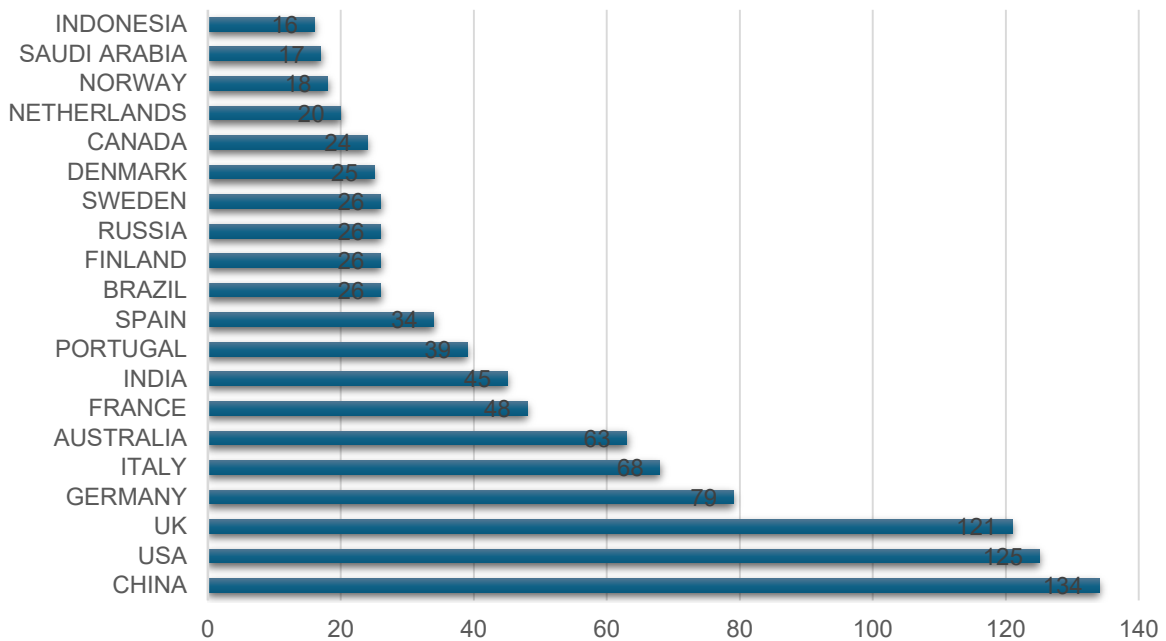


Figure 8. Number of publications by country

When Figure 8. is analyzed, it is seen that China, the USA and the UK have significantly more publications than other countries. Turkey is the 41st country with the highest number of publications with 6 publications. When the studies were examined, it was seen that a total of 275 publications were made in 275 sources related to the studies on the subject. Among these sources, the top 10 journals with the highest number of publications and the number of publications belonging to the journals are presented in Figure 9.

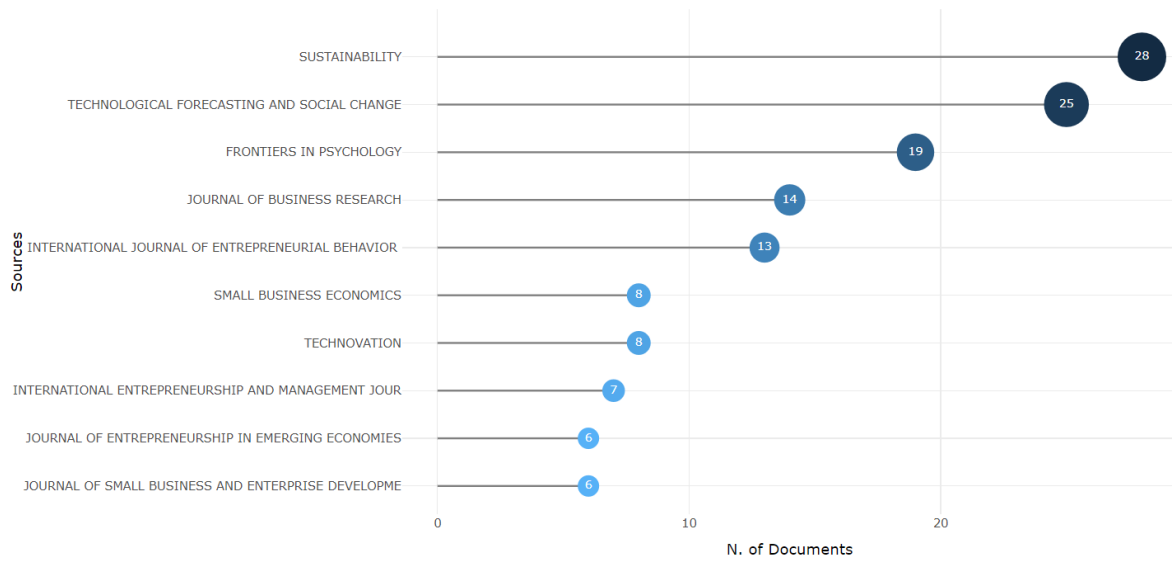


Figure 9. Most relevant journals

According to the findings in Figure 9, “Sustainability” (28), “Technological Forecasting And Social Change” (25) and “Frontiers in Psychology” (19) are the journals with the highest number of publications. Figure 10 shows the frequently used words within the scope of the study and the percentage distribution of these words.

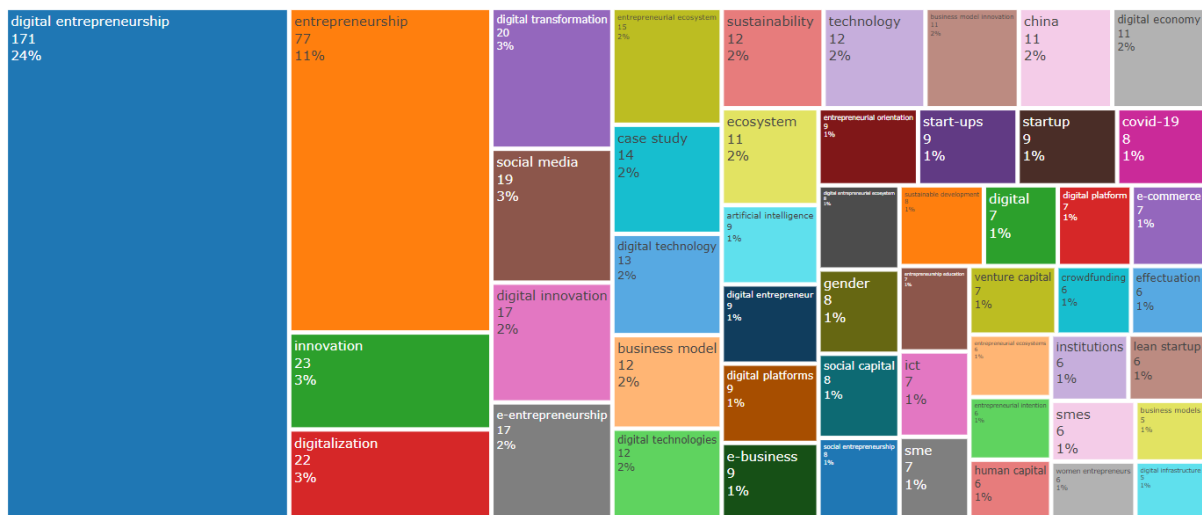


Figure 10. Frequently used Words in Keywords Treemap

The frequency of use and percentage distribution of the 50 most frequently used keywords within the scope of the study are shown in Figure 10. According to the findings, words such as digital entrepreneurship (171), entrepreneurship (77), innovation (23), digitalization (22) were frequently used. The network analysis method, expressed as frequency of co-occurrence, is shown in Figure 11. using the keywords in the study.

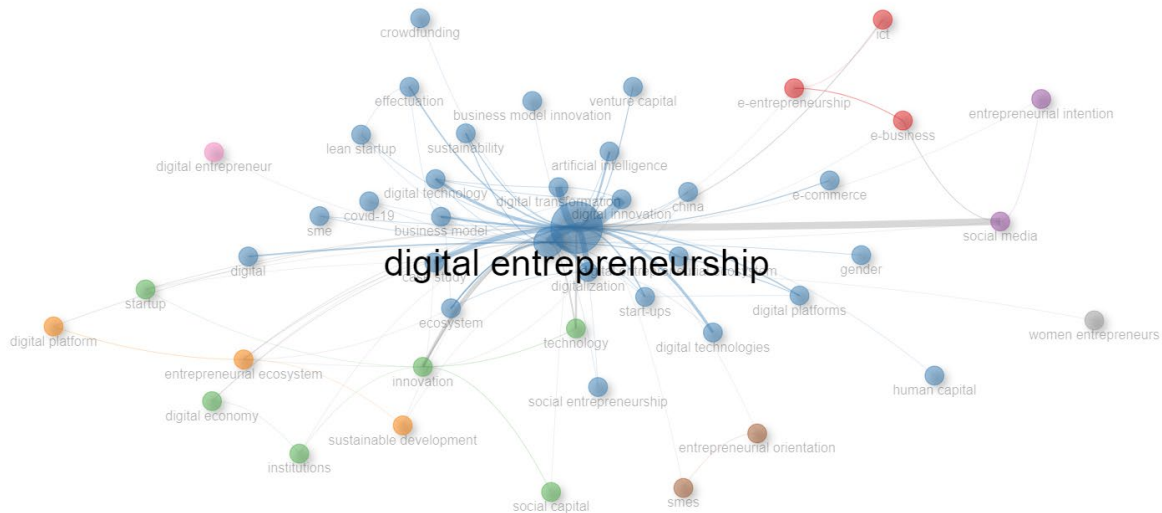


Figure 11. Keyword Co-Occurrence Network

In figure 11, the network shows "digital entrepreneurship" as a central theme, strongly connected to key concepts like "e-commerce," "technology," and "innovation." Emerging trends such as "crowdfunding" and "social entrepreneurship" highlight its evolving nature, emphasizing the interplay of technology, human capital, and sustainability in driving this field.

RESULTS AND DISCUSSION

In today's conjuncture, digitalization has shown its effect on entrepreneurship as it is cultivated in every field and has led to the emergence of the concept of digital entrepreneurship. Digital transformation and change all over the world has brought a different perspective to the significant presence of digital entrepreneurship in business life and digital entrepreneurship has been the subject of important scientific research.

All these digital changes bring businesses to become digitalized. The fact that the conditions of each business are different from each other requires businesses to implement the most appropriate digital transformation strategies according to their needs, characteristics and the sectors in which they operate in these digital transformation stages (Tarakçı Erdoğan and Göktaş, 2022: 106). With this change, it has become inevitable to examine the concepts that stand out in digital transformation strategies and the effects created by these concepts.

In our age, the increase in customers' use of digital technology and changing shopping habits have also been a very important factor in the orientation of businesses towards digital entrepreneurship (Boz & Serinkan, 2022: 113). While moving towards digital entrepreneurship, many expressions have been used frequently in the literature, and some concepts such as innovation, technology, performance, impact, perspective, digital technology, business, management and digital entrepreneurship have come to the fore.

In this study, bibliometric studies on digital entrepreneurship are analyzed as a case study. Within the scope of the study, bibliometric studies were discussed. 1313 authors contributed to the studies between 1980 and 2023. The number of studies in the field of digital entrepreneurship has increased significantly in recent years. In particular, it was observed that 2016 can be seen as a breaking point and the highest number of publications was in 2023 with 198 publications.

Descriptive statistics showed that Cavallo, A and Ghezzi, A. are the most prolific authors and Polytechnic University of Milan is the most prolific institution; Technological Forecasting and Social Change is the most prolific journal and the United States is the most prolific country. Terms such as innovation, performance, impact, perspective, business, technology, digital technology, digital entrepreneurship, management, and entrepreneurship were found to be the most frequently used words in publications on digital entrepreneurship.

Finally, the keyword occurrence networks showed that the largest node was in the concept of "digital entrepreneurship". This study is expected to guide researchers in terms of key points for future research on digital entrepreneurship in the context of entrepreneurship. It is also expected that the information provided by the study will enable researchers to get involved in this field and/or conduct their research more effectively. In addition, making the data to be obtained from different databases suitable for bibliometric analysis, supporting data in different formats for analysis, and supporting the missing parts in the light of past studies with innovation in informatics are presented as suggestions to researchers for future studies.

LIMITATIONS

The research methodology used in this study has some limitations that should be taken into consideration when evaluating the results;

1. The study is limited to the studies included in the Wos database.
2. This study focused only on articles published in scientific journals, future studies may consider other sources such as books or proceedings.
3. This study focused only on articles published in English, so other languages can be considered in future studies.

REFERENCES

- Ahmi, A. (2022). *Bibliometric Analysis using R for Non-Coders: A practical handbook in conducting bibliometric analysis studies using Biblioshiny for Bibliometrix R package*.
- Antonizzi, J. ve Smuts, H. (2020). The characteristics of digital entrepreneurship and digital transformation: a systematic literature review. In responsible design, implementation and use of information and communication technology: 19th IFIP WG 6.11 Conference On E-Business, E-Services, And E-Society, I3E 2020, Skukuza, South Africa, April 6–8, 2020, Proceedings, Part I 19 (ss. 239-251). Springer International Publishing.
- Boz, N. & Serinkan, C. (2022). Türkiye’de Dijital Girişimcilik ve KOBİ’ler, *Girişimcilik İnovasyon ve Pazarlama Araştırmaları Dergisi*, 6(12), 102-117, <https://doi.org/10.31006/gipad.1204002>.
- Chae, B. & Goh, G. (2020). Digital entrepreneurs in artificial intelligence and data analytics: Who Are They? *Journal of Open Innovation: Technology, Market, and Complexity*, 6 (56), 1-15.
- Cobo, M. J., López-Herrera, A. G., Herrera-Viedma, E., & Herrera, F. (2012). SciMAT: A new science mapping analysis software tool. *Journal of the American Society for Information Science and Technology*, 63(8), 1609-1630.
- Çakırer, M. A. (2016). *Girişimcilik ve Küçük İşletme Yönetimi*, Ekin Basım Yayın Dağıtım, Bursa.
- Doh, S. & Zolnik, E. (2011). Social capital and entrepreneurship: An exploratory analysis. *African Journal of Business Management*, 5(12), 4961-4975
- Donthu, N.; Kumar, S.; Mukherjee, D.; Pandey, N.; Lim, W.M. (2021). How to conduct a bibliometric analysis: An overview and guidelines. *J. Bus. Res.* 133, 285–296.
- Hess, T., Matt, C., Benlian, A., ve Wiesböck, F. (2016). Options for Formulating a Digital Transformation Strategy. *MIS Quarterly Executive*, 15(2), 123-139.
- Horsaengchai, W., ve Mamedova, Y. (2011). Are Millennials Potential Entrepreneurs? Business Administration Master’s Thesis.
- Ghezzi, A. and Cavallo, A. (2020). Agile business model innovation in digital entrepreneurship: lean startup approaches. *Journal of Business Research*, 110, 519-537. <https://doi.org/10.1016/j.jbusres.2018.06.013>
- Jafari-Sadeghi, V., García-Pérez, A., Candelo, E., & Couturier, J. (2021). Exploring the impact of digital transformation on technology entrepreneurship and technological market expansion: the role of technology readiness, exploration and exploitation. *Journal of Business Research*, 124, 100-111. <https://doi.org/10.1016/j.jbusres.2020.11.020>
- Kişi, N. (2018). Dijital çağda yeni bir girişimcilik yaklaşımı: Dijital girişimcilik. *Cumhuriyet Üniversitesi İktisadi ve İdari Bilimler Dergisi*, 19(2), 389-399.
- Kerr, P. S., Kerr, R. W. ve Dalton, M. (2019). Risk Attitudes And Personality Traits of Entrepreneurs And Venture Team Members. *PNAS*, 36, (116), 17712-17716.
- Li, L., Su, F., Zhang, W., & Mao, J. (2017). Digital transformation by sme entrepreneurs: a capability perspective. *Information Systems Journal*, 28(6), 1129-1157. <https://doi.org/10.1111/isj.12153>
- Nambisan, S. (2017). Digital entrepreneurship: toward a digital technology perspective of entrepreneurship, *Entrepreneurship Theory And Practice*, 41(6), 1029-1055.
- Nguyen, T. X. (2020). Factors Affecting Entrepreneurial Decision of Nascent Entrepreneurs Belonging Generation Y in Vietnam, *Journal of Asian Finance, Economics and Business* 7(8), 407-417.
- Ngoasong, M. Z. (2017). Digital entrepreneurship in a resource-scarce context. *Journal of Small Business and Enterprise Development*, 25(3), 483-500. <https://doi.org/10.1108/jsbed-01-2017-0014>
- Özdemir, A., Özgüner, M. & Alkış, H. (2018). Üniversitelerde verilen girişimcilik eğitimi girişimci kişilik özelliklerini nasıl etkiler? Deneysel bir araştırma. *Selçuk Üniversitesi Sosyal Bilimler Meslek Yüksekokulu Dergisi*, 21 (2), 430-447.
- Özdevecioğlu, M. ve Karaca, M. (2015). *Girişimcilik, girişimci kişilik kavram ve uygulama*. (1.Baskı). Eğitim Yayınevi.
- Tarakçı Erdoğan, İ. & Göktaş, B. (2022). *İşletmecilikte Dijital Dönüşüm*. Efe Akademi Yayınevi.
- Saeedikiya, M., Salamzadeh, A., Salamzadeh, Y., & Aeeni, Z. (2023). Cognitions affecting innovation among generation z entrepreneurs: the external enablement of digital infrastructure. *International Journal of*

- Entrepreneurial Behavior & Research, 30(2/3), 572-608. <https://doi.org/10.1108/ijebr-02-2023-0188>
- Zhang, K., Feng, L., Wang, J., Qin, G., & Li, H. (2022). Start-up's road to disruptive innovation in the digital era: the interplay between dynamic capabilities and business model innovation. *Frontiers in Psychology*, 13. <https://doi.org/10.3389/fpsyg.2022.925277>
- Zhao, F. & Collier, A. (2016). Digital entrepreneurship: research and practice. in: 9th annual conference of the euromed academy of business. Euromed Academy of Business, 2173-2182.
- Zhu, J., Liu, W. A tale of two databases: the use of Web of Science and Scopus and Academic Papers. *Scientometrics* 123, 321-335 (2020).
- Zupic, I., & Čater, T. (2015). Bibliometric methods in management and organization. *Organizational Research Methods*, 18 (3), 429–472. <https://doi.org/10.1007/s11192-020-03387-8>

METROLOGICAL VALIDATION AND ADAPTIVE CONTROL OF MULTI-PARAMETER MEASUREMENT SYSTEMS

Viktor ARTEMYEV

Plekhanov Russian University of Economics, Moscow – Russia
artemyevvs@mgupp.ru

Aleksey MAXIMOV

Federal State Budgetary Educational Institution of Higher Education Russian Biotechnological University,
Moscow- Russia
mokrovanv@mgupp.ru

Shahid YUSUBOV

Azerbaijan Technical University, Baku - Azerbaijan
shahidyusub@aztu.edu.az

ABSTRACT

In the context of continuous development of scientific and technological progress and increasing requirements for product quality, the importance of the accuracy of measuring equipment increases. Metrological control of measuring instruments is a key element in ensuring the unity and reliability of measurements, which in turn affects the quality and safety of products, the efficiency of production processes and compliance with international standards. Despite the existing standards and methods of metrological control, many enterprises face difficulties in ensuring the accuracy and reliability of measuring instruments, which leads to an increase in production risks and a decrease in the competitiveness of products. The main objective of this study is to develop improved methods and approaches to metrological control aimed at increasing the accuracy and reliability of measuring instruments in various industries.

Keywords: Metrological Control, Measuring Instruments, Validation, Calibration, Measurement Uncertainty, Standardization, Measurement Accuracy

INTRODUCTION

In the conditions of rapid development of automated systems for monitoring and control of technological processes, the problem of ensuring metrological reliability and stability of multi-parameter measurement systems is of particular importance. The accuracy of measurements critically affects the efficiency of operation of complex production complexes, especially in those industries where high reliability and safety requirements set the system tasks of multi-channel data acquisition and processing. In this context, resistance thermometers, characterized by high sensitivity, stability and long-term reliability, play a key role in ensuring the accuracy of temperature measurements. Modern data acquisition and processing devices equipped with six-channel systems are capable of simultaneously monitoring and analyzing readings from multiple resistance thermometers, which significantly increases the functionality of process monitoring and control. Integration of these devices with industrial communication protocols, such as RS-485, allows for highly efficient information transfer under conditions of unfavorable external influences, including high levels of electromagnetic interference and considerable distances. As a result, adaptive control and metrological validation of such systems become essential for optimizing the operation of industrial facilities and improving the accuracy of the data obtained, which in turn contributes to increasing production efficiency and reducing potential risks. In this regard, the key aspect of development and operation of multiparameter measurement systems is not only ensuring high accuracy of individual measurements, but also a comprehensive approach to metrological control at all stages of their operation [7]. This includes validation of measuring instruments taking into account multichannel and various dynamic influences that can affect the reliability of the collected data. Metrological validation of such systems is aimed at confirming compliance with the established requirements of accuracy, reliability and stability under operating conditions characterized by a high degree of uncertainty. In the conditions of constant development of production technologies and increasing requirements to the accuracy of measurements, the need for adaptive control of systems increases. Adaptive methods allow dynamically adjusting system settings depending on changes in external conditions and characteristics of measured parameters, which in turn reduces the probability of errors. Such approaches include automatic calibration of measuring instruments, as well as the use of predictive diagnostics and failure prediction methods based on collected data.

Formulation of the problem

In our study we have taken a PT 100 resistance thermometer which is used for precision temperature measurement. In the alternative energy sector, it can improve the efficiency and reliability of renewable energy sources. These resistance thermometers are critical for monitoring temperature parameters in wind turbines, where temperature monitoring of generators and wind turbine bearings prevents overheating and associated failures. In solar energy, PT 100s are used to monitor the temperature of photovoltaic panels, which is important for maintaining their optimum operating temperature and increasing the solar-to-electricity conversion efficiency [11]. In geothermal power generation, where temperature control plays a key role in the operation of heat pumps and steam generators, PT 100s provide the precision needed to prevent corrosion and scaling, which can significantly reduce equipment efficiency and longevity. And in the offshore energy industry, accurate temperature measurements are essential to monitor the condition of hydraulic systems and prevent condensation in devices operating with temperature fluctuations (Fig.1).



Figure 1. PT 100 resistance thermometer

The main characteristic of the PT 100 is that at 0°C its resistance is $100\ \text{Ohms}$. Calculations related to metrological control usually include checking the calibration of the sensor. Assume that calibration is performed by comparing the resistance thermometer reading with that of a standard thermometer whose accuracy is known and validated [14]. This method of calibration establishes a correspondence between the measurements of our thermometer and those of a recognised standard [16].

Following this calibration process, various checks and analyses are carried out to assess the accuracy and reliability of the measurements. Let's start by checking at 0°C using an ice bath. One of the standard methods for checking the accuracy of zero temperature measurements.

- Measured resistance: $100,5\ \text{Ohms}$
- Expected resistance: $100\ \text{Ohms}$
- Error: $100,5\ \text{Ohms} - 100\ \text{Ohms} = 0,5\ \text{Ohms}$

The test is then carried out at a different temperature, e.g. 100°C . To do this, a methodology is used that takes into account the typical resistance coefficient for a resistance thermometer, so that expected and measured values can be compared.

Suppose you have measured a resistance of $120\ \text{Ohms}$ and want to find out the corresponding temperature.

- The typical resistance factor for PT 100 is $0,385\ \text{Ohm} / ^{\circ}\text{C}$.
- Expected resistance at 100°C $100\ \text{Ohms} + 100^{\circ}\text{C} \times 0,385\ \text{Ohm} / ^{\circ}\text{C} = 138,5\ \text{Ohms}$
- Measured resistance: $139,0\ \text{Ohms}$
- Error: $139,0\ \text{Ohms} - 138,5\ \text{Ohms} = 0,5\ \text{Ohms}$

The temperature is then calculated from the measured resistance, making it possible to determine the temperature value from the data.

$$T = T_0 - \alpha_0 \times T_0 \times (R / R_0)$$

where, T is the temperature, R is the measured resistance, R_0 is the resistance at 0°C ($100\ \text{Ohms}$ for PT 100), and α is the resistance coefficient ($0,385\ \text{Ohm} / ^{\circ}\text{C}$ for PT 100).

$$T = 0,385\ \text{Ohm} / ^{\circ}\text{C} \times 100\ \text{Ohms} / (120\ \text{Ohms} - 100\ \text{Ohms}) \approx 51,9^{\circ}\text{C}$$

Finally, the measurement uncertainty is evaluated by considering the uncertainties of the standard and resistance thermometer. This allows the overall uncertainty of the measurement to be determined and the validity of the measurement to be assessed.

If the error of the standard thermometer and the error of the PT 100 thermometer are known, the total uncertainty of the measurement can be estimated. For example, if the standard thermometer has an error of $\pm 0.1^{\circ}\text{C}$ and the error of the PT100 is $\pm 0.2^{\circ}\text{C}$ at a given temperature, the total uncertainty will be:

Combined standardized uncertainty: $u_c = \sqrt{u_{std}^2 + u_{PT100}^2}$, where u_{std} and PT100 uncertainties of the standard thermometer and PT100, respectively.

$$u_c = \sqrt{(0.1^{\circ}\text{C})^2 + (0.2^{\circ}\text{C})^2} \approx 0.22^{\circ}\text{C}$$

The entire process of calibration and measurement accuracy assessment is a consistent and systematic procedure to ensure reliable and accurate results.

These calculations are a basic part of metrological control, which helps to confirm that the thermometer readings comply with established standards and specifications [15]. The calibration procedure and subsequent calculation of the measurement uncertainty helps to ensure the accuracy and reliability of the entire temperature monitoring system. In industry, this is crucial for processes that are sensitive to temperature deviations. In metrological monitoring, it is also important to consider the long-term stability of the devices, which can deteriorate due to repeated thermal cycling, exposure to aggressive media or mechanical wear [18]. Regular calibrations are therefore necessary according to a plan set by standards or production requirements. In addition to routine calibration and verification, metrological control can include error analysis, determination of confidence intervals, plotting of resistance versus temperature and investigation of the influence of external conditions on measurements. This allows the detection of systematic errors and random deviations, as well as determining the quality and suitability of the measuring instrument for use under specific conditions [19].

To maximise the use of thermometer data, it is necessary to make use of modern data acquisition and processing technologies. The EL-4001 PWR and EL-4020RS modules, designed for integration into automation systems, will help us with this. (Fig.2)



Figure 2. Assembled temperature control system

As we can see the temperature control system we have installed consists of three ELEMER series devices: EL-4001PWR, EL-4020RS and EL-4015. These units are connected by cables. Where EL-4001 PWR provides power for the connected devices, which is especially important in situations where long autonomous operation of the monitoring system is required [21]. Communication with the computer is provided by the EL-4020RS, which supports the RS485 protocol, ensuring stable data transmission. These modules, together with the EL-4015, are integrated on a DIN rail for easy integration and space saving. Using the RS485 protocol, the EL-4020RS links the rail-mounted units to a computer, enabling fast and reliable data transfer for further analysis and process control. By combining the PT100 resistance thermometer with the EL-4001 PWR and EL-4020RS modules,

combined with the EL-4015 and RS485 protocol, we create an efficient control and monitoring system that provides accuracy and reliability in the most demanding industrial environments.

The green power and communication LEDs on the EL-4015 are lit, indicating that the device is powered on and operational. The system is configured so that the EL-4001PWR power supply module provides power to the EL-4020RS and EL-4015. The EL-4020RS converts signals and enables communication between the computer via USB and the EL-4015 data acquisition module via RS-485. The EL-4015 is directly connected to sensors and collects temperature data for monitoring, control or analysis. The EL-4015 ODR performance verification process, including RS-485 - RS-232 - USB communication link verification using the EL-4000_config software, provides confidence in the reliability of the system before commissioning or after maintenance. The EL-4000_config software enables comprehensive diagnostics of device operation, including testing of data transmission protocols, which is critical for maintaining uninterrupted operation of the automation system (Fig. 3).

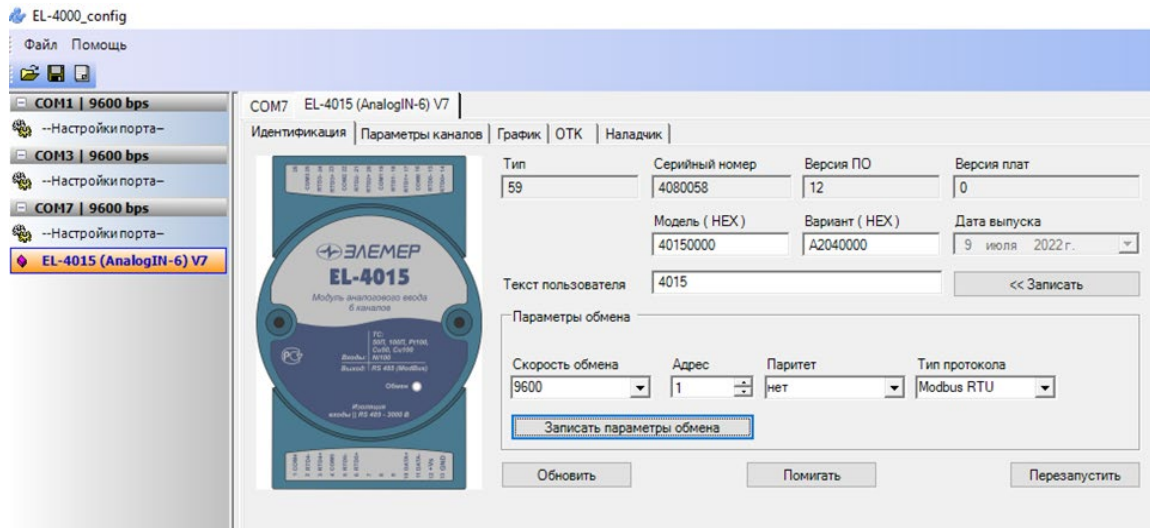


Figure 3. Functionality check of EL-4015 ODR and RS-485 - RS-232 - USB communication channel using EL-4000_config software

As part of this procedure, EL-4000_config performs automatic recognition of connected devices, checks their settings and parameters, and tests each communication channel for correct data transmission and reception. When faults or abnormalities are detected, the software can issue warnings or recommendations for corrective action, ensuring a quick response and minimising downtime [22]. Regular use of EL-4000_config for routine checks helps to detect potential faults before they lead to a malfunction. This helps to ensure a high level of system availability and reduce the risk of unplanned downtime. This approach is part of a comprehensive strategy to prevent failures and improve the overall reliability of the automation infrastructure. The EL-4015 is configured to work with Modbus RTU, a standard protocol for industrial networks, and can communicate at 9600 baud, which is a common speed for many industrial applications. This device has 6 analogue inputs as the name EL-4015 AnalogIN-6 V7 implies, which indicates that several sensors can be connected simultaneously [23].

By extracting data and configurations from the EL-4000_config programme, we move on to creating a more complex and powerful model in the Trace Mode programme. This transition is a natural evolution of the process, allowing for more efficient real-time plotting and tracking [25]. Trace Mode provides advanced data visualisation and analysis capabilities, allowing us to create highly interactive graphs that show system health and performance in real time. This includes plotting graphs based on data collected from the EL-4015 and other sources, as well as applying various algorithms and data processing techniques to analyse and predict trends.

The information exchange between the PT 100 resistance thermometer and the computer is carried out using the Modbus RTU protocol, for this purpose a project with a single node RTM_0 is created in the Trace Mode tool environment. The project node contains the Channel_1 group and the COM ports group. The COM-port configuration contains the parameters shown in (Fig. 4).

General (COM-port)

Number [128]: COM7	Parity [132]: 8-1-n	RS-transmission [136]: 0
Appointment [129]: Master	Interruption [133]: 16#4	Turning on the transmitter [137]: 0
Speed [130]: 9600	Transmission control [134]: no	Request delay [138]: 0
Base address [131]: 16#3F8	Timeout [135]: 300	<input type="checkbox"/> CRC16 [139.0]

Figure 4. Configuring the COM-port

The channel group contains a channel of the CALL type, with the argument Temperature, and an analogue communication channel using the Modbus RTU protocol [27]. The signal from the Pt 100 is fed into the communication channel and then to the computer screen by linking the argument of the temperature screen to this channel. This transition provides greater opportunities for monitoring and process control, allowing us to effectively adapt to changes and make informed decisions based on the data received (Fig. 5).

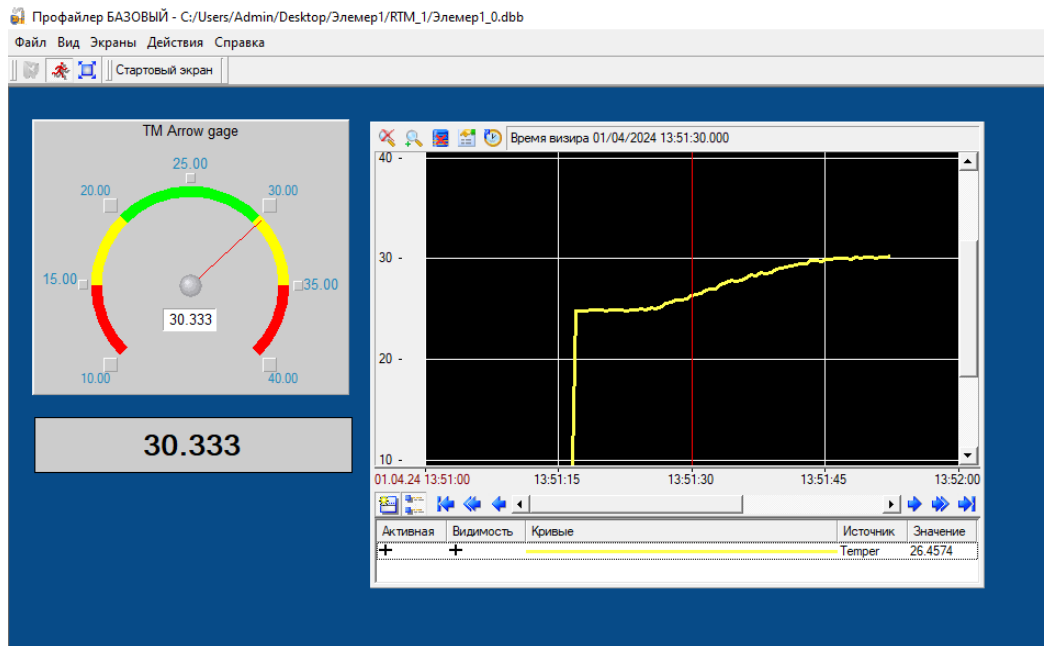


Figure 5. The result of Trace Mode project

The graph indicates that a sudden and rapid increase in temperature has recently occurred, which may indicate a change in process conditions or the occurrence of some anomaly. It is a line graph over time, where the abscissa axis represents time and the ordinate axis represents temperature [28]. The graph shows a sudden jump in temperature from a value of about 20 degrees Celsius to over 25 degrees Celsius, after which the temperature stabilises at about 26.4574 degrees Celsius. The graph demonstrates the ability of the system to capture temperature changes with high accuracy and stability. The stabilisation of the temperature after a sudden spike indicates the reliability of the system and its ability to respond adequately to changes in the process. This quality is critical in the alternative energy industry, where precise control of temperature processes can affect energy conversion efficiency, equipment longevity and overall performance.

Solution of the problem

The presented data also show a high adaptability of the system to changes, which is necessary for power systems utilizing renewable energy sources. Such systems need to be flexible and capable of rapid adaptation because renewable energy sources such as solar or wind power are often subject to variable conditions. The ability to record and analyze temperature data over the long term is important for predicting the behavior of an alternative

energy system. Analyzing the collected data can help optimize equipment performance and maintenance planning, which is important for increasing overall efficiency and reducing costs [29]. Advanced monitoring systems, such as the one presented, are driving innovation in the alternative energy sector, enabling the development of new algorithms and control methods to increase energy conversion efficiency and infrastructure reliability. Accurate and reliable monitoring equipment plays a key role in the sustainable development of alternative energy. By providing data for analysis and control, such systems help minimize waste, increase efficiency and maintain high environmental safety standards. Stabilization of readings after a spike may indicate the restoration of the controlled process to a normal state or compensatory mechanisms of the control system [30]. Metrological control implies regular verification and calibration of measuring devices, so it is necessary to make sure that all measuring instruments undergo such procedures in accordance with the established schedules. The circle indicator and line graph should be checked for compliance with international standards and norms, which will ensure their reliability and applicability for further use in precision measurements. Stabilization of readings after spikes, as mentioned earlier, may indicate a return to normal conditions, but without a metrological inspection it is difficult to state definitively that deviations in readings were caused solely by external factors and not by internal malfunctions or calibration drift.

Procedures for regular verification and calibration of measuring devices should be carried out in strict compliance with strict regulations, which includes verification of such parameters as sensitivity, uncertainty and stability. As a result of the metrological inspection, it was found that the error of measuring devices is within the permissible values, which confirms their suitability for further operation. However, to improve the accuracy of process control, additional measures were proposed to improve calibration and minimize the influence of external factors such as temperature fluctuations and electromagnetic interference [30]. The data presented in the form of pie indicators and line graphs have been validated against international standards including ISO and GOST. This ensures that the collected results can be used for analysis and decision making in process control systems. Additional analysis of the graphs showed that after stabilization there is a decrease in the amplitude of fluctuations of readings, which indicates high accuracy and reliability of the control system in the conditions of industrial facilities.

RESULTS

With different types of RS-232, RS-485, USB communication ports, the system is a versatile solution capable of integrating into various industrial networks. This integration flexibility is important for modernizing existing production lines or for deploying new processes that require precise temperature control. To ensure metrological reliability, it is important that each component of the system is certified and complies with local and international measurement standards. Each resistance thermometer connected to the system should be regularly calibrated using standard samples or certified calibration devices.

When working with industrial monitoring and data acquisition systems, it is critical to pay attention to information protection and data security. It must be ensured that data transmission between devices and PCs is secure and not subject to the risk of unauthorized access or interference. Adhering to these principles will increase the efficiency of the temperature control system, ensuring that it operates reliably and smoothly in accordance with the requirements of metrological control. When conducting studies and checks on the security of data transmission in multi-parameter control systems, it was found that the key factor affecting the reliability and accuracy of the system is protection from unauthorized access and external interference. For this purpose, additional mechanisms of data encryption were implemented during their transmission via RS-485 protocol, which allowed to significantly minimize the probability of unauthorized interception of information. During testing of the system under conditions of high levels of electromagnetic interference, a stable data flow without losses was recorded, which confirms the effectiveness of the applied protective mechanisms. Monitoring of the system performance showed that the implementation of adaptive algorithms for data correction in case of interference was also successful. As a result of implementation of such mechanisms it was possible to prevent the occurrence of significant errors in measurements during data transmission over long distances and in difficult production conditions. The system has demonstrated high resistance to external influences, as evidenced by the absence of significant deviations in readings and reliable synchronization between devices.

Regular monitoring of data transmission channels showed that the system security level meets the established international standards of information security for industrial facilities. In addition, mechanisms were implemented to periodically check the integrity of transmitted data using checksum algorithms and monitoring for possible failures.

The results of the study showed that the implementation of data protection and security measures at all stages of the industrial control system significantly improved its performance and reliability. Compliance with the requirements of metrological control, coupled with advanced information protection technologies, ensured stable and accurate operation of the system in real operating conditions.

Acknowledgments

Analyzing the collected data can help optimize equipment performance and maintenance planning, which is important for increasing overall efficiency and reducing costs.

REFERENCE

- Safonova, Yu. A. Quality of life of patients with f combination of sarcopenia and osteoarthritis of lower extremity / Yu. A. Safonova // *Annals of the Rheumatic Diseases*. – 2019. – Vol. 78, No. S2. – P. 515.
- Assessment of Potential Forest Biomass Resource on the Basis of Data of Air Laser Scanning / M. V. Kuzyakina, D. A. Gura, A. N. Sekisov, N. V. Granik // *International Scientific Conference Energy Management of Municipal Facilities and Sustainable Energy Technologies EMMFT 2018 : Advances in Intelligent Systems and Computing Volume 983*, Voronezh and Samara, Russia, Vol. 2. – Cham: Springer, 2019. – P. 403-416. – DOI 10.1007/978-3-030-19868-8_41.
- Aykroyd, R.G.; Leiva, V.; Ruggeri, F. Recent Developments of Control Charts, Identification of Big Data Sources and Future Trends of Current Research. *Technol. Forecast. Soc. Chang.* 2019, 144, pp. 221–232.
- Yoccoz, N.G.; Nichols, J.D.; Boulinier, T. Monitoring of Biological Diversity in Space and Time. *Trends Ecol. Evol.* 2001, 16, pp. 446–453.
- Burgman, M.; Lowell, K.; Woodgate, P.; Jones, S.; Richards, G.; Addison, P. An Endpoint Hierarchy and Process Control Charts for Ecological Monitoring. In *Biodiversity Monitoring in Australia*; CSIRO: Clayton, Australia, 2012; pp. 71–78.
- Elena L. Gordeeva, Nataliya V. Mokrova, Snezhana V. Atoyana. Statistical method of control of changes when operating engineering systems. *IFAC-PapersOnLine*, Volume 52, Issue 25, 2019, pp. 10-13
- Lindenmayer, D.B.; Burns, E.L.; Tennant, P.; Dickman, C.R.; Green, P.T.; Keith, D.A.; Metcalfe, D.J.; Russell-Smith, J.; Wardle, G.M.; Williams, D. Contemplating the Future: Acting Now on Long-term Monitoring to Answer 2050's Questions. *Austral Ecol.* 2015, 40, pp. 213–224.
- Roberts, S.W. Control Chart Tests Based on Geometric Moving Averages. *Technometrics* 2000, 42, pp. 97–101.
- Caulcutt, R. Control Charts in Practice. *Significance* 2004, 1, pp. 81–84.
- Woodall, W.H.; Faltin, F.W. Rethinking Control Chart Design and Evaluation. *Qual. Eng.* 2019, 31, pp. 596–605.
- Li W., Wu G., Du Q. Transferred Deep Learning for Anomaly Detection in Hyperspectral Imagery // *IEEE Geoscience and Remote Sensing Letters*. – 2017. – Vol. 14, no. 5. pp. 597–601.
- Artemyev, V. S. Automated methods of analysis and forecasting of auto oscillations in agricultural systems / V. S. Artemyev, N. V. Mokrova // *Waste and Resources*. - 2024. - T. 11, № 1. - DOI 10.15862/19INOR124. IOP: LHCb data quality monitoring / M Adinolfi, A Ustyuzhanin, D Derkach et al. // *J. Phys.: Conf. Ser.* – Vol. 898. – 2017. – P. 092027.
- Mommert Michael. Cloud Identification from All-sky Camera Data with Machine Learning // *The Astronomical Journal*. – 2020. – mar. – Vol. 159, № 4. – P. 178.
- Woodal, W.H. Controversies and Contradictions in Statistical Process Control // *Journal of Quality Technology*. – 2000. – Vol. 32. No. 4. – Pp. 341–350.
- Goodwin, Paul, when simple alternatives to Bayes formula work well: Reducing the cognitive load when updating probability forecasts, *Journal of Business Research*, 2015. Elsevier, vol. 68(8), pp. 1686-1691.
- Artemyev, V. S. Integration of the Lyapunov function method for analyzing the stability of electrical equipment of the agroindustrial complex / V. S. Artemyev, N. V. Mokrova // *Electrotechnologies and electrical equipment in agroindustrial complex*. - 2024. - T. 71, № 2. - C. 37-44. - DOI 10.22314/2658-4859-2024-71-2-37-44
- Bersimis, S.; Psarakis, S.; Panaretos, J. Multivariate Statistical Process Control Charts: An Overview. *Qual. Reliab. Engng. Int.* 2007, 23, pp. 517–543.
- Arciszewski, T.J.; Munkittrick, K.R.; Scrimgeour, G.J.; Dubé, M.G.; Wrona, F.J.; Hazewinkel, R.R. Using Adaptive Processes and Adverse Outcome Pathways to Develop Meaningful, Robust, and Actionable Environmental Monitoring Programs. *Integr. Environ. Assess. Manag.* 2017, 13, pp. 877-891.
- Mohammad A. Shbool, Badi Alanazi, Application of condition-based maintenance for electrical generators based on statistical control charts, *MethodsX*, Volume 11, 2023, 102355, ISSN 2215-0161, doi.org/10.1016/j.mex.2023.102355.
- A. Heng, S. Zhang, A.C.C. Tan, J. Mathew. Rotating machinery prognostics: state of the art, challenges and opportunities. *Mech. Syst. Signal Process.*, 23 (3) (2009), pp. 724-739
- S.K. Yang A condition-based preventive maintenance arrangement for thermal power plants. *Electr. Power Syst. Res.*, 72 (1) (2004), pp. 49-62
- R. Ahmad, S. Kamaruddin. An overview of time-based and condition-based maintenance in industrial application. *Comput. Ind. Eng.*, 63 (1) (2012), pp. 135-149
- Kiendl H., Scheel T. Integral Lyapunov Functions" Based on Incomplete State Feedback. *IFAC Proceedings Volumes*. 1991. Vol. 24, Issue 8, P. 311-315.

- Artemyev, V. Theoretical and practical aspects of the application of the dynamic programming method in optimal control problems / V. Artemyev, N. Mokrova, A. Hajiyevev // Machine Science. – 2024. – Vol. 13, No. 1. – P. 46-57. – DOI 10.61413/GIPV6858.
- Wheeler Donald, Chambers David. Statistical Process Control: Business Optimisation Using Shuchart Control Charts = Understanding Statistical Process Control. – Moscow: Alpina Publisher, 2009. – P. 310. – ISBN 978-5-9614-0832-4.
- Processing of time signals in a discrete time domain / V. Artemyev, S. Mokrushin, S. Savostin [et al.] // Machine Science. – 2023. – Vol. 12, No. 1. – P. 46-54.
- Maksimov, A. S. SCADA systems / A. S. Maksimov, S. D. Savostin, V. S. Artemyev. – Kursk: Closed Joint Stock Company “University Book”, 2023. – 127 p. – ISBN 978-5-907776-95-1
- Qiu, P.; Li, W.; Li, J. A New Process Control Chart for Monitoring Short-Range Serially Correlated Data. Technometrics 2020, 62, P. 71–83.
- SPC MacCarthy, B.L.; Wasusri, T. A Review of Non-standard Applications of Statistical Process Control (SPC) Charts. Int. J. Qual. Reliab. Manag. 2002, 19, pp. 295–320.
- Anderson, M.J.; Thompson, A.A. Multivariate Control Charts for Ecological and Environmental Monitoring. Ecol. Appl. 2004, 14, pp. 1921-1935.

NAVIGATING ACCOUNTABILITY: A HERMENEUTIC TRANSCENDENTAL STUDY ON TEACHERS' RESPONSIBILITY IN INTEGRATING SOCIAL AND EMOTIONAL LEARNING IN MATHEMATICS EDUCATION

Dr. Farina M. SAMI
fsami@liberty.edu

ABSTRACT

This study explores the dynamics of accountability and responsibility among mathematics educators as they integrate Social and Emotional Learning (SEL) into their teaching practices. Utilizing a hermeneutic transcendental approach, the research examines the lived experiences of teachers, their challenges, and the strategies they employ to balance academic rigor with SEL objectives. This case study captures the voices of educators who are at the forefront of this integration. It examines their pedagogical adjustments, collaborative efforts with colleagues and administrators, and the reflective practices they engage in to enhance their teaching. The research also sheds light on the systemic barriers that hinder the seamless integration of SEL, such as limited resources, lack of training, and lack of accountability measures. The study focuses on teacher connectedness, exploring how strong relationships with students and peers influence the successful integration of SEL. The study highlights how connectedness fosters a supportive and empathetic classroom environment, enhances student engagement, and promotes students' sense of belonging and well-being. Ultimately, this study advocates for a more comprehensive approach to teacher accountability, one that recognizes the multifaceted role of educators in shaping both the educational and emotional needs of their students. This research aims to inform policymakers, educational leaders, and teacher training programs about the critical need for balanced and holistic educational practices, by providing insights into the practical realities of SEL integration in mathematics education, t.

INTRODUCTION

Integrating social and emotional learning (SEL) into math curriculums is increasingly critical in fostering student success. SEL encompasses essential skills such as emotional regulation, empathy, relationship-building, and responsible decision-making, which are pivotal for students' overall development and academic achievement. Despite its recognized importance, the integration of SEL into mathematics education remains a challenging endeavor, often hindered by a lack of accountability and increasing behavioral issues among students. Teachers who incorporate SEL competencies into their academic curriculum have been shown to have increased student achievement and engagement. However, there is not much research on how to create or ensure teacher ownership.

Research Problem And Purpose

The integration of Social-Emotional Learning (SEL) in mathematics classrooms faces significant challenges due to a lack of responsibility and accountability among educators. Many teachers report insufficient training and professional development opportunities on how to effectively incorporate SEL into their mathematics instruction (Sami, 2024). Consequently, some educators need to take ownership of the SEL components within their academic teaching. While some teachers independently develop SEL supports within their classrooms, they often feel they need more support to integrate these competencies effectively. Even before the pandemic, teachers have consistently expressed a need for Support and training in classroom management and positive behavior interventions (Franks, 2020; Pignatiello, 2020). There are currently no formal mechanisms to hold teachers accountable for incorporating SEL into their teaching practices (Hwa, 2022; Skedsmo & Herber, 2019). Unlike academic performance, which is frequently assessed through standardized tests and evaluations, SEL integration is rarely monitored or evaluated in a way that can be quantified (Berg et al., 2021; Martinson et al., 2020). This lack of accountability can result in inconsistent and non-committal SEL practices among educators.

This study aims to investigate teacher responsibility and accountability in integrating Social and Emotional Learning (SEL) into mathematics education. The hermeneutic phenomenological research case study aims to explore teacher experiences, interpret the potential impact teachers have when they take responsibility for SEL integration within the classroom, and highlight the importance and effectiveness of teacher connectedness in relation to teacher ownership.

Background

Historically, the issue of student behavior or the importance of character education stemmed from an educational system that prioritized cognitive development at the expense of students' holistic well-being (Demetriou et al., 2022; Govorova et al., 2020). The approach to putting cognitive development ahead of all else in education is deeply rooted

in traditional educational structures that emphasize acquiring knowledge and intellectual skills while often neglecting the social and emotional dimensions of learning. As a result, educational policies and practices were primarily designed to enhance academic performance, with little consideration for students' emotional and social needs (Ye & Shih, 2021; Tyler, 1919). This narrow focus on cognitive development created an environment where the holistic well-being of students was overlooked, leading to gaps in their overall development and preparedness for real-world challenges (Borowiec et al., 2021; Norozi, 2023; Stodden et al., 2023;).

Socially, schools and communities are struggling with teachers managing student behaviors due to student emotional unrest and student trauma that COVID-19 brought to light (Herrera et al., 2022; Stratford et al., 2020). The period of the COVID–heightened levels of stress marked 19 pandemic a noticeable decline in overall mental health, and a surge in negative behaviors among students (Hanetz-Gamliel et al., 2021; Phelps & Sperry, 2020). These changes have been attributed to the disruptions caused by the pandemic, including prolonged isolation, uncertainty, and the shift to remote learning environments (Cipriano et al., 2023; McCabe, 2024). The compounded effects of these stressors have left many students struggling to cope, highlighting the urgent need for enhanced mental health support and interventions in educational settings (Hanetz-Gamliel et al., 2021; Phelps & Sperry, 2020). Teachers cannot take responsibility for student behaviors due to a lack of training and understanding of what character education or social and emotional support is for students (Kurniawan et al., 2022; Martinez & Partin, 2023). Something that has been proven to make a difference in teacher connectedness is the degree to which students feel personally accepted, valued, involved, and supported by their teachers (Garcia-Moya et al., 2021; Mohd Khatib et al., 2022).

Teacher connectedness theory serves as the foundational theoretical framework for this case study on teacher responsibility in integrating social and emotional learning within mathematical education. Teacher connectedness theory emphasizes the importance of strong, positive relationships between teachers and students in fostering a supportive and effective learning environment (Maloney & Matthews, 2020; Tranchina & Zambak, 2021). Grounded in the foundation that when students feel connected to their teachers, they are more likely to engage in the learning process and exhibit positive behaviors, this theory has the potential to help students achieve academic success (Arslan, 2021; Ferreira et al., 2020). An important health asset during the adolescent years is the degree of connectedness students have to their school and their teachers, which positively impacts educational outcomes (Brookings, 2022; CDC, 2021; Springer, 2021) Leaning on several educational theories such as attachment theory, self-determination theory, and social Support models by using teacher connectedness theory, supports both the academic and social-emotional development of students while trying to create an inclusive environment.

Attachment Theory

Attachment theory, as proposed by Bowlby (1969), poses that students' internal working models of their relationships with teachers significantly influence their perceptions of peer interactions, their capacity to trust others, and their overall social competence within their peer groups (Van Rosmalen et al., 2016). Within a school setting, attachment relationships are established throughout the educational process (Hicks & Korbel, 2024; Forslund & Duschinsky, 2021). The teacher-student relationship acts as a crucial mediator in this context. A positive and supportive relationship with teachers can help students navigate conflicts more effectively, promoting healthier coping mechanisms and emotional regulation (Main & Ellerbrock, 2023; Robledo et al., 2022). Teachers who provide a secure and nurturing environment can help students internalize positive behaviors and attitudes, fostering resilience and social competence. The degree of conflict experienced during this period influences students' externalization and internalization processes, which are mediated by the teacher-student relationship (Ahmadi et al., 2023; Guay, 2022).

Self- Determination Theory

Research conducted by Edward Deci and Richard Ryan (2021) highlights the intrinsic human desire for growth and fulfillment. Their self-determination theory (SDT) elucidates how social environments can either facilitate or impede an individual's motivation to achieve success (Koestner & Holding, 2021; Ryan & Deci, 2024; Vallerand, 2021). According to SDT, fulfilling the basic psychological needs for autonomy, competence, and relatedness is essential for fostering intrinsic motivation (Koestner & Holding, 2021; Vallerand, 2021). The concept of relatedness refers to the need to form close social relationships and was initially defined as the desire to feel a sense of belonging and connection with others (Roza et al., 2012; Saxer et al., 2024). This fundamental human need is crucial for emotional well-being and personal development (Mosewich et al., 2022; Perkins et al., 2021; Saxer et al., 2024). When individuals experience a sense of relatedness are prone to feeling valued and supported, within their social circles (Schmidt et al., 2021; Van Petegem et al., 2023). This sense of connection can enhance motivation, engagement, and overall satisfaction in various aspects of life, including educational and professional settings (Núñez-Regueiro et al., 2024). Understanding and fostering relatedness can lead to more cohesive and supportive communities, ultimately

contributing to the holistic development of individuals (Collie et al., 2020; Jiménez et al., 2021). Furthermore, adverse classroom behaviors significantly affect educators and students, underscoring the importance of addressing these issues to create a conducive learning environment (Chang & Taxer, 2021; Glock & Pit-ten Cate, 2021; Granger et al., 2021).

Social Support Models

Social support models for education refer to frameworks that describe how social networks and relationships provide emotional, informational, and practical assistance to individuals (Cooper et al., 2024; Lewis & Foye, 2022). These models emphasize the importance of supportive interactions in promoting mental health, well-being, and resilience (Gillard, 2019; De Beer et al., 2022). By building strong, supportive relationships with students, teachers can significantly impact their motivation, engagement, and overall success (Tineo et al., 2024; Wachs et al., 2022). This Support can manifest in various forms, such as providing encouragement, offering constructive feedback, and being available to listen to students' concerns (Fullerton et al., 2021; Grapin & Sulkowski, 2022). Social Support can come from various sources, including family, friends, teachers, and peers, and is essential to help people cope with stress and challenges (Cooper et al., 2024; Heberle et al., 2021). By leveraging attachment theory and self-determination theories, teachers are committed to creating an inclusive learning environment that supports both math goals and the social-emotional development of their students.

Math Anxiety

Math anxiety is a widespread phenomenon characterized by a profound sense of dread or apprehension when individuals face mathematical tasks, often leading to diminished performance and obstructed learning trajectories (Cheung et al., 2023; Szczygiel, 2020). This psychological barrier can significantly impede one's ability to engage with mathematical concepts, creating an environment where the fear of mathematical challenges overshadows the potential for academic achievement. However, math anxiety is not insurmountable. Research by Aldrup et al. (2020) and Samuel & Warner (2021) highlights effective strategies to mitigate its adverse effects. A critical approach involves identifying and understanding the specific triggers that evoke anxiety in mathematical contexts. By pinpointing these triggers, individuals can proactively address anxiety issues while creating and maintaining positive relationships and creating mathematical concepts.

Social And Emotional Learning

Teachers need the knowledge and tools to create a loving atmosphere where students are valued, understood, and supported in their emotional growth and social interactions (Orgel, 2022; Sears et al., 2022). Empowered teachers who navigate the complex dynamics of the modern classroom foster a more conducive learning environment (Filderman et al., 2023; Von der Embse et al., 2020). Teachers who implement SEL competencies within the classroom remain attuned to students' evolving needs and challenges, adapting their teaching approaches accordingly. The benefits of this training extend beyond immediate student impact, encompassing a transformative effect on educators themselves. Supporting teachers with strategies to embed in SEL training, schools are empowered to deftly navigate the intricate and dynamic landscape of the modern classroom (Filderman et al., 2023; Von der Embse et al., 2020). This empowerment translates into a multifaceted enhancement of the teaching profession, influencing instructional methodologies and the overall classroom atmosphere. Thus, investing in robust SEL training for teachers is a fundamental step toward enhancing students' overall educational experience and well-being (Orgel, 2022; Sears et al., 2022).

Gaps In Literature

There needs to be more empirical data focus on mathematics teachers' perceptions of integrating SEL. Most existing research tends to be broader, encompassing general teacher attitudes toward SEL without delving into subject-specific nuances.

There is a gap in understanding the effectiveness of professional development programs aimed at equipping mathematics teachers with resources on integrating SEL into their teaching practices. How these programs impact teachers' perceptions and accountability remains underexplored.

Limited research connects mathematics teachers' integration of SEL with specific student outcomes in mathematics. Studies often focus on general academic or behavioral outcomes without isolating the impact on mathematics achievement and engagement.

Research Questions

The central research question was: How do mathematics teachers perceive their responsibility and accountability in integrating SEL into their teaching practices?

RESEARCH METHODOLOGY

A research design was a single-case study that required a group of participants with specific characteristics. The participants were novice and veteran teachers with three to twenty-five years of teaching experience from urban and suburban school districts. All teachers were math teachers teaching math to students in grades three through eight; however, the study did not take place on an actual site as everything was conducted via the computer. Researchers collected qualitative data from the open-ended interview questions, open-ended open-ended focus group questions, and a written prompt after the focus group experience. The sample was selected based on their willingness to participate in the study and their ability to provide access to students who meet the study's criteria. Purposive sampling was used when selecting individuals for this study. Purposeful sampling entails intentionally selecting individuals with information relevant to the research problem (Bassot, 2022). The recruitment process, spanning approximately two months, involved reaching out to superintendents and school principals to gauge a teacher's interest in joining the study and reaching out to participants. Recruitment letters were sent within school districts and posted on online social media.

While the original data collection was in a transcendental phenomenology study that consisted of interviews, focus groups, and a written prompt (Aguas, 2022; Meihami & Rashidi, 2022), this study included a hermeneutic element. The validity of the findings was reinforced by triangulating the data, which involved the use of multiple sources to obtain rich experiential descriptions from participants. This study involved a reflective interpretation of texts or experiences to uncover deeper meanings (Dangal & Joshi, 2020). The study was completed by the researcher engaging in interpreting and reinterpreting data to reveal the phenomenon's essence. Interviews and focus group questions were analyzed and grouped based on the interpretation of teacher ownership as a strong result of interpreting data along with the answers from written prompts.

FINDINGS

This hermeneutic phenomenological study aimed to look at the lived experiences of elementary and middle school math teachers with social and emotional learning (SEL) and math achievement teacher connectedness through a lens of teacher connectedness. Data was collected through interviews, focus groups, and written prompts. The analysis involved organizing and interpreting the data through a hermeneutic lens, emphasizing the contextual and historical backgrounds of the participants. The researcher engaged in a cyclical process of interpretation, known as the hermeneutic circle, to uncover deeper meanings and insights (Dangal & Joshi, 2020). Themes were identified through an iterative review of transcripts, considering the interplay between the parts and the whole of the data. The researcher then examined the underlying structures and contexts that influenced participants' thoughts and emotions, providing a rich, contextual understanding of their experiences.

Multiple themes emerged from this study, highlighting critical aspects of the educational environment. School responsibility was a prominent theme, emphasizing the role of schools in fostering a supportive and accountable atmosphere for both teachers and students. Emotional resilience emerged as another critical theme, underscoring the importance of helping students and teachers develop ways to deal with stress and anxiety. The theme of SEL education accountability focused on the need for schools to ensure that social and emotional learning (SEL) programs are effectively implemented and evaluated. Finally, effective communication was identified as essential for building solid relationships and facilitating collaboration among students, teachers, and administrators. These themes collectively illustrate the multifaceted nature of educational experiences and the interconnectedness of various factors in ensuring a positive learning community and environment.

School Responsibility

School responsibility involves being accountable for students' outcomes and ensuring that the administration's actions are reliable and trustworthy. The codes of administration support, school support, leadership, and teacher self-efficacy appeared 39 times within the documents during the data analyzation process. Combined with the codes of student engagement, student responsibility, and student ownership, which fall under the school's theme of taking responsibility for student learning and behavior, teachers felt strongly that this contributed to the connection they create with students.

Beth stated, "I am an authority figure and in a position where I actually have to tell if something too off base is going on in the classroom and make adjustments. I make sure I am attentive with students, you know, so just sitting and

listening. I have to create a sense of belonging and like connection and all of that, you know, we have had to have some come to Jesus' moments because of teasing and bullying, and all of that in the classroom needs to be addressed. I have had actually to take action, you know." Beth's statement conveys a sense of responsibility and vigilance. She feels the weight of her role as an authority figure, emphasizing the importance of being attentive, creating a sense of belonging, and proactively addressing issues like teasing and bullying.

Within the study, Eric, Beth Isabella, Sarah, Rebecca, and Emma displayed the common thought of the importance of being proactive and assertive in their roles as math teachers. These teachers had a strong sense of self and a strong sense of what needed to be done to support students. A strong sense of self-efficacy and a responsibility to empower students was evident.

Emotional Resilience

Emotional resilience seen in this study as the ability to adapt to stressful situations and effectively manage and recover from emotional challenges is a strong theme in the importance of teacher connectedness and teachers taking responsibility for the SEL education of their students. Involves the codes of sense of belonging, perseverance, compassion, empathy, connection, classroom community building, emotional intelligence, emotional regulation, math self-confidence, positive classroom environment, real-life connection, sense of community, student collaboration, student motive, and student trauma, this theme held over 421 codes, the strongest of which being empathy, emotional intelligence of students and connection. According to teachers, the quality of having emotional intelligence allows students to bounce back and continue growing despite difficulties.

Isabella stated, "But if I were to select one quality students are getting better at, I would say the responsible choices. I think that they are aware of themselves and each other, and I think it's just kind of gauging when to do what, how, and what would be best for whatever the circumstances are at that time. I think they are hyperaware of each other. They love to check each other. They gotta check themselves, and that is one of the things I mean they, I mean they give wonderful feedback, and I applaud them for it." Isabella felt that the students who could regulate themselves or learned to regulate their own emotions were more successful in class.

Within the study, Janet, Olivia, and Linda emphasize the importance of creating a supportive and inclusive classroom environment. The participants conveyed that focusing on rewarding positive behavior, addressing and normalizing struggles, and fostering a sense of belonging and family among students strengthens the sense of community within the classroom.

Sel Education Responsibility

SEL Education's responsibility within the study is when teachers see the importance of implementing an SEL program within the class and take steps to ensure the program's success. Within the code of trauma training, teaching kindness, SEL training, positive behavior incentives, and adjusting based on student behaviors, 112 instances were cited within the document. Including codes of adjusting classroom norms and other cooperative strategies, teachers felt responsibility had to be taken to support SEL learning in the classroom.

Fran spoke on the importance of SEL education responsibility as a teacher but also from Support from admin, "I feel like my we have a brand new principal this year, and she is awesome, and she what she did was at the beginning of the year, she surveyed all the staff and said what do you feel like your biggest struggle is and what would help you the most? And then she has sought other professional development just specifically for what we said. They also gave us specific training on the things that we said were hardest for us. So I am blessed in that area because she has been doing such a good job really trying to give us Support. However, I agree with what Emma said: " unless you are gonna take it and run with it and make it your own, it is just an hour that you sat there and listened to professionals tell you how to do it." Fran spoke about how to take responsibility for emotional and social care in your classroom. Ava, Sofia, and Mona emphasized the need to use evidence, whether through data, attentiveness, or effective lesson planning, to make informed decisions and positively impact their educational environments.

Effective Communication

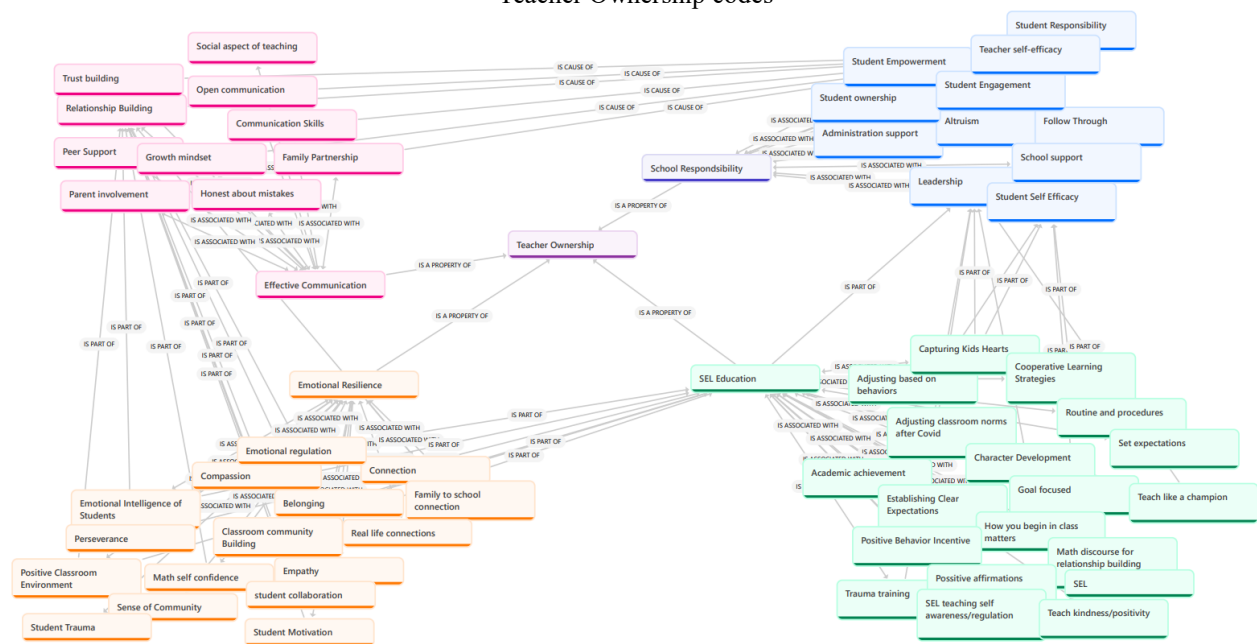
According to participant responses, effective communication can be seen as the process of exchanging information, ideas, thoughts, and feelings in a way that is received well and understood by all parties involved. Falling under the codes heaviest in relation building, growth mindset, and open communication with 347 codes, teachers felt that effective communication was vital in teacher connectedness when implementing a strong SEL program. Codes under this umbrella also included communication skills, family partnership, honesty in making mistakes, parent involvement, trust building, and social aspects of teaching.

Jennifer expressed the importance of setting high expectations and communicating effectively with students to promote equity and increase growth; she stated, "I don't expect anything from my students that I would not expect

from myself. Umm. If they need to move, I let them move, but they know the parameters. When I was in a first-grade classroom, I taped off a rectangle in the back of the room, and it was their wiggle spot. I do not get angry if they are angry. Typically, I do not. You know, sometimes I'm having big feelings that day too. I am, but no, I just let them be human because they have to learn somewhere, and if they do not know, they are obviously missing something.”

Open communication was highlighted by 17 of the 18 participants in the study. It was frequently mentioned in the context of peer-to-peer interactions, teacher-to-student interactions, and teacher-to-parent interactions. Participants who appeared to be successful in their classrooms consistently referenced the importance of transparency and kindness in their communication. They emphasized that these qualities are essential for building solid relationships within the school and classroom, fostering a supportive and collaborative environment that benefits both students and educators. Additionally, open communication was seen as a critical factor in addressing and resolving conflicts effectively, ensuring a positive and inclusive learning atmosphere.

Figure 1
Teacher Ownership codes



CONCLUSION

The central research question of this study explored how mathematics teachers perceive their responsibility and accountability in embedding SEL teaching practices within the curriculum. The findings revealed that an overwhelming number of teachers showed the importance of teacher ownership as the decisive factor in successfully incorporating SEL. Although teachers did not state outright that they see teacher ownership as a deciding factor, based on their responses and the interpretation of their answers, this strongly felt unknown factor makes teachers successful. Teachers expressed their sense of ownership over their teaching methods and the SEL curriculum, significantly influencing their commitment to and effectiveness in integrating SEL. This sense of ownership was shown by their personal investment in students' holistic development, their confidence in implementing SEL strategies, making up their own SEL strategies to support students, and their belief in the positive impact of SEL on students' academic and emotional growth. The responses highlighted that when teachers feel a strong sense of responsibility and accountability, they are more likely to take proactive steps to embed SEL into their daily teaching practices, thereby fostering a supportive and emotionally resilient classroom environment.

REFERENCE

- Ahmadi, A., Noetel, M., Parker, P., Ryan, R. M., Ntoumanis, N., Reeve, J., ... & Lonsdale, C. (2023). A classification system for teachers' motivational behaviors recommended in self-determination theory interventions. *Journal of Educational Psychology*.
- Aldrup, K., Klusmann, U., & Lüdtke, O. (2020). Reciprocal associations between students' mathematics anxiety and achievement: Can teacher sensitivity make a difference? *Journal of Educational Psychology*, *112*(4), 735-750. <https://doi.org/10.1037/edu0000398>
- Aguas, P. P. (2022). Fusing approaches in educational research: Data collection and data analysis in phenomenological research. *The Qualitative Report*, *27*(1), 1-20.
- Arslan, G. (2021). School belongingness, well-being, and mental health among adolescents: exploring the role of loneliness. *Australian Journal of Psychology*, *73*(1), 70–80. <https://doi.org/10.1080/00049530.2021.1904499>
- Bassot. (2022). Doing qualitative desk-based research : a practical guide to writing an excellent dissertation. Policy Press.
- Borowiec, K., Kim, D., Wang, L., Kim, J., & Wortham, S., (2021). Supporting holistic student development through online community building. *Online Learning*, *25*(4), 145-155. DOI: 10.24059/olj.v25i4.2882
- Berg, M., Talvio, M., Hietajärvi, L., Benítez, I., Cavioni, V., Conte, E., ... & Lonka, K. (2021). The development of teachers' and their students' social and emotional learning during the “Learning to Be Project”-Training course in five European countries. *Frontiers in psychology*, *12*, 705336.
- Centers for Disease Control and Prevention. (2021). Strengthening school connectedness to increase student success. Retrieved from CDC website.
- Centers for Disease Control and Prevention. (2021). School connectedness helps students thrive. Retrieved from CDC website.
- Cheung, S., Kwan, J., Li, Z., Chan, Y., & Kwan, K. (2023). Parents' epistemological beliefs to children's early numeracy abilities: Pathways through parents' home practices and children's numeracy interest. *Early Childhood Research Quarterly*, *65*, 13-22.
- Chang, M., & Taxer, J. (2021). Teacher emotion regulation strategies in response to classroom misbehavior. *Teachers and Teaching, Theory and Practice*, *27*(5), 353-369. <https://doi.org/10.1080/13540602.2020.174019>
- Cipriano, C., Strambler, M. J., Naples, L. H., Ha, C., Kirk, M., Wood, M., ... & Durlak, J. (2023). The state of evidence for social and emotional learning: A contemporary meta-analysis of universal school-based SEL interventions. *Child Development*, *94*(5), 1181-1204.
- Collie, R. J., Bostwick, K. C., & Martin, A. J. (2020). Perceived autonomy support, relatedness with students, and workplace outcomes: An investigation of differences by teacher gender. *Educational Psychology*, *40*(3), 253-272.
- Cooper, R.E., Saunders, K.R.K., Greenburgh, A. (2024). The effectiveness, implementation, and experiences of peer support approaches for mental health: a systematic umbrella review. *BMC Med* *22*, 72 <https://doi.org/10.1186/s12916-024-03260-y>
- Dangal, M., & Joshi, R. (2020). Hermeneutic phenomenology: Essence in educational research. *Open Journal for Studies in Philosophy*, *4*(1).
- De Beer, C. R. M., Nootboom, L. A., Van Domburgh, L., De Vreugd, M., Schoones, J. W., & Vermeiren, R. R. J. M. (2022). A systematic review exploring youth peer support for young people with mental health problems. *European Child & Adolescent Psychiatry*, 1-14.
- Demetriou, A., Spanoudis, G. C., Greiff, S., Makris, N., Panaoura, R., & Kazi, S. (2022). Changing priorities in the development of cognitive competence and school learning: A general theory. *Frontiers in Psychology*, *13*, 954971-954971. <https://doi.org/10.3389/fpsyg.2022.954971>
- Ferreira, M., Martinsone, B., & Talic, S. (2020). Promoting sustainable social emotional learning at school through relationship-centered learning environment, teaching methods and formative assessment. *Journal of Teacher Education for Sustainability*, *22*(1), 21-36. DOI: 10.2478/jtes-2020-0003
- Forslund, T., & Duschinsky, R. (Eds.). (2021). Attachment theory and research: A reader. John Wiley & Sons.
- Franks, L. J. (2020). Effects of positive behavior intervention and support levels on office discipline referrals (Order No. 28149890). Available from ProQuest Central. (2484884022). Retrieved from <https://lcc.idm.oclc.org/login?url=https://www.proquest.com/dissertations-theses/effectspositive-behavior-intervention-support/docview/2484884022/se-2>
- Fullerton, D. J., Zhang, L. M., & Kleitman, S. (2021). An integrative process model of resilience in an academic context: Resilience resources, coping strategies, and positive adaptation. *Plos one*, *16*(2), e0246000.

- García-Moya, I., Bunn, F., Jiménez-Iglesias, A., Paniagua, C., & Brooks, F. M. (2018). The conceptualisation of school and teacher connectedness in adolescent research: a scoping review of literature. *Educational Review*, 71(4), 423–444. <https://doi.org/10.1080/00131911.2018.1424117>
- García-Moya, I., Brooks, F., & Moreno, C. (2021). A new measure for the assessment of student-teacher connectedness in adolescence. *European Journal of Psychological Assessment : Official Organ of the European Association of Psychological Assessment*, 37(5), 357-367. <https://doi.org/10.1027/1015-5759/a000621>
- Gillard, S. (2019). Peer support in mental health services: where is the research taking us, and do we want to go there?. *Journal of Mental Health*, 28(4), 341-344.
- Glock, S., & Pit-ten Cate, I. M. (2021). What's in a diagnosis: The effect of externalizing and internalizing students' behaviour on pre-service teachers' classroom management and interaction strategies. *British Journal of Educational Psychology*, 91(4), 1185-1201. <https://doi.org/10.1111/bjep.12412>
- Govorova, E., Benítez, I., & Muñiz, J. (2020). How schools affect student well-being: A crosscultural approach in 35 OECD countries. *Frontiers in psychology*, 11, 431.
- Hanetz-Gamliel et al., 2021
- Granger, K. L., Broda, M. D., Chow, J. C., McCormick, N., & Sutherland, K. S. (2021). A preliminary investigation of teacher-reported classroom-level adversity and Teacher–Student interactions. *Journal of Emotional and Behavioral Disorders*, 29(4), 238-251. <https://doi.org/10.1177/10634266211020260>
- Grapin, S. L., & Sulkowski, M. L. (2022). School-Based Intervention: Addressing Students' Academic and Psychosocial Needs. *School-Based Intervention: Addressing Students' Academic and Psychosocial Needs*.
- Guay, F. (2022). Applying self-determination theory to education: Regulations types, psychological needs, and autonomy supporting behaviors. *Canadian Journal of School Psychology*, 37(1), 75-92.
- Heberle, A. E., Sheanáin, Ú. N., Walsh, M. E., Hamilton, A. N., Chung, A. H., & Eells Lutas, V. L. (2021). Experiences of practitioners implementing comprehensive student support in high-poverty schools. *Improving Schools*, 24(1), 76-93. <https://doi.org/10.1177/1365480220943761>
- Herrera, L. J. P., Custodio, B., & O'Loughlin, J. (2022). Providing Social-Emotional and Academic Supports to SLIFE: What Every Teacher Needs to Know. *TESL-EJ*, 26(3), n3.
- Hicks, A. M., & Korbel, C. (2020). Attachment theory. In *Encyclopedia of behavioral medicine* (pp. 172-178). Cham: Springer International Publishing.
- Hwa, Y. (2022). 'our system fits us': Comparing teacher accountability, motivation, and sociocultural context in finland and singapore. *Comparative Education*, 58(4), 542-561. <https://doi.org/10.1080/03050068.2022.2102754>
- Jiménez, T. I., León, J., Martín-Albo, J., Lombas, A. S., Valdivia-Salas, S., & Estévez, E. (2021). Transactional links between teacher–adolescent support, relatedness, and aggression at school: A three-wave longitudinal study. *International journal of environmental research and public health*, 18(2), 436.
- Koestner, R., & Holding, A. (2021). A generative legacy: SDT's refined understanding of the central role of autonomy in human lives. *Motivation Science*, 7(2), 111–112. <https://doi.org/10.1037/mot0000221>
- Kurniawan, D. A., Kiska, N. D., & Damayanti, L. (2022). Teaching Primary School Students through Local Cultural Games for Improving Positive Characters. *International Journal of Instruction*, 15(3), 1047-1078.
- Lewis, H. K., & Foye, U. (2022). From prevention to peer support: a systematic review exploring the involvement of lived-experience in eating disorder interventions. *Mental Health Review Journal*, 27(1), 1-17.
- Maloney, T., & Matthews, J. S. (2020). Teacher Care and Students' Sense of Connectedness in the Urban Mathematics Classroom. *Journal for Research in Mathematics Education*, 51(4), 399–432. <https://doi.org/10.5951/jresmetheduc-2020-0044>
- Martinez, J. A., & Partin, J. M. (2023). Character Education Initiatives and Preparation for School Administrators: A Review of Literature. *Journal of Leadership, Equity, and Research*, 9(1), 80-99.
- Martinsone, B., Ferreira, M., & Talić, S. (2020). Teachers' understanding of evidence of students' social emotional learning and self-reported gains of monitored implementation of SEL toolkit. *Journal of Education Culture and Society*, 11(2), 157-170.
- McCabe, M. A. (2024). Kids are all in the same storm but not in the same boat. *American Journal of Orthopsychiatry*.
- Meihami, H., & Rashidi, N. (2022). A Transcendental Phenomenology into How Teacher Educators Address Social and Psychological Elements of Teachers' Professional Identity. *Qualitative Report*, 27(8).
- Mohd Khatib, N. A., Roseliza-Murni, A., Mohd Hoesni, S., & Manap, J. (2022). Adolescent connectedness: Testing confirmatory factor analysis of the hemingway: Measure of adolescent connectedness-bahasa melayu version

- (HMAC-BM). *International Journal of Environmental Research and Public Health*, 19(19), 12189. <https://doi.org/10.3390/ijerph191912189>
- Mosewich, A. D., Sereda, B. J., Gunnell, K. E., McHugh, T. L. F., Sapieja, K. M., Gallaher, B., & Holt, N. L. (2022). Resilience, psychological skills, and well-being in youth athletes. *Journal of Exercise, Movement, and Sport (SCAPPS refereed abstracts repository)*, 53(1).
- Norozi, Sultana Ali. 2023. "The Nexus of Holistic Wellbeing and School Education: A Literature-Informed Theoretical Framework" *Societies* 13, no. 5: 113. <https://doi.org/10.3390/soc13050113>
- Núñez-Regueiro, F., Santana-Monagas, E., & Juhel, J. (2024). How needs-supplies fit processes with teachers, peers, and parents relate to youth outcomes: a theoretical and methodological extension of self-determination theory. *Journal of youth and adolescence*, 1-20.
- Perkins, K. N., Carey, K., Lincoln, E., Shih, A., Donalds, R., Kessel Schneider, S., ... & Green, J. G. (2021). School connectedness still matters: The association of school connectedness and mental health during remote learning due to COVID-19. *The Journal of Primary Prevention*, 42, 641-648.
- Phelps, C., & Sperry, L. L. (2020). Children and the COVID-19 pandemic. *Psychological Trauma: Theory, Research, Practice, and Policy*, 12(S1), S73.
- Pignatiello, A. P. (2020). Putting theory into practice: An exploration of trauma-informed care in alternative education (Order No. 28093283). Available from ProQuest Central. (2459421193). Retrieved from <https://lcc.idm.oclc.org/login?url=https://www.proquest.com/dissertations-theses/puttingtheory-into-practice-exploration-trauma/docview/2459421193/se-2>
- Robledo, J., Cross, I., Boada-Bayona, L., & Demogeot, N. (2022). Back to basics: A re-evaluation of the relevance of imprinting in the genesis of bowlby's attachment theory. *Frontiers in Psychology*, 13, 1033746. <https://doi.org/10.3389/fpsyg.2022.1033746>
- Roza, J. M., Frenzel, A. C., & Klassen, R. M. (2021). The teacher-class relationship. *Zeitschrift für Pädagogische Psychologie*.
- Ryan, R. M., & Deci, E. L. (2024). Self-determination theory. In *Encyclopedia of quality of life and well-being research* (pp. 6229-6235). Cham: Springer International Publishing.
- Saxer, K., Schnell, J., Mori, J., & Hascher, T. (2024). The role of teacher–student relationships and student–student relationships for secondary school students' well-being in Switzerland. *International Journal of Educational Research Open*, 6, 100318.
- Samuel, T. S., & Warner, J. (2021). "I can math!": Reducing math anxiety and increasing math self-efficacy using a mindfulness and growth mindset-based intervention in first-year students. *Community College Journal of Research and Practice*, 45(3), 205-222. <https://doi.org/10.1080/10668926.2019.1666063>
- Schmidt, A., Dirk, J., & Schmiedek, F. (2021). The power of everyday peer relatedness in predicting subjective well-being after school transition. *Zeitschrift für Entwicklungspsychologie und Pädagogische Psychologie*.
- Skedsmo, G., & Huber, S. G. (2019). Forms and practices of accountability in education. *Educational Assessment, Evaluation and Accountability*, 31(3), 251-255. <https://doi.org/10.1007/s11092-019-09305-8>
- Springer, M. (2021). How the pandemic has changed teachers' commitment to remaining in the classroom. Brookings Institution. Retrieved from Brookings website.
- Stodden, D.F., Pesce, C., Zarrett, N. et al. Holistic Functioning from a Developmental Perspective: A New Synthesis with a Focus on a Multi-tiered System Support Structure. *Clin Child Fam Psychol Rev* 26, 343–361 (2023). <https://doi.org/10.1007/s10567-023-00428-5>
- Stratford, B., Cook, E., Hanneke, R., Katz, E., Seok, D., Steed, H., ... & Temkin, D. (2020). A scoping review of school-based efforts to support students who have experienced trauma. *School Mental Health*, 12, 442-477.
- Szczygieł, M., & Pieronkiewicz, B. (2022). Exploring the nature of math anxiety in young children: Intensity, prevalence, reasons. *Mathematical Thinking and Learning*, 24(3), 248-266
- Tineo, P., Bixter, M. T., Polanco-Roman, L., Grapin, S. L., Taveras, L., & Reyes-Portillo, J. (2024). The impact of acculturative stress on internalizing problems among racially and ethnically minoritized adolescents and young adults in the U.S.: A systematic review and meta-analysis. *Social Science & Medicine* (1982), 357, 117192. <https://doi.org/10.1016/j.socscimed.2024.117192>
- Tranchina, D., & Zambak, V. S. (2021). SWAT team: A student leadership club to support student school connectedness and teacher technology use. *Journal of Higher Education Theory and Practice*, 21(12), 124-134. <https://doi.org/10.33423/jhetp.v21i12.4705>
- Tyler, R. W. (2019). THE TYLER RATIONALE. *Curriculum Windows: What Curriculum Theorists of the 1950s Can Teach Us About Schools and Society Today*, 139 Vallerand, R. J. (2021). Reflections on the legacy of self-determination theory. *Motivation Science*, 7(2), 115–116. <https://doi.org/10.1037/mot0000227>

- Van Petegem, S., Flamant, N., Soenens, B., & Vansteenkiste, M. (2023). Autonomy, self-determination, and the development of coping in adolescence. In *The Cambridge Handbook of the Development of Coping* (pp. 510-537). Cambridge University Press.
- Van Rosmalen, L., van der Horst, Frank C. P, & van der Veer, R. (2016). FROM SECURE DEPENDENCY TO ATTACHMENT: Mary ainsworth's integration of blatz's security theory into bowlby's attachment theory. *History of Psychology, 19*(1), 22-39. <https://doi.org/10.1037/hop0000015>
- Wachs, S., Wettstein, A., Bilz, L., Krause, N., Ballaschk, C., Kansok-Dusche, J., & Wright, M. F. (2022). Playing by the rules? an investigation of the relationship between social norms and adolescents' hate speech perpetration in schools. *Journal of Interpersonal Violence, 37*(21-22), NP21143-NP21164. <https://doi.org/10.1177/08862605211056032>
- Ye, Y., & Shih, Y. (2021). Development of john Dewey's educational philosophy and its implications for children's education. *Policy Futures in Education, 19*(8), 877-890. <https://doi.org/10.1177/1478210320987678>
- Zamarro, G., Camp, A., Fuchsman, D., & McGee, J. B. (2024, July 26). *How the pandemic has changed teachers' commitment to remaining in the classroom*. Brookings. <https://www.brookings.edu/articles/how-the-pandemic-has-changed-teachers-commitment-to-remaining-in-the-classroom/>

OPPORTUNITIES FOR USING ENERGY GENERATED FROM WASTE IN AZERBAIJAN

Natavan NAMAZOVA

Azerbaijan Technical University
natavan.namazova@aztu.edu.az

ABSTRACT

This study explores the opportunities for utilizing energy derived from waste in Azerbaijan, focusing on both ecological and economic benefits. By examining the existing technologies and infrastructure, particularly the Balakhani Waste-to-Energy Plant, the paper highlights the potential of waste-to-energy (WtE) solutions to support Azerbaijan's sustainable development goals. The research underscores the importance of renewable energy sources, such as energy from waste, in reducing environmental impact and meeting energy demands. Technologies such as incineration, biomethane production, and pyrolysis are discussed, with an emphasis on their potential applications in waste management and energy generation. The findings indicate that the expansion of WtE projects in Azerbaijan could significantly reduce waste volumes, create new job opportunities, and provide an additional energy source to complement the country's existing energy resources. However, further technological advancements and public awareness initiatives are required to fully harness the potential of energy production from waste.

Keywords: Waste-to-Energy (WtE), Azerbaijan, sustainable development, incineration technology, biomethane production, pyrolysis, renewable energy, waste management, energy generation, Balakhani Waste-to-Energy Plant

INTRODUCTION

The utilization of energy derived from waste in Azerbaijan has significant potential both ecologically and economically. By implementing new technologies and expanding infrastructure in this area, it is possible to introduce innovative solutions to the country's energy sector. The utilization of energy generated from waste plays a crucial role in Azerbaijan's achievement of its sustainable development goals. Since energy from waste is considered a renewable energy source, it provides new opportunities for environmental protection and energy production. One of the technologies for obtaining energy from waste is Incineration Technology, where energy can be generated by burning solid household waste. Through the incineration process, waste is burned to produce thermal energy, which is then converted into electrical energy. Energy production from waste incineration is already being implemented in Azerbaijan. The country's largest waste processing facility, the Balakhani Waste-to-Energy Plant, has been operating since 2012, processing approximately 500,000 tons of solid waste annually. The plant generates 231 million kilowatt-hours of electricity, which is enough to meet the energy needs of approximately 100,000 households. The Balakhani plant burns approximately 2,500 tons of waste daily, resulting in the production of 230-240 million kilowatt-hours of electricity annually. This figure accounts for about 0.5% of Azerbaijan's total energy consumption.

Biomethane Production – Organic waste can be broken down in anaerobic conditions to produce biomethane and biogas. This technology involves the use of agricultural waste and other organic materials. Through Pyrolysis and Gasification processes, waste is decomposed at high temperatures, resulting in gaseous energy carriers. Through pyrolysis technology, it is possible to convert plastic and other synthetic waste into energy. Although Azerbaijan has not yet embarked on large-scale pyrolysis projects, various pilot projects are planned in this area.

The potential for energy production through waste incineration or biogas, especially in large cities in Azerbaijan, is significant. Thermal energy obtained from waste can be effectively used for heating buildings and industrial facilities. In the transport sector, biogas alternatives like biomethane can be used as fuel for vehicles. This can also support the expansion of cleaner transportation options from an environmental perspective.

Materials and Methods

Currently, the Balakhani Waste-to-Energy Plant operates in Azerbaijan with the purpose of generating energy from waste. By incinerating solid waste, the plant produces electricity, serving as a model for future projects in the country.

Each year, Azerbaijan generates approximately 2 million tons of solid household waste. Only 60% of this waste is sent to landfills, while the remainder remains unprocessed. The production of energy from waste can significantly reduce the volume of waste. By processing 500,000 tons of waste annually, the Balakhani plant reduces the volume of waste sent to landfills by 25%.

Statistical tables that reflect the usage of energy derived from waste (Waste-to-Energy - WtE) in Azerbaijan are typically based on the amount of waste, renewable energy sources, and technological advancements in this field. In recent years, there has been a notable increase in recycling and the use of waste for energy production in Azerbaijan. The following tables are based on general data.

Table 1: Waste Volume and Energy Production by Year in Azerbaijan

Year	Waste Volume (tons)	Energy from Waste (MWh)	Technology Used
2019	5,500,000	120,000	Incineration and Biomass
2020	5,800,000	135,000	Incineration and Biomass
2021	6,000,000	150,000	Incineration and Biomass
2022	6,300,000	165,000	Incineration and Biomass
2023	6,600,000	180,000	Incineration and Biomass
2019	5,500,000	120,000	Incineration and Biomass

Table 2: Energy Production by Type of Waste (2023)

Type of Waste	Energy Production (MWh)	Total Share (%)
Solid Household Waste	110,000	61%
Industrial Waste	40,000	22%
Agricultural Waste	30,000	17%

Table 3: Major Waste-to-Energy Facilities in Azerbaijan

Facility Name	Annual Energy Production (MWh)	Technology Used
Baku Waste Incineration Plant	150,000	Incineration Technology
Sumgait Waste Processing Center	30,000	Biomass and Methane Production
Ganja Waste Processing Plant	10,000	Small-scale Biomass

CONCLUSION

The field of energy production from waste is one of the priority areas for Azerbaijan and holds a significant position among renewable energy sources. The research has yielded the following conclusions:

- The recycling and energy production sectors have the potential to create new jobs.
- Although Azerbaijan is rich in its energy resources, energy from waste can provide an additional source to meet domestic demand.
- High-level technology and infrastructure are required for energy production from waste. Attracting investments in this area is a key condition.
- Public awareness efforts need to be expanded to promote recycling and energy production from waste. It is essential for people to sort waste and support recycling initiatives.

REFERENCES

- Aliyev, H., & Rasulov, S. (2021). Sustainable energy development in Azerbaijan: Biogas production from agricultural waste. "Journal of Renewable Energy Studies", 35(2), 123-136. <https://doi.org/10.1016/j.jrenen.2021.04.008>
- Mammadov, A. (2022). Waste-to-energy: The future of energy in Azerbaijan. "Energy Policy Review", 28(1), 45-60. <https://doi.org/10.1016/j.enpol.2022.06.011>
- European Bank for Reconstruction and Development (EBRD). (2019). *Azerbaijan energy sector review: Waste-to-energy projects*. EBRD Publications. <https://www.ebrd.com/>
- Alizada, F. (2020). Environmental benefits of waste-to-energy technologies in Azerbaijan. "Environmental Science & Policy", 22(3), 88-95. <https://doi.org/10.1016/j.envsci.2020.03.015>
- Sadikhov, R., & Hasanov, A. (2021). Waste management and energy recovery in post-Soviet Azerbaijan. "Journal of Environmental Management", 47(5), 204-213. <https://doi.org/10.1016/j.jenvman.2021.02.012>

Republic of Azerbaijan. (2020). "National waste management strategy (2020-2030)". Ministry of Ecology and Natural Resources of the Republic of Azerbaijan. <https://eco.gov.az/>

Ismayilov, V. (2019). Azerbaijan's waste-to-energy potential: Economic and environmental aspects. "Energy Studies Quarterly", 13(2), 77-92. <https://doi.org/10.1016/j.enstudq.2019.05.008>

United Nations Development Programme (UNDP) Azerbaijan. (2022). *Sustainable waste management and renewable energy in Azerbaijan*. UNDP Azerbaijan Publications. <https://www.undp.org/>
<https://president.az/az/articles/view/6875#:~:text=Tullant%C4%B1lar%C4%B1n%20yand%C4%B1r%C4%B1lmas%C4%B1%20prosesi>
<https://fed.az/az/dovlet/azerbaycanda-yeni-biznes-sahesi-yarandi-tullantilarin-emali-40769#:~:text=Bak%C4%B1%20%C5%9F%C9%99h%C9%99rind%C9%99%20y%C4%B1%C4%9F%C4%B1lan%20tullant%C4%B1lar%C4%B1n>

PDCA CYCLE APPLIED IN THE ACCREDITATION PROGRAMS OF TURKISH HIGHER EDUCATION INSTITUTIONS ON THE AXIS OF PUBLIC RELATIONS AND MARKETING STRATEGIES REVIEW

Prof. Dr. Mine DEMIRTAS

Istanbul Beykent University-Faculty of Communication
minedemirtas@beykent.edu.tr

Dr. Mihriban AKYOL AKIN

Istanbul Beykent University-Faculty of Communication
mihribanakin@beykent.edu.tr

SUMMARY

Today, when higher education services have become an area of intense competition, universities have begun to attach importance to the quality factor in order to maintain their superiority, success and therefore recognition, image and reputation. Only in this way is it possible to become a brand university and gain reputation at the national or international level. All universities, especially foundation universities, carry out intensive promotional activities in order to increase their awareness in the public, create their corporate identity and corporate image, and determine their mission and vision, and they make extensive use of marketing and public relations strategies for this purpose. In this context, quality management studies, which serve the purpose of creating quality step by step in all applications through planned activities and systematic studies and thus creating trust in all stakeholders, are among the practices that universities care about. It is an external evaluation method that enables the evaluation of quality assurance, education-training, research-development, social contribution and management system processes in higher education institutions within the scope of the PDCA cycle. Corporate accreditation programs began to be implemented for the first time in 2020.

In this study, the Shewhart learning-improvement cycle or the Deming cycle (Plan-Do-Check-Act), which is an integrated practice with marketing and public relations strategies and combines management thought with statistical analysis, helps universities realize their strategic plans and goals. In the context of the PDCA cycle, which is an effective strategy in establishing the quality management system, 5 Universities that applied for accreditation in 2022 and received full accreditation for 5 years were examined with the thematic analysis method.

Keywords: Public relations strategies, Marketing strategies, PDCA cycle, Quality management, Quality Assurance System, Accreditation

INTRODUCTION

In different countries around the world, supply-demand imbalances in higher education systems are tried to be balanced with communication and information opportunities, student mobility and distance education programs. The fact that many foreign universities have come to Turkey for promotional purposes in recent years, where the demand for higher education is much higher than the higher education supply, and have tried to attract student candidates is a clear indication of the struggle for survival of universities due to the lack of demand in those countries (Kulaç , Ataseven, Gürgeç, 2011, Demirtaş , 2012). Nowadays, there is intense competition in higher education, and universities have begun to attach importance to the quality factor in order to be superior and achieve success. As a result, it will be possible for them to maintain their recognition, image and reputation.

In the globalizing world, as in every field, it is seen that establishing quality at the national and even international level in the field of education, especially in higher education, has become inevitable. Therefore, as in all sectors where efficiency and quality are important, accreditation has become one of the tools used to achieve quality assurance and profitability in higher education institutions (Özçiçek \Karaca, 2019,116). Quality studies in higher education institutions in Turkey gained momentum with the Higher Education Quality Board (YÖKAK) established in 2015, and before and after this date, some universities went through evaluation processes within the scope of EUA (European University Association) upon their own request. With the establishment of YÖKAK , quality processes became a legal obligation for Turkish higher education institutions, and a rapid development and transformation began to occur in quality, accreditation and evaluation practices in a short time (Yazıcı, Ünal, Çulhaoğlu, 2023, 281). Thus, many new concepts and methods have found application in quality processes in higher education institutions. The most functional of these is the PDCA cycle, whose starting point is public relations and marketing strategies. The (PDCA) cycle, which stands for Plan, Apply, Check, Take Action, is a technique used in quality processes in higher education in Turkey. Institutional accreditation programs began to be implemented for the first time in 2020, and out of a total of 208 universities of 129 States, 75 Foundations and 4 Foundation Vocational Schools in Turkey, 18 were entitled to receive full accreditation and 35 were entitled to receive accreditation for 2 years.

In this context , in our study, the PDCA cycle, By examining the 3-step model in marketing strategies and the 4-step rule in public relations in a conceptual framework, 5 Universities that applied for accreditation in 2022 and received full accreditation for 5 years in the context of their interaction with the PDCA cycle were examined with the thematic analysis method in the context of the PDCA cycle.

Purpose Of The Research

Inspired by the marketing strategy processes and the four-step model in public relations strategies, the adoption of continuous improvement, innovation and development strategies in a planned manner in higher education institutions, and in this context, the planning made on the axis of the PDCA cycle, determination of sustainability and continuous improvement strategies and in this context, the implementation of the PDCA cycle efficiently. The purpose of the research is to reveal how it operates.

Research Method

In the study, the thematic analysis method, which is a qualitative data analysis method that involves reading a series of data and looking for patterns in the meaning of the data to find themes, was applied and 5 Universities in Turkey that applied for accreditation in 2022 and received full accreditation for 5 years were examined.

Limitations Of The Research

The study population consists of 30 universities in Turkey that gained the right to accreditation in 2022, the sample consists of 5 universities that received full accreditation and were selected through purposeful sampling, and Gazi University, which is 5 universities that received full accreditation for 5 years. University, Hacettepe University, Middle East Technical University University, Özyeğin University and Sabancı University constitute the limitations of the research.

CONCEPTUAL FRAMEWORK

3 Step Model In Marketing Strategies

Marketing strategies are an integrated structure with product, market, marketing activities, marketing resources, communication and distribution decisions that enable organizations to achieve certain goals and provide value to their customers (Baltacı,2021,59,Varadarajan,2010, 119), and it has an application area in quality processes in higher education institutions. are the methods that find it.

Education is not static, on the contrary, it is an area where constant mobility and change occur. Trained human power is the only source that enlightens and gives life to humanity, and this power can only be provided with good education. Education has become important not only socially but also economically. It is known that the degree of development of a country is directly related to the education level of its people. Everyone can see how important education is in economic development, and today it is known that the countries where the level of education is very high in industrialized states and where intellectual investments are developed and widespread are much more advanced than countries with natural riches.

It is possible to define strategic marketing in higher education as planning activities to find and develop the capacities of higher education institutions that change and develop according to the conditions of the day, areas of strength in the face of changing competitive conditions, and to find and eliminate weaknesses.

In general terms, the marketing strategy process consists of three main parts: initiation, development and implementation, and an effective marketing model consists of step-by-step processes. These 3 main steps are as follows (Dudzevičiūtė , Peleckienė , 2010, 346):

1. Planning and formulation : analyzing internal and external conditions, evaluating the external environment and objectives, and then planning.
2. Implementation and execution: implementing the strategy, translating it into specific actions and programs, evaluating resources and managing change ..
3. Control and evaluation: evaluating whether the strategy has been implemented and whether it is effective.

The PDCA management cycle applied in universities seeks answers to a number of questions about how strategies are determined, implemented, monitored and how the process is improved to implement quality assurance policies (Derdiyok , 2019, 187);

- How are vision, mission , strategic goals and performance indicators determined, monitored and improved?
- What strategy is followed to measure, evaluate and continuously improve corporate performance?
- What are the powers, duties and responsibilities of the quality commission within the scope of establishing and operating the quality assurance system?
- How to ensure the participation and contribution of internal and external stakeholders to the quality assurance system?

How is the measurement and monitoring system established to ensure that vision and mission goals are achieved?

- How does the organization plan to improve its processes for the future?

- How and at what level are internal and external stakeholder contributions made in determining the educational objectives of the programs and designing the curricula ?
- How are the qualifications of the programs determined?
- Whether the necessary compliance with the Turkish Higher Education Qualifications Framework is taken into account when determining the qualifications of the programs?
- Whether associations are made between the proficiencies of the programs and course learning outcomes?
- How are the planning, implementation, control and improvement processes of the programs carried out?
- Whether the educational aims and achievements of the programs are publicly announced?

In parallel with the marketing strategy processes, based on the answers to the questions above, making innovations and changes and implementing sustainability and continuous improvement strategies in the process reveal that the PDCA cycle is operated efficiently in this context.

4 Step Rule And Pdca Cycle In Public Relations

We see that the basic strategies that we need to apply at all times and in every situation in our daily lives appear in every field. In this context, Scott Cutlip and Allen Center " Effective public Relations ", the most important reference book in the field of public relations, discusses the public relations process in four steps, and underlines that it is necessary to know what to do when and what to do in the studies carried out, to put it into practice within a planning, and to carry out the situation determination and evaluation processes. The public relations process cannot be completed without receiving feedback. expressed and discussed the public relations process in 4 steps (Cutlip \ Center, 1982, 139):

1. *step* : listening, research, gathering information.
2. *step* : planning, decision making "what is our problem?" "here's what can we ?"
3. *step* : communication, implementation "here's what we do and why"
- Step 4*: evaluation "how did it go".

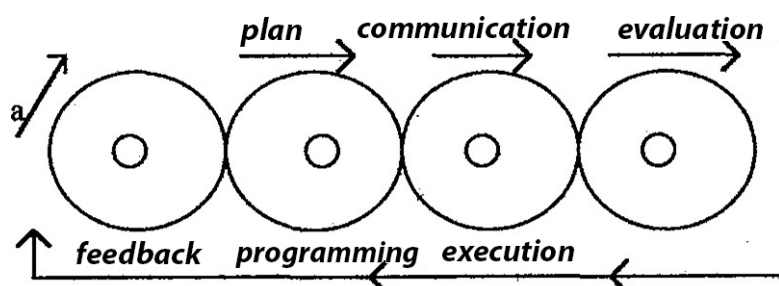


Figure:1Cutlip\ Center, 1982, 139

Modern communication technologies have brought contemporary, cultural, social, economic and political interactions to a process that is difficult to understand and respond to. As a result of the interaction with social, economic and political forces, it has become necessary for institutions and organizations to keep up with these changes and innovations. Modern communication has greatly increased both the speed and extent of technology transfer between relevant communities. While previously the speed and extent of technological developments and their effects causing social, economic and political changes served as a buffer in societies for years or even centuries, today's society is faced with sudden and comprehensive changes. is facing. II. While in the years following the World War, five-year periods were mentioned as the time period required to get ahead in the competition, in the 1960s and 1970s, these periods were first reduced to two and then to one year . Today, we are talking about six weeks, six days, and even six minutes.

Therefore, in parallel with these innovations and developments in society in higher education institutions, continuous improvement, innovation and development strategies have been adopted in a planned manner, inspired by the four-step model in public relations strategies, and planning has begun to be made on the axis of the PDCA cycle.

William Edwards The PDCA cycle developed by Deming is a systematic approach used to achieve results by making a step-by-step plan. Edward Deming introduced the quality approach that increases competitiveness in production and management services with the quality management philosophy he put forward (<https://eforosgb.com/puko-dongusu>). Deming cycle (Plan-Do-Check-Act), PDCA, also called the Shewhart cycle or the Shewhart learning and improvement cycle, combines management thought with a statistical analysis (Best\Neuhauser,2006, 142). Continuous evaluation of management policy also plays an important role in achieving continuous improvement. The Japanese also adopt and implement in their management approaches that achieving the goals can only be achieved by applying the PDCA (Plan-Do- Check-Act PDCA) cycle .

Quality Assurance System

The basic principle in quality assurance practice in universities is; It is to create the quality of the services produced step by step in all activities through planned activities and systematic studies, and to ensure the formation of trust in all relevant elements and all stakeholders, especially students and academicians.

Universities try to prioritize the "quality" factor in order to ensure their superiority and awareness in the intensely competitive environment. The quality assurance system has become a quality management practice widely implemented by universities in creating satisfaction and trust in stakeholders (Derdiyok , 2019, 175).

A research was conducted on the application processes for the PDCA Cycle in line with the quality assurance systems of universities. In the research, based on the assumption that the accreditation initiatives carried out by the Higher Education Quality Board within the framework of YÖKAK in our country are an indicator of quality, institutions that gained the right to accreditation in 2022 were studied.

FINDINGS

As of 2021, 208 universities operate in Turkey. Institutional Accreditation Program (KAP) is an external evaluation process of quality assurance, education - training, research - development, social contribution and management system processes in higher education institutions within the scope of the PDCA Cycle and aims to provide recognition, internationalization , competition between universities and global employment.

YÖKAK Institutional Assessment ESG Part 1 Standards & Accreditation Criteria		
A. Quality Assurance System	A1.Leadership and Quality A2. Mission and Strategic Objectives A3.Management Systems A4. Stakeholder Participation A5.Internationalization	1.1.Quality Assurance Policy 1.7. Information Management 1.8.Informing the public 1.10. Periodic External Quality Assurance
B. Education Teaching	B1. Program Design, Evaluation and Update B2. Execution of Programs (Student-Centered Learning, Teaching and Evaluation) B3.Learning Resources and Academic Support Services B4. Teaching Staff	1.2. Design and Approval of Programs 1.3.Student-Centered Learning, Teaching and Evaluation 1.4.Student Admission, Progression, Recognition and Certification 1.5.Instructors 1.6.Learning Resources and Student Support 1.9.Continuous Monitoring and Periodic Review of Programs
C. Research Development	C1. Management of Research Processes and Research Resources C2. Research Competence, Collaborations and Supports C3.Research Performance	
D. Social Contribution	D1. Management of Social Contribution Processes and Social Contribution Sources D2.Social Contribution Performance	

Table1. YÖKAK Criteria (European standards oath Guidelines for Quality Assurance in the european Higher education Area) Comparison

Among the 30 institutions announced on the YÖKAK website as having gained the right to accreditation in 2022, 25 are conditional; It has been determined that 5 of them have gained the right to full accreditation. While the study population consists of 30 universities that were declared to have gained the right to accreditation in 2022, the sample consists of 5 universities that received full accreditation, selected through purposeful sampling. In the study, firstly, the PDCA Cycle was examined through frequency analysis in the accreditation reports of the institutions published on the website; Then, in the same text, the areas in which the PDCA Cycle stands out were examined through thematic analysis. The data obtained as a result of the thematic analysis was evaluated on the axis of the PDCA Cycle and Public Relations disciplines.

5 universities declared to have received full accreditation by YÖKAK in 2022; Gazi University, Hacettepe University, Middle East Technical University, Özyeğin University and Sabancı University are coded in alphabetical order and are represented as follows.

T1: Gazi University

T2: Hacettepe University
 T3: Middle East Technical University
 T4: Özyeğin University
 T5: Sabancı University

in which the said keyword was used were examined and their frequencies were determined. The findings are included in the tables below :

Table 1. Frequency table for the keyword "PDCA CYCLE" in the published accreditation reports of the university that has gained the right to full accreditation:

PDCA CYCLE FREQUENCY TABLE

T1	T2	T3	T4	T5
7	4	7	6	3

According to the table;

- The keyword PDCA Cycle was used 7 times in the Gazi University Accreditation Report.
- The keyword PDCA Cycle is used 4 times in the Hacettepe University Accreditation Report.
- The keyword PDCA Cycle is used 7 times in the Middle East Technical University Accreditation Report.
- The keyword PDCA Cycle is used 6 times in the Özyeğin University Accreditation Report.
- The keyword PDCA Cycle is used 3 times in the Sabancı University Accreditation Report.

Table 2. T1: Articles and Themes Containing the PDCA Cycle Keyword in Gazi University Accreditation Report

T1	ARTICLES & THEMES INCLUDING PDCA CYCLE IN THE ACCREDITATION REPORT
P1.	The place of the PDCA cycle in quality processes
P2.	As a result of the evaluation, information that the deficiencies have been corrected through PDCA processes
P3.	Information that the PDCA cycle is used in education process planning
P4.	Information that the PDCA cycle is used in the process of reaching program qualifications and measurement-evaluation regarding education and training.
P5.	PDCA cycles were closed as a continuous improvement effort within the framework of important developments such as mission differentiation and specialization studies in higher education.
P6.	Information about the studies aimed at monitoring the annual activities of the centers by determining the performance criteria in order to close the PDCA cycle in terms of Application and Research centers.
P7.	Information about the puku cycle being used in the process of achieving social contribution studies, social contribution policy and strategic plan goals.

Table 3. T2: Articles and Themes Containing the PDCA Cycle Keyword in the Hacettepe University Accreditation Report

T2	ARTICLES & THEMES CONTAINING THE PDCA CYCLE IN THE ACCREDITATION REPORT
P1.	Information that leadership, management and quality, education and training, research and development, social contribution criteria are evaluated with the PDCA maturity level
P2.	Information that the PDCA cycle is used in the Internal Quality Assurance System
P3.	Information that the PDCA cycle is used in the planning, measurement and evaluation of external stakeholder relations.
P4.	Information that the PDCA cycle is used in the planning, measurement and evaluation of internal stakeholder relations.

Table 4. T3: Articles and Themes Containing the PDCA Cycle Keyword in the Middle East Technical University Accreditation Report

T3	ARTICLES & THEMES CONTAINING THE PDCA CYCLE IN THE ACCREDITATION REPORT
P1.	Information that the PDCA cycle is used in improvement areas according to interim evaluation reports
P2.	Corporate development and planning office (KGPO) is informed that the PDCA cycle is used in the process of collecting and organizing all data related to strategic goals and reporting it to senior management.
P3.	Information that the PDCA cycle is used as a measurement and evaluation method in performance management during the strategic planning process.
P4.	Quality Management Guide ; It is known that he pioneered PDCA-focused process management in leadership, management and quality, education-training, research-development and social contribution processes.
P5.	Information that the PDCA cycle is used in the planning, measurement and evaluation of internal and external stakeholder relations.
P6.	Information that the PDCA cycle is used in the context of continuous improvement in the course design process based on student workload.
P7.	Information that the PDCA cycle is implemented in the context of continuous improvement studies within the KIDR Framework

Table 5. T4: Articles and Themes Containing the PDCA Cycle Keyword in the Özyeğin University Accreditation Report

T4	ARTICLES & THEMES CONTAINING THE PDCA CYCLE IN THE ACCREDITATION REPORT
P1.	Knowledge of using the PDCA cycle on how it plans and manages its resources and competencies in leadership, quality and management system, education and training, research and development and social contribution processes.
P2.	Information that the institution uses the PDCA Cycle in its internal quality assurance mechanisms, performance-oriented and self-evaluation processes.
P3.	Information that the PDCA cycle is used as a measurement and evaluation method in Performance Management during the Strategic Planning process.
P4.	Information that a software has been developed to monitor the PDCA cycle in line with the pursuit of strategic goals and objectives .
P5.	Student-Centered Learning, Teaching and Evaluation , Following and transparency of the principles and rules regarding the recognition and crediting of prior learning . Information that the PDCA cycle is used in practices related to certification of qualifications and diploma processes.
P6.	Information that the PDCA Cycle was used in the Program Design, Evaluation and Update and Self-evaluation axis.

Table 6. T5: Articles and Themes Containing the PDCA Cycle Keyword in the Sabancı University Accreditation Report

T5	ARTICLES & THEMES CONTAINING THE PDCA CYCLE IN THE ACCREDITATION REPORT
P1.	Education; PDCA processes related to education and training, in other words, determining the relevant strategic goals and determining and monitoring the competencies required to achieve these goals, designing, evaluating and updating education and training programs, measuring the levels of achievement of program qualifications, determining the programs to be carried out remotely or mixed. Information that the PDCA Cycle was applied regarding
P2.	Information about the use of the PDCA cycle in improvement efforts for KIDR in Social Contribution processes.
P3.	Curriculums are compatible with the Turkish Higher Education Qualifications Framework; Information that the PDCA cycle should be used in the periodic evaluation process to ensure that it is designed in accordance with the teaching objectives and learning outcomes and that it meets the needs of the students and the society.

Table 7. Thematic Analysis for PDCA Cycle Keyword

QUALITY PROCESSES	MEASUREMENT AND EVALUATION PROCESSES	EDUCATION PLANNING PROCESSES	CONTINUOUS IMPROVEMENT PROCESSES	PERFORMANCE MANAGEMENT PROCESSES	SOCIAL CONTRIBUTION PROCESSES	STAKEHOLDER COMMUNICATION PROCESSES	STRATEGIC PLANNING PROCESSES	LEADERSHIP PROCESSES
6	11	11	5	4	5	3	5	3
T1	T1	T1	T1	T1	T1	T1	T3	T2
T2	T2	T2	T3	T3	T2	T2	T4	T3
T3	T3	T3	T5	T4	T3		T5	T4
T4	T4	T4			T4			
	T5	T5			T5			

CONCLUSION

Both individuals and organizations must adopt strategic communication in every process they go through and draw a road map, thus implementing what they will do, how, where and for what they will do it in a planned manner. We benefit from the application areas of strategic communication in every moment of our lives, in politics, commerce, education and many other fields. Making the right decisions at the most appropriate place and time with a proactive approach and using information in the best way provides a great advantage over the environment and competitors. In line with the changing business paradigms of the information age, it is necessary to focus on strategic communication studies consisting of planned stages to achieve long-term goals.

As a result of the research carried out within the scope of the study, it was determined that the disciplines of marketing and public relations have common areas of study and interest with the PDCA Cycle Method used in Higher Education Quality Processes and it was concluded that it was applied for similar purposes.

"quality, measurement and evaluation, stakeholder relations, leadership, strategic planning, continuous improvement, performance management, in-house goals, contribution to society processes", which are dominant as a result of the Thematic Analysis, are directly among the application areas of the public relations discipline and come to the fore in strategic marketing processes. are considered as one of the subject headings.

Organizations can analyze the internal and external environment, for example, by performing a SWOT analysis, they can identify their strengths, weaknesses, opportunities and threats, and create strategies accordingly. They analyze the political, economic, social and technological environment with PEST analysis, which is a slightly more advanced type of analysis, and make strategic decisions in this direction. The most functional one is the PDCA cycle, whose starting point is public relations and marketing strategies. William Edwards, which stands for Plan, Do, Check, Act (PDCA) cycle It is a systematic approach developed by Deming and used to achieve results by making a step-by-step plan.

In parallel with the innovations and developments created by the information society in higher education institutions, planned and continuous improvement, innovation and development strategies have been adopted and planning has begun on the axis of the PDCA cycle. In the face of changing competitive conditions, finding and developing areas of strength, planning the necessary configurations to find and eliminate weaknesses, It is necessary to focus on innovation and development efforts. The PDCA cycle ensures that these processes proceed smoothly and sustainably .

REFERENCES

- Baltacı, A. (2021), A strategic look at digital transformation and content marketing in social networks in the new normal. *Journal of Current Marketing Approaches and Research*, 2(1)
- Demirtaş, M. (2012), The Effects of Promotional Activities of Foundation Universities on Student Preferences: A Research on Istanbul Aydın University Students, e- *Journal of New World Sciences Academy* 2012, Volume: 7, Number : 4
- Derdiyok , T ., (2019), A Model Proposal in PDCA Management Cycle Application within the Scope of Quality Assurance System in Universities, *Ufuk University Journal of Social Sciences Institute* Year: 8 Issue: 15
- Dudzevičiūtė, G . \ Peleckienė , V.(2010), Marketing Strategy Process : Quantitative Analysis Of The Customers ' Sales , *Business: Theory oath Practice Verslas : theory ja ir praktika* , 11(4)
- Kılanç , B. , Ataseven, S. and Gürgen, G., (2011). "A Scoring Proposal to Measure and Compare the Performance of Placement in Higher Education Programs with ÖSS, ÖPP, Istanbul Kültür University R&D Center; arge@iku.edu.tr& : CNNTürkExam Diary Program; sinavgunlugu@cnnturk.com.ET10.11.2011 .
<https://www.akademikakil.com/stratejik-iletisim-yonetimi/fatmagecikli/>
<https://eforosgb.com/puko-dongusu/> , ET 20.01.2024
- M Best, M.\D Neuhauser , D. (2006), Walter A Shewhart , 1924, and the Hawthorne factory , *Qual Saf Health Care* , 15
- Özçiçek , Y.\Karaca, A. (2019), Fırat University Faculty of Economics and Administrative Sciences *International Journal of Economics and Administrative Sciences* Volume: 3, Issue: 1
- Scott M. Cutlip \ Allen H. Center, (1982), " Effective public Relations ". prentice-Hall inc ., USA 6.. th . Edition
- Varadarajan , R. (2010). Strategic marketing and marketing strategy : Domain, definition , fundamental issues oath foundational premises *Journal of the Academy of Marketing Science* , 38(2)
- Yazıcı, p.\Ünal, F.\Çulhaoğlu, Ö.(2023), PDCA Cycle in Quality Processes: Proficiency Levels of Turkish Universities According to the Opinions of External Evaluators, *Pamukkale University Faculty of Education Journal*, 57
<https://yokak.gov.tr/raporlar/akredite-olan-kurumlar?termYear=2021>

POTANSİYEL EMSÂL VAKA TASARIMI ÖRNEĞİ ÜZERİNDEN: DİJİTAL REEL PSİKO-SEMİYOTİK DİL KULLANIMLARIYLA (ETKİLEŞİM)'KUTUDA DİJİTAL REEL KÖLE' YARATIMI SÜRECİ NASIL İŞLER? SCHRÖDİNGER'İN GERÇEK KEDİSİ

Doç. Dr. Nevin ALGÜL

Marmara Üniversitesi, Radyo, Televizyon ve Sinema Bölümü, Türkiye

ÖZET

Parlak bilgi, fikir, güçtür, paradır, namdır, şandır. Yeniliklerin, icatların, hatta kamuya kendini sunma biçimlerinin, bireysel hırsların tatmininin yoludur. Geniş kitleleri maddi manevi bir başka söylemle hem fiziksel hem manevi yönleriyle etkileyecek, ön kabulde bağrılarına basacakları kanaat, önder ve liderleri vurucu dil kullanımlarıyla mevcut kitleye sunmak için kitlenin özelliklerini de iyi bilmek gerekir. İstendik manipülasyonu sağlamak için gözlemlerine dayalı tespitlerinin hedefi vurmadaki sağlamlığının sağlaması yapılmış nitelikte, nitelikli bilgi kaynaklarına ihtiyaç vardır. Sözün özü: Bilgi her şeydir. Peki, Bu bilgi kaynağı, kaynakları bedava olursa ne olur? 'Dijital Kölelik' doğabilir, doğar. Böyle bir kaynağın, çok yönlü ticari değeri: Durduk yerde yeni mucitler yaratan, halka, etkileyici projeler sunan, hedeflenen kitleyi tam olarak vurabilecek söylem, slogan ve dil kullanımları bir yana dursun, hit şarkılar olacakları ortada olan eşsiz ticari değerdeki şiirler, sahne şovu içerikleri, TV programları(patenti alınan, gündüz ve gece kuşakları), sinema filmleri, TV dizileri, yeni eğilimler yaratma, piyasayı canlandırma, yeni ticari ürün yaratımları, hedefi vuran reklam metin ve fikir ve marka adları, sektör yaratan ('website'si) ticari inetrenet sayfası adları, akademik yaratımlar vb. gibi, çok değerli fikirler, bilgiler barındıran gözlem yeteneği denenmiş, böyle bir kaynağın dijital çağla beraber, bedava kullanılabileceği ve bu bedava kullanımın ömürlük olabileceği üzerine kurulu, bir 'Dijital Kölelik'ten özgürleşme çalışmasıdır bu makale. Yepyeni bakışlar, yepyeni ufuklar yaratır. Doğuştan kazanılın zekâ yeti ve yetenekleri eşsiz olan biriciklerin etkileşim değerleri de çok yüksektir. Eliptik küreye sundukları tartışılmaz bir değerdedir. Bilginin, verinin, datanın dijital çağla birlikte paha biçilemez maden olduğu gerçeği, eliptik kürede analog devrin sona erişiyse, yeni dünya düzeni işlerinin işlevselliğinin ana kaynağı olarak ortada aslında öylece bir ENIAC olarak durmaktadır. Çağın en önemli sorunu, henüz suç olarak **tanımlanmamış, tanınmamış olmasına rağmen** 'Dijital Kölelik'tir. *Suçun varlığının henüz tanınmamış olması yok olduğu anlamını taşımaz.* Bir 'Dijital Köle'nin Dijital-Reel Psiko-Semiyotik Dil Kullanımlarıyla nasıl paralize edilebileceğini ve tüm yaşamının kontrolünü bu şekilde kaybedip 'Dijital Köle' olarak kullanılabileceği üzerine kurulu olan bu çalışmam; geniş kitleleri bu alanda aydınlatmak ve 'Dijital Kölelik' bilinci yaratmak için var olan tüm yönleriyle olmasa da bir bölümüyle ele almayı kendine amaç edinmiştir. Hedefi vurmada, değeri dijital ağlarda, belki önce reel yaşamda deşifre olmuş bir bireyin 'Dijital Köle' edilmesini konu edinen, ilhamını yazarın kendi yaşam hikâyesinden alan; başına geleni bilimle çözen ve bilim dünyasına katkı olarak sunan bir akademisyenin çalışmasıdır. Karanlık yapılanmaların dadandığı tüm dijital alanlarının ve dolayısıyla tüm yaşamının doğurduğu, başına geleni çözümlenmek için yarattığı bilim dalı üzerinden sunulmuştur.

Özetin özetiyle: Dijital çağla beraber, etkileşim, ticari meta olarak değeri, eşsiz biricikliği üniversite yıllarında, henüz lisans için hazırlık okurken ortaya çıkan, bir şekilde deşifre olup; karanlık yapılanmaların hedefi haline gelen, bilgisayarına yazdıkları talan edilmeye başlanan bireyin kutuda dijital köleleştirilme süreci, nasıl sürdürülebilir hâle getirildiği örneklerle sunulmaktadır. Ticari değerinin paha biçilmezliğine endekslilik olarak, olsa gerek, tüm dijital alanlarına hakim olma, fiziksel çevresini donatma, dijital- reel toplu gizli takip, organize Dijital-Reel Psiko-Semiyotik Dil Kullanımlarıyla çevreleme, 7/24 dijital-reel gözetim altında tutma, buldukları makam ve mesleki saygınlığı çalınmanın kamuflajları olarak kullanma, kumpaslar ve karalama kampanyaları yaratarak çalınmanın üzerini örtme ve 'Dijital Köleliği' sürdürülebilir kılma çabaları: 'Dijital Köleyi', Dijital-Reel Psiko-Semiyotik Dil Kullanımlarıyla paralize edip, kendi yaşamı için işlevsiz kılma süreci, gözler önüne konulmak üzere üzerinde çalışılmıştır. Şu bilinmelidir: Dijital Kölelik hiçbir köleliğe benzemez. Böyle bir kapandan kurtulmak kolay iş değildir. Bu makale tüm zorluklarını yaşayan, artık hiç kimsenin bu us dışı olayları deneyimlemesini istemeyen bir akademisyen tarafından üretilmiştir. Yaratılan bilinç üzerinden bakıldığında işlerin ne kadar kolaylaştığı görülecektir. Artık hiç kimsenin korkmasına gerek kalmayacak şekilde konuya ışık tutulmuştur ve tutulmaya devam edilecektir ve bu anlamda mağdur edilen tüm haklarını geri alacaktır. Buna inanmak insanlığa inanmaktır.

Anahtar Sözcükler: Schrödinger, Dijital Köle, Dijital- Reel, Psiko-Semiyotik, Helvâ, Toplu Organize takip, 7/24 Dijital Gözetim, Etkileşim Değeri, Politika, Siyaset, Ortam Dinleme.

GİRİŞ

Bu makale tümüyle özgün, küresel boyutta yeni bilim alanları, dalları, tanımlamaları bünyesinde barındıran bir makale olup, kutuplardan basık küremizin bilim dünyasına sunulmuş bir katkıdır. Alanında ilk ve tektir. *Öncelikle, anlaşılmasında kolaylık sağlaması açısından, potansiyel emsâl vakanın 'Dijital Kölesi' bir başka*

söylemle, potansiyel emsâl vakanın öznesi aralarda ben dilini kullanarak “..” makale içinde içinde yer alacaktır. Ayrıca kutulama yöntemleri, kafa karışıklığı yaratma dahil makalenin tümüne dağıtılmıştır.

“Bilim insanı olma yolundaki birey önce yaşadığı toplumu, kendini, o toplumda neler yaşandığını, kendinin neler yaşadığını çözümleyebilmelidir. Bu makalem kendi yaşadıklarımın ürettiğim bilim alanı, bilimsel tanımlamalarla doludur ve insanlık için çok değerlidir. Her şeyden önemlisi bu çalışmamın konu ettiğim ve ilhamını kendi yaşam öykümden aldığım bu makalemi hangi şartlar altında yazdığımı insanlığa bırakmaya çalıştığımı ifade etmek ihtiyacını duyuyorum.” Bu haliyle de alanında bir ilk, düşünün makalenin yazarı bizzat ‘Dijital Köle’ nin ta kendisi, aslında bir de bu makaleyi, kutulandığı yerlerde nihayet yazabiliyor ve yarattığı bilim alanı ve tanımlamaları da nihayet çaldırmamayı başarmış biri olarak. İstedığı ölçüde geniş kitlelere ulaşamamış ama ne gam, şimdilik yarattığı alanların koruyucusu olması bile onun için büyük bir başarıdır. ‘Girişim’ sözcüğünü belli bir yaşta olanlar hatırlar: “Benim memurum işini bilir”, ‘köşeyi dönmek’ kavramlarını da, dijital çağa beraber ‘girişim’ sözcüğünün İngilizce muadili ‘İnovasyon’ sözcüğü yükselen değer oldu. Bu köşeyi dönmek isteyenlerin dijital köşeleri tuttuklarını bir düşünün. İnovasyon sözcüğünün yükselen değer olduğu zamanların dijital çağın zirve noktası olduğu söylenebilir. Düşünün elinizde dijital imkanlar var ve tüm bilgi girişini, akışını görebiliyorsunuz veya istediğiniz kişinin dijital alanlarını 7/24 takip edebilecek teknik imkânlarla sahipsiniz ki, “buna 7/24 Dijital Gözetim demektedirim.” Her Dijital Köle aynı süreçten geçemeyebilir ama reel yaşam alanlarında ticari değeri, deşifre olan bir ‘Dijital Köle’, içinde doğmuş olduğu topluma bu gücü ellerinde bulunduranlarca potansiyel veri kaynakları olarak bakılmasına neden olabilir. Bu potansiyel emsâl vakanın böyle bir bakışa neden olabildiği ortadadır. Boğaziçi Üniversitesi’nde henüz YADYOK’ta Yabancı Diller Okulunda lisans için hazırlık okurken böyle bir ölçümleme, kasıtlı olarak bakma, düzenek kurma, avcı olarak takip etmeye başlama çünkü potansiyel emsal dijital köle vakasının öznesi not defterleri şiirlerle, çizimlerle dolu biri ve bazen açıkta bırakıp teneffüse çıkan biri. Düşünün sınıfında Sezen Aksu’nun çocukluk arkadaşı bulunuyormuş, nasıl kaldığına şaşırdığı ikinci senesinde öğrenmiş, tesadüfle ikinci senede bir yanında Hürriyet Gazetesi çalışanı bir yanında Sezen Aksu’nun çocukluk arkadaşı, her ikisi de yaşça oldukça büyük ve iş yerleri tarafından YSL için BÜ’ ye gönderilmişler ve hazırlık sınıfındaydılar. Yaşadığı en korkunç yıld ve nedenini o zamanlar anlayamıyordu. Keşif öncesinde mi oldu, bilmez. İlk kazandığı üniversite İÜ, aynı sene BÜ’ye geçmiş. Bu arada eve resmen gelen bilgisayarı talan edilmeye başlanmıştı. YADYOK birinci senesinde de bir hafta boyunca Writting hocası da Candan Erçetin’di. Bu YADYOK hocaları birebir bilgisayarında tuttuğu günlüğünden talan edilen yüzlerce şiirini şarkı olarak söyleyen ve ünlerine ün katan Kenan Doğulu gibi şarkıcıların, Cem Yılmaz gibi komedyenlerin, hatta İzel’in karşısına çıktığı ilk çalışmaya başladığı yerlerdeki gibi büyük tesadüf eseri(!) karşısına çıkacaktı. Bunun daha sonra bir yöntem olduğu anlaşılacaktı. Çalınan bir ürünün adını çoğaltmak da bir yöntem: Şarkıcı NEV örneğinde olduğu gibi. Baştan sona, tüm basın lansman, sunumlarıyla yani PR, Halkla İlişkiler, çıkışı, tüm albümü hatta adının kısaltması, tümüyle talan günlüğünden, gene talan ettiler diye feryat ettiğinde ortalığı NEV’ler basmıştır. Bu NEV’ler ilk yaşadığı ortamlarda başlamıştı. İlk evinin otoparkı, sonra iş yerinin otoparkı, araç plakalarındaki ibarelerde, sonra, nev mekânlar, sonra AVM’ler, çoğaltma defalarca gözlemlenen bir yöntem. Bu yöntemle kafa karışıklığı yaratmak denecektir. Kafa karışıklığı yaratmak dikkat dağıtıcılarla sağlanır, bu dikkat dağıtıcıların hepsi Psiko-Semiyotiktir ve aynı zamanda baskılama amacı taşırlar. Bilgisayarından birebir çalınan şiirleri, bizler yazdık diye sahiplenip ortaya çıkan ve artık Sezen Aksu’ya gerek duymayıp(!) ‘Song Writer’, şarkı sözü yazarı olduklarını ilan eden şarkıcıların sayısı adeta patlamış mısır gibi artmaya devam eder. Bu şarkıcılar gün geçtikçe çoğalır ve bazıları artık *tesadüf tesadüftür*(!) yöntemleri gereği karşısına çıkarlar. Düşünün siz, sizi talan edenleri bilgisayarınıza yazıyorsunuz, sözü geçenler ertesi gün etrafınızda, bazen kötü, bazen alaycı bakmaktalar...Bilgisayarından birebir çalıntı ‘Kadına Şiddet’ paneline davetiye vb. gibi, talan ürününün gözüne sokulması durumları hiç bitmez: Yeterince **kafa karışıklığı yaratılırsa beynin bu konuda düşünmeyi kesmesi umulur**. Bakınız dost olarak yanında biten de günlüğünün talanından çalıştığı koleje büyük bir reklam yapanın eşi, özel müzik öğretmenidir. Bu karanlık yapılanma **‘tesadüf tesadüftür’ü** öğretir. Bileşik kaplar halinde hareket **kafa karışıklığı** sağlamanın bir diğer aracıdır ve her biri manipülasyona bilimsel tanımlamasıyla Dijital Reel Psiko-Semiyotik Dil Kullanımlarına egemen bir alt yapıdan gelmektedirler.

Kölelik Nedir? Dijital Kölelik nedir? Dijital-Reel Psiko-Semiyotik Dil Kullanımları Üzerinden Dijital Kölecilerin Kalıplaşan Tutum ve Tavırları, ...

“Kölelik: Bir insanın başka birinin malı ve mülkü olması. Başka bir kişinin malı ve mülkü olan kişiye köle, memlûk veya kul; köle sahibine ise efendi veya mevlâ denir. (tr.m.wikipedia.org) Bu arada v/wikipedia’nın ortaya çıkışı da tesadüfler listesinde yer almaktadır: “Talan günlüğüme, Meydan Larousse türünde nette ansiklopediye ihtiyaç var diye yazdıktan sonra çıktı ortaya.” Herkes mi çaldı derken: Bin tesadüf aynı zamanda hem tesadüf tesadüftür hem de Dijital Köle üzerinde kafa karışıklığı yaratma manipülasyonuna dahil edilmesi gereken ve araştırılması gereken konulardandır. Ötelemek diye bir sözcük yoktu. Üretimim olan sözcük bilgisayarımın çalındı. Buna apartmak dahil. Böyle bir sözcük de yok. Krilce aparmak’ sözcüğüne Türkçe dilbilgisi uygulayarak yapmıştım. Apartta beklemek gibi, apartmak üzere beklemek, çalmanın bir başka söylemi

ama sinsice bekleyen, uçağın aportta beklemesi gibi bir süreci içeren... BÜ’de Kril alfabesiyle Azerice öğrenirken ürettiğim bu sözcüğü bilgisayarına yazdığımın akabinde bana karşı, özel olarak davet edildiğim, BÜ’de bir konferans sırasında, Dijital- Reel Psiko-Semiyotik dil olarak kullandı bir akademisyen ve bu bir yöntem. **Talancılardan kalıp olan tutum ve tavırlarından biridir.** Talan ürününü göze sokmak. Önce talan ürünlerinin nasıl dağıtıldığından haberim olmadığı için masum mu diye çok düşündüm. Sonra, acaba beni uyarıyorlar mı, diye çok vakit kaybettim. Sonra bunun bir kalıp, yöntem olduğunu anladım. Yer yer hedefin direnişine paralel olarak, sindirmek üzere, talan alanlarından ve örülme sonucu elde edilen psikolojik özelliklerinden üretilen Dijital-Reel Psiko-Semiyotik baskılama aracı olarak kullanıyorlardı. Bu talanın kapsama alanının genişliğinin nasıl üst bir seviyede olduğu psikosunu verirken; ‘Dijital Köleyi’ sindirmek ereğini taşıyordu. Bu Dijital-Reel Psiko-Semiyotik Dil Kullanımlarında ‘Dijital Köleyi’ en çaresiz hissettiren siyasi erklere ait talan ürünlerinden yaratılmış dil kullanımlarıydı çünkü onların her biri ‘Dijital Köle’ için Dijital-Reel Psiko-Semiyotik Dil Kullanımlarıydı ve olayın kabul gören genişliğinin, çare arayacağı yerlerin çaresizliğe neden olacağı duygusunu yamaktaydı. Malum, hukuk demek, güçler demektir.”

Örneğin: Kumpas davalar öncesi toplu takip saldırılarıyla üzerine gelindi. Covid 19’un başlangıçları nereye gitse burnunu dibine giren eklemlilerle doluydu, bunlara çocukları üzerine salmak, gece dörtte kapısının önüne gelip ses çıkarmak, kapıya vurmak da dahildir, zorla içeriye girmeye çalışmak da dahildir ve belgelenmiştir. Talan günlüğünün içeriği, uzun yıllarca, yazılı görsel basında yer alan konu, gündem, spot başlıklar bu görevi gördü. Bu tür kullanımlar aynı zamanda baskılama araçlarıdır. Düşünün yaygın bir suç ortaklığı ve aynı zamanda bir güç, gövde gösterisi, ‘Dijital Köle’yi çok çaresiz hissettiren bir durumdur bu.

Dijital Kölelik, ticari meta değerinin deşifre olmasıyla ki, buna ağa takılma denilebilir, nesneleştirilen bireyin tüm hayatı üzerine kurulan, ‘Dijital Köle’ üzerinde tam kontrolün barındırıldığı tüm grift ilişkileri de kapsar buna dijital alanı talan eden oluşumlar, yapılanmalar arası çıkar ilişkileri de dahildir.

“Yapanların büyük bir nefretle tüm bu manipülasyon işlerine gönüllü olması, nefret nesnesine dönüştürülme hissi de yaratmıştır ki, belki de reâya olarak ilan edilmem, kul olarak görülmem düşüncesi yapılanların, yapanların hareket noktalarına ışık tutabilir, açıklayıcı olabilir ve hatta bu yönüyle yeni dünya düzeni ayağına bir öç alma olarak da değerlendirilebilir mi? İlerleyen zaman dilimleri tüm bu konulara açıklayıcı olabilir ama çok üzüntü verici olduğu bir gerçektir.” Sözün özü bu vakada yetenekleri dijital ağlarda bir şekilde deşifre olana birinin dijital köleye dönüşümü, potansiyel emsal dijital kölelik vakasının başlangıcı ve sonrası aktarılacaktır. “Sezen Aksu’nun çocukluk arkadaşının bindiğim otobüse binip, o dönemler Etiler’de oturan Sezen Aksu’nun evine götürmeye kalması, çok ısrar etmesi daha dün gibi. Benim durumum veya benim gibi deşifre olan yeteneklerin olabileceğini keşfeden dijital, elektronik alanı veri/data bağlamında elinde tutan güçler olduğunu düşününüz; “Anadolu’da daha ne yetenekler var sözü” hâlâ sıcak, ticari ederi değeri ortaya çıkan data kaynağının ömürlük talanı böyle başladı. “Parayla özdeşleşen adam olmak(!), yeni tanımlamasıyla ‘girişimcilik’ işte bu girişimcilik sözcüğünün, muadili inovasyoncuların kaynağı haline getirilip kullanıldım. Düşünün yeni dünya düzeni ayağına, dijital çağın sunduğu tüm olanakları, legal görünümlü, illegal talan, ‘Dijital Kölelik’ yönleriyle, deşifre edilen kaynağa birebir halk tabiriyle 7/24 musallat olarak, siyasi erklerle birleşip ulusal ve uluslararası çalmak ve satmak, üzerinden nam, şan, maddi manevi kazanç sağlamak, bunu yapabilmek için kaynağı Dijital Reel Psiko Semiyotik bir çember içine almak, tüm yaşamını manipüle etmek, kontrol altına almak ve bunu sürdürülebilir kılmak için uğraşmaktalar. Kim beni çaldı ve hala talan edilen günlüğümde proje, sloganlarla devam ediyorlar, diye talan edilen bilgisayarına yazdığım varsa, ilk bilgisayarım gibi tesadüflerle bizi bulan yaşadığım fiziksel çevrenin ilan tahtası olarak kullanılmasıyla bana yansıtıldı. Kutulanmak ‘Dijital Köle’nin reel yaşam alanlarının kontrol altına alınması demektir(Algül, 2020-2023) bakılabilir.

Köleliğe Kuş Bakışına Devam, Dijital Kölelik Nedir ve Nasıl Gerçekleştirilir? Kunta Kinte, Köle Isaura’dan, 1990’lar bilgi güçtür ve 2000’ler ve Milenyum başlar: 2010’lar buyurun Dijital Çağ ve 1980’lerin sonlarından 2025’e girerken sürdürülebilir kıldıkları ülkesel ve küresel çapta *Dijital Kölelik potansiyel emsâl vakası*. Bunu başarı olarak gördükleri de çok açıktır. “**Kölelik**, bir insanın başka birinin malı ve mülkü olması. Başka bir kişinin malı ve mülkü olan kişiye köle, memlûk veya kul; köle sahibine ise efendi veya mevla denir(tr.wikipedia.org/wiki). Çok eski tarihlerden beri savaşta esir düşenler, ağır suç işleyenler, borcunu ödeyemeyenler, korsanlar tarafından kaçırılanlar köle kabul edilir, köle pazarlarında satılırdı(islamansiklopedisi.org). **Golem**.” Yahudi halk kültüründe hayatla donatılmış bir imge.”(britannica.com) Golem de bir köledir ama kölelerin içinde en acınası olabilir çünkü işin içine Ezoterizm/ Ökültizm girmektedir. Büyü, para psikoloji, vb. gibi. Bir hiçten, hizmet aracı çıkarmak; sürdürülebilir Dijital Köleliğe benzetilebilir mi? Önce bireyi hiçleştirmek gerekir: Hileler, oyunlar, metamorfoza uğratma, dijital kölelik için helvâlaştırmak, kişiliksizleştirmek bir gerekliliktir. Modern bilimle bakılırsa her türlü manipülasyonun yapıldığı ve artık kendi dışında bir sömürü nesnesine dönüştürülüp kullanılan, sömürücü aracı olarak başkalaşım geçiren birey olarak bakılabilir. Bireyin artık kendi hayatı, kişiliği, yoktur. Zaten Dijital Kölelikte ısrarla Dijital-Reel Psiko-Semiyotik Dil Kullanımlarıyla **yapılan hedefin tüm sınırlarını yok etmektir.** **Hedefin sınırlarını süreklilik delmek, onu çaresiz ve güçsüz bir hamura, helvâya dönüştürmek bir karanlık yapılanmaların kullandığı kalıp**

bir yöntemdir. Öncelikle Dijital Kölelik tanımına geçmeden, tarafımdan hâlâ yapılandırılan bir tanımlama olduğunu da ifade etmeliyim.

‘Dijital Kölelik’ nedir?

Klasik kölelik tanımının çok daha geniş kapsamlı, dijital ve reel unsurları bünyesinde ayrılmaz ikili olarak barındıran hâlidir. 7/24 Elektronik Gözetim(<https://law.cornell.edu>)Benim tanımlamamla 7/24 Dijital Gözetim: Tüm dijital alanlarının takibi, illegal, Dijital Kölenin ekranlarıyla senkronize olarak, talan edilen özel, mahrem dijital alanlarının talan ürünleri yanı sıra ayrıca, bireye özel, psikolojik değeri hesaplanmış bilgilerden Dijital Reel Psiko-Semiyotik Dil Kullanımları içeriği üretmek, çembere alınmış hedefi 7/24 fiziksel koşulları hesaplanmış, kasıtlı olarak ayarlanmış ortamlara koyarak ve tutarak, bireyin ömürlük sömürü kapanında tutulması üzerine kurulu bir düzenek demektir. Sürdürülebilir Dijital Kölelik kapanı, kutusu, çemberi olarak da tanımlanabilir. Mahrem dijital alanlarının üretilen Dijital-Reel Psiko-Semiyotik Dil Kullanımları hedef için (kurban) birer göstergedir; bir başka söylemle kendi dışında bir şeyi temsil eden, dolayısıyla o şeyin yerini alabilecek nitelikte olan her türlü biçim, nesne, olgu(Rıfat, 2019)dur. Tüm bunlara çok daha fazlası ilave edilebilir (Algül, 2020-2023)ses, koku, doku, altıncı his, öngörü, içgörü vb. gibi.

Kafa karışıklığı, toplu takip, mizansen olaylar, drama tekniklerini kullanmak, kumpas, sözde intihal, manipülasyonla ihtar yaratmak, çalışma alanlarını, zorunlu yaşam alanı gibi, direnişine paralel olarak, kontrol altında tutma amacıyla, Dijital Köleyi korkutmak, sindirmek, çaresiz hissettirmek adına, tüm bu hileli oyunları sürdürmek ve kendi adına hiçbir şey yapamaması, hak aramaya kalkıştıkça, kumpaslar, karalama kampanyaları, yerleştirildiği kutularda ki, **tesadüfe yer bırakmamak bu karanlık yapılanmada kalıplaşan tutum ve tavırlardandır** böyle bir sistemde çıkarılan uyduruk suçlamalar, manipülasyonlarla tüm yaşamı paralize edilerek baskılamayı sağlayacak insan unsurlarıyla donanmış kendi hayatı adına paralize edilirken dijital hatta ileri düzeyde reel ortamları manipülasyonla daha çok konuşurmak, kendini yetersiz hissettirmek, fikir saçmasını sağlamaya yönelik mizansen içine alınmış tüm dijital ve reel yaşam alanları 7/24 elektronik, dijital reel gözetim altında tutulan bir başka söylemle toplu takip altında kontrollü bir çembere alınan ve üzerinden ticari(paraya dönecek ün, nam, şan, itibar, maddi manevi) kazanç sağlanan kişidir.

Tüm çemberden kurtulma çabaları kumpaslarla yerle bir edilmek üzere kutulanmış ve tüm yaşam alanları, dijital alanlarına hatta ileri düzeyde reel; ortamdaki çalmak için, manipülatif unsurlarla döşenmiş, hak arayamaz hâle getirebilmek için hukuk başta olmak üzere uyduruk, düzmece kontrol amacıyla üretilmiş kumpaslarla yapılageleni sürdürülebilir kılmak için manipülasyon araçları olarak kullanılan insan faktörleriyle donatılmış kişidir. Bu insan faktörleri birbirlerinden haberdar, **bilesik kaplar gibi çalışan, çete özellikleri gösteren; manipülasyonları Dijital Reel Psiko-Semiyotik Dil Kullanımlarıyla gerçekleştiren insanlardır**, bilinçli ve kasıtlı olarak Dijital Kölenin çevresine yerleştirilmişlerdir. “Bir örnekleme yapılırsa eğer gitti denilen Fethullah Gülen örgütüne ait olduğu söylenen özelliklerle çok benzeşmektedir ki, darbe kalkışması sonrasında nihayet kötüler ortaya çıktı ve bu iş bitti diye yine yeniden hak aramaya kalkıştığında çok daha fazla kumpas, baskılamaya yönelik uyduruk hukuk davaları ve hatta iş ortamında ‘ihtar’ la karşılaştım.”

Susturmak, sindirmek, dijital köleliği sürdürülebilir kılmak için özel eğitilmiş kişilerdir ve çok çeşitli meslek erbapları da aralarında bulunmaktadır. Bu meslek erbapları manipülatif bilgilerle donatılmış baskılama aracı olarak kullanılmaktadır. Bu tanım bana ait ve hâlâ gelişen bir tanımlamadır çünkü hayatımdan ürettiğim bir tanımlamadır. Tıpkı **ALGÜL** Dijital Reel Manuel Psiko-Semiyotik Dil Kullanımları Ayırıştırıcıları (Algül, 2020)ve Dijital Reel Psiko-Semiyotik Dil Kullanımları bilim alanı tanımlamam ve buluşum gibi(Algül, 2020-2023). “Diğerlerini çaldırdım ama bunları çaldırmamayı başardığımı ifade etmek istiyorum. Bu sayede buradayım.” Dijital Reel Psiko-Semiyotik Dil Kullanımları bilinçdışımızı (Mlodinov, 2013)oluşturan olayları kapsar, bu kapsama alanı bazen toplumsal bellekte var olan psikolojik etkisi olan dil kullanımlarımdan geçer.

Dijital Kölelik ve Karşılıklılık İlkesi İlişkisi nedir? Dikkat Dağıtıcılar, Manipülasyon, Aynalama Manipülasyona Tepkiyi Baskılama Aracı Örnekleri: Kumpas, Hukukla Korkutma, İntihal, İhtar, ..

ALGÜL Psiko-Karşılıklılık İlkesi Nedir?

‘Psiko-Karşılıklılık İlkesi’ de bana ait bir tanımlama, detaylı bilgi için henüz yayımlanmamış (Algül, 2024) ilgili konuda makaleye bakılabilir. *Kısaca ‘Psiko-Karşılıklılık İlkesi’ hedefin duygu durum biçimlerini kuşatmaya yönelik Dijital- Reel Psiko-Semiyotik Dil Kullanımlarıdır.* Yemlemeler denebilecek, Dijital Reel Psiko-Semiyotik Dil Kullanımlarının psiko-karşılıklarının olabilmesi için tabiri caizse hedef tarafından yenmeleri gerekmektedir. Aynalama da bunlardan biridir: Eğlenme amaçlarından ‘Dijital Köle’nin yaptığı, giydiği, yazılı görsel basında, talancılar tarafından taklit edilir. Yazdıklarını zaten talan etmekleler, arada netten baktığı kıyafetler dahildir. Dijital Kölenin yaptığının yapılması gibi. Bir tür taklit: Giydiği renk, kamuya açık yayımlanmış olan bir fotoğrafının benzerinin şiirlerini sahiplenip benim diye, şarkıcılarca taklit edilmesi ki, bu durum talan edilen bilgisayarın içeriğinden üretilmiş PR/Halkla İlişkiler, reklam üretimi içeriğinden ayrıca değerlendirilmesi gereken bir durumdur. Bir tür dalga geçmek, sinirlerle oynamak olarak değerlendirilebilir: Elbette çaresizlik, Dijital Kölede yaratılan hislerden biridir.

Potansiyel emsâl vakanın öznesinin kaleminden: “TV dizi veyâ sinema konusu çıkar mı? Çıkar: Yıllarca talan ettikleri günlüğümün içeriğini bir de böyle kullandılar, içerikten böyle çaldılar. Bu konuda uzman oldukları akıllardan çıkmasın. Talancı kimlik ve kişilikler talan ürünü kitaplarını ya gözlerime soktular ya hediye olarak gönderdiler. Bu hem çalmanın boyutu hakkında bilgi verip, çaresizlik yaratmayı hesaplarken hem de biz yapabiliyoruz sen bu şekilde hizmet vereceksin baskısını da yaratmayı amaçlamış olmalıdır. “*Vur enseye ekmeğini al*”, Bunu daha başlangıçta ötekileştirmek olarak tanımladım. Ötekileştirmek kavramı da günlüğümde talan edilenlerden. Maalesef karşıma çıkan ve çıkarılan her talan ürününün sahibi ne yaptıklarını çok iyi bilen insanlardı. “*Son ana kadar hatta bu makale yazılırken ve makale özeti kaydedilirken eklemli siyasi kurumsal ayakları, okuduk, gözümüz üzerinde Dijital- Reel Psiko-Semiyotik Dil Kullanımlarıyla engel olmaya, korkutup, sindirmeye çalıştılar, çalışmalarımı tamamlayamama neden olmaya çabaladılar; gece helikopter, uçak yolları evimin üzerinden verildi. Uykum sürekli bölündü ve ben kesintisiz yirmi bir yıldır böyle yaşıyorum. Son sekiz senedir her şey çarpılmış durumda. Ekranım önlerinde ve ekranın önümüzde demekle kalmayıp ev ortamın kontrolümüz altında demekteler. Anında dijital ekranlarını silahla doluyor ya da yaşam alanım olan fiziksel çevremden mavzer atışları başlıyor, özellikle gecenin on’u veyâ uyku sırasında, gecenin yarısında, 7/24 elektronik gözetim altında olmak ev hallerinin tümünü kapsamak anlamına da gelir bu vakada, hatta net bağlantın dahil. Dikkat dağıtıcılar makalenin bütününe dağılmış olmakla beraber başlığın altında yinelenmiştir.” Sürdürülebilir ‘Dijital Kölelik’ için kutulama, çember içine alma bir gerekliliktir ve bu 7/24 dijital gözetimle paralel giden bir fiziksel çevreyi de kapsamaktadır. Hepsisi girişimcilik adına ama kapitülasyon hiç bu kadar vahşileşmemiştir.*

“Girişim kelimesini bilerek kullanıyorum. 2002 yılında Sabancı Üniversitesi’ kampüsündeki arama toplantısıyla başlattığımız bu hareket şimdi ilk somut örneklerini veriyor. (Hürriyet Gazeteciliği/ÖnSöz/Ertuğrul Özkök), 2003). Girişim, girişimcilik, legal görünümlü, illegal data, veri hırsızlığı, ileri vakalarda bu makaleye konu edilen ‘Dijital Kölelik’ durumunda ‘köşeyi dönme’ sürecinin, girişimcilik ya da yükselen ve bazılarınca kapışılarak, tercih edilen ‘Inovation’ sözcüğünün, İnovasyona evrilmiş hâli; bu halin kaynak olarak kullanılan legal görünümlü, illegal data hırsızlığıyla, yukarıda adı geçtiği gibi ileri düzeylerde talanın ‘Dijital Köleliğe’ dönüşmüş haliyle ilişkisinin; dijital çağda kapitalizmin geldiği noktayı, kapitalist düzenin kendi çıkarları için dijital mahrem alanları katarak nasıl ortak çıkarları doğrultusunda kullanmaya başladıklarının göstergeleri olabilirler. Sermayem var diyenin fikir için amiyâne tabirle bir kişinin dijital alanlarına musallat olması gibi düşünülebilir.

Dijital Köle, hedef alınarak hortlak haline getirilen, ticari nesneye dönüştürülen ve örülen bir insandır. Uzun soluklu ve süreklilikli avı misali, geçmişinden gelen, erken çalınma dönemlerinden beri varlığından haberdar olanlarla çevrili olduğu bilinmelidir ki, bu çembere alınma kutulanma yöntemine dahildir. Öyle ki, potansiyel emsâl dijital kölelik vaka örneğinin yer aldığı bu makalede, basın, eğlence dünyası, iletişimle ilgili kurum ve kuruluşlarla bağlantısı kurucuların, özel ve tüzel kurumların ‘Dijital Kölelik’ için nasıl baskılama, baskılama için tezgâh kurma, kumpas yapma, yaratma, Dijital Köle’ edilecek bireyin hayatına çökme kademelerini yaratma yapılanması içinde bulunabilecekleri görüşü içselleştirilmiştir çünkü tüm bunları yapabilmekteler. Talan ürünlerinin geniş bir skalaya yayılması hem talan eden kişilerin sayısının çokluğunu ve gücünü temsil eder hem işe siyasileri de kattıkları için etrafın sarılı, hiçbir gücün yok mesajını verir; kurban moduna sokar, çaresizleştirir; korkularını, hassasiyetlerini kullanır, üzüntü yaratır: Örneğin, ülkesinde yaşayan bilge yaşlılara çok saygı mı duyuyor, buyurun alın size bilge yaşlı, birden dostları oluverir ama onun hayatında çalınma bitmez, tam tersi alevlenir. Bu bilge yaşlı da Dijital Reel Psiko-Semiyotik Dil Kullanımında da bilgedir üstelik. Belki de bu bilge yaşlı cidden iyilik yapmış da olabilir. Belki çok daha kötü şartlarda ‘Dijital Köle’ edilecekti: Henüz bilinmiyor.

Ahlâk Nedir? Yasa Nedir ?

Yasal bir sistemin koruma araçlarının olmadığı bir yaşamı (Mlodinow, 2018), modern hukukun yer ettiği yaşama biçimlerinde düşünmek zor ama olmadığı yıllarda dinler inanç sistemleri ahlakâ dayalı bir nevi hukuk yaratmaya çabaladılar. Bir başka söylemle insanlık var olduğundan beri ahlâki öğretiler, ahlâkın yaygınlaştırıldığı bir sistem bulma, kurma arayışında. Antik dönem düşünürlerine bakınız: Socrates, Aristoteles, Descartes, vb. gibi; sözün nüvesi her zaman her çağda gerçeğe, doğruluğa, ahlâkın güzelliğine ihtiyaç duyulmuştur.

Peki, *Modern hukuk sistemlerinde yer alması gereken koruma araçlarının ters (yüz)düz edildiğini düşünün; bir başka deyişle, koruma araçlarının korkutma ve baskılama araçlarına çevrildiğini, bir de tüm bunlara dijital çağda, elektronik sistemin sağladığı 7/24 illegal dijital alanların takibi ve talanı, dijital mahrem alan talanlarına dahil edilen Dijital Psiko-Semiyotik Dil Kullanımları içeriği üretme avantajı ve üstünlüğü kazandıran her aracın dahil edildiğini, bizzat çalanların hukuk alanlarında yer aldığını, bilir kişi ve uzman olarak kanaat liderliği ve önderliği yapabildiğini ekleyin; ‘Dijital Köleliği’ destekleyen ve besleyen bir düzen kurulduğunu, var olanın buna bir yönüyle dönüştürüldüğünü tasavvur edin;* dijital kölelik üzerinden geçenin bir grubun, kusur ve hatalarını örtmek üzere tüm bu alanları ayarladıklarını, dijital köleyi sağlıklı koşullarla karşılaştırmamak üzere organize olduklarını özümsemeye çabalayın, işte bu makaleyi yaratan tüm bu koşullar içinde makam ve koltuk sahibi olanlardır. **Bu bir özgürleşme makalesidir** çünkü hâlâ kamuya açık ve

açık olmayan bireye ait dijital mahrem alanları kendi ekranları gibi kullanabilmekte olan gaspçılar, dijital köleye ait dijital alanlarından Dijital Reel Psiko-Semiyotik Dil Kullanımı üretip, eski devranı sürdürme çabası içinde olabilmektedirler. Direnen ‘Dijital Köle’ 7/24 kutulandığı reel yaşam alanlarında da sıkı takibe alınır. Talan ettikleri dijital alanlarını 7/24 dijital takip altına alıp her halinden özel, tüzel Dijital-Reel Psiko-Semiyotik Dil Kullanımları üretip tehdit, psikolojik baskı, karalama kampanyasına konu ettikleri deli göndermeleri ki, bilimsel yaratımını çok iyi anlattığının göstergeleridir. Yani karalama kampanyası, yaratımı olan bilim dalının içeriğinden oluşturuldu. Kırmızı üzerine karalama kampanyası, bu ters köşe psikoloji eylemine girmekte aynı zamanda, dalga, geçmek, alay etmek, ‘Dijital Köle’ye yönelik baskı araçlarından. Karalama kampanyasını ona haber veren bir öğrencisi, “Sizi seviyor ve saygı duyuyorum, size bir itibar suikastı düzenleme hazırlığı içindeler”, diyerek birden fazla e-ileti atmıştı. Talan işinde olanlar bunu sıklıkla yapmaktalar. Eskiden birebirken artık daha incelikli. En son dillerine doladıkları otuz küsur geçen zamandı ki, bu uzak Dijital-Reel Psiko-Semiyotik Dil Kullanımına örnek verilebilir ancak ve nicedir, kamuya açık yazılan hikâyelerin içeriğiyle ilişkilendirilebilir. Bu kişilerin uzun süredir bu işi sürdürdükleri unutulmamalıdır.

“Hâlâ sözcüğü önemli çünkü bu tür oluşumlarda geri adım atma, uzlaşma kültürü yok, tam tersi hâkim oldukları alanları genişletme, daha da baskılı kültürü yer aldığı, otuz seneyi geçen bir süreçte gözlemlenen bir unsurdur. Tüm bu süreç içinde, talan edilen, kafa karışıklığıyla sürüklenen, kumpas ve tezgâhlarla dolu şartlar arasında akademik çalışmalarım ve bilim yaratımlarım özgürleşme savaşına dönüşmüştür ve hepsinden önemlisi artık çaldırılmayı başararak bunu yapabildim.” İlegal talanla örülme, hayırlarla ve bilimle çözmeye eş zamanlı tezgâh ve kumpaslarla da uğraşılacak şartlardır bunlar. Bu kumpas düzeneklerine ait tüm belgelerin saklanması yerinde olacaktır çünkü ‘Dijital Kölelik’ davalarında zaman aşımı diye bir şey söz konusu olamaz. Resmen paralize hale getirilip, ömürlük dijital ve ileri vaka düzeneklerinde ortam dinleme ve gözetleme, sömürü aracı hâline getirilme durumu söz konusudur ve tüm bunlara çok alışkın ve yapılan tüm işlemlerden özel bir zevk alan bir duruma karşı karşıya olduğu tecrübelerle sabittir. Sevdiklerinin yaşamlarıyla tehdit, ölümüyle tehdit, diğer partilerde var olmaları, hatta rakip partilerle işbirliği içinde olmaları, başarısız darbe kalkışmasına kötülük ve kötüler kaynağı olarak deşifre edilen Fethullah Gülen örgütüne atfedilen niteliklerle benzer ama tüm kötülüklerine darbe kalkışması sonrası daha da hız veren bir karanlık duruş. Böylece kötülerin ortaya çıkmasıyla hak aramaya başlayan ‘Dijital Köle’nin etrafının daha da sarılarak, Covid 19 dinlemeyip, sıkı markajla uyduruk dava yaratıldığı sürece girildi. Tüm bunları yaratmak için mobil halde çalışan bir düzenek kurdukları çok açık artık. İşleri sürdürülebilir ‘Dijital Kölelik’ olan talancı gruba bağlı kişileri, belgelenmesi ve bu düzenek içinde tüm yapılanların en azından bazı halleriyle tarihe kazınması kürenin geleceği için bir gereklilik artık. Kısaca ‘Dijital Kölecilerin’ siyasetlerle ilgileri var ve tek bir partide değiller, yazılı-görsel basında işe bulaşmayan veya bulaştırmadıkları kimse var mı? Araştırma konusu ama sürdürülebilir ‘Dijital Kölelik’ için geniş bir çember gerekir. *Mafyatik yanları var ve bu talan işinden elde edilen para diğer tüm yasa dışı kazançlardan da fazla ve diğer illegal işlere oranla yakalanma riski çok daha az çünkü ‘Dijital Kölelik’ diye bir suç tanımı yok ve ‘Dijital Hukuk’ bu teknolojinin doğmadığı yerler için çok yetersiz kalmakta. Tüm bu mafyavari halleri Dijital-Reel Psiko-Semiyotik Dil Kullanımları aracı yaparak ‘Dijital Köleyi’ yerleştirdikleri kutuda tutmak asli vazifelerinin olduğu gerçeği daha başlangıçta anlaşılmalıdır.”*

Kendi adına, kendi fikirleriyle iş yapamaması: Yöntemlerden biri de ‘Dijital Köleyi’ kendi yaşamında yerinde saydırmak, rölantide tutmak, hiçbir şey sahibi olmamasını sağlamak, adının fikirleriyle ve buluşlarıyla duyulmasını bu potansiyel emsal vakâda akademik kariyeri de buna dahildir; unutulmamalıdır ki, unvanına rağmen size denen kadroyu kaptıran, anlaşıldığı üzere anda da kadro ihtimalinin olmadığı söylenerek hâlâ doktor öğretim üyesi kadrosunda tutmak ve bunu baskı unsuru olarak kullanmak yöntemlerindedir. Zaten talepler o kadar değişken ki, garibim ‘Dijital Köle’ hayatta kal modunda, rölantide akademik çalışmalarını ancak yapabilmekte, uğraşsın dursun. Düşünün bu makaleleri, yinelenecek sözleşme için talancıların bulunduğu bir yönetim kuruluna sunulacaktır. Bunu bu şekilde ayarlamak bile başlı başına bir Dijital-Reel Psiko-Semiyotik Dil Kullanımı örneğidir ve bir kalıp davranıştır. Doçentlik jürisi de böyle kurulmuştu. Her anlamda maddi manevi zayıflatmak, destekten yoksun kılmak bu yapılanmada bir yöntemdir. Oysa talan ürünlerinin dağıtımında ve onlardan proje üretmekte olağandışı organize olma yetenekleri olduğu gerçeği defalarca gözlemlenmiş ve belgelenmiştir. Makaleye konu edilen potansiyel emsal vaka olabilecek nitelikteki dijital kölenin duygularının yönettiği kaleminden.” Asla akademik kariyer yapamayacak bir konumda tutulacak bir dijital köle olarak hesaplanmıştım. Bir sürü kumpasla, hırsızların intihal suçlamasıyla uğraştıktan sonra gelen bir kadro bu. Rektöre yazdığım e-iletilerden sonra. Tüm bu kumpaslar kork, sin ve sessizce çalın eylemleridir. Önce çok ders vererek, bin beş yüz kâğıt gibi çünkü öğretim görevlisi kadrosunda olmama rağmen bir hocanın yanına asistan gibi verilmişim. İlk girdiğim dersler tüm sene boyunca onun dersleri, hem o dersinin hem de diğer tüm derslerinin kâğıtlarını okumak görevimdi. Başka bir güzide üniversitede onun derslerinden birini bir sene boyunca verdim, başka bir üniversitedeki dersi içinse şoförlüğünü yaptım. Bir üniversite karşıdaydı ve eve dönüşüm gece geç saatleri buluyordu. Üstelik bu üniversite talan edilen günlüğümden yaratılmıştı ve ilk bilimsel bazı Türk markaları buradan çıktı. TV’de TV’ye gezen bu yüz aynı zamanda Muratsuyu’nda akrabalarımın yaptığı villaların (Cüneyt Arkın’ın da villasının olduğu) eğitim dünyasıyla haşır neşir villalardan birinde karşımdaydı. Böyle bir bileşik kaplar durumu, Yetmezmiş gibi, başka bir hoca da onun gelmediği bir gün dersine girmemi

istemiyti. Bunlar hep kasıtlı eylemler ve bu hocanın da hangi çok bilmiş ‘Dijital Köleci’ zenginimize yakın olduğu belli. Atıl tutmak, mizansen sınıflar yaratmak- her beş dakikada bir, bir öğrencinin geldiği, olmuyorsa sınıfı ders ortasında hiçbir şey demeden terk etmek ve sonra hiçbir şey demeden yeniden gelmek; hiç derse gelmemek ki, bir sene boyunca aracımın bekledim: Son senelerin tutum ve tavırlarındandır. İlk on beş dakikası sınıfta, geri kalanı aracımın içinde, annem de evde hastayken bir de; yaptıkları manipülasyonlarına tepkimi ihtarla yanıtlamak, değişmeyecek ihtar sonucu için defalarca savunma yaptırmak; ihtar kararında kimlerin imzasının olduğunu bilmemek. Artık ne özlük hakkı bakmıyor bile. Senelerce bin kılıf örneği görünce; herhalde kişilik hak ve özgürlüklerine giriyordur çünkü haksız intihalde, bir de usulsüz kurulan jüri için ÜAK’ye verdiğim dilekçeye bu yanıt verilmişti. Usulsüz jüriyi kimin bir araya getirdiği açıklanamaz. Belgelediğim çalışma alanlarımın değiştirilmesinin de zaman aşımına sokulması vb. gibi. Neye uğradığımı tam anladığımda bir sakinlik geldi ama bu oyunların ardı arkası ve sınırları yok. Bu vakalar yeni hukuk, dijital hukuk kuralları yaratmak zorunda kalacaktır. ‘Dijital Köleler’ bir şekilde neye uğradıklarını belgelemek zorundalarsa, teknolojik etkisiz kılacak tutum ve tavır bunlarla gelecektir. Baskıladıkları koltukları bırakmak zorunda kalacaklar veya yine bir kötülük katmanından sıyrılacaklardır ki, en azından sürdürülebilir ‘Dijital Kölelik’ için ısrarcı olmayı bırakma ihtimalleri doğacaktır. Talancıların Dijital Köle’ye gönderme yapan oryantasyon konuşması içerikleri: Tüm yapılanlara karşı sus ve konuşma. Öğretim görevlisi olarak atanan ben, tüm bu akademik geçişleri bir yandan talan edilip, 7/24 Dijital Reel Psiko Semiyotik Dil Kullanımlarıyla baskılanırken bir yandan başıma geleni bilimsel olarak çözmeye çalışırken çok çok zor şartlar altında bin hile, hurda, kumpas arasında elde edebildim. İlk başlarda talanımın bulunduğu ortamlarla ilgisini kavrayamadım, bir kondurup bin kaldırdım. Atandığım yerde asla akademik kariyer yapamayacağımı anlayınca ÜAK’ye başvurup yardımcı doçent olmaya çabaladım. ÜAK’ye herhalde on altıncı başvurumda yayın aşamasından geçtim. İnanılmaz bir jüri günü yaşadım. Cüppe ve şapka giydirip başarısız ilan ettiler, bir sonrakinde alırsınız dediler. Jürimde yer alanlar talancı kanallarla iç içeydiler. Hep ilişkili olanlarla donatmak **kalıp bir yöntem**. Yaşadıklarımın bir bölümünü belgeledim. Ardından tüm olanları talan edilen günlüğüme yazmıştım: Kanunda bir boşluk yok mu, yayın aşamasından geçince unvan alınmaz mı? Diye talan alanlarıma yazdığımın akabinde, dış dünyadan ses geldi. Unvanımı böyle aldım. Kadroyu, beni cenderede tutmak için kullanmaktalar. Akademik çalışmalarımı yaparken içine konduğum kutularda yapamama yönelik tehdit, baskı içerikli e-ileti ve SMS’ler aldığımı, evimde yazdığım içeriğe uygun evde takip, çarpma, vurma, dong, hababam sınıfı müziği, alarm, siren, polis sireni, evde ve işte, fiziksel çevreyi böyle kullanmak, 7/24 herhalde kar yağınca da olacak, domatesçi; eskiden kapıma dayanırlardı ve sürekli zilim çalınırdı, başkasına gelen kuryeler, misafirler, PTT benim kapımdaydı. PTT’nin psiko hâle gelmesi uyduruk, kumpas davalar sırasında gerçekleşti. Kasıtlı olarak uykusuz bırakmak, araç camını kırmayı psiko haline getirmek, aralıklı senelerle, yaşadığı apartmanın kapalı otoparkında bile aracın camını kırmak(4. Oldu), aracına bin şey yapmak ki, atandığım kurumun otoparkında aracımın aynasına ayakla çiğnenmiş takke takıldı. En yoğun şekilde TV dizileri için çalıştığım günlerdi. Covid 19 günlerinde dışarı adım attığımda birebir markajlama ve burnumun dibine girip olay çıkarma çabalarının son belgesi de elimde. ‘Dijital Köle’ için Dijital-Reel Psiko-Semiyotik Dil Kullanımlardır. Elimdeki telefonumu tutuş biçimimden beni çekiyorsun anlamını çıkarıp üzerime saldırmaması, dış kapıya kadar peşimden gelişi, çekmiyordum ama saldırıya geçtiği an çekmeye başladım; hukukla tehdit etmek, (inanılmaz bir dille artık avukat olan kızının üzerinden tehdit etmek) tabii ki, ekrandan okuyup harekete geçme, yani henüz yayımlamadığım içeriği senkronize takip, toplu takip aslı işleri, kutulandığım yerlerdeki tutum ve tavır aynı, bileşik kaplar halinde hareket ettiklerinin belgelenmesi de önemli ama asıl önemli olan talan ürünleriyle açıkça ortaya çıkmak olacaktır. Hukuk diye yazdığımda alay eden Kadir, gibi Kader gibi anlamları olan hukuk büroları telefon ve SMS’lerle dadanmıştı, düşünün yeni komşunuzun hukukçu olduğunu, size, kapınızı adeta basan site yönetimi alayla söylüyor, “Artık ona sorarsınız” siz, talan edilen günlüğünüze yazıyorsunuz ve senelerce dış dünyadan Dijital-Reel Psiko-Semiyotik Dil Kullanımları örneği olarak tanımadığımız insanlardan topluyorsunuz. Talan edilen günlükten konferans düzenleyenlerin afişleri, talan ürünü marka ve projelerin broşürleri kapıma takıldı; hâlâ 7/24 dijital takibi bir baskı unsuru olarak kullandıklarından, olayın tekrarını yaparak, rahatsız etmek, Dijital Köle artık bıkana kadar, bunların hepsi birer yöntemdir. Bir başka söylemle Dijital Köleyi 7/24 takipten vazgeçmeyerek baskı sağlamaya çalışmak, talan içeriğinde yer alan şikâyet unsurunu tekrarlamak vb. gibi. Her türlü saygısızlığı yaptılar. Evden gidecek param olmadığı için bir de daha beterlerine yönlendirilebileceğim korkusuyla burada yaşamaya devam ettim. Bu arada müzik sektörü üzerimden yürüdü. Çalınan fikirlerimin patenti alındı. Benim hayatımı değiştirecek miktarda param hiç olmadı. Dahası öğretim . görevlisi olarak bırakılacaktım. İntihalle suçlama sonrası, teklif edilen, o dönemlerde adı yardımcı doçentlik olan kadroyu, önce ret etsem de ikna edilip kabul etmem iyi olmuş ama doçentlik unvanımı almayı başarsam da bana bu sizin için denen kadroyu kaptırdım. Aynı anda Yrd. olması kadroyu ve anabilim dalı başkanlığını inanılmaz bir şekilde kaptırdığım kişinin bugünleri daha o zamandan hesapladığı anlamını da verebilir. ‘Dijital Köle’nin başına sürekli işler açarak, belâ öreerek, sürdürülebilir ‘Dijital Köleliği’ gerçekleştirdikleri ortadadır artık: İnanılmaz ölümler, kazalar, yetmedi karalama kampanyaları ve iftira kumpasları dijital talanın ve sürdürülebilir ‘Dijital Köleliğin’ araçlarındandır. “Bilinmesi gereken hâlâ ekranımla senkronizeler ve evim, ben 7/24 dijital gözlem altındayım. Siyasilere tesadüf tesadüftür Dijital-Reel psiko-

Semiyotik Dil Kullanımları, hiç dinmiyor ki, aynı siyasilerin seneler içinde yazılı görsel basında onlarca Dijital Reel Psiko-Semiyotik Dil Kullanımı, talan ürünü projesi vardır; varlığını talan edilen günlüğünden yapılandıranları var. Bilinmesi gereken: Dijital talan dönemini sürdürülebilir kılan “Başkanın tüm adamları”, bazıları baskın bir şekilde kullansa da hiçbir partiyel sınırlı değildir.”

Bilim nedir?

Akıllı olmaya çalışan homo sapiens kendini çevreleyen evrenleri çözmeye ve onları anlamlandırma savaşında tutarlı çözüm araçları aradı. Bilim gerçeğe yaklaşmakta en tutarlı araç olarak homo sapiens tarafından saptanmalı ki, tüm bu saptamalarda bilim de dahil olmak üzere sorgulanabilir olmaları gerektiğinde uzlaşılması gerekerek.

Öğrenme güdümüz ve bilim; bir bilim insanının başına akıl alamayacak olaylar gelirse ve kendini Dijital Köle(Algül,2020-2023) olarak tanımlarsa bu süreç nasıl ‘gelişir’in makalesidir bu makale. Adım adım hem bilim insanı olma yolunda yürürken aynı zamanda talan edilen bir kaynak olduğunun belgelerini toplama, andaki bilimin sağladığı, sağlamadığı: Var olan bilimsel bilgiye dayanarak, yeni bilimsel düşün yolları yaratarak, yeni bilim alanları, tanımlamalar ve bakışlar getirerek, icatlar yaparak ve bunları kullanarak kendisini çevreleyen bilip bilemediği anlamlar evrenini çözmek üzere yola çıkan bir bilim insanının başına gelenleri çözmeye yollarına tanıklık edilen, henüz tam özgürlük elde edememiş, her türlü belirsizliğe karşı, umutla yazılan bir Dijital Kölelikten kurtulma ve nihayet özgürleşme çağrısına, bu makaleyle eşlik etmekteyiz, karmaşık gelebilecek yönleri ve tekrarları bir de Dijital Kölelik üzerinden düşününüz. Hiç bu kadar zorlayan bir makale daha önce hiç olmamıştı. Potansiyel emsâl vakanın öznesinin kaleminden: “Yalan, dolan, tehdit, kumpas, ileri düzey terbiyesizlik mizansenlerinin hedefi yapılmak büyük bir hayal kırıklığı oldu. Düşünün hiçbir insanın yaşamında bu denli sürekli kötücül olaylar olmaz, bir ağlatır bir güldürür yaşam oysa; güldürdüğü yerlerde nefes alırsınız, ağlattığı yerlerde mutlu günleri anımsayıp, destek bulursunuz; ‘Dijital Kölenin’ yaşamı hep ağlayarak geçer ki; kendi hayatı yoktur; anlamlı ötekileri üzerinden bin oyun oynanır ve bu bir cehennemdir: Kürenin güzelliği, insanın adresinin olmadığına duyduğu inanç, her şeye rağmen şükretmesi, cennetini yaratmaya olan umuduyla dayanabildi, **asla ihanet etmemesi gereken en büyük inancı, evrende büyük bir gücün olduğu ve bu gücün iyilikten, doğruluktan, güzellikten yana olduğuydu, eğer bu inanç olmasaydı, diğer nefes alabileceği hiçbir noktayı göremezdi, nefes alanları yaratamazdı, tüm bunları yaratan bu inançtı ve bu inanç hep içindeydi;** bu yolda ona nefes olan **herkese sevgisi ise daimi olacaktır.** “ Daha başlangıçta hukuka baş vurma hazırlığı içindeyken, us dışı olaylar oldu ve bu gerçekleşemedi. Sonra olanlar o kadar kafa karıştırıcıydı ki, bir kondurup bin bir kaldırmalarımdan üzerinden ayarlandı ve bu özelliğim bana çok **zaman kaybettirdi.** Yaratımın olan bilim alanını dalımı, başıma gelen olaylardan ilham alarak oluşturduğum VinciSafiye(Linkedin) adlı romanım gibi bu makalem de alanında bir ilktir. Burada ifade edilen ve edilmeyen inanılmaz bir dijital talan ve köleleştirilme yaşadım. **Olayın nasıl yapıldığını bilimsel olarak çözdüm ve insanlığa bırakıyorum.** Gelecekteki en büyük tehlike iliklerime kadar yaşayarak öğrendiğim **Dijital Kölelik**dir. Dijital Köleliğin ne olduğunu anlamak ve önlem almak için bu çalışmaların önemsenmesi gerekir. En basit haliyle sunulmuştur çünkü halkın gündelik yaşamında hiç anlamadığı ve kullanmadığı bilimsel bilgi aktarımından oldum olası nefret etmişimdir. **Bu makale insanlığın görüp görebileceği en önemli makedir çünkü büyük bir mücadeleden doğmuştur ve insanlığa sunulmuştur.** İsrarla, her seferinde ‘çaldırmamayı başardım’ ifadelerim ve yaratımın olan bilim dallarını, tanımlamalarımı ve buluşumu tekrarlamamın arkasında çok uzun yıllar boyunca **illegal, mahrem dijital alanlarının talan kaynağı edilmesi** yatmaktadır. Üzerimden yüzlerce sektör doğmuş, marka ve icat ürünü piyasaya sürülmüştür. Bunlara eğlence sektörünü küresel boyutta ekleyiniz ki, başta Türk popüler müziği olmak üzere, Türk müzik sektörü otuz seneden fazla bir süre **dijital mahrem alanlarının talanı ve tüm hayatıma çökme**, yaşam alanlarının kutulanması, kutularda Schrödinger’in kedisi olarak tutulmam üzerinden başarıyla sürdürülmüştür. **Bu tekrarların ne demek olduğu, hangi anlamları taşıyabileceği, hangi anlamları yüklenmiş olabilecekleri** ayrıca **‘Dijital Kölelik’** üzerinden düşünülmalıdır. Düşünülürse başınıza geldiğinde neler yaşayacağınız da ‘anlaşılır’ olabilir. **Helvâ** olmak istemeyenler, hem talan edilip bir de eğlence nesnesi hâline getirilmek istemeyenler iyice düşünmelidirler.”

Kedi Gibi Sıcağıma

Gel vur tam on ikiden!

Öyle bir gel ki bir anda oynasın yer yerinden!

Gel sensiz anlamı yok!

Ne çok özledim ne çok, o tatlı telaşı bir bilsen.

Al uçur kanatlarında, seyre çıkalım o kızıl ufuklarda.

Hadi aşk beni çağır da yanına kedi gibi sokulayım sıcağına.

Beni sar sarmala da sonra at at kuytularına at beni.

Hazırım razıyım dünden, varım her şeyine senin ben.

Beni kohlara ver istersen yak, yakacaksan sen yak beni.

Gel gel de kavuşalım.

Renk renk gök kuşaklarından hayallere yelken açalım.

Gel tut ki elimden.

Aşk kokulu çiçekli kırlardan masallara koşalım.

Beni Çok Sev

Bir kavga nasıl da hoyrat!
Savaşırken, savrulurken büyüttü hayat.
Ben sensiz yapayalnızdım.
Suyum oldu, aşım oldu ama aşksızdım.
Bir vurgundu geçtiğim yollar.
Düşe kalka yaşanmış, öğretir yıllar.
Ben sensiz her şeye sustum.
Koca dünya dönüyordu; içinde yoktum.
Sevdanı bulmak yıllar sürdü.
Hoş geldin gönlüme kaderim güldü.

Tut elimden beni çok sev, kimseye verme.
Seveceksen ömürlük sev, bir günlük sevmeye.
İyi günde kötü günde, sakla göğsünde.
Sen bu kalbe iyi geldin, benden hiç gitme.
Bir sabahsız geceydi ruhum,
gün misali gözlerinde güneşi buldum.
Bir dertli rüzgardım, estim.
Umutum sen, huzurum sen,
yeniden doğdum.

Yazar/Yazar: Nevin ALGÜL,

Yazdığı yer: Karma'yla kesinleşen kabus, Karma albümü dahil, 'Şıkıdım' ve tüm albümlerin içeriğindeki şarkılar birebir yazarı Nevin Algül'e ait bilgisayarından illegal bir düzenekle talan edildi. Hepsi geçecek söylemleriyle dolu olan bilgisayarından, Zaman içerisinde 'İçerikten Çalma' tanımlaması da ona ait ve İçerik Her Şeydir. Tarkan'ın son şarkısı da Hepsi geçecek üzerine kuruludur. İçeriğin de ayrıca ne olduğunun anlaşılması gerekmektedir. Kendine ait, başka hiç kimsenin kullanmadığı bilgisayarı. Şifrelerle, her yıl ya da iki yılda bir yinelenen piyasadan alınmış anti virüs programıyla(tüm koruma ayarları özenle yapılmaya çalışılarak) yüklü. Altı sene de bilgisayar öğretmeni olarak çalıştığı için bilişim dünyasına da uzak değil. İlköğretimdeki öğrencilerini CEBIT adını Türkiye henüz tanımazken Hannover CEBIT'e, en son teknolojiyle etkileşime girsinler diye götürmeye kalkan, idealist bir öğretmen olarak insan evladının her yaş seviyesinde öğretmenlik yaptı. Çoğu şiirinde bitemeyen göz yaşları var. Tüm duyguları talan edilen günlüğünde açıkça yazılıydı, dünya görüşü, hümanistliği de...

Tüm avlama yöntemleri bilgisine sahip ama bu bilgi hiçbir şekilde yeterli olamadı. **Bu da istenildiği takdirde hedef alınan kişinin dijital, elektronik alanlarının nasıl uzun yıllar boyunca taciz ve talan edilebileceğinin kesin kanıtıdır:** Karma'yla kesinleşen kabus, önce Sezen Aksu'nun sahiplendiği, sonra yazar olarak ortaya Tarkan'ın sunulduğu tüm albümleri, hatta basın sunum, haber, söyleşi ve Halkla İlişkiler/PR çalışmaları, karma albümünde yüzünün taval olarak kullanılması, talan ürünü 'Şıkıdım' şarkısını söylerken sahneye çıkarken taktığı belindeki zincirli kemeri, hepsi talan edilen günlüğündendir.

Nilüfer

Zamanın eli değdi bize,
çoktan değişti her şey.
Aynı değiliz ikimiz de.
Zaaflarına bir gece,
hatalarına bir nilüfer,
sevgisizliğine bir kalp verdim
Artık geri ver, geri veremezsin aldıklarımı!
Artık geri ver, geri verilmez hiçbir yanılığım!
Yokluğuma emanet et,
sen de, benden kalanları.
Her şeyi al, bana beni geri ver, bir şansım olsun.
Başka yer, başka zaman, sensiz ömrüm olsun
Her şeyi al, bir şansım olsun
Başka yer, başka zaman, sensiz ömrüm olsun

Yazar: Nevin Algül

Yazdığı Yer: Kendi Bilgisayarı: Hiç kimsenin kullanmadığı, bir sürü şifresi olan, bir ara dosyaların da şifrelediği bilgisayarı. Sorular: Ekranıyla 7/24 nasıl senkronize olmaktadır? Bu senkronize oluş haliyle siyasi erklerin ilişkileri, vb. gibi. çok sayıda soruların zaman içinde, olası ilişkiler durumlarının belgelendiği, gelecek pek çok durumun delili olacaktır.

İyi Ki,

Yağmur istedim yağmadı
Bir iş bulmuştum sarmadı
Herkesi duyan beni mi duymadı?
Çok mu şey istedim de ben, olmadı?
Bir kere denedim ama
O da tam olmadı benim
Senden başka kimsem
Senden başka kimsem
Senden başka kimsem olmadı

Sarmaşığım tırmanmadı
Sırlarım hiç saklanmadı
Herkesi duyan beni mi duymadı?
Çok mu şey istedim de ben, olmadı?
Bir kibrit çaktım yanmadı
Kutuda başka kalmadı
Herkesi duyan beni duymadı
Çok mu şey istedim de ben, ol-ma-dı ya?
İlaçlar verdim yutmadı
Fallar baktırdım tutmadı
İyi ki olmadı

Yazar: Nevin Algül

Yazdığı Yer: Hiç kimsenin kullanmadığı, bir sürü şifresi olan, anti virüs programlarıyla dolu, kendi bilgisayarını.

Hakim Bey

Şikâyetim var cümle yasaktan.
Dillerimi hakim bey, bağlasan durmaz!
Gelsin jandarma, polis, karakoldan!
Fikrim firarda, mahpusa sığmaz eyvah!
Gün olur yerle yeksan olurum.
Gün olur şahım devri devranda.
Kanun üstüne kanun yapsalar.
Söz uçar, yazı iki cihanda eyvah!
Sussan olmuyor, susmasan olmaz!
Dil dursa hakim bey, tende can durmaz!
Yazsan olmuyor, yazmasan olmaz!
Kaleme tedbir koma tek durmaz!

Yazar: Nevin Algül

Yazdığı Yer: Hiç kimsenin kullanmadığı, bir sürü şifresi olan, anti virüs programlarıyla dolu, kendi bilgisayarını. Tüm albüm isimlerini de talan edilen gündükten kullanmıştır. Buraya konulanlar çok az bir iki örnek, inanılmaz çok sayıda; otuz seneden fazla süren bir örülme ve 'Dijital Kölelikten' elde edilen talan ürünleri olan şiirlerinin şarkı olarak ticari metaya dönüştürülmesi ve şiirleri ben yazdım diye sahiplenen şarkıcıların bir de üzerlerinden telif hakları kazanması durumu söz konusudur. Dijital Kölelikle sömürü nesnesi olan Dijital Köleye ait her çalıntı fikrin, yere konamayıp şarkılaştırılan, *ticari metaya dönen ve telif haklarıyla* üzerlerinden *nesillik kazanç elde edilen bir döngünün yaratıldığı* asla unutulmamalıdır.

Sil Baştan

Bir varmış, bir yokmuş,
anlatması zormuş.
Aklımdan bir şeyler geçer...
Az gitmişim, uz gitmişim
Dere tepe düz gitmişim.
Kırk yıldır gezmişim meğer.
Gidiyorum yine, içimde aşk var.
Yelkeni aç yavaştan!
Ölüyorum ben deyip de kaçmam!
Yaşıyorum sil baştan!
Yalnız kaldım durdum.
Ne hayaller kurdum.

Önümde bir nehir akar.
Gönül verdim, daldım.
Müziklerden çaldım.
Seslerim sözlerim taşar!
Rüzgar benim, sal benim,
deniz benim, dalga benim:
Peşimde kara bulutlar.
Güneş açmış, sular durgun.
Halim harap, rengim solgun.
Derinde saklı umutlar.

Yazar: Nevin Algül

Yazdığı Yer: Hiç kimsenin kullanmadığı, bir sürü şifresi olan, anti virüs programlarıyla dolu, kendi bilgisayarını.

Açık Adres

Sorma bu ara şu halimi.
Bu acıların hepsi mi dâimi?
Yazık oldu her iki tarafa da.
Şimdi sence daha iyi mi?
Bir gün oldu iki gün oldu
Ay oldu yıl, oldu ümitlere
Unutmuyor gönlüm seni.

Seviyor her gün her gece.
Yoruldu, duruldu, kırıldı, vuruldu, birkaç
kere.
Yazılıdır hepsi hikâyede.
Yok mu bir haber alan, yok mu gören?
Bu mudur adetini, bu mudur tören?
Yaz ya da söyle bulamadım böyle!
Neresi açık adresin, neresi yören?

Yazar: Nevin Algül

Yazdığı Yer: Hiç kimsenin kullanmadığı, bir sürü şifresi olan, anti virüs programlarıyla dolu, kendi bilgisayarını.

Denizde Akşam

Akşamı süzme deniz.
Renginden gözüm yandı.
Engindeki pembe iz.
Gönlümde halkalandı.

Ufkun kızıl ateşi,
yanan derdimin eşi;
ruhum solan güneşi,
gurbetin gülü sandı.

Yazar: Nevin Algül

Yazdığı Yer: Kendi Bilgisayarı: Hiç kimsenin kullanmadığı, bir sürü şifresi olan, bir ara dosyaların da şifrelediği.

Beyaz Köpükler

Dileğince beyaz köpüklere saklan güzel.
Döktüm kederimi İstanbul'a uzan güzel.
Kim bilir, şiirsiz hangi şarkıda gizlisin
Çektim çileleri İstanbul'a uzan güzel.
Durma yalnızlığına ağlayan güzel.

Yazar: Nevin Algül

Yazdığı Yer: Hiç kimsenin kullanmadığı, bir sürü şifresi olan, anti virüs programlarıyla dolu, kendi bilgisayarını.

Kendime Yeni Bir Ben Lazım

Bu sene iyi geçmedi; söylemem lazım.
Kader beni seçmedi ama görmemem lazım.
Belki birden bire yeniden başlamam gerek.
Eskiden tapıtığımı bugün taşlamam gerek.
Yeni bir aşk, yeni bir iş,
yine gülecek bir neden lazım.
Yeni bir haber, yeni bir kader,
bunlar için bana şans lazım.

Yazar: Nevin Algül

Yazdığı Yer: Hiç kimsenin kullanmadığı, bir sürü şifresi olan, anti virüs programlarıyla dolu, kendi bilgisayarını.

Yeni bir duruş, yeni dokunuş:

Tek tek keşfetmem lazım.

Yeni bir hayat gerisi bayat,

kendime yeni bir ben lazım!

Günler güzel geçmedi unutmam lazım.

Asıp yüzümü kalmışım; azıcık kırtmam lazım.

Hep içime atmışım anlatmam gerek!

Hepsini bir kazana atıp toptan kaynatmam gerek!

Kalp Kalbe Karşı

Uyandım birden seninle,
gece üçü bulmamış.
Bir bulut durdu gözümde,
hasret bize uymamış.
Kalp kalbe karşı derler:
Sen de üzüldün mü?
Ay bile çeker gider,

Yazar: Nevin Algül

Yazdığı Yer: Hiç kimsenin kullanmadığı, bir sürü şifresi olan, anti virüs programlarıyla dolu, kendi bilgisayarını.

geceyi düşündün mü?

Yalnızlık bende saklı,

çıkamaz bir an dışarı;

elimde bir fotoğraf:

O şimdi burada olmalı.

Sensizlik bende saklı

Çıkamaz bir an dışarı,

elimde bir fotoğraf:

O şimdi burada olmalı.

Kutsal Toprak

Ne zaman aynayı sevmezsen;
sana bir de gel benden bak!
Eğer ateşin yetmiyorsa buyur gel;
bizi birde burdan yak
Bu duyguyu tarif edemiyorum.
Yok! İşe yarar bir tek yorum.
Gözüm kapalı bile seni görebiliyorum.
Gülümse! Çekiyorum.

Yazar: Nevin Algül

Yazdığı Yer: Hiç kimsenin kullanmadığı, bir sürü şifresi olan, anti virüs programlarıyla dolu, kendi bilgisayarını.

Adını yazmışım daha da yazabilirim.

Doldurabilirim yaprak yaprak...

Görebileceğim bir yerde dur!

Neredeyse, orası bana kutsal toprak

Adını yazmışım daha da yazabilirim.

Doldurabilirim yaprak yaprak...

Görebileceğim bir yerde dur!

Nerede yoksan orası bana kapkara toprak.

Koca Yaşlı Şişko Dünya

Yükünü bırak, yamacıma çömel!
Üstün başın yara bere, gülüşün özel.
Biz bizi iyi biliriz, aynı yolda eskimişiz,
suretimiz benzer.
Kiminin babası padişah, sorunu çözer.
Kiminin babası, fotoğraftan gülümser.
Kimi gider uzaya, öbürü bir odada,
müebbet komada.
Her sabah yeni bir filme başladım.
Farklı sonlar istesem de hep aynı finalle bitti.
Sonra birden dank etti, dünyayı anladım.
Aldım onu karşıma, anlatmaya başladım:

Yazar: Nevin Algül

Yazdığı Yer: Hiç kimsenin kullanmadığı, bir sürü şifresi olan, anti virüs programlarıyla dolu, kendi bilgisayarını.

Koca yaşlı, şişko dünya

Koca yaşlı, şişko dünya

Ben dağıttım evini, sen erittin beynimi.

,Gel anlaşalım senle, ver gözümün ferini, geri!

Açtım bazen ağzımı, çöp kutusu kapağı.

Sevdim, kızdım, delirdim, dikkatsizler piriydin.

Işıkları kapadım, sabaha geri saydım:

inceden aydım.

İpte laf cambazları, cebinde cimبزları.

Ne söylesek, varmıyor doğru adrese.

Onunkinden bana ne, on ikiden vurmak şart değil!

Yeteriz biz bize.

Ne söylesek varmıyor doğru adrese!

Hoşgeldin

Bugün dağların dumanı aralandı, hoş geldin!
 Ah ışıklar içinde kaldım, yandım efendim.
 Sen bana yangın ol efendim, ben sana rüzgâr.
 Tutuşsun gün yansın geceler, zamanımız dar.
 Sen bana geç geldin, ben sana erken.
 Tutuşsun gün yansın geceler, vaktimiz varken.
 Bugün günlerden güzellik sefa geldin, hoş geldin!
 Ah bu yağmur yalnızlığımış, dindim efendim.

Yazar: Nevin Algül,

Yazdığı yer: Hiç kimsenin kullanmadığı, bir sürü şifresi olan, anti virüs programlarıyla dolu, kendi bilgisayarını.

Hoşgeldiniz

Sakin görmeyin odalarımı!
 Kedi enceğini bile bulamadı.
 Nasıl dağıttım, nasıl savurdum?
 Nasıl başardım, o odalarda yaşamayı?
 Hoş geldiniz, hoş geldiniz
 Vay vay vay yeni mi geldiniz?
 Ay ay ay çok da şekersiniz!

Yazar: Nevin Algül

Yazdığı Yer: Hiç kimsenin kullanmadığı, bir sürü şifresi olan, anti virüs programlarıyla dolu, kendi bilgisayarını.

Bardak Taşıyor

Bardak taşıyor, aman!
 Çok yalnızım, ah kahretsin!
 Bir deli sevdalıyım, ah!
 Allah sonumu hayretsin!
 Engeller büyür,
 yine bu kervan yürür.
 O gider ben kalırım arkasından; hayallerim ölür.

Akşamlar kara:

Yazar: Nevin Algül

Yazdığı Yer: Hiç kimsenin kullanmadığı, bir sürü şifresi olan, anti virüs programlarıyla dolu, kendi bilgisayarını.

Tek Kelime Bir Söz

Beni can evimden vurup yakmaya, bir kıvılcım değil, bir busen yeter.
 Ellerin elime değmese bile, şöyle bir uzaktan baktığın yeter.
 Tek kelime bir söz etmesen bile, bir tatlı gülüşle baktığın yeter.
 Beni kollarınla sarmasan bile, gönlümün içinde yattığın yeter. Bir daha adımı sormasan bile, özlemlerle yoluma baktığın yeter.
 Tertemiz aşkınla çağlayan gibi, göntülden göntüle aktığın yeter.

Yazar: Nevin Algül

Yazdığı Yer: Hiç kimsenin kullanmadığı, bir sürü şifresi olan, anti virüs programlarıyla dolu, kendi bilgisayarını.

Hadi Bakalım

Yerimiz mi dar yoksa, yenimiz mi dar?
 Ne var?
 Uçurmuş herkes o da kim oluyor,
 Sen kimsin, kim bunlar?
 En büyük kim?
 Hadi bakalım, kolay gelsin!
 Bir acayip, zor yarış!
 Bana ne aman, ben anlamam.
 Pek hesaplı ince iş!

Sen seni bil, sen seni!
 Sen sıkı tut, çeneni!
 Eline, diline hakim ol!
 Sonra öcüler yer seni!
 Dikkat!
 Ah, içimizde ne aç hevesler:
 Arada hicaz, arada caz nefesler;
 bir yanımız her duruma müsait;
 ne kadar uyarsa, o kadar ister!

Yazar: Nevin Algül

Yazdığı Yer: Hiç kimsenin kullanmadığı, bir sürü şifresi olan, anti virüs programlarıyla dolu, kendi bilgisayarını.

Aşktan Ne Haber!

Aç kalbini ben geldim.
 Sıkı sıkı tut bırakma!
 Zar zor yıktım duvarlarımı:
 Kıymetini bil, uzatma.
 Bak yıldızlarımı döktüm:

Ben anlamam toptan tüfekten.
 Ben anlamam taştan yürekten.
 Anlamam akıntıya kürekten.
 Bunları boşver, ne haber aşktan?
 Gözlerinin arkasını.
 Sözlerinin alt yazısını;
 kalp diline çevirdim çoktan:
 Okudum öz Türkçe acısını.

Açtım kapılarımı gir içeri.
Gör parklarımı bahçelerimi.
Anla ben büyük harflerden ürktüm!

Yazar: Nevin Algül

Yazdığı Yer: Hiç kimsenin kullanmadığı, bir sürü şifresi olan, anti virüs programlarıyla dolu, kendi bilgisayarını.

Kardelen

Ne senden fazlayım,
ne senden az.
Aynı macerada ayrı biraz.
Gözler biçim biçim;
kalple anlar içim:
ayrı gayrı olmaz:
Sen yoksan ben hiçim!
Aç kardelen aç!
Dağın olayım,

suyun olayım,
göğün olayım, aç!
Her çiçeğin kar altından,
güneşe giden masalında;
yaşamak yeniden tazelenir;
yeniden anlanılır.
Işığa uzanırken kardelen,
kış rüyasından;
ümidin mucizesiyle;
sevince uyanır.

Yazar: Nevin Algül

Yazdığı Yer: Hiç kimsenin kullanmadığı, bir sürü şifresi olan, anti virüs programlarıyla dolu, kendi bilgisayarını.
“Hydrant Dink/Sanatoryum, Dink’le ilgili üretilen pek çok proje günlüğümden çalma. ‘Dijital Köle’nin tümüyle ticari metaya dönüştürülmesi, metalaştırılması vakasıdır, bu potansiyel emsâl ‘Dijital Kölelik’ vakası.”

Markiz

Yoruldu ben seni gönül gözüyle görmekten.
Eşe dosta hatta kendime yalan söylemekten.
Şimdi karşımda olsan sana öylece, sadece baksam.
Konuşmadan da anlaştık biz.
Boğaz çöl sanki sensiz, yüksek kaldırım öksüz;
çoktan kapandı Markiz, burada her şey usulsüz,

üzülürdük bunlara...
Sen biraz utansan da karşılıklı ağlaştık biz.
Göl gör ki bütün büyük aşklar gibi,
yarım kaldı hikâyemiz.
Bir akşamüstü çıksan gelsen;
yüzün sevda ardın Beyoğlu.
Sen neredeyse oralıyım ben;
sıcacık aşkıdır kalbimin yurdu.

Yazar: Nevin Algül

Yazdığı Yer: Hiç kimsenin kullanmadığı, bir sürü şifresi olan, anti virüs programlarıyla dolu, kendi bilgisayarını.

İstanbul

Kimisi sadece işinde gücünde,
kimisi sadece heyecan peşinde,
kimisine sorulmaz bile derdi ne, kiminle?
kimisi paça sıvar dereyi görmeden;
kimisi bütün yutar lokmayı bölmeden,
kimisi düşmez yakadan başa çorap örmeden,
İnceden...
Gelip bu şehri bozan, bu şehre gelip bozulanlar
Hepsi aynı kazanda kaynıyor İstanbul da.
Ne çok canlar yakar, İstanbul.
Bolca günahlara sokar, İstanbul:
Hızlı koşanları çabucak yorar, İstanbul.

Çünkü aklın bende, ben de İstanbul'dayım.
Sen gidersen, İstanbul beklemez.
Gelirsin gidersen, İstanbul fark etmez.
Acı çeker özlürsün, İstanbul üzülmez.
Nasıl nedir hâlin, İstanbul hissetmez.
İstanbul birini sevmiyorsan çekilmez.
Dinle beni biraz, şişşt! Sen, SEN!
İstanbul sever seni sen beni seversen!
Dinle beni biraz, şişşt! Sen, SEN!
İstanbul döver seni, sen beni üzersen!
İstanbul döver seni sen beni üzersen
İstanbul sever seni sen beni öpersen

“Ama sen istesen de bu şehirden kaçamayacaksın (Aradaki ‘Doğru Söylüyor’ söz öbeği de çalma, içerikten, senelerce bu şekilde kullanılan talan edilen dijital mahrem alanlarımdan üretildi. Dil kullanımları imza gibidir(Algül, 2024) konusunu kapsayan makalemde detaylı bilgiye erişilebilir. Her yazdığım şiirde benzer mizahi üslup var ve benzer konular çünkü gerçek hislerim, gözlemlerim bunlar.”

Yazar: Nevin Algül

Yazdığı Yer: Hiç kimsenin kullanmadığı, bir sürü şifresi olan, anti virüs programlarıyla dolu, kendi bilgisayarını.

Sanatoryum

Her ada vapuru,
sen demektir bana.
Canım seni çeker
Bir simit alırım:
Çaya ..çorbaya, ... martıya simit.
Bir dikişte akşam oluyor vakit.
Her Kınalı durağında aynıısı olur;
İskeleden Hrant, bize seslenir durur.
Burgaz, zaten Sait Faik, acıyı bal eyleyip;

Tutunana Kuşlara bile seni sordum
Sendin, yerim yurdum
Bir gün yazmak istersen adresim:
Heybeli .Sanatoryum
Dostlar bıraktılar buraya; Bulutların arasına.
Temiz hava, bol hatıra...
Ben burada sana doydum.

Yazar: Nevin Algül

Yazdığı Yer: Hiç kimsenin kullanmadığı, bir sürü şifresi olan, anti virüs programlarıyla dolu, kendi bilgisayarını.

F.D.

Onuncu ayın onuncu günü saat on buçukta;
yanmış mumum.

Otuz beş yıl olmuş ihtiyar bir çocuktur güzel ruhum.

Okulu asıp oyuna kaçır bıraksam hâlâ

ama çok düştü, incindi, yoruldu dinlenmeli kalbim
doğrusu.

Sen doğum günü hediyem misin?

Diyelim ki hoş geldin!

Peki beni çok sevecek misin?

Yoksa sen de her düş gibi çabucak kırılıp dökülür müsün

Gözlerimden ?

Yazar: Nevin Algül

Yazdığı Yer: Kendi Bilgisayarı: Hiç kimsenin kullanmadığı, bir sürü şifresi olan, bir ara dosyaların da şifrelendiği.

“ N’ de?”, F.D’ye dönüşmesi de talan alanından, kızıp yazınca bu şekilde doğru olan da ondan, “ee bari adını kullanmayı öğren çaldığın şiirde.” Senelerce böyle bir kavga ile yaşamak. İlk çıktığında farklı lanse edildiğini takip edenler bilirler, bunların hepsi kayıtlı, onca sene özgürlük için çabalamak ve belgelemeye çalışmak, sabırla, beklemek.

Tek Taş

Paran cebinde kalsın!

Bırak artık rahatsın.

Bu kız malı mülkü ne yapsın?

Çalışır yapar!

Tek taşını almış,

tam turunu atmış;

yüreğin kaç karatmış,

bu kız onu sorar?

Sağ eller havaya,

Pırlantalar buraya!

Yazar/Yazan: Nevin Algül

Yazdığı Yer: Hiç kimsenin kullanmadığı, bir sürü şifresi olan, anti virüs programlarıyla dolu, kendi bilgisayarını.

Gençliğime Sevgilerimle,

Zaman makinası olsaydı ve kendi gençliğime, Meselâ on yedi yaşına dönseydim; kendime şunları söyledim:

En önemli şey aşk onu doya doya yaşa bu biiiir, Ne yapmayı sevdiğini bul ve sonra o sevdiğin şeyi yapabiliyor musun, ona bak! Yapamıyorsan, boşuna enerjini tüketme, yapabilenler yapsın! Yapıyorsan, dünyanın en şanslı insanların birisin; dilini ısır, kimseye söyleme! Sevdiğin insanlar bul, işlerini onlarla yapmanın yollarına bak! Hayat: Yap, et, çalış, ‘başar’la geçiyor ve bu maraton çok sevdiğinle geçerse, iş yapmamış, sürekli aşk yapmış olursun. Birkaç kişinin elini sıkı sıkı tut! Onların dertleriyle dertlen; mutluluklarıyla uç, dediklerine kulak ver,

Onları kaybetme! Her şey değiştiğinde senin en orijinal halini, bilip sevenlere ihtiyacın olacak.

Yazar: Nevin Algül

Yazdığı Yer: Hiç kimsenin kullanmadığı, bir sürü şifresi olan, anti virüs programlarıyla dolu, kendi bilgisayarını.

Yukarıda yer alan düz yazı çok daha uzundur ve sonuna kadar bilgisayarından birebir talan edilmiştir. Makalenin uzunluğu nedeniyle kısaltılması gerekmiştir. “Bu us dışı örülme ve yapılanmada düz yazılarım bile talan edildi. Resmen olmadıkları kimlikleri giydiler ve bu yönleriyle bilimin konusu edildiler ve yaptıkları, bilimsel olarak çözümlendi.”

Çok Aşğın Var Diyorlar

Çok aşğın var diyorlar;

Yalan de, yeter bana.

Bir sevda sözü fisılta,

Hazırım inanmaya.

Geceler uzun ve yalnız;

yoksun sabaha kadar

Düşümde bile günahkârsın;

bunu kim hayra yorar?

Ardımdan deli diyorlar,

Belki de yalan değil!

Yanımda bile uzaksın;

nasıl dayansın bu gönül?

Gel, tanışalım önce

Ben kısaca Ne(v)!?

Ama sen bana uzun uzun "seni seviyorum" de!

Ah, ne az duydum...Ne kadar az söyledim.

İşte bu yüzden hiç durmadan, "seni seviyorum" de !

Şair çok iyimsermiş; yolun yarısına mı geldik ?

E, radyasyon neslindenim, biraz erken tükendim (hepimiz gibi).

Gülüşlerim vardır elbet;

önce göz yaşlarımı silmen gerekecek,

budur, zordur sevmek !

Ne yapayım pırlantayı parmağımda?

Olur bir gün şan, şöret ün para.

ama aşk her gün karaborsada.

Bir sevgilim yoksa kollarımda,

Ne yapayım pırlantayı parmağımda?

Cebindeki kalsın sana.

Sol üst köşeden harca bana.

Pırlantamı aldım ama

pırlanta gibi kalp lazım bana.

Yazar: Nevin Algül

Yazdığı Yer: Hiç kimsenin kullanmadığı, bir sürü şifresi olan, anti virüs programlarıyla dolu, kendi bilgisayarını.

Erguvan Zamanı

Erguvan zamanı gel bana e' mi?
Bir daha hiç gitme, aman ne Olur!
Çiçekler solmadan gelmeyeceksen;
Boş yere bekletme, aman ne Olur!

Erguvan baharın aşka Daveti;
aşk için neyleyim başka daveti:
Erguvani büyü sarmış dört yanı,
unutsun gönlümüz kışı, hazanı
Ve sevda yaratan mutlu zamanı:
Bu defa kaybetme, aman ne olur?

Yazar: Nevin Algül

Yazdığı Yer: Hiç kimsenin kullanmadığı, bir sürü şifresi olan, anti virüs programlarıyla dolu, kendi bilgisayarını

Ebruli

Uyanır gece yarısı, yoktan sevda yaparım.
Adamım bu küçük işlere ben bakarım, yanarım!
Adamım bu küçük işlere ben bakarım, yakarım!
Dilsizler bana danışır, kelebeklerin aklı benim.
Gemilerle her gece ben, çok uzaklardan önerim.
Adamım bu küçük işlere ben bakarım, yanarım!
Adamım bu küçük işlere ben bakarım, yakarım!
Adamım bu küçük işlere ben bakarım, yakarım!

Çağırır küçük adımları, karafakiden ben akarım.
Benim adım Ebruli, biraz gerçek biraz rüya;
Sen unut geçmişini, ben aklımda tutarım.
Adamım bu küçük işlere ben bakarım, yanarım!
Adamım bu küçük işlere ben bakarım, yakarım!

Yazar: Nevin Algül

Yazdığı Yer: Hiç kimsenin kullanmadığı, bir sürü şifresi olan, anti virüs programlarıyla dolu, kendi bilgisayarını.

Yaşın Hep 19

Hadi bana sor, sevmek bu kadar mı zor?
Senden başka yok, bildiğim yol.
Hadi bana sor, gezginci ruhumuz bir gün biterse,
korkmadan deriz gururluyuz.
Eksilirse ağlayanlar çevremizden
ya gerçeği söyleriz ya da nasıl istersen...
Ne güzel şeysin sen, hep yaşın 19.
Gel yanıma sar beni, bugün var, yarın yokuz.

Yazar: Nevin Algül

Yazdığı Yer: Hiç kimsenin kullanmadığı, bir sürü şifresi olan, anti virüs programlarıyla dolu, kendi bilgisayarını.
“Gel yanıma sar beni dediğim de kendim. Bu yapılanma, sürdürülebilir dijital köleliği dış dinamikleri kontrol ederek sağladı. Resmen kutulanma, kabalıkları, yapılan yanlışları yazarak attığım çözümlendiği için bin mizansen yaratıldı. İnanılmaz ama gerçek bir yapılanma. Bu talan bu şekilde gerçekleşti ve gerçeklere sadık kalmak zorundayım. Manda ürünleri ve kefire nur yağması, preslenmiş mısır patlağı dahil, inanılmaz sayıda çok talan edilen fikir piyasada tutan, başarılı ürünlere dönüştürüldü. Enerji kontrolüyle yapıldı bunlar, bu kontrol mekanizması hedefin istemediği, onu paralize eden enerjilerle onu bir çembere almak üzerine dayalı ve son ana kadar yapacaklar. Öyle hesaplı işler ki, alacağınız ürünleri bile manipüle eden bir yapılanmaya bağlılar. Bu yüzden sürekli ters psikolojiyle düşünmek zorunda kalınabilir.”

Sarı Laleler

Uykulu gözlerle döndüm rüyamdan.
Sana sarı laleler aldım, çiçek pazarından.
Sen olmasan buralara gelemedim ben.
Sevemedim bu şehri, anlamazdım dilinden.
Nasıl bir sevdaysa bu karşı koyamam.
Dayanamam kıskanırım seni paylaşamam.
Satırlar uçar gider aklımdan.
Sana sarı laleler aldım çiçek pazarından.
Yeniden başlasam bu sefer korkmadan.

Koklayıp birbirimizi çöpe atmadan.
Satırlar uçar gider aklımdan.
Sana sarı laleler aldım çiçek pazarından.
Nasıl bir sevdaysa bu karşı koyamam.
Dayanamam kıskanırım seni paylaşamam.
Satırlar uçar gider aklımdan.
Sana sarı laleler aldım çiçek pazarından.

Yazar: Nevin Algül

Yazdığı Yer: Hiç kimsenin kullanmadığı, bir sürü şifresi olan, anti virüs programlarıyla dolu, kendi bilgisayarını.
Yapılanma, hedefi çözümlenen korkuları, rahatsız olduğu her şeyle ki, köle için artık Dijital-Reel Psiko-Semiyotik Dil Kullanımları olan negatif bir çembere alabildiği yerlerde kutuladı. Bir başka söylemle kontrol edebileceği yaşam alanlarına koydu. Bu talan bu şekilde gerçekleşti.

Gitme Yoksa,

Gitme yoksa içerim, bütün uyku haplarımı;
sonra karıştırırsın ruh kitaplarımı...
Bir mektup yazarım; hep seni sevdiğimle biten;
sonra artık hesap et, bir daha olur mu hiç neşen*
Gitme yoksa atlarım en yakın köprüden,
hafızaya gerek yok; bu olur tek hadisem.
Gitme, yoksa katlederim bizim yan komşularını;

sonra polise derim; öldürmüş masumları.
Gitme, yoksa düşer yolum kiralık katillere;
sonra vurup durursun, ıssız sahillere.
Gitme, yoksa adım geçer akşam haberlerinde;
gitgide yaşlanırsın bir akıl hastanesinde.
Gitme dünyam dönsün, dönsün!
Ben hiç kimse ölsün mölsün; istemem!
Gitmeeee, terk etmeeee!

Yazar/Yazan: Nevin Algül

Yazdığı Yer: Hiç kimsenin kullanmadığı, bir sürü şifresi olan, anti virüs programlarıyla dolu, kendi bilgisayarını.

Sürdürülebilir Dijital Kölelikten Üzerinden Talan Edilen İlegal, Mahrem(Özel) Dijital Alanlardan Çalınan TV Programları, TV Dizileri, Sinema Filmleri, Akademik Kitap, Konu ve Başlıklarından ve Şiirlerini şarkı olarak söyleyen ve Birebir Sahiplenen şarkıcılardan Örnekler:

Sezen Aksu, Tarkan, Sertab Erener, Nil Karaibrahimgil bu talanın başından beri var olan isimlerdir. Sezen Aksu ilk çıkışıyla son bulan müzik yaşamını seksenlerin sonu 90'ların başından itibaren talan edilen günlük üzerine kuran bir şarkıcıdır; Kayahan, Barış Manço, Mustafa Sandal da o dönemlerdendir; Bu isimleri Teoman, Göksel, Candan Erçetin, Gülşen, Kenan Doğulu, Ozan Doğulu, Feridun Düzağaç, Bülent Ortaçgil, Yaşar, Nejat Yavaşoğulları, Yıldız Tilbe, Nazan Öncel, Hande Yener, Ziyet Sali, Murat Dalkılıç, Simge, Zeynep Bastık, Tuğba Yurt, Murat Boz, Ferhat Göçer, Aydılgö, Gülben Ergen, Burcu Gündeş, Ebru Güneş, Yalın, Ayşe Özyilmaz, Ayşe Hatun Önal, Kazım Koyuncu, Buray, Manuş Baba, Mabel Matiz, Koray Avcı, Soner Sarıkabadayı, Mehmet Erdem, Ferhan Akgül, Ferman Toprak, Aleyna Tilki, Ari Borakas, Can Bonomo, Nadide, Ebru Yaşar, İbrahim Tatlıses, Ahmet Kaya, Seda Sayan, Müslüm Gürses, Ferdi Tayfur, İsmail Türüt, Ajda Pekkan, Emel Sayın, Erol Evgin, Hande Ünsal, Seden Gürel, Bendeniz, Rafet El Roman, Of Aman Nalan, Hakan Peker, Oğuz Peker, Ali Güven, Eda-Metin Özülkü, Soner Arıca, Okan Bayülgen, Akın, Metin Arolat, Sibel Alaş, Emrah, Sibel Tüzün, Mithat Körler, Mithat Can Özer, Edis Görgülü, Yonca Evcimik, Funda Arar, Kıraç, Mahzun Kırmızıgül, Fedon, Atiye, Şebnem Ferah, Eflatun, Yonca Lodi, Harun Kolçak, Aşkın Nur Yengi, Pınar Aylin, Zeynep, Doğuş, Mirkelâm(Adı da talan ürünü), Burak Kut, Koray Avcı, Aydın Kurtoğlu, Simge Sağın(Soyadı ekleyip çıkarıyorlar Edis'le beraber, değişmiş olabilir),Hadise, Hepsi, Ajlan Büyükbucuk(ikili olarak çıkışı ve ben yazdım dediği şarkılar), Kerim Tekin, Pamela, Yeni Türkü, Ezginin Günlüğü(Bilgisayarında bu adı taşıyan şiirlerimi topladığım dosyam vardı: Çalma şiirlerimle ortaya çıktılar), Nev, Adamlar, TNK, Selami Şahin, Manga, Mor ve Ötesi, Demet Akalın, Serdar Ortaç, Bengü, Berkay, Yeşim Salkım, Sinan Akçil, Kekili, Mustafa Cecili, Recep Aktuğ, Zerrin, Levent Yüksel, Ayna, Ayla Çelik, Tuğba Ekinci, İzel, Ercan Çelik, ve grup olarak, Hüner Coşkuner, Ferda Anıl Yarkin, Hakan Altun, Fatih Taşçıyan, Ege, Melihat Gülses, Rengin, Davut Güloğlu, Fikret Kızılok, Cimilli İbo, Ayşegül Aldinç, Zuhul Olcay, İsmail Türüt, Vedat Sakman, Jale, Kibâriye, Kubat, Oya Bora ikilisi, Eda-Metin Özülkü, Yusuf Güney, Emre Kaya, Emre Aydın, Deniz Arcak, Gökhan Kırdar, Jale, Hüner Coşkuner, Gülay, Naşide Göktürk, Müşerref Akay, Volkan Konak, Gökhan Tepe, Gökhan Türkmen, Kardeş Türküler, Mustafa Topaloğlu, Yavuz Bingöl, MFÖ, Mazhar Alanson, Hülya Polat, Gökhan Özen, Özlem Tekin, İlhan Şeşen, Zülfü-Aylin Livaneli, Fatma Turgut, Niran Ünsal, Ayla Çelik, Sibel Can, Emre Altuğ, Demet Sağıroğlu, Şebnem Ferah, Hülya Avşar, vb. İrem Derici, Hülya Avşar, . Tüm bunlara klasik müziği, hatta operayı sevdirmeye fikirleri dahi. Hakan Aysev örneği. Çok sayıda çalıntı konu, sergi ve sergi alanı var. Talan edilen koca bir ömürden bahsedilmektedir. Talan burada yazılanlarla sınırlı değildir. Son dönem yeni çıkan şarkıcılar, tüm albümleri çalarak çıkmışlardır.

TV dizi ve programları, sinema filmleri: Bir Demet Tiyatro(Ad, karakterler, Feriştah ve fazlası), İtilmiş Kakılmış, Cin Ali tiplerleri, Güldür Güldür(Ad, karakterlerden bazıları, konuk edilen sanatçılar ve daha fazlası-keşke benim olsa), Komedi Dükkanı, Çok Güzel Hareketler Bunlar, Survivor(tümüyle talan edilen günlükten, adı, tüm kurgusu, Yemekteyiz(Acun Ilıcalı'nın patentini aldığı , yapımını yaptığı tüm programlar talan edilen günlükten birebir alınmıştır) , Baba Evi, Derya'lı Günler, (biçki, dikiş nakış ve yemeğin gündüz kuşağı programlarına girmesi, aynen Türk dizileri dönemi gibi)Altın Günü, Evlilik programları, başlangıç Saklambaç'la, Ömür Dediğin, BBG'ler serisi(TV ortağının kurumunda çalışmaya başladığı zamanlar), Tatlı Sert,(Adı sanı tüm kurgusuyla, Hukukçuların, astrologların, psikologların çalıntı programlara dahil edilmesi), Çarkıfelek, Doktorların kendi programlarının olması, çoğu ilk talan edilen günlükle başladı. İyi Fikir, Kim Milyoner Olmak İster, Kelime Oyunu, İşte Benim Stilim'le başlayan ilkler(Birebir), Saba Tümer'in çıkardığı bazı konuklar ve konu başlıkları, bayan kahkaha olması, viral ünlü PR'ları "bir başka söylemle talan edilen günlüğüme yazdığım kritikler üzerinden, daha çok yalnızlaştırma daha çok yazmamamı sağlama üzerine kurulu bir çembere alındım." Hâle gelmesi, PR'ları, Baykuş (Okan Bayülgen- gece canlı yayınlar dönemi Cem Özer-Okan Bayülgen), Okan Bayülgen (Televizyon Çocuğu), MasterChef, Reality şovlar, "kan var mı kan" dan bugünlere: Hayat Batuhan'a Güzel: Birebir çalma, Yeşil Elma(Birebir çalma, ayrıca gündelik içerik çalma, ekrandan Dijital-Reel Psiko-Semiyotik Dil Kullanarak mesaj iletme) Yemek Yapma programları, Dokun Bana(araca dokunma ve hiç bırakmama), TV Dizileri: Revize edilen: Yaprak Dökümü, Aşk-ı Memnu, birebir dil kullanımlarına kadar aynı olanlar var. Giyim, kuşam, saç, baş. Şarkıcı ve Tiyatrocu seçmeye yönelik tüm yarışma programlarının çıkışı... Fatmagül'ün Suçu ne? Birebir çok pek çok unsuru bünyesinde barındıran, bordo mantosu dahil, bu karanlık yapılanma renkleri, isimleri, Dijital- Reel Psiko-Semiyotik Dil Kullanımı aracına dönüştürüp baskı amacıyla kullanan bir yapılanma ve bu da yöntemlerindedir. Kırallık Aşk, Gönülçelen, Hatırla Gönül, Canım Ailem, Nasıl revize edilirse çok tutulacağı fikrim birebir çalındı. Aşk-ı Memnu (Behlül kaçır ve daha fazlası), Masumlar Apartmanı, Yeşil Deniz, Bir Yusuf Hikâyesi, Kızılıcak, Ruhsar, Ekmek Teknesi, Asmalı Konak(artı iç turizm hareketliliği), vb. gibi, çok daha fazlası Gittim, Gördüm, Yedim, Gezenti, Radyo Programları, Melekler Korusun; Kırmızı Koltuk, Çukur(lansmanı birebir), Teşkilat(ad), İkinci Bahar, Mühürülü

Güller, Leyla ile Mecnun'un gülmeceye dayalı versiyonu, İstanbul Yeditepe(şarkısı da dahil, birebir talan günlüğünden), Avrupa Yakası (İleri kasıtlı Dijital Reel Psiko-Semiyotik Dil Kullanımları olan, birebir karakterlerinin konusunun, dil kullanımlarının aynı olduğu TV dizisi, ilklerden, Jet Sosyete, Pis Yedili(Buradaki Müdire karakteri kesinleşen manipülasyonla çalışmaya başladığı İlköğretim Müdiresinin ta kendisinden ilham alınarak yaratılmıştır, Kadınları Anlama Kılavuzu, okulun kurucularından biri veya ikisi bir TV kanalının sahiplerinden, eğlence sektörü duayenlerindendi, tüm sistematik çalınma ve inanılmaz olaylarla örülme o dönem başladı, atanmayla kesintisiz hâle döndü) Harem, Hayat Bilgisi, İkinci Bahar, Asmalı Konak, Ah Bir Bulut Olsam, Muhteşem Süleyman, Aşk Yeniden şarkısıyla beraber. Kiralık Aşk (Birebir konu, şarkı, reklamlar) Bizimkiler(eskilerden değil, yenilerden sona gidileceği için eskilere pek yer vermemek tercih edilmiştir), Düriye'nin Güğümleri, Tatlı Hayat, Atiye, En Son Babalar Duyar, Zengin Kız Fakir Oğlan, Ruhsar, şarkısıyla beraber, Bizimkiler, Gülşen Abi, Yedi Numara, Masumlar Apartmanı, Sevgili Dünürüm, Hayat Bilgisi, Mahallenin Muhtarları, Karadeniz Dizileri: Gül Beyaz, Naciye'yi Kim Sevmez?, Türk Malı, Alemelerin Kralı, Canım Ailem, Yeter Anne, Atiye Dizisi ve bu dizinin ilgili olduklarıyla yaşamının ilişkisi vb. gibi. *Haber Programları, Belgeseller:* Tarafsız Bölge, TekeTek, Tarihin Arka Odası, Memleket Meseleleri, Akla Akıl Katanlar, , ödül alan Karadeniz'e (Isıklı konuşanlar) ve Karadeniz kadınlarına yönelik belgeseller, Kuzey'in oğlu, Limon Ağacı , Kadın İsterse, Dadı, Yedi Numara, Hayat Bilgisi, Başıma gelen her şey insan sevgisi gibi, filmlere serpiştirilen ve slogan olan yüzlerce dil kullanımı.

Zaman Treni, Nasıl Yani, çok sayıda, Açık ve Net, Reklamarkası(Ad, konu, tasarım) Türkiye'nin Nabzı, Medya Mahallesi Öteki Gündem, İyi Fikir, Muhteşem Süleyman(Danışmanlar ve araştırmacı senaristler dönemi/PR'ı), GORA, Her Şey Çok Güzel Olacak(şarkısıyla beraber), Organize İşler(Nil Karaibrahimgil'in söylediği şarkı da birebir talan edilen günlükten), A.R.O.G., Pek Yakında, Her şey Güzel Olacak, Umudun Kıyısında, Mayıs Sıkıntısı(konusunu bilmiyorum, ad talan ürünü) , Yüreğine Sor, aynı yönetmenin belgeseli, horonda söylenen şarkı tümüyle Çalma Gönülçelen şarkısıyla beraber birebir talan ürünüdür. Teoman albümlerce, Müslüm Gürses'li projeler dahildir; Salıncak şarkısından tutun dizi içindeki şarkılar da talan ürünüdür. Kahpe Bizans, Deliha serisi, Kocan Kadar Konuş, Kutsal Damacana, Evim Sensin(filmin lansmanı da talan günlüğünden, adı ve konusunun yanı sıra) Yalnız adam, Recep İvedik ilk çıkış ve serisi, ad birebir, ilkinin konusu birebir. Şahan Gökbakar önce TV 8'deki çalını skeç içerikleriyle başlamıştı. New York'ta Beş Minare, Hayat Devam Ediyor, Güneşi Gördüm, Televole, Vizonte, *Uluslararası*, İş yapan Netflix dizileri adı da çalma, Truman Show, Maske, Thronların Savaşı, Gravity, İntersellar, Fransız filmlerinden bazıları(Asteriks Serisi), Vikinglerin sinema konusu olarak dönüşü, , Yüzüklerin Efendisi, Harry Potter'ın çıkış hikâyesi, kafelerde yazılan roman ve isimler ve konu, The Office, Mask, Diriliş, çok sayıda, Televole ilk çalınanlardan. Kelime Oyunu; Pokemon, Sim City, Meclis Taksi,(İntihalle suçlandığım Ankara'ya gidip geldiğim günlerde yazdığım tasarımımdan birebir çalındı) Trafikte Kadın(Algül,2016) Trafikte kadına şiddet dili diye bir makale çalışmam da bulunmaktadır. Öğrencilerimden birinin dediğine göre böyle bir TV programı da üretilmiştir. Araç motoruyla ilgili tüm TV programları, Motoru sesinden anlayan reklam çıkışları, ilk NTV ki, arkada anlık canlı görsel kullanımı talan edilen günlüğünden ilk NTV'de, havayı koklayan Bünyamin Sürmeli gibi reklam çıkışları, talan alanlarımdan. Uber adı değil ama sektör yaratımı talan edilen dijital alanlarımdan. Matriks("adı bana ait değil ama ilk Matrix filminin içeriği." Turkcell, Vodafone(isimler, reklamlar, Turkcell isim ve reklamları birebir çalma ve hâlâ telefon müziği olarak kullanılmaktadır.)"

Aplikasyonlardan: Bisu, Forgiven App. vb. gibi. Kamu Spotu, birebir çalma, ilk reklam ve konuları da çalma. TV kanalları: Ulusal Kanal, Us TV, Kanal D, Habertürk, Beyaz TV, Kanal 24, 360, ATV, Beyaz TV, Planetler serisi, Prince(Purple Rain), Belinda Carlay, Laura Branigan, Genç Iglesias(Hero) , Sting, Madonna, Michael Jackson, Cindy Looper, Aha, Lady Gaga, Modern Talkings, Enigma, Björk, Black, Michael Bolton, Road to the hell,The Final Countdown,(Europe) "Not: Bunlar listeme bakmadan yazdıklarım." Pokemon, Twitter, adı, konu, fikir, tasarım, WhatsApp, Instagram adı hariç, FaceBook adı ve her şeyi, Beymen T-BOX, giyim kuşam fikirleri, Cotton, Wepublic, ve ötesi, Siyasi arenaya zenginlerin inmesi projeleri , Network, Wolford, Gossip Girl, Kasım'da Aşk Başkadır, Eataly, Mavi Cins(/ İlk Türk Markası kot), Turkcell, Vodafone, Sim City, City Farm, Ekotime, Market isimleri ve çıkış alanları: Bim, Şok, A101, MakroCenter, Mado, TV Kanalları: Show TV(ŞOV'du SHOW olarak çıkarttılar), Habertürk(Habertürk), Kanal 24, TV360, Beyaz TV, Kanal D, Tematik kanallar, Ulusal Kanal, Us TV, Planet TV serisi, vb. gibi: Kafa karışıklığı bölümünde değerlendirilebilir. Yandex, Gıda sektöründe marka olarak Reis'in yer aldığı dönemler, çoğaltma olarak değerlendirilebilir. Tüm Yöresel yemek günleri ve festivalleri, Karadeniz hamsi günü, pek çok belediyenin projesi, Netflix'in pek çok dizisi: Black Mirror(Adı ve ilk bölümler birebir),Desperate Housewives, inanılmaz çok sayıda Hollywood filmi. Da Vinci, önce filmi yapıldı sonra dizisi, birebir içerikten çalma var, vb. gibi. Askıda ekmek, askıda kart, medikal bitkiler, bitki satışları, (belediyeler kaptı), Yöresel yemek günleri, haftaları, hamsi günler, içinde kuş tünekleyen mekânlar vb. gibi Bill Gates'in notları, Da Vinci'nin notlarını satın alması, Google Scholar, , Google da resim aratma ve çok daha fazlası, Da Vinci Gibi düşünmek adlı kitap, Simyacı, Forest Gump dahil ve yok yok neredeyse...EngelSİZ(dil oyunları ilgi alanı) projeleri, BeyinSİZ, outdoor sanat faaliyetleri vb. gibi.

BÜMED'in yaptığı projeler, İkinci Bahar dersleri, modülleri dahil, Tarım, kooperatif, meraklı çocuk, ve atölyeleri, Dergi başlıkları BÜ'yülü Gün vb. gibi. Üniversite adları: Nişantaşı Üniversitesi, İstanbul Ticaret

Üniversitesi, Bilgi Üniversitesi ve bono gibi, bazı projeleri, Boğaziçi adının bir marka olarak, orta öğretimde kullanılması vb. gibi. Eski Twitter tümüyle çalıntı .Linkedin, Facebook, WhatsApp, Instagram (adı değil), vb. gibi.

Özel kurye sektörünün yaratımı, ilk kurye adları ki, yaşamının bir yerlerinde hep oldular, Yurtiçi, MNG, Aras, Trendyol, Vigo, Hemen, Getir ki, çıkışı, reklamları, sloganlaştırılıp kullanılan reklamları, talan alanından birebir, üstelik LinkedIn’de kamuya açık yazılan ‘Sözcüklerin Benimle Oynaşması Mesel Meseli’nden Umud, Getir Bir Mutluluktan da devşirilmiştir(linkedin/nevina Benimle Oynaşması Meselesi).

İnanılmaz çok sayıda vakıf ve dernek adları, akademik dergi, marka adları, Organik Marka adları city farm, Orvital, Ekotime vb. gibi.. Reklam Arçelik Reklam filmleri Geri Gary gibi, Arçelik, Sleepy Markası, Reklam içerikleri, Akbank Reklamları, Dil Kullanımları N(en/ne)Kolay, ENNTV vb. gibi, Kredi kartı adları Adios ve reklamları, Ezel Akay’ın çektiği reklamlar, Halkbank/Paraf kart adı ve reklamları, Vakıfbank/Türkân Şoray’lı birebir reklamları(Algül, 2017) Türkân Şoray ve halden anlayan gözler), bonus, vb. gibi. “Şapkasız çıkmam abim”li MFÖ reklamları, Migros’un reklamları, İyi tarım, Migros Size İyi Gelecek, Telefondaki cıngıl müziği lami cimi yok, Yurtiçi Kargo ilk çalışanlardan, MNG Kargo, **Aras Kargo, Aras adında birinden günlüğümde bahsettiğim akabinde, Kafa karışıklığı yaratma ve düşünmeyi kesmeye yönelik bir taktik mi?** Asıl çalınmayı karartan bir yöntem olarak dikkate alınmalıdır; kafa karıştırıcı olarak kullandılar. Trivago, Biletix, Ekşi Sözlük, Yemek Sepeti, Çiçek Sepeti, MediaCat, Kırmızı Kedi, Çok sayıda web sitesi adı ve iş alanı: Kariyer Net, Sahibinden Com, Kitap ad ve konuları: Usta İş, Reklamcı Yazar, SekSever; Ağdaki Şüphe, Etkileşimli TV, İlk radyasyon kılıfı veren kitap, aynalı kitap, Halkla İlişkilerin İdeali, Fi, Pi, Çi, Havva’nın Üç kızı, Maraz, Vücudunu Kullanma Kılavuzu, Araf, Kara Süt, Yeni Hayat, Masumiyet Müzesi, Kara Kitap, Gönül Defteri, vb. gibi. X’de yer alan eski adı benden çalındığı şekliyle Twitter olan mecrada kullanıcı adı ve profil içeriğinde yer alan tanımlayıcı bilgi: Comicman adı ve Profilinde yer alan: Çayır çimen gezen adam. Bazı talancı ünlülerin profillerinde yer alan özlü sözler, örneğin: Hem gezen hem okuyan gibi, çok sayıda bulunmaktadır. Bu talana katılımın boyutunu da gözler önüne serer. Yabancı X’ kullanıcı adları: Thinking West, Culture Critic vb. NASA’nın renklenmesi ve pek çok projesi, Şili’de göğe çıkan merdiven, ve gökyüzü/uzay seyrinin ticarete ve turizme dönmesi, geri dönen mekik fikri vb. gibi çok sayıda, şaka gibi ama değil, lider ve kanaat önderi seçimlerindeki fiziksel özelliklerin öneminde dikkat çektiği pek çok nokta vb. gibi. Titri Fikri, Alamet-i Farika gibi reklam ajansı, isimleri, bazı gazetecilerin birebir dil kullanımlarını ve talan edilen günlüğün konularını sahiplenmesi vb. gibi. Zuchhini’nin çıkışı(Ad değil alan), pek çok makarna türü, süsüz ürün fikirleri, süre okuyan namazgâh, mıknaatıslı kadın eşarbi tutucuları vb. gibi çok sayıda ticari ürün.

Akademik buluş ve fikirler: “Tezin alıntı ve özgün niteliğini ölçen yazılım(sözde intihalle suçlandığımda aklıma gelen bir fikirdi, günlüğüme yazdım) , ilk yapan Turnittin’le MÜ. Notların otomasyonla girişi: İlk Yapan MÜ, Doçentlik Başvurusunun otomasyonda gerçekleştirilmesi: İlk Yapan MÜ, MİTTO, İnovasyon; Üniversitelerin doğal olarak sahip oldukları bilimsel danışmanları: Akademisyenler, Organize olma Yetenekleri ve Sermaye İş birliği, akabinde yapan MÜ:MİTTO; MARKAM, Kariyer Kapısı, Öğrenci proje çalışmaları. Ayrıca, çok sayıda YSL tezi, Doktora tezi, Proje konusu da talan edilen günlüğümde çalındı ve bazıları bunu gözümde soktu(çaresiz hissettirme, özellikle intihalle suçlama sonrası) YSL ve Doktora tez sunumları ve basılı olarak ürün haline getirilmesi ve uluslararası kongre düzenlemeleri, birimini de kurdular. Medya Merkezi. “Etik Kurul kendim için MİTTO’ya önerdiğim, MİTTO bünyesinde yapmak istediğim fikrimdi, fikirlerin ahlâklı bir yoldan elde edilip edilmediğini araştıran bir birim kurma fikrimi yüz yüze önerdim, davet edildiğim, icabet etmem beklenmeyen Çalıştay fikrime; akabinde ayrı bir birim olarak kuruldu. Bu talan ürünleri aynı zamanda ‘Dijital Köle ‘ üzerinde direnişine endeksli olarak baskılama araçları yapılmaktadırlar. Görsel İletişim Tasarımı Anabilim Dalının kurulması, İntihalle suçlandığımda Ankara’ya gittiğim dönemler ki, otobüste rahat bırakılmadım, özel bir orduları var: Üstelik çok kere gittim ve bu dönemde YÖK’ün içine de girdim. O zamanlarda YÖK’le ilgili talan edilen günlüğüme yazdıklarımın YÖKAK kuruldu.” Ne güzel değil mi? Bu birimler aynı zamanda Dijital Köleyi suçlayacak birimler, yani talan alanlarını istihdam alanı oluşturdu. Bu hep böyle çalıştı. RTÜK ilk başta çalışanlardan, kendime dert ettiğim konulara bakılırsa hep aynı kalıpla davrandığım da görülür, bilimsel danışmanlıklar, etik kurulları, reklamları denetleyecek birimler vb. gibi. Talancılarımıza istihdam alanı yaratıp, güçlenmelerini sağlamışım. RTÜK’ün tüm projeleri talan edilen günlüğümde ve bakılırsa o dönem bu işlerle uğraşanlar, birebir burnumun dibinde yani sözde intihar ettiği iddia edilen, asla intihar etmeyecek bir yapıda olan eniştemle de ilgilidirler ve bu ilgi partiler üstüdür.”

Denize doğru

Çözdüm her şey çok basit:
Denize doğru üç beş dakika yeter;
derdimi anlatmaya,
Zaten çok şey değmez, çok konuşmaya.
Denize doğru, denize doğru,...
Düşlerimde bile kaçtım, denize doğru...

Kararımı çoktan verdim.
Denize doğru, denize doğru...
Gülmez çünkü hiç bilmez dertleri ağır.
Bütün kapılar çalınır ama bilgiler sağır
Mışlar mışlar ne demişler burada bulamamışlar.
Denize doğru, denize doğru...
Gittim çünkü eskittim kentin sokaklarını.

Kimsenin umurunda değil suratlar soğuk.

Ardımda çok şey bırakmadım.

Kalanları da almadım.

Denize doğru, denize doğru...

Adını düşürenlere üzülseñ deęmez.

Sesini kaybedenlerin bir şarkısı olmaz.

Kararımı çoktan verdim:

Denize doğru, denize doğru, denize doğru...

Aslında kaçmak değil sevgiye koşmak...

Sessizdiler ama çoktular;

biraz deli biraz çocuktular.

Denize doğru, denize doğru...

Kolunu kapıranlara çare bulunmaz,

Yaşam bizden hızlı beklesen olmaz.

Yazar/Yazan: Nevin ALGÜL.

Yazdığı yer: Kendine ait, başka hiç kimsenin kullanmadığı bilgisayarı.

Manifesto

Niye herkes bu kadar ciddi,

Okunmamış kitaplar ama ciltli,

Asık asık yüzlü insanlar,

ta yüreğine kadar kilitli

Asık asık yüzlü insanlar

Ta yüreğine kadar kilitli

Ne gülümseme ne günaydın yok

E tabi üçüncü sayfada olay çok

Yazar/Yazar: Nevin ALGÜL,

Yazdığı yer: Hiç kimsenin kullanmadığı, bir sürü şifresi olan, anti virüs programlarıyla dolu, kendi bilgisayarı "Sezen Aksu'nun yeniden ün kazandığı dönemden itibaren kendine ait tek bir şarkısı yoktur. Diğer şarkıcılara verdiği sözler de talan edilen bilgisayarımdaydır. Aslında bu şiirimde o dönem moda olan LOL' yu da mizah unsuru yaptığım ortadadır."

SONUÇ

"Elinizde bir bavul dolusu para var ve başarılı sonuçlar elde edebileceğiniz yeni, farklı bir sektör yaratımı arayışındasınız ve bu karanlık dijital alandan size akan datalar, veriler var: Tüm bu karanlık veri alanı başlı başına illegal olmakla beraber eęer bu veriler için tek bir isim deşifre edilmiş ve kaynak olarak o kullanılıyorsa hatta bu kaynaktan seçim yapabilme özgürlüğü bile bulabiliyorsa bunun adı 'Dijital Kölelik'. "Benim vakamda, kaynak olarak çok değerli bulunmuş olmalıyım ki, 7/24 bir kapanakta tam tamına yirmi dört sene, tüm bu seneler sistematik çalınmanın Dijital- Reel Psiko-Semiyotik Dil Kullanımlarının unsurlarıyla kesintisiz kuşatıldım. Çalınmam, manipülasyonla çalışmaya başlamamla ki, kurucularından biri veya ikisi TV kanalı ortağı ve eğlence dünyasının duayenydiler; sistematik olarak yirmi dört sene, atanmamla yirmi bir sene kesintisiz hale geldi. Toplamda otuzu geçen yıllar boyunca talan edildim."

Yukarıdaki paragrafın başlangıcında yer alan içeriğin hepsi Halkla İlişkiler'in kapsamında gibi görünüyor değil mi? Halkla İlişkiler Türkiye'de nasıl işlemekte, herkesin sorgulaması gereken bir konu artık. Dijital bir başka söylemle bilgisayar kullanımının yaygınlaştırıldığı, gelişmekte olan veya üçüncü dünya ülkesi olarak tanımlanan ülkelerde dijital bilgi çok başka anlamlar taşıdı(Algül, 2015) tarihli makalemdede "her çocuğa bir tablet" politikasının hangi anlamlara gelebileceğini yazan, onları; açık birer data merkezi haline getirebileceğinden bahseden makaleme bakınız. Yukarıdaki paragrafta tanımlanan her bir iş kolu için ayrı bir uzmanlık alanı ve bütçe gerekirken dijital bilginin kötü kullanılması nedeniyle bu görülere sahip, içinde doğduğu toplumda maruz kaldıklarını ancak yazarak atabilen insanlar, makalenin sahibi gibi aęa takıldılar. Çalınan kamera şakası TV programlarımda kafeye giren çift hariç, talancılar için içinde, kutulanma yöntemi de buna benzer bir şekilde işlemektedir. Yaşam alanları kontrol altında tutulmadan 'Dijital Kölelik' mümkün değildir

Toplumun ve bireyin kültürünü, kültürel kodlarını deşifre ederek Psiko-Semiyotik baskılamaya aracına dönüştürmek ve onu dijital köle olarak kullanmak üzere ileri vakalarda ortamını manipüle ederek sağaltmak üzere kontrollü manipülasyon mizanseninle donatarak, ortam dinlemeden ticari fayda elde etme çabası gütmek karanlık yapılanma yöntemleridir. Öncelikle 'Dijital Köle'nin kendine güven duyduğu alanları yok edilerek işe başlandı. Sınırlarla sürekli oynamak, hayırlarıyla paralel devam eder ve kişisizleştirilme operasyonu tekrarlayan kalıp davranış halini alır. Tehditle baskılamak yöntemlerdendir. Sevdiklerinin ölümüyle tehdit biter ince ayar tehdit dönemi başlar. Örneğin: Talan konusu çok olan kitapçevlerinden birinden yakın zamanda, istenen kitapların hiçbiri verilmez, önerilen kitapların hiçbiri istediği içerikleri taşımaz. Bu kitaplardan biri, ben de okuyorum, denerek içeriden getirilmiştir. Tümü kırmızı olan bu kitapta çünkü adı da bu; bir yere işaret konmuştur: : "... Olmuşa saygı duy; yoksa yıkımın olur..."(Jung, 2014). 'Dijital Köle' için yıllar içinde tesadüf tesadüftür', Dijital-Reel psiko-Semiyotik Dil kullanımı olarak değerlendirilebilecek bir durumdur artık.

Unutulmaması gereken tüm bu Dijital-Reel Psiko-Semiyotik Dil Kullanımları sizi manipüle etmek ve asıl yapmanız gerekeni yaptırmamak ve sömürüye devam etmek içindir. İnsani hiçbir şey beklenmemelidir. Hiçbir şekilde Dijital-Reel Köle edilen kişi kendini bu kişilerin insafına bırakmamalıdır. Satranç taşları gibi bir mizansenin içinde dönen bir insanlık dışı, talancı bir yapılanmanın azaları olarak görülmelidirler. Yoksa bu döngünüz ve yaşamınızla oynanan oyun hiç bitmeyecektir

Bu yapılanmanın çörelendiği yerde artık ot bitmez. Hangi şartlarda olunursa olunsun ortaya çıkmak elzemdir. Aksi durumda siz ve sevdiğiniz daha çok tehlike altında olacaksınız, örüleceksiniz, öldürüleceksiniz. Tüm hayata büyük bir zevkle çöken ve elimizde oyuncaksın oyununu oynamaktan korkunç zevk alan kişilik bozukluklarına sahip olabilecekleri de düşünülmelidir. Hiçbir tehdit unsuruna aldırış etmeden, deli diye yaftalanmaktan hiç korkmadan, tüm belgelerinizle ortaya çıkın. Dijital köle olarak yaşamak mümkün değildir zaten. Potansiyel emsâl vakanın öznesinin yok oluşu, dil kullanımlarının hedefi vurmadaki başarısı, fikir ve icatlarının ticari değeri çok yüksek olan şarkı olan şiirlerinin, TV, Sinema, dizi revize ve tasarımlarının, Türk TV dizileri onunla başladı, başarısı, PR fikirlerinin toplumdaki karşılıklarının inanılmaz ölçüde etkili olması; akademik yaratımları, roman konu, fikir başlıklarının satıştaki başarısı sürekli olunca ‘Dijital Köleliğe’ terfi etti. Dijital Çağın kötücül kullanımına egemen güçler onay vermeye devam ettiği takdirde gelecek hiç de iç açıcı olmayacaktır. Dijital Köleliğin ne olduğunu yaşamadan hiç kimse ama hiç kimse bilemez ve tahmin dahi edemez.

Potansiyelle emsâl vakanın öznesinin kaleminden: “Güvendikleri noktalardan biri bireyin ne yaşadığını anlayamayacak ve savunamayacak duruma gelmesini sağlama, ve yapılanların dile dökülemeyeceği savına inanmaları. Şikâyet edemeyecek hâle getirmek üzere toplu, çoklu saldırıları ardı sıra tekrarlamak ve yapmak, tüm yaşam alanlarına bu türde bir hücumla yaşamak. Yerleştirildiği kutularda sürekli sorun çıkarmak, bu sorunları Dijital Reel Psiko-Semiyotik Dil Kullanımları olarak talan ettikleri mahrem dijital alanlarından üretmek bir yöntem. Dijital Köle kendi enerjisinde kalmalı ve bunu yapabilmek için gerekli bilgiyi kazanmanın yollarına bakmalıdır.

Türkiye gibi toplumlarda tanımlamış olduğum ve yaratmış olduğum bilim dalım Dijital Reel Psiko-Semiyotik Dil Kullanımları ve ALGÜL Dijital- Reel- Manuel Psiko-Semiyotik Dil Kullanımı Ayrıştırıcıları adlı buluşumu topladığım üst başlık olan Psiko-Semiyotik İletişim ciddi şekilde, öncelikle ele alınmalıdır çünkü geniş kitleler hem sağlıklı düşünce gelişimi süreci açısından Türkçe ve Matematik Derslerinin Öğretme Yöntemlerinin Düşünce Gelişimine Olan Etkileri Üzerine Algül Teorileri(Algül,2018) hem reaya kültürünün genetik kodlarında yer almalarından dolayı, sorgusal ve eleştirel bakabilme yeti ve yetenekleri kolayca sekteye uğratılabilirler ve duygu durum biçimleri üzerinden; Dijital-Reel Psiko-Semiyotik Dil Kullanımlarıyla kolayca avlanmaları söz konusu olabilmektedirler. Bir başka söylemle potansiyel emsâl vakanın öznesi başlangıcından itibaren sorgulasa dahi, tüm bu bilim dallarını yaratıcısı olsa dahi, kafa karışıklığı ağına yakalanmadı değildir. Belki kişiliğiyle de bağlantılı olabilir, netleştirme ihtiyacından kaynaklanabilir. Ayrıca bu tür bir yapılanmanın özelliği sürekli dram yaratma üzerine kuruludur ve bu dramları talan ettikleri mahrem dijital alanlardan üretirler. Örumcek ağı gibi hedefin etrafını sararlar. Sözü öz ile de kafa karışıklığı yaratabilecek bir durum üretme arayışında olurlar ki, her türlü kumpas, hile, tezgâh baskılama araçlarındandır. Dijital Köleliğin sürdürülebilir olması için çoklu bileşenlerinin olması gerekir, Dijital Kölelik için darbe kalkışmasıyla açığa çıkan, Fethullah Gülen örgütüne atfedilen bir yapılanma modeline şiddetle ihtiyaç duyar, bu bileşenlerden biri de siyasi güçlerdir. Dijital Kölelik bir de sürdürülebilir Dijital Kölelik 7/24 Elektronik/ Dijital Gözetim gerektirir, muktadir olan siyasi erklerin ellerinde bulunan güç, vatandaş tarafından bilinen bilinmeyen yaptıkları anlaşmalar, verdikleri sözler bu bağlamda çok anlamlı ve önemlidirler; veri hırsızlığı, sürdürülebilir Dijital Kölelik vakaları için bileşik çoklu donanımları ihtiyaç vardır ve devletin olanakları maddi manevi imkânlar sunar. Fethullah Gülen örgütünün devletin içinde yapılanma modelini anımsayınız.

Her vatandaşın iktidarda olan parti tarafından özgürlüğünün korunması anayasal bir haktır. ‘Dijital Kölelik’, üstelik bir de sürdürülebilir Dijital Kölelik vakalarında çözümlerden belki de en önemlisi iktidardaki partinin sorumlu tutulması olacaktır. Öneri olarak, hiçbir şey yazmadan ve demeden direkt eyleme geçmeniz önemlidir. Bu tür bir düzenekte en azından potansiyel emsâl dijital kölelik vakasında bir kutulanma yöntemi olarak içine konulduğu kurum, kuruluşlar, yaşam alanları, kaynak çok kazançlıysa örme de o kadar komplike ve detaylıdır.. Hiçbir yere yazmadan, kimseyle konuşmadan, onlarla ilgili olabilecek insanlardan uzak birileriyle bir an önce hukuki işlemleri başlatmanız bir gerekliliktir. Daha ilk günden yapılırsa dijital kölelik sarmalına bir ömür kaptırılmamış olur. İnsani olarak ulaşmaya asla çabalamayınız. Bu tür yapılanmalarda insanı duygu durumları yok. Ticari kafayla bakılmakta. Bu tür bir yaklaşımla kurtulduğunuz bile sanırsanız başka bir nedeni vardır. Sizi, kişiliğinizden çıkarıp bir şeye dönüştürdüklerinde, belki ama insani olarak yakalamanız mümkün değildir.

‘Dijital Köle’ Schrödinger’in gerçek kedisinin ta kendisidir ama bir farkla, aslında ölü olduğu bilinen ve bu haliyle de ayrıca eğlenilen bir kedidir ve Schrödinger’in kedisi miyim?, ben diye talan günlüğüne yazan ve soran dijital kölenin, bu söylemi de çalınarak diğer içerikle birleştirilerek kitap adı yapılmıştır: Talancıların ruhu anlaşılın. Bu arada talancıların aklanma noktaları, hatta bazılarının egemen siyasi erkle beraber, hacca ve umreye gitmeleri asla gözden kaçmamaktadır. Talancıların kendilerini aklama, kendilerine reklam yapma araçlarının en ilginç olduğu dönem olarak içinde yaşanan çağ, tarihe geçmiştir. Talan edilen yüzlerce şiiri üzerinden yıllarca hareket eden müzik sektörü, patenti alınan TV programları, ‘Dijital Kölelik’ üzerinden elde edilen telif hakları alınan; yüzlerce ‘Dijital Kölelik’ ürünü, TV Dizileri, Sinema Filmleri, Akademik yaratımlar... Hukuk alanında öncelikle Dijital Köleliğin asıl sorumlularından hareket edilmelidir ve ekranıyla senkronize tüm hallere derhal son verdirilmekle kalmamalı, ellerindeki talan ürünü günlüğü ve dijital alanlarına yazdığı tüm içeriği bir daha asla kullanamamalarına dair karar alınması sağlanmalıdır.

KAYNAKÇA

- Algül, Nevin(2020). What is Psycho-Semiotic Language Use and Its Parser, As a New Concept? How Can The Example Modeling for Use in Digital Media And The Process Of Creating Digi- Slave Proceed?(ss.796-802). Lefkoşa; Kıbrıs(Kktc): Inte/International Trends and Issues in Communication & Media Conference.
- Algül, Nevin(2020). Digital World, Digital Communication Area, Transparent Communication, Digital Communication and Law of Interaction, Digi-Police, Digi-Inspector, Debating The Uniqueness Of Individual After Pandemic Period, Determination, AnalysisDs, Insights and Recommendations(291-295). Lefkoşa, Kıbrıs (Kktc): Inte International Trends and Issues in Communication & Media Conference.
- Algül, Nevin(2021).How Can The Unconscious Mind of The New Psychological Definition Be Analyzed and Can The Formation of Thought Be Closed To Perception and Manipulation at The Beginning by Using Algül Digital-Manual/Analog Psycho-Semiotic Language Parsers?(300-305). Lefkoşa, Kıbrıs (Kktc): Iticam International Trends and Issues in Communication and Media Conference.
- Algül, Nevin(2022). Digital Real Psycho-Semiotic Language Uses of Global and Regional "Feeling of Fear and Some Requested Rol Models in the Future through Virtual Reality Created in the Real Universe(73-77). TOJET/ The Turkish OnlineJournal of Educational Technology , cilt.21, sa.4
- Algül, Nevin(2022). Digital Real Psycho-Semiotic Language Uses of Global and Regional "Feeling of Fear and Some Requested Rol Models in the Future through Virtual Reality Created in the Real Universe (73-77). TOJET/ The Turkish OnlineJournal of Educational Technology , cilt.21, sa.4.
- Algül, Nevin(2023). Dijital Reel Psiko-Semiyotik Dil Kullanımlarının Kurum İçi İletişimde Kötücül Kullanımı Süreci Nasıl İşler? Veri Köleliği veya Dijital Köleliği Besleyen Yapılarla Olası İlgisi, Tasarım Vaka Örneği(199-210). Lefkoşa, Kıbrıs (Kktc): INTE, July 13-14.
- Algül, Nevin(2018). An Essay Whether Early Communication (Teaching Turkish) Methods Affect The Thinking Process Through Turkish and Mathematics Course(82-86). International Science and Technology Conference(ISTEC). Fransa/Paris: July 18-20.
- Algül, Nevin(2017). Conversation Process of Visual- Related Praises of Women During Yeşilçam Period of Turkish Cinema to Visual Codes of Culture as Embodied by Türkan Şoray. Istec Europe International Science and Technology Conference , Berlin, Almanya, 17 - 19 Temmuz 2017, ss.198-204
- Algül, Nevin(2016). An Overview of the Reflection of Gender Roles to Languageof Communication of Urban Traffic, to Woman in the Material, Moral Harassment, Violence Context and Drawing Attention to the Design Inequality Used in The Media! ITICAM, Dubai, Birleşik Arap Emirlikleri, 4 - 06 Şubat 2016, ss.976-988.
- Mlodinow, Leonard(2013). Bilinçdışınız Davranışlarınızı Nasıl Yönetir?(11-14). İstanbul: Okuyan Us Yayınları.
- Kaplan, Sefa(2003). Hürriyet Gazeteciliği(Önsöz-Ertuğrul Özkök). İstanbul: Hürriyet Gazetecilik ve Matbaacılık AŞ.
- Rıfat, Mehmet(2009). Göstergebilimin ABC'si(ss.11). İstanbul, Say Yayınları.
- Jung, C.J.(2014).Kırmızı Kitap, Liber Novus(ss.297). Yay.Hazırlayan: Shamdasani.Çev.:Okhan Gündüz. İstanbul: Kaknüs Yayınları.
- <https://tr.m.wikipedia.org/Kölelik>
- <https://tr.wikipedia.org/wiki/Kölelik>
- <https://islamansiklopedisi.org.tr/Köle>
- <https://www.britannica.com/topic/golem-Jewish-folklore>/Golem
- <https://law.cornell.edu>
- <https://tr.linkedin.com/nevina/> Sözcüklerin Benimle Oynama Mesel Meselesi
- <https://tr.linkedin.com/nevina/> VinciSafiye

PRIMARY SCHOOL STUDENTS METAPHOR REVIEW IN ACCORDANCE WITH THEIR OPINIONS ON MUSIC COURSE

Beril ÖZAY

KSTU Education and Research Institute

berilozay04@gmail.com

ABSTRACT

The aim of the research was to examine the metaphor examples created by primary school students in line with their views on music lessons and to offer suggestions on this subject. The universe of the research; In the 2021-2022 academic year, 224 students of Değirmenlik Primary School located in the Nicosia district of the TRNC Ministry of Education, Primary Education Department. The sample is 215 students. In the first part, as a data collection tool in the research; The information form includes personal information, and in the second part, the metaphor technique, which is a qualitative study, is used, "Music lesson; It is like because; It was requested to complete the sentence Before applying the interview form, the students were helped to fully understand what the metaphor meant by explaining it with examples. The interview forms were evaluated by taking expert opinion. In the analysis of the data, metaphors were identified, metaphors were classified and categories were created and digitized. As a result of the findings, it was tried to determine to what extent the students were interested in music and what the emotional state that music aroused in them was. As a result, it was revealed that the music lesson aroused positive emotions in the students, and therefore they liked the music lesson. Therefore, the active role of the music teacher in the classroom, the effect of making students love the lesson has been revealed, the importance of the materials to be used in the course content to motivate the students and the importance of teaching the game-oriented lesson with a student-centered approach has been seen. In this context, it is thought that the research will shed light on the literature in terms of improving the methods and suggestions to be applied to increase the efficiency in music lessons in line with the data obtained.

Keywords ; Education, primary school, metaphor, music lesson, student.

1. INTRODUCTION

In this study; It was aimed to examine primary school students' views on music lessons with the metaphor technique. Since music education and teaching in primary schools is student-centered, which is a contemporary approach, students' interest in music lessons is important in order to achieve the targeted course success (Uçan, 1999). If the students' attitudes and perceptions towards the music lesson are positive and at a level that can meet their needs, the targeted success for the music lesson will be achieved. For this reason, determining the positive or negative attitudes and perceptions of students towards music lessons emphasizes the importance of this research (Nacakçı, 2006).

Education creates visible changes in the individual's behavior by gaining the knowledge, skills and values that he or she acquires throughout life from birth (Erden, 2011). Music, which extends from past to present and is present in every phase of life, directs the lives of individuals (Aras, 2010). Music education, which is a branch of educational sciences, has great value in human life in terms of language, art and science. In ancient Greek culture, the perspective on music was seen as an element that disciplined the souls and tastes (Salamah, Alzubi & Yinal, 2023). Today, many educators state that music has both a psychological and social impact on people's lives, and is also an important tool in preserving and transferring aesthetic and cultural riches (Say, 2007).

Music; It is the art of expressing emotions and thoughts with the help of sounds, by designing them with purposes and methods in line with a certain aesthetic understanding (Uçan, 1997; Özdemir and Yıldız, 2010). It arises from the individual, social, cultural, educational and economic functionality of music, which is also effective in gaining, changing and developing musical behavior (Uçan, 2005; Özdemir and Yıldız, 2010). In addition to being an art with the expression of emotions and thoughts, music is also a science due to the way it can be comprehended by the mind (Karolyi, 1999). Because of this feature, music causes the perceptions and cognitions of individuals in particular and societies in general to change and develop (Kabataş, 2017).

In addition to the talents that a person is born with, he acquires many skills through musical education. They enrich their lives as individuals who are self-confident, cooperative, tolerant, social, sharing, creative, have strong communication skills, have developed psychomotor skills, have an aesthetic understanding, can look at art with a critical eye, have developed musical taste and interpretation-analysis power (TRNC Music Lesson Curriculum, 2016).

Music, which handles emotions, thoughts, designs and impressions as a set of purposes and methods with the contribution of sound and sound sources, is also a form of expression with a certain understanding of beauty. Music, which takes place at every stage of individual and social life, directs cognitive and affective structuring processes (Uçan, 1994; Say, 2006; Cüceloğlu, Önder and Yıldız, 2017; Eren, 2018). Music enters the individual's life in two ways, as an educational field and as an educational tool. When music as a field of education develops in terms of musical practice, musical concept and musical competence; As an educational

tool, music comes into play when used in interdisciplinary teaching to make education efficient and effective (Uçan, 1994; Özen, 2004; Yazıcı, 2016).

These ages, when the musical education of preschool and primary school students is based on, are a period in which their perceptions are extremely clear. The basic knowledge they acquire in this process lays the groundwork for shaping their lives. A student who comes to music education with a certain readiness when starting primary school shows positive physiological, psychological and mental development compared to his peers (Varış, 2020). Since the music course at the primary school level is creative, complementary, supportive and progressive, it functions in both formal education and non-formal education. In addition, music has the feature of formally including all lessons (Yıldız, 2002; Göğüş, 2008; Umdanş and Işıldak, 2019).

The individual acquires certain behaviors through the process of music education. He purposefully changes, develops, transforms and perfects these behaviors through his own life. In the process, the individual reaches the goals through his own musical life by following a planned, methodical and orderly path (Uçan, 1997, 2005; Noyan, 2012). In this way, the individual develops as a society and an individual by gaining creativity, self-confidence, mental skills and aesthetic perspective in every field (Yıldız, 2002). Education by doing, which is a contemporary approach, reveals creative potential through games and activities and makes the student a part of the active process (Gürgen, 2006).

Music provides individuals with lifelong physical, emotional and mental experiences. These experiences can combine with other experiences over time and cause changes in the individual's perception of music. At the same time, this may also cause differences in perception of the concept of music. One of the ways to determine differences in perception in individuals is metaphors (Çetinkaya, 2019). When we look at the dictionary meaning of metaphor, its origin is derived from the Greek word "metaphora" and passed into Turkish from French. Metaphor, also referred to as metaphor, is expressed as similes that strengthen the narrative (TDK, 2021). Metaphors mean transferring or conveying human life and the environment in the definition of complex terms through different analogies (Cerit, 2008; Döş, 2010). In other words, metaphor; It is the making of an analogy by relating an idea or a phenomenon with words of similar nature and different meanings (Aydın, 2006). Metaphor is the explanation of the meaning an individual attaches to an event or a situation through analogy as he perceives it. According to Jensen (2001); Metaphor, which leads to new understanding between two similar concepts, enables the establishment of information connections (Aydın, 2010; Ünal and Ünal, 2010; Umuş and Umdanş, 2013).

It can be said that metaphors are the most powerful mental tools that shape, control and direct an individual's thoughts by transferring them from a similar field to a new and unknown field (Tsoukas, 1991). Metaphors used by scientists to understand the world provide an opportunity to transform an objective situation into a meaningful form (Yıldırım and Şimşek, 2011). Thus, metaphors are used to reveal how the concepts to be examined are perceived (Cerit, 2008). Metaphors are also used to improve a process and describe a situation (Morgan, 1998). Metaphor provides a visual image that provides a rich picture of the phenomenon, situation and event of the subject to be examined (Yıldırım and Şimşek, 2011; Umuş and Umdanş, 2013).

Many metaphor studies have been conducted in the fields of music, art and education in various national and international studies (Schalkwyk, 2002; Öztürk, 2007; Capan, 2010; Şahin, 2009; Mustan Dönmez and Karaburun, 2013; Gouzouasis, 2011; Tulunay Ateş, 2016; Acar Güvendir and Özer Özkan, 2016; Fidan and Fidan, 2016; Tez, Aydın and Uygun, 2016). Metaphors relate a theoretical, complex or abstract phenomenon as a means of perception and add new meanings between known concepts and unknown concepts (Geçit and Gencer, 2011; Eren, 2018). As in every field, metaphor is used in the field of education during the subject teaching process. It allows us to understand both the student's understanding and meaning of the course and his/her thoughts and perspective on the course. In the light of the results obtained, metaphors provide guidance in structuring the course process, method and content. As a matter of fact, we see metaphor as a method applied in music lessons (Orhan, 2019).

Students develop positive or negative attitudes towards music lessons in the light of their thoughts, expectations and experiences. These attitudes are experiences acquired during and before the course. These attitudes and perceptions developed by students directly affect their participation in the course and their success (Öztürk and Kalyoncu, 2014). It is aimed for primary school students to develop their musical identities and perceptions acquired in music lessons, as well as to get to know national and international cultures. Therefore, metaphors, which are the way of explaining a phenomenon with another phenomenon, come into play when it comes to knowing what kind of perception primary school students have about the music lesson (Kövesces, 2010; Gültekin, 2013).

It is important to have a positive perception of students' attitudes towards music lessons. Students with positive attitudes are more willing to learn. Thus, the realization and permanence of the targeted teaching in the course is positively affected (Öztürk and Kalyoncu 2014). Otherwise; Mullins (1984) says that if students' attitudes towards music are negative, the music education program can cause rapid and deep damage and must be improved to compensate (Özmenteş, 2012).

2. PURPOSE

2.1. Purpose of the research

In this study; It is an examination of the opinions of Değirmenlik Primary School students studying in the 2021-2022 academic year, affiliated with the Department of Primary Education within the Ministry of Education of TRNC, regarding the music lesson through metaphor. Accordingly, answers were sought to the following questions;

1. Primary school students; What are their demographic characteristics such as their gender, age and grade?
2. Primary school students; What are their symbolic perceptions towards music lessons?

This research It aims to guide music teachers and administrators working in primary schools by determining primary school students' perspectives on music lessons.

2.2. Importance of Research

In line with this research, it is aimed to contribute to the education system in this regard by examining the opinions of primary school students about music lessons. When the literature was examined, it was seen that the number of studies on the subject in TRNC was very low. The study titled "Examination of primary school students in terms of their views on music lessons" is important in this respect. It is hoped that this study will make a significant contribution to the literature.

2.3. Limitations of the Research

1. This study is limited to students studying at Değirmenlik Primary School, affiliated with TRNC Ministry of Education, Department of Primary Education, during the 2021-2022 academic year.
2. The study is limited to the surveys used in the research.
3. This study is limited to the participants' responses to the surveys.

3. METHOD

3.1. Model of the Research

phenomenology pattern , one of the qualitative research methods, was used. Phenomenology pattern; It appears in many forms such as events, situations, experiences and perceptions. It provides a suitable basis for studies that aim to investigate the phenomena that we encounter in our daily lives and which we are familiar with, phenomena that are not completely foreign to us, but whose full meaning we cannot understand (Yıldırım and Şimşek, 2008). The social and everyday actions of people's conscious experiences are called phenomenology (Schram , 2003). Although phenomenology does not provide definitive and general results, it produces results that will help us recognize and understand a phenomenon better (Yıldırım and Şimşek, 2006). In this research, the descriptive role of metaphors was used in determining the facts, conceptual structure and also in collecting data . The research aimed to reveal and interpret the views of primary school students on the concept of "music". Starting from this point, in the research, what music, which is frequently used in daily life, means from the perspective of primary school students was analyzed in detail. In the research, it was desired to conceptualize the data and reveal themes that could describe the phenomenon , that is, music . The results are given with a descriptive narrative .

3.2. Population and Sample

The population of this research consists of 224 students at Değirmenlik primary school affiliated with TRNC Ministry of Education . The sample of the research consists of 224 Değirmenlik Primary School students studying in the 2021-2022 academic year under the TRNC Ministry of Education . The participants in the research were determined according to the "purposive sampling" method and "easily accessible situation sampling" (purposive sampling). Oath convenient case Based on sampling). For this reason, it is aimed to describe the metaphors used by primary school students regarding the concept of music.

The sample used for the research was made in accordance with the "purposive sampling" approach. Purposive sampling; It allows the desired situations to be examined in detail to obtain rich data (Yıldırım and Şimşek, 2018). The students selected in the research in accordance with purposeful sampling are suitable for "easily accessible case sampling". Easily accessible case sampling, or "convenience sampling", is based on items that are quickly and easily accessible (Patton, 2014). In the research, easily accessible situation sampling (convenient) case sampling was chosen to add speed and practicality to the research. In addition, since the researcher's area of expertise is music teaching, he preferred to conduct the research with a group that was close and easy to reach (at the primary school where he worked). Thus, the participants of the study were Değirmenlik Primary School students studying in the 2021-2022 academic year . The total number of participants in the research was 224 students; However, the answers of 9 students could not be evaluated because they were careless and incomplete, and they were eliminated and the research was conducted with 215 students.

3.3. Data collection tool

In the research, data was collected through metaphors . Metaphor; what is meant by concepts such as analogy, metaphor, metaphor, metaphor, mental image is the explanation of a concept, phenomenon or event by

comparing it to another concept, phenomenon or event (Oxford et al., 1998). Are expressing a concept or phenomenon in the way people perceive it, that is, by using analogies (Aydın , 2010.) It can also be defined as transforming information from one form to another (Koro- Ljungberg , 2001). The similarity of two similar concepts may be rare, but the more we know one concept, the more it allows us to understand the second one better (Tamimi, 2005).

In this research, an interview form with two parts was created depending on the problem. The first part is personal information, the second part is the opinions of the students who participated in the research about the concept of music . to determine from them; “ If you were to compare music to anything, living or inanimate, what would it be? where? They were asked to answer the question. For this; “Music is similar to; Because, They were asked to complete the sentence by writing in the blank spaces. Students were given approximately 40 minutes of class time to write their own metaphors. Necessary precautions have been taken to ensure that students are not influenced by each other while transferring their thoughts to paper . The main data source of this research consists of interview forms in which primary school students explain their views on the concept of music using metaphors. These statements, written by the participants in their own handwriting, constituted the main data source of the research (Çetinkaya 2019).

3.4. Analysis of Data

During the analysis of the data in the research, it was analyzed based on 4 stages (Saban, 2008; 2009). According to this;

1. Coding and debugging phase
2. Sample metaphor compilation phase
3. Category development phase
4. Stage of ensuring validity and reliability

1. Coding and Extraction Phase : Five conditions were considered in order to decide whether the interview forms in which the participants expressed their opinions would be included in the scope of the research. It was checked whether the students clearly stated a certain metaphor in their writings. If the name of the metaphor is not clearly stated, the participant His opinion was not taken into consideration. Attention was paid to whether a single metaphor or more than one metaphor was used in the same answer. If more than one metaphor was specified, the participant's opinion was not taken into consideration. It was examined whether the students' writings answered the question "why" or not. If the question "why" was not answered, the participant's opinion was not taken into consideration. Attention was paid to whether each metaphor developed by the students explained the concept of music meaningfully. If the reason for comparing the metaphor to music was not explained logically, the participant's opinion was not taken into consideration. If the metaphor used by the students indicates more than one meaning (category), the opinion in question was not included in the scope of the research. The opinions of 9 primary school students were eliminated considering the above conditions and the study was conducted with 215 participants.

2. Sample Metaphor Compilation Stage : By eliminating 9 participants in the study, 215 valid data were obtained. 215 participants used 132 different metaphors. 61 of these metaphors were used only once by one participant; The other 154 metaphors were repeated at least twice. 154 repeated metaphors were arranged from highest frequency to lowest and a list of sample metaphors was created. The list was created to determine whether metaphors could be grouped under a certain category and to validate the data analysis process of the research. An important situation was encountered at this stage of the research. Repetitive metaphors had to be classified under different categories. For example, when the opinions of the participants who used the quilt metaphor were examined and the explanations they gave to the question "why" were analyzed, it was seen that the same metaphor could be placed under different categories. For example; In one explanation, it is stated that music is like a quilt because it is warm, and in another explanation it is stated that music is like a quilt because it is soft.

3. Category Development Stage : The data in the research were evaluated through content analysis (Yıldırım and Şimşek, 2006). Content analysis is defined as expressing and associating data with explainable concepts (Yıldırım and Şimşek, 2006). This research; A qualitative method with an inductive approach was applied to reveal students' perceptions (Yıldırım and Şimşek, 2018). Qualitative research method is a method of obtaining information that provides the opportunity to reach a small number of participants on detailed information and situations (Patton , 2014). At this stage, the mental images produced by the participants are music They were examined in terms of their common features regarding the phenomenon. This sample metaphors created specifically about 215 metaphors during the process , based on the musical meaning of each metaphor image. How do you conceptualize the phenomenon? has been looked after. For this purpose, each metaphor image produced by the students is the subject of the metaphor. music, source of metaphor and subject of metaphor It was analyzed in terms of the relationship between the source and (Forceville , 2002). Then every metaphor image has a certain theme in terms of its perspective on music. When considered from a perspective such as the

meaning of music , the value of music, the way music makes you feel, concrete and abstract concept headings and living and inanimate subheadings have been reached.

4. Ensuring Validity and Reliability Phase : The data collected for validity were written in detail and how the results were reached was explained in a clear and understandable manner. The participants' thoughts were frequently included through direct quotations; The results of the research are explained based on these. For internal validity, care was taken to ensure that the research findings were consistent and meaningful within themselves and that the categories revealed formed a whole. For external validity, the research contains necessary explanations so that the findings can be tested in other studies. In order to ensure the internal reliability of the analysis in the research, 50 of the 215 data were randomly selected and evaluated separately twice by the researcher and a person who helped confirm the research from a different perspective; The consistency between the two analyzes (in the context of creating categories) was examined. According to the formula (Reliability = Consensus / Consensus + Disagreement) (Miles and Huberman, 1994), as a result of the calculation (38/38 + 12) consistency between data processors (76%) was found. Having a consensus of at least (70%) among the coders shows the reliability of the research (Yıldırım and Şimşek, 2006), and when the results in this research are examined, it is concluded that the data is measured reliably in terms of the determined categories, as this value is exceeded with (76%). has come out. Regarding external reliability , researchers defined the characteristics of the data source participants, such as gender, age and grade. Thus, other researchers conducting similar research can take these definitions into consideration when creating a sample. Additionally, the data is stored in a way that can be examined by others.

In short; The analysis method used in this study was the determination of metaphors, classification of metaphors, determination of categories, percentage and frequency calculations. During the process of metaphor analysis, research in the literature was discussed and it was decided to process the analysis processes as stated above (Öztürk, 2007).

In determining the metaphors, firstly, the metaphors applied to different classes were arranged separately and the metaphor examples stated by the participants were listed. In the classification of metaphors, the forms filled out by the participants and accepted as valid as a result of the examinations were grouped and a table was created in three separate categories. In Table 1, gender, age and class are listed, in Table 2, the distribution of metaphors and their percentages are determined, and in Table 3, the subheadings of the metaphors are determined and brought together .

4. FINDINGS AND COMMENTS

4.1. Results

Table 1. Demographic Information of Değirmenlik Primary School Students

Class	Age	K %	%	F	%
one	7	13	6.04	15	6.97
2	8	34	15.81	29	13.48
3	9	26	12.09	27	12.55
4	10	24	11.16	21	9.76
5	11th	15	5.97	11	5.11
Total		112	52.09	103	47.90
				215	one hundred

As seen in Table 1, according to the demographic information of Değirmenlik Primary School students; The participation of 112 female students (52.09%) and 103 male students (47.90%) was determined in line with the data.

Table 2. Değirmenlik Primary School Students' Metaphors Regarding Music Lessons

metaphor	f	%	metaphor	f	%
Game	11th	5.11	Pasta	3	1.39
Flower	8	3.72	oven pasta	3	1.39
Cotton	7	3.25	Pillow	2	0.93
Cloudy	7	3.25	darbuka	2	0.93
Entertainment	7	3.25	Beautiful	2	0.93
Sugar	5	2.32	Cold	2	0.93
Book	4	1.59	Family	2	0.93
Bag	4	1.59	Picnic	2	0.93

Theme park	4	1.59	Art	2	0.93
Sun	4	1.59	Rose	2	0.93
Mandarin	4	1.59	Dog	2	0.93
Strawberry	4	1.59	Duster	2	0.93
Cake	4	1.59	Glasses	2	0.93
Song	3	1.39	Park	2	0.93
Flute	3	1.39	Toy car	2	0.93
Violin	3	1.39	Rainbow	2	0.93
Cotton candy	3	1.39	Banana	2	0.93
Daisy	3	1.39	Ayran	2	0.93
Duvet	3	1.39	Orange	2	0.93
Sea	3	1.39	Cherry	2	0.93
Pizza	3	1.39	spaghetti with meatballs	2	0.93
Chocolate	3	1.39	Honey	2	0.93
Rice pudding	3	1.39	Lahmacun	2	0.93
Lollipop	3	1.39	What was said once	61	28.37
Total				215	one hundred

As seen in Table 2, 110 different metaphors were used for the concept of music lesson in line with the opinions of Değirmenlik Primary School Students. The most used metaphors are, in order: game (11); flower (8); cotton (7); cloud (7); entertainment (7); It was found to be sugar (5).

Table 3. Concrete-Abstract Concepts of Metaphors Related to Music Lessons of Değirmenlik Primary School Students

Concrete and Abstract Metaphors		f	%
Concrete	Live: Human: Mother, Child Animal: Bird, Dog, Plant: Flower, Rose, Daisy	21	9.78
	Items: Cotton, Bag, Book, Pillow, Lifeless: Eraser, Glasses Toy, Car, Ball, Food: Sugar, Pasta, Oranges, Honey, Cake, Lahmacun, Chocolate, Banana	111	51.62
Music concept: Art, Flute, Violin, Concert Note, Song, Headphones, Music			
State of nature: Cloud, Sun, Sea, Forest			
Abstract Rainbow, Star, Wave			
Feelings: Peace, Beautiful, Family, Cold, Angel, hot, sound, wonderland, Verb: Fun, Dance, Play, Picnic, Sleep, Cartoon, Joy, Painting		83	38.60
Total		215	one hundred

Among the 215 primary school students who participated in the research, 132 different metaphors were used concretely and 83 abstractly related to the concept of music lesson. Of the concrete metaphors, 111 represent inanimate concepts and 21 represent living concepts. The most used concrete metaphor; In inanimate concepts, it is the 'food' metaphor with 67 people, and in living concepts, it is the 'beings' metaphor with 21 people. Of the 215 metaphors, there are 61 once-said, 36 repeated and 110 different-said metaphors. When we look at the data in Table1, Table2, Table3; Primary school students appear to have a positive perception of music.

4. 2. Discussion

Music education at the primary school level, especially the basic music knowledge acquired during the primary school period, which is considered as childhood, has a great impact on their lives in the following years. Considered this way, music teaching should be addressed with its complementary, supportive and progressive functions (Sun, 1969; Yıldız,2006). When the development of primary school students in cognitive, affective and psychomotor areas is handled meticulously, music education contributes greatly to the development of the child (Şentürk and Çilingir, 2012). Students' attitudes towards music lessons (Nacakçı, 2006; Otacıoğlu, 2007), teacher effectiveness and material use (Göğüş, 2008), music lesson teaching programs (Ataman and Okay, 2009; Albuz and Demirci, 2018; Gök and Tufan, 2016; Nacakçı). There are studies on music lessons and their implementation (Kocabaş and Selçioğlu, 2006; Şahin and Toraman, 2014; Uumuzş, 2017; Ustaoglu and Barış, 2017; Yazıcı, 2009). In educational sciences, metaphors are a frequently used method to obtain qualitative data (Umuzdaş and Umdanş, 2013). Primary school students' positive attitudes towards music lessons Nacakçı (2006); It was determined that similar results were obtained regarding these data in the studies conducted by Umdanş and Uumuzş (2013) and Tez (2016).

It can be said that it is important to present results and suggestions in terms of attitudes towards the implementation of the music lesson, the efficiency of the lesson, the music teacher's approach to making the students love the lesson, and most importantly, the positive determination of the music lesson and their implementation.

5. CONCLUSION AND RECOMMENDATIONS

In this study, where the metaphorical perceptions of primary school students regarding the concept of music lesson were examined, the students produced 110 metaphors. According to the data obtained, the majority of the metaphors used; It has been seen that it has positive qualities with categories such as loved, admired, peaceful, relaxing, appetizing, arousing a sense of confidence, giving happiness and love, entertaining, instructive and educational, and the words used are predominantly metaphors containing positive emotions. The most repeated of these metaphors are; It has been identified as games, flowers, cotton, clouds and fun. As a result of the analysis of these metaphors; It consists of two separate categories, concrete and abstract, and two separate subcategories, living and inanimate.

In the research conducted; It is thought that Değirmenlik Primary School students generally have a positive attitude towards music lessons, and they enjoy music lessons to a great extent because the metaphors they use consist mainly of positive expressions. In the light of the answers given by the students participating in the research, it is seen that they like music lessons, It can be concluded that it has something to do with their liking for their teacher. It is also thought that the music teacher's ability to make students love the lesson may be related to the teacher's role in the classroom. Thus, when the concept of music lesson is viewed metaphorically, it can be said that it creates a positive perception for primary school students.

It can be said that students generally tend to learn by having fun and games, and that education and training will be easier since they will feel comfortable and peaceful in such an environment, and at the same time, the educator can achieve his/her program as he/she aims. In addition, by using various interesting materials while implementing in-class activities, it will be possible for students to be more motivated in music lessons. For the positive impact that the music teacher's teaching method will have on the student, adopting student-centered education and supporting it with technology will ensure that the student has more permanent knowledge and a willing student profile.

This study is limited to Değirmenlik primary school students. By expanding the study to include TRNC primary schools, the perception of music in TRNC can be determined in a positive or negative sense, and the perception results of students in different primary schools with positive and negative metaphorical perceptions regarding music lessons can be compared with each other. In another study, the applicability of the curriculum of schools with different metaphorical perceptions of music lessons and its comparison can be made. By determining the positive and negative perceptions of students regarding the music lesson, solutions can be produced on the negative results. Additionally, studies can be conducted to investigate to what extent the perceptions of the music lesson are related to the perceptions of the music teacher and to determine what effect the teacher's role in the classroom has on the student. That the active role of the music teacher in the classroom will be important in terms of seeing the effect of making students love the lesson, and it will contribute to the literature by opening a new window in terms of suggestions, methods and practices in studies to increase the efficiency in music lessons.

REFERENCES

Acar G., Özer Ö. (2016) *Öğretmen Adaylarının Ölçme ve Değerlendirme Dersine Yönelik Algılarının Metaforlar Yoluyla Belirlenmesi. Dumlupınar Üniversitesi Sosyal Bilimler Dergisi* 47(91);105.

- Aras, T. (2010). "2006 ilköğretim müzik dersi 6. sınıf öğretim programı içerisinde yer alan müziksel algı ve bilgilendirme ile müziksel yaratıcılık öğrenme alanları arasındaki ilişkisel durumun değerlendirilmesi" *Yayımlanmamış yüksek lisans tezi*, Atatürk Üniversitesi, Erzurum.
- Albuz, A., Demirci, B. (2018). 2006 İlköğretim Müzik Dersi Öğretim Programı ile 2018 İlkokul ve Ortaokul Müzik Dersi Öğretim Programının Karşılaştırılmalı Kuramsal Çerçeve Analizi. *Atatürk Üniversitesi Güzel Sanatlar Enstitüsü Dergisi*, 41, 86-95.
- Ataman, Ö. G., Okay, H.H. (2009). *İlköğretim müzik öğretmenlerinin yapılandırmacı yaklaşıma dayalı ilköğretim müzik dersi öğretim programına yönelik görüşleri (Balıkesir ili örneği)*. 8. Ulusal Müzik Eğitimi Sempozyumu, 19 Mayıs Üniversitesi, Samsun, (23-25 Eylül).
- Aydın, F. (2010). Ortaöğretim öğrencilerinin coğrafya kavramına ilişkin sahip oldukları metaforlar. *Kuram ve Uygulamada Eğitim Bilimleri*, 10(3): 1293-1322.
- Aydın, İ. H. (2006). Bir felsefi metafor "yolda olmak". *Din bilimleri Akademik Araştırma Dergisi*, 6(1), 9-22.
- Ayhan, M. (2019). *İlköğretim 6. sınıf öğrencilerinin müzik dersine ilişkin tutumları (Ağrı-Patnos örneği)* (Master's thesis, Necmettin Erbakan Üniversitesi Eğitim Bilimleri Enstitüsü).
- Cerit, Y. (2008). Öğretmen Kavramı ile İlgili Metaforlara İlişkin Öğrenci, Öğretmen ve Yöneticilerin Görüşleri. *Türk Eğitim Bilimleri Dergisi*, sayı 6(4):693-712.
- Cüceoğlu Önder G. & Yıldız E. (2017). İlkokul 4. Sınıf ve Ortaokul 5. Sınıf Müzik Dersi Öğretim Programında Yer Alan Kazanımların Gerçekleşme Durumuna İlişkin Ders Öğretmenlerinin Görüşleri (Çankırı İli Örneği). *Eğitim Kuram ve Uygulama Araştırmaları Dergisi*, 3(2): 98-113.
- Çapan, B. E. (2010) Öğretmen Adaylarının Üstün Yetenekli Öğrencilere İlişkin Metaforik Algıları. *Sosyal Araştırmalar Dergisi*.3(12):140-154.
- Çetinkaya, S. (2018) Öğretmenlerin Öğretmeye Yönelik Metaforik Algıları. Ordu Üniversitesi, Eğitim Fakültesi. *Ordu; Akdeniz Eğitim Araştırmaları Dergisi*.12(24):253-271.
- Çetinkaya, Y. (2019). Müzik Bölümü Öğrencilerinin Müzik Kavramına İlişkin Metaforik Algıları. *Ordu Üniversitesi Sosyal Bilimler Enstitüsü Sosyal Bilimler Araştırmaları Dergisi*, 9 (3), 539-547.
- Çilingir V. & Şentürk, N. (2012). "İlköğretim 1., 2. ve 3. sınıf öğretmenlerinin ilköğretim müzik dersi öğretim programı kazanımlarını gerçekleştirebilmeleri konusunda kendi yeterliklerine ilişkin görüşleri (Aydın ili örneği)", *Adnan Menderes Üniversitesi Eğitim Fakültesi Eğitim Bilimleri Dergisi*, 3 (2): 1-20.
- Dönmez, M. B., Karaburun, D. (2013). Türk Halk Müziği Sözlerinde Metaforik Anlatım Geleneği. *Turkish Studies*, 8 (4):1081-1097.
- Döş, İ. (2010). Metaphoric perceptions of candidate teachers to the concept of inspectors. *Gaziantep University Journal of Social Sciences*. 9(3):607-629.
- Erden, M. (2011). *Eğitim Bilimlerine Giriş*. (6. Baskı). Ankara: Arkadaş Yayınevi.
- Eren, B. (2018). "Özel Öğretim Öğretmeni Adaylarının "Müzik" Kavramına İlişkin Metaforik Algıları", *Turkish Studies Educational Sciences*, 13 (19): 697-716.
- Fidan, B. & Fidan, M. (2016). "Ortaokul Öğrencilerinin Görsel Sanatlar Dersi Kavramına İlişkin Metaforik Algıları", *Trakya Üniversitesi Eğitim Fakültesi Dergisi*, 6 (2): 159-166.
- Forceville, C. (2002). The identification of target and source in pictorial metaphors. *Journal of Pragmatics*, 34: 1-14.
- Geçit, Y. & Gençer, G. (2011). "Sınıf Öğretmenliği 1. Sınıf Öğrencilerinin Coğrafya Algılarının Metafor Yoluyla Belirlenmesi (Rize Üniversitesi Örneği)", *Marmara Coğrafya Dergisi*, 23:119.
- Gouzouasis, P. (2011). *Sanat Temelli Öğretmen Araştırmacıları Olma Konusunda Toccata*.
- Gouzouasis'te, P. (Ed.), *Yeni bir tonalitede Pedagoji: Yaratıcı taktikler, stratejiler, K-12 Sınıfında Grafik Düzenleyiciler ve Görsel Dergiler*. Rotterdam: AnlamYayıncılar BV.
- Göğüş, G. (2008). *İlköğretim I. Kademe Müzik Eğitiminde Öğretmenin Etkinliği*. Uludağ Üniversitesi Eğitim Fakültesi.
- Gök, M., Tufan, E. (2016). Müzik Öğretmenlerinin 2006 İlköğretim Müzik Dersi Öğretim Programına İlişkin Görüşleri (Ankara örneği). *Kastamonu Eğitim Dergisi*, 24(3):1385-1402.
- Gültekin, M. (2013). "İlköğretim Öğretmen Adaylarının Eğitim Programı Kavramına Yükladıkları Metaforlar", *Eğitim ve Bilim Dergisi*, 38 (169): 126-141.
- Gürgen, E. T. (2006). "Müzik Eğitiminde Yaratıcılığı Geliştiren Yöntem ve Yaklaşımlar". *İnönü Üniversitesi Eğitim Fakültesi Dergisi*. 7 (12), 81-93.
- Jensen, E. (2001). *Arts with the brain in mind*. Alexandria, Virginia: ASCD Publications.
- Kabataş, M. (2017). Müzik Dersine Karşı Tutumların Hayatla İlişkilendirebilmedeki Rolü. *Ulakbilge Dergisi* 5(12): 837-864.
- Károlyi, O. (1999). *Müziğe Giriş*. Çev: M.Nemutlu, İstanbul: Pan Yayıncılık: 27-37.
- KKTC Millî Eğitim Bakanlığı, (2016). *Müzik Dersi Öğretim Programı (ilkokul ve ortaokul 1, 2, 3, 4, 5, 6, 7 ve 8. sınıflar)* Lefkoşa.

- Kocabaş, A. ve Selçioğlu, E. (2006). İlköğretim Okulları 4. ve 5. Sınıflarında Müzik Dersinin Gerçekleşme Düzeyi ve Öğrencilerin Beklentilerine İlişkin Görüşleri. *Pamukkale Üniversitesi Eğitim Fakültesi Dergisi*, 19: 56-66.
- Koro-Ljunberg, M. (2001). Metaphors as a way to explore qualitative data. *Qualitative Studies in Education*. 46 (2): 367-379.
- Kovecses, Z. (2002). *Metaphor: Practical Introduction*. Oxford: Oxford University Press.
- Miles, M. B., Huberman, M. (1994). *Qualitative Data Analysis: An Expanded Sourcebook* (2.Baskı). Thousand Oaks, CA: Sage.
- Kovecses, Z. (2010). *Metaphor*. New York: Oxford University Press.
- Morgan, G. (1998). Yönetim ve örgüt teorilerinde metafor. (Çev: G. Bulut). İstanbul: MESS Yayınları.
- Mullins, S., (1984). *Attitude*. The Instrumentalist, Vol:39. No:5. 3.
- Mustan-Dönmez, B. ve Karaburun, D. (2013). Türk halk müziği sözlerinde metaforik anlatım geleneği. *Turkish Studies*, 8(4), 1081-1097.
- Nacaklı Z. (2006). İlköğretim Öğrencilerinin Müzik Dersine İlişkin Tutumları. *Ulusal Müzik Eğitimi Sempozyumu Bildirisi*. 26-28 Nisan 2006 Pamukkale Üniversitesi Eğitim Fakültesi, Denizli.
- Nacaklı, Z. (2010). Müzik Öğretmenlerinin Yeni İlköğretim Müzik Dersi Öğretim Programına İlişkin Görüşleri ve Programı Uygulama Yöntemlerinin Belirlenmesi. *Milli Eğitim Dergisi*, 39(185):353-364.
- Noyan, H. (2012). *Müzik Dersinin Müzik Beğenisine Göre İlköğretim Öğrencileri Üzerindeki Olumlu Olumsuz Etkinliklerinin Araştırılması*. Cumhuriyet Üniversitesi Eğitim Bilimleri Enstitüsü Güzel Sanatlar Eğitimi Anabilim Dalı Müzik Öğretmenliği Programı Yüksek Lisans Tezi. 01.11.2021 tarihinde ulaşılmıştır.
- Orhan, G. (2019). *Taşınmalı ve Merkezi Eğitim Veren Ortaokullardaki Öğrencilerin Müzik Dersine Yönelik Metafor Örneklerinin Karşılaştırılması (Şanlıurfa İli Örneği)*, Yüksek Lisans Tezi. İnönü Üniversitesi Eğitim Bilimleri Enstitüsü Güzel Sanatlar Eğitimi Ana Bilim Dalı. 01.11.2021 tarihinde ulaşılmıştır.
- Say, A. (2006). *Müziğin Kitabı*. (3. Basım). Ankara: Müzik Ansiklopedisi Yayınları.
- Schram, TH (2003) *Nitel Araştırmayı Kavramsallaştırma: Eğitimde ve Sosyal Alanda Alan Çalışması İçin Zihin Çalışması; Bilim*. Upper Saddle River, NJ: Pearson Education.
- Otacıoğlu, S. (2007) İlköğretim 5.6.7. Sınıf Öğrencilerinin Müzik Dersine İlişkin Tutumlarının İncelenmesi. *Dokuz Eylül Üniversitesi Buca Eğitim Fakültesi Dergisi*, 21: 134-139.
- Oxford, R., Tomlinson, S., Barcelos, A., Harrington, C., Lavine, R., Saleh, A. & Longhini, A. (1998). Clashing metaphors about classroom teachers: Toward asystematic typology for the language teaching field. *System*, 26(1), 3-50.
- Özdemir, G., & Yıldız, G. (2010). Genel gelişim sürecinde müziksel gelişim. *Mehmet Akif Ersoy Üniversitesi Sosyal Bilimler Enstitüsü Dergisi*, 2(2). 77-90. ISSN: 1309-1387.
- Özen, N. (2004). Çalgı eğitiminde yararlanılan müzik eğitimi yöntemleri. *Gazi Üniversitesi, Gazi Eğitim Fakültesi Dergisi*, 24 (2), 57-63.
- Özmenteş S. (2012). İlköğretim Öğrencilerinin Evdeki Müziksel Ortamları, Müzik Dersine Yönelik Tutumları ve Kişisel Değişkenleri Arasındaki İlişkiler. *Eğitim ve Bilim*, 37(163),53-66.
- Öztürk, Ç. (2007). Sosyal Bilgiler, Sınıf ve Fen Bilgisi Öğretmen Adaylarının Coğrafya Kavramına Yönelik Metafor Durumları. *Ahi Evran Üniversitesi Kırşehir Eğitim Fakültesi Dergisi*, 8(2):55-69.
- Öztürk, Ö., Kalyoncu, N. (2014). İlköğretim 6. Sınıf Müzik Dersi İçin Bir Tutum Ölçeği Geliştirme Denemesi. *International journal of social science* 25-I, 235-248, summer J.
- Patton, M. Q. (2014). *Nitel araştırma ve değerlendirme yöntemleri*. Ankara: Pegem Akademi.
- Say, A. (2007). *Müzik Ansiklopedisi*. Ankara: Müzik Ansiklopedisi Yayınları.
- Salamah, E., Alzubi, A., & Yinal, A. (2023). Unveiling the Impact of Digitalization on Supply Chain Performance in the Post-COVID-19 Era: The Mediating Role of Supply Chain Integration and Efficiency. *Sustainability*, 16(1), 304.
- Saban, A. (2008). Okula ilişkin metaforlar. *Kuram ve Uygulamada Eğitim Yönetimi*, 55: 459-496.
- Saban, A. (2009). Öğretmen Adaylarının Öğrenci Kavramın İlişkin Sahip Oldukları Zihinsel İmgeler. *Türk Eğitim Bilimleri Dergisi*, 7(2): 281-326.
- Schalkwyk, V.J.G. (2002). "Music As a Metaphor For Thesis Writing", *The Qualitative Report*, 7 (2): 1-14.
- Şahin, A.,Toraman, M. (2014). İlköğretim Müzik Dersine Yönelik Veli ve Öğrenci Görüşleri. *Abant İzzet Baysal Üniversitesi Eğitim Fakültesi Dergisi*, 14(1):329-345.
- Şahin, O. (2009). Kırıkkale il merkezinde görev yapan sınıf öğretmenlerinin müzik dersi ile ilgili yeterliklerine ilişkin bir araştırma. Yayınlanmamış Yüksek Lisans Tezi, Kırıkkale Üniversitesi, Sosyal Bilimler Enstitüsü, Kırıkkale.
- Sun, M. (1969). *Türkiye'nin Kültür-Müzik-Tiyatro Sorunları*. Ankara: Kültür Yayınları.
- Tamimi, Y. (2005). Örgüt kültürünün metaforlarla analizi. Yayınlanmamış Yüksek Lisans Tezi, Osmangazi Üniversitesi Sosyal Bilimler Enstitüsü, Eskişehir.

- Tez, İ. (2016). *Ortaokul Öğrencilerinin Müzik, Müzik Dersi ve Müzik Öğretmeni Kavramlarına İlişkin Algularının Metaforlar Aracılığıyla İncelenmesi*. Niğde Üniversitesi Eğitim Bilimleri Enstitüsü Güzel Sanatlar Eğitimi Anabilim Dalı Müzik Eğitimi Bilim Dalı, Niğde.
- Tez, İ., Uygun-Aydiner, M. (2016). *Ortaokul Öğrencilerinin Müzik Dersi ve Müzik Öğretmenine İlişkin Algularının Metaforik Analizi*. Kalem Eğitim ve İnsan Bilimleri Dergisi 2016, 6 (2), 417-455.
- Toraman, M. (2013). *Müzik Öğretmenlerinin İlköğretim Programında Yer Alan Müzik Dersine Yönelik Görüşleri Üzerine Nitel Bir Araştırma*. Yayınlanmamış Yüksek Lisans Tezi, Pamukkale Üniversitesi Eğitim Bilimleri Enstitüsü, Denizli.
- Tsoukas, H. (1991). *The Missing Link: A Transformational View of Metaphors in Organizational Science*. Academy of Management Review, 16(3), 566-585.
- Tulunay, A. Ö. (2016); *Ortaokul Öğrencilerinin Algıladıkları Sosyal Destek ile Motivasyon Yöntemleri Arasındaki İlişkinin Yapısal Eşitlik Modeli ile İncelenmesi*. Mehmet Akif Ersoy Üniversitesi, Eğitim Fakültesi, Eğitim Yönetimi ve Denetimi Bölümü, Burdur.
- Türk Dil Kurumu. (2021). *Türkçe Sözlük*. Ankara: TDK.
- Uçan, A. (1994). *Müzik Eğitimi Temel Kavramlar-İlkeler-Yaklaşımlar*. Ankara: Müzik Ansiklopedisi Yayınları, Dergisi. 21(2):369-382.
- Uçan, A. (1997). *Müzik Eğitimi Temel Kavramlar-İlkeler-Yaklaşımlar*. (2. Baskı). Ankara: Müzik Ansiklopedisi Yayınları.
- Uçan, A. (1997). *İnsan ve müzik, insan ve sanat eğitimi*. Ankara: Müzik Ansiklopedisi Yayınları.
- Uçan, A. (1999). *İlköğretimde Müzik Öğretimi. Modül,9*. Ankara: Millî Eğitim Bakanlığı Yayını.
- Uçan, A. (1999). Türkiye’de Müzik Araştırmalarına Genel Bir Bakış ve KKÜ 1. Ulusal Müzik Araştırmaları Öğrenci Kurultayı. *Online Journal of Music Sciences*, 2(3), 9-36.
- Uçan, A. (2005). *Müzik Eğitimi Temel Kavramlar-İlkeler-Yaklaşımlar ve Türkiye’deki Durum*. (3. Baskı). Ankara: Evrensel Müzik Evi.
- Umuzdaş, S. (2012). İlköğretim Müzik Dersine İlişkin Tutum Ölçeğinin Geliştirilmesi. *Uluslararası İnsan Bilimleri Dergisi*, 9 (2):1510-1523.
- Umuzdaş, S., Levent, A. (2012). Müzik Öğretmenlerinin İlköğretim Müzik Dersi İşleyişine Yönelik Görüşleri. *YTÜ Eğitim Fakültesi Dergisi*, 9 (1):56-73.
- Umuzdaş, S., Umuzdaş, M S. (2013). Sınıf Öğretmenliği Öğrencilerinin Müzik Dersine İlişkin Algularının Metaforlar Yoluyla Belirlenmesi. *International Journal of Human Sciences*, 10(1):719-729.
- Umuzdaş, M. (2017). Eğitim Fakülteleri Müzik Öğretmenliği 4. Sınıf Öğrencilerinin İlköğretim Okullarında Verilen Müzik Eğitimine İlişkin Görüşleri (Gaziosmanpaşa Üniversitesi Örneği). *Uluslararası Türk Eğitim Bilimleri Dergisi*, 8:101-110.
- Umuzdaş, S., Işıldak, C K. (2019). İlköğretimde Müzik Dersine İlişkin Mevcut Durumun Sınıf Öğretmeni Adaylarının Görüşlerine göre Değerlendirilmesi. *Kalem Eğitim ve İnsan Bilimleri Dergisi*, 9(1):117-133.
- Ustaoğlu, B., & Akgül Barış, D. (2017). Özel Okullardaki öğrencilerin, Öğretmenlerin ve Yöneticilerin Müzik Dersine İlişkin Görüşleri. *Journal of Human Sciences*, 14(4), 4701-4710. Doi:10.14687/jhs. v14i4.5058.
- Ünal, A. ve Ünal, E. (2010). Öğretmen ve öğrencilerin rehber öğretmeni algılamalarına ilişkin bir durum çalışması. *Uluslararası İnsan Bilimleri Dergisi* 7:2.
- Variş, Y, A. (2020). Sınıf Öğretmenlerinin Gözüyle Müzik Dersleri. *Atlas Journal Dergisi* (34):935-946.
- Yazıcı, T. (2009). *İlköğretim Müzik Dersinin Uygulanmasında Karşılaşılan Sorunların, Öğretmen Görüşleri Açısından Değerlendirilmesi (Trabzon ili örneği)*. Yayınlanmamış yüksek lisans tezi. Karadeniz Teknik Üniversitesi Sosyal Bilimler Enstitüsü. 01.11.2021 tarihinde ulaşılmıştır.
- Yazıcı, T. (2016). İlkokul 4. Sınıf Öğrencilerinin Müzik Dersi Öğretimi Kazanım Boyutları ile İlgili Sınıf Öğretmenleri Görüşleri. *International Journal of Social Science*, 46, Spring IV: 233-246.
- Yıldırım, A. & Şimşek, H. (2006). *Sosyal Bilimlerde Nitel Araştırma Yöntemleri*. 6. baskı, Ankara: Seçkin Yayıncılık.
- Yıldırım, A., Şimşek, H. (2008). *Nitel araştırma yöntemleri*. Ankara: Seçkin Yayıncılık.
- Yıldırım, A., Şimşek, H. (2011). *Sosyal Bilimlerde Nitel Araştırma Yöntemleri* (8. Baskı). Ankara: Seçkin Yayıncılık.
- Yıldız, G. (2002). *İlköğretimde Müzik Öğretimi Birinci Kademe*. Ankara: Anı Yayıncılık.
- Yıldız, G. (2006). *İlköğretimde Müzik Öğretimi*. Ankara: Anı Yayıncılık.

PROBLEMS FACED BY BANK EMPLOYEES IN ELECTRONIC BANKING APPLICATIONS EXAMPLE OF TRNC BANK EMPLOYEES

Ünsal BEKTAŞI

Yrd. Doç. Azmiye YINAL
azmiye.yinal@akun.edu.tr

ABSTRACT

The purpose of this study is to identify the problems faced by bank employees in electronic banking applications in TRNC. The research was conducted using the survey technique and the sample consists of 248 bank employees. The scale used was created by Kılıç (2015) inspired by Keklikoğlu's (2010) study and the data were analyzed using SPSS 28 program. The study examined the relationship between bank employees' perceptions of E-commerce payment instruments and outsourcing and the problems faced by banks. According to the findings, the majority of bank employees believe that increasing outsourcing will increase the potential to become a preferred bank in E-commerce payment instruments. However, there is low agreement on the relationship between outsourcing and fraud affecting reputation. No relationship was found between demographic variables and the problems faced by banks. In conclusion, although there are differences between bank employees' perceptions of E-commerce and outsourcing, demographic factors have no effect on these perceptions. These findings can be considered as an important source of information to better understand and improve banks' strategic decisions and operational practices.

Keywords: Banking, Electronic Banking, E-Commerce.

1. INTRODUCTION

1.1. Problem Status

The banking sector, like other sectors, has been greatly affected by the rapid technological developments we witness in today's world. Electronic banking services have provided customers with the highest level of convenience in performing their banking transactions over the internet. Electronic banking has been accepted as a new revolution in traditional banking services and has brought about significant changes in working systems in various institutions (Kaya, 2001).

The increasing interest in the quality of electronic banking services is an effective tool for improving and knowing the level of services provided and expected from customers, whether for the bank or the customer. Until the beginning of the 20th century, technology products used in banking transactions mostly consisted of pen, paper and ink (Ulusoy and Özbilge, 2023). However, over time, as in many areas, banking services have been exposed to the influence of technological innovations that have developed and become widespread with great acceleration. In the banking sector, where no significant change has been observed in its activities, in the face of technological competition and the demands of the information society, it has gone further than being an institution that only exchanges money and has become a financial business that requires the use of technological products (Sümer, 2016).

In our contemporary world, banks play an important role in the investment process and have a significant impact on the development and management of the economy at local, regional and global levels and in various areas of development and investment at various levels and areas. The system and electronic banking service, which aims to transform the world into a small investment village, is considered one of the most important banking activities in this sector, as its impact does not depend only on the level of the bank but is directly related to the banking sector, and customers perceive banks through the impressions they form about the services they offer. The implementation of quality culture contributes to the achievement of goals of banking service organizations in establishing bonds of trust and loyalty between banks and customers, and this creates a customer satisfaction curve with an actual increase and improvement in the performance of the service. Therefore, quality is the responsibility of all elements of the organization. It started with the top management, represented at the top of the pyramid, and the employees, who represent the base of the hierarchy, and each of them was given responsibilities (Souad and Matawa, 2020).

In light of these developments, electronic banking services that have emerged through many electronic channels such as automatic teller machines (ATMs), electronic banks, internet banks and electronic messages over the phone have made it easier for customers to complete their transactions. Over the last decade, the banking industry in Djibouti has witnessed a number of developments in the field of electronic services, as public and private banks in Djibouti have sought to develop some electronic banking services in their efforts to meet customers' needs and increase their competitiveness. The importance of electronic banking services stems from the fact that it provides the opportunity to provide banking services to customers at the lowest cost, in the fastest time and with the least effort, and to offer new banking services. The electronic banking sector plays an important and diverse role in country economies. Banks aim to ensure customer satisfaction, which aims to stay

in the market and stand out against competition. Quality has become a distinguishing feature and the most important element in achieving the goals of productive or service institutions in the twenty-first century (Sattar, 2017).

1.2. Purpose and Importance of the Research

The aim of this study is to identify the problems faced by bank employees in electronic banking applications. This research is of great importance in understanding the problems that bank employees encounter during electronic banking applications. Electronic banking is the general name of the technological applications used by banks and customers to carry out financial transactions. Such practices are becoming increasingly common as an alternative to traditional banking methods. This research can be seen as an important step for the development and improvement of these applications by identifying the problems that bank employees encounter during electronic banking applications. Difficulties and problems experienced by bank employees reveal potential errors or deficiencies in this area. This information can guide banks, financial institutions, and software developers in developing and improving electronic banking systems.

Research results can provide a broad perspective to understand the technology-related challenges and development areas of the banking sector. Electronic banking applications are an important part of the digital transformation in the financial sector, and such research can help make this transformation process more effective and seamless. Therefore, this type of research is of great importance for the development of the industry and customer satisfaction.

1.3. Hypotheses

The hypotheses of this research are given below:

- H1: There is a significant difference between gender and the problems faced by bank employees and banks in electronic commerce.
- H2: There is a significant difference between age and the problems faced by bank employees and banks in electronic commerce.
- H3 : There is a significant difference between the educational level of bank employees and the problems faced by banks in electronic commerce.
- H₄: There is a significant difference between professional seniority and the problems faced by banks in electronic commerce.

1.4. Assumptions

It is assumed that research participants give their answers to the survey questions sincerely.

1.5. Limitations

Research;

- With the bank participants participating in the research,
- With the scale questions used in the research,
- It is limited to the sources used in the research.

1.6. Definitions

Bank: It is an institution that provides financial services (Akkılıç, 2005).

Electronic banking : It provides access to bank accounts, money transfers, bill payments, investment transactions, loan applications, control of account balances and generally financial transactions online (Bakkal and Aksüt, 2011).

E-commerce (electronic commerce): refers to digital commerce transactions where products and services are bought and sold over the internet (Pala and Kartal, 2010).

2. THEORETICAL FRAMEWORK

2.1. Electronic Banking Definition

Electronic banking is a financial service model in which traditional banking services are provided with the use of digital technologies. These services allow bank customers to carry out their financial transactions without visiting bank branches, using ATMs or making phone calls. Electronic banking enables banking transactions via the internet, mobile applications and other digital platforms (Kaya and Arslan, 2016). Electronic banking services include providing customers with access to bank accounts, money transfers, bill payments, investment transactions, loan applications and more. It also offers customers the ability to check their account balances, view their transaction history, and perform financial analysis. Thanks to electronic banking, banking transactions become faster and easier, and it reduces time and transaction costs for customers by eliminating the need to

physically go to bank branches (Özdemir, 2010). Electronic banking is supported by security measures and authentication systems so that customers' personal and financial information is kept safe. With developing technology, electronic banking services are constantly renewed and improved, offering customers a better and more user-friendly experience. Therefore, today, many people carry out their banking transactions on electronic platforms, and these services represent an important transformation in the financial world (Vural, 2019).

2.2. Electronic Banking Purposes

It is possible to evaluate the purposes and benefits of electronic banking under the following headings (Kahneh, 2017):

accessibility

The opportunity to carry out banking transactions at any time and from anywhere. It eliminates dependence on the working hours of bank branches. One of the main goals of electronic banking is to increase accessibility. Accessibility means facilitating access to financial services. Electronic banking offers customers the opportunity to carry out banking transactions at any time and from anywhere. In traditional banking, customers are required to physically go to the branch during the working hours of the bank branches in order to carry out their banking transactions. This situation can sometimes create difficulties due to workload, traffic or remote location (Yıldız, 2017). Electronic banking eliminates these limitations and provides access to financial services at any time. Customers can easily carry out their banking transactions online or via mobile applications. This provides a great advantage, especially when there is an urgent financial need or the need to make transactions outside business hours (Özkan and İpekten, 2017).

Ease of Transaction

Electronic banking makes it possible to carry out financial transactions such as account balance inquiries, money transfers, bill payments and investment transactions more easily and quickly. One of the main purposes of electronic banking is to provide ease of transactions. This aims to make financial transactions faster, simpler and more user-friendly for customers. While in traditional banking, many transactions require physical visits to bank branches, waiting in lines, and filling out documents manually, electronic banking greatly simplifies these processes. Electronic banking platforms offer the opportunity to quickly carry out a number of financial transactions, from inquiring account balances to money transfers, bill payments and investment transactions, via the internet or using mobile applications. This allows customers to use their time more efficiently (Özdemir, 2010).

Saving

It reduces transaction costs for both customers and financial institutions. It minimizes the need for physical bank branches and personnel. One of the main purposes of electronic banking is to save costs. Traditional banking requires operating physical locations of bank branches, employing staff, and printing paper documents and other materials, which means significant operating costs. Electronic banking minimizes these traditional costs and provides significant savings for financial institutions. Cost savings include several different aspects of electronic banking. Firstly, operating costs such as operating physical bank branches and staff salaries are reduced. Since electronic banking platforms can provide 24/7 service, banks do not have to keep their branches open for long hours (Sattar, 2017).

Account Tracking

Electronic banking offers customers the ability to monitor their account balances, view their transaction history, and track their spending. One of the main purposes of electronic banking is to provide customers with more effective and easy account tracking. In traditional banking, account balances and transaction histories are typically inquired through bank branches or ATMs. This process requires customers to physically go to a location, which can waste time and effort. Electronic banking offers account holders the opportunity to easily and quickly monitor their accounts. Customers can instantly check their account balances, review their transaction history, and view previous transactions in detail via the internet or mobile applications. This provides the opportunity to monitor their personal finances more closely and plan their budget more effectively (Kadir, 2011).

Access to Various Financial Products and Services

Electronic banking platforms provide access to a variety of financial products and services, such as loan applications, investment accounts, and insurance policies. One of the main purposes of electronic banking is to offer customers broader access to a variety of financial products and services. Traditional banking relied on limited services offered through bank branches, and customers might have to visit different banks to meet their different financial needs. Electronic banking has changed this paradigm and offers customers access to a wide range of financial products and services through a single platform. Electronic banking platforms provide

customers with access to loan applications, investment accounts, insurance policies, credit cards, loans, deposit accounts and many other financial products and services. This provides customers with greater flexibility in choosing and managing products that suit their different financial needs (Kaya and Arslan, 2016).

Security

Electronic banking protects customers' personal and financial information with strong security measures and authentication systems. One of the main purposes of electronic banking is to enable customers to carry out their financial transactions securely. Security is a key focus of electronic banking because personal and sensitive information must be shared online during financial transactions. Electronic banking platforms protect customers' information and transactions using a range of security measures and technologies (Sattar, 2017).

Quick Transactions

Money transfers and payments can often be made instantly. One of the main goals of electronic banking is to enable fast transactions. Traditional banking methods can often be time consuming to process financial transactions. It may be necessary to physically go to bank branches, wait in long queues and comply with bank hours. However, electronic banking accelerates transactions by eliminating such time and space restrictions (Seddik, 2012).

Financial Literacy

It offers customers the opportunity to gain financial awareness and better manage their personal finances. One of the main goals of electronic banking is to increase financial literacy. Financial literacy refers to the ability of individuals to understand and manage financial matters and make sound financial decisions. Electronic banking offers customers the opportunity to have easier and faster access to financial information, make financial transactions more visible and become more conscious about them (Al Moussawi, 2014).

Innovation and Continuous Improvement

With technological developments, electronic banking is constantly renewed and new features are added. One of the main goals of electronic banking is to promote innovation and continuous improvement. The financial sector changes rapidly with technological advances, and electronic banking has been developed to keep up with this change and constantly offer innovative solutions (Özdemir, 2010).

Ease

It makes shopping faster and easier. Consumers can order products online and make payments quickly. Electronic commerce (e-commerce) represents a commerce model that offers greater convenience and accessibility to consumers. Compared to traditional store shopping, the advantages offered by e-commerce create a significant attraction for consumers. Electronic commerce makes shopping easier and more accessible to consumers. Now people can buy the products and services they want online, at any time and on almost any device (Özkan and İpekten, 2017). This eliminates the need for a physical store trip and saves consumers more time. Additionally, thanks to e-commerce platforms, consumers can easily compare products and prices, access user reviews and choose the most suitable options. E-commerce also breaks down geographic boundaries, giving consumers more choices around the world. Options to receive products at their doorstep and fast delivery services also strengthen the convenience and accessibility advantages of e-commerce. Offering more choices, more control and more convenience for consumers, e-commerce offers a shopping experience that suits the modern lifestyle (Sattar, 2017).

3. METHOD

3.1. Research Method

This study was conducted using the survey technique, one of the quantitative research methods. With these methods, information is obtained about the general tendencies of the participants on topics such as their general opinions, attitudes or interests. These studies are used to provide information about general characteristics or trends of the population, usually without going into more in-depth detail. Survey research is conducted to understand the general situation of the population on a subject and to reveal certain trends or general characteristics. These generally provide an overview rather than a more in-depth analysis and therefore differ from other research methods (Karasar, 2008)

3.2. Population and Sample

The population of the research consists of bank employees in TRNC. The sample of the study was selected using the purposeful sampling method. Purposeful sampling refers to a sample selected for a specific purpose in a research or investigation. This sample selection occurs when the researcher carefully selects the sample

necessary to understand a particular hypothesis or issue (Karasar, 2008). In this context, 248 people were included in the sample.

3.3. Data Collection Tools

In the research, data were collected with a scale. The scale used was created by Kılıç (2015) using Keklikoğlu's (2010) study. There are two sections in the survey. The first section contains questions regarding the demographic information of the participants and includes gender, age, educational status and professional seniority. The second part contains questions for bank employees to express their opinions about the problems banks face in electronic commerce. While answering the questions in the survey, a 5-point Likert scale was used. The values on the scale are as follows: 1 - Strongly agree, 2 - Agree, 3 - Neither agree nor disagree, 4 - Disagree, 5 - Strongly disagree. In the study conducted by Kılıç (2015), Cronbach's Alpha value was found to be 0.763. This value generally indicates an acceptable level of internal consistency. However, when considered as a stand-alone measure, this coefficient alone does not convey the overall reliability of the survey. Other factors should also be taken into account, such as the content of the survey, the measurements made, the nature of the subject being measured, and the relationships between the questions that make up the survey. That is, to determine whether 0.763 is "reliable," the structure, purpose, and content of the survey must also be considered. Additionally, Cronbach's Alpha value alone does not provide a complete picture of the reliability of the survey. It is an important measure that should be evaluated together with other factors. In this study, the Cronbach's Alpha value of the scale was found to be 0.764.

Table 1. Reliability Analysis of the Scale

Cronbach's Alpha	Article
0.764	23

3.4. Analysis of Data

The research process was carried out using the SPSS 28 program to analyze the collected data. In the first stage, data collection was completed and these data were stored in the SPSS 28 program for statistical analysis. Then, the reliability level of the collected data was examined; This stage was carried out to evaluate the consistency, stability and accuracy levels of the scales and tests. Descriptive analysis was primarily used during the data analysis phase. In this analysis, general characteristics of the data, statistical summaries such as the mean, standard deviation and distribution of the measurements were reviewed. Then, T-Test and ANOVA tests were applied to determine whether the scale scores differ according to socio-demographic characteristics. T-Tests are statistical tests used to examine differences between two groups, while ANOVAs are used to examine differences between three or more groups.

4. FINDINGS

4.1. Demographic features

Demographic variables of bank employees are given in Table 2.

Table 2. Demographic Information

		N	%
Gender	Woman	122	49.2
	Male	126	50.8
Age	18-24 years old	46	18.5
	25-30 years old	53	21.4
	31-35 years old	49	19.8
	36-45 years old	84	33.9
	46-55 years old	16	6.5
education level	High school	20	8.1
	College	47	19.0
	University	164	66.1
	Master's / PhD	17	6.9
professional seniority	1-5 years	43	17.3

6-10 years	48	19.4
11-15 years	64	25.8
16-20 years	79	31.9
21-25 years	14	5.6
Total	248	100.0

When Table 2 is examined, 50.8% of the participants are male; 49.2% were women; 33.9% are 36-45 years old, 21.4% are 25-30 years old, 19.8% are 31-45 years old, 18.5% are 18-24 years old and 6.9% are It is seen that they are between the ages of 46-55. 66.1% of the participants were university graduates, 19% were college graduates, 8.1% were high school graduates and 6.9% were postgraduate /doctoral graduates; 31.9% have 16-20 years, 25.8% have 11-15 years, 19.4% have 6-10 years, 17.3% have 1-5 years and 5.6% have It is seen that he has professional seniority in the range of 21-25 years.

4.2. Thoughts of Bank Employees on the Problems Banks Encounter in E-commerce

Table 3 shows the average and standard milking values for the Problems Facing Banks in e-commerce.

Table 3. Findings Regarding Bank Employees' Thoughts About the Problems Banks Encounter in E-commerce

	Minimum	Maximum	Average	ss
expression 1	1.00	5.00	2.4718	1.36142
expression 2	1.00	5.00	2.0806	1.26361
expression 3	1.00	5.00	2.1048	1.15109
expression 4	1.00	5.00	2.3266	1.43770
expression 5	1.00	5.00	2.0927	1.28660
expression 6	1.00	5.00	2.1290	1.37924
expression 7	1.00	3.00	1.7863	0.83369
expression 8	1.00	5.00	2.8387	1.41928
Statement 9	1.00	5.00	2.7540	1.47310
expression 10	1.00	5.00	2.3306	1.39241
Statement 11	1.00	5.00	2.4718	1.45625
Statement 12	1.00	5.00	2.4637	1.39065
Statement 13	1.00	5.00	3.9476	1.17380
Statement 14	1.00	5.00	2.8831	1.50789
Statement 15	1.00	5.00	2.9758	1.49473
Statement 16	1.00	5.00	3.7218	1.28807
Statement 17	1.00	5.00	3.8347	1.26974
Statement 18	1.00	5.00	3.4919	1.38819
Statement 19	1.00	5.00	3.7460	1.27097
expression 20	1.00	5.00	3.8105	1.28852
Statement 21	1.00	3.00	1.5685	0.69943
Statement 22	1.00	5.00	2.6694	1.57007
Statement 23	1.00	5.00	2.9556	1.49291

When we look at the findings, the statement with the highest score of 3.9476 belongs to the statement "I think our bank is increasing the use of outsourcing in order to be the preferred bank in e-commerce payment instruments." In this case, it can be said that bank employees agree with this statement the least. However, it should be noted that the expression corresponding to the average value neither agrees nor disagrees. When the findings were examined, it was determined that the statement "I think that the decrease in auditing due to the

increase in outsourcing and fraud in e-commerce has damaged the reputation of our bank" with the lowest score of 1.5685 . It is seen that the participants expressed their opinion as "strongly disagree" with this statement.

4.3. Comparison of Demographic Variables and Problems Encountered by Banks in E-Commerce

The results of the analysis conducted to test the hypotheses in the study are given in Table 4.

Table 4. Findings on Demographic Variables and Problems Encountered by Banks in E-Commerce

		N	mean	Ss .	f	p.
Gender	Woman	122	63.3689	6.77160	0.114	0.735
	Male	126	63.5397	7.16173		
Age	18-24 years old	46	61.8478	6.39085	1,697	0.151
	25-30 years old	53	63.4340	7.54349		
	31-35 years old	49	64.0612	7.15136		
	36-45 years old	84	63.3452	6.66856		
	46-55 years old	16	66.8750	6.80074		
Educational background	High school	20	61.6000	7.25766	0.653	0.582
	College	47	64.1702	6.74479		
	University	164	63.4390	7.06690		
	Master's / PhD	17	63.8235	6.28724		
professional seniority	1-5 years	43	61.8837	6.58356	1,695	0.152
	6-10 years	48	62.9792	7.44480		
	11-15 years	64	64.3906	6.95933		
	16-20 years	79	63.2658	6.66931		
	21-25 years	14	66.7143	7.28991		

$p > 0.05$

When Table 4 is examined, no relationship was found between demographic variables and the problems faced by banks in e-commerce. In this case, it is possible to say that the problems encountered in the bank are similar to each other in terms of demographic variables.

"H₁ : There is a significant difference between gender and the problems faced by bank employees and banks in e-commerce"; "H₂ : There is a significant difference between age and the problems faced by bank employees and banks in E-commerce, H₃ : There is a significant difference between educational status and the problems faced by bank employees and banks in E-commerce, H₄: Professional seniority and the problems faced by banks in E-commerce. The hypotheses "There is a significant difference between the problems faced" were rejected.

CONCLUSION AND RECOMMENDATIONS

The research examined the relationship between bank employees' perceptions of E-commerce payment tools and outsourcing and the problems faced by banks. According to the findings, the majority of bank employees believe that increasing the bank's outsourcing will increase its potential to become a preferred bank in E-commerce payment instruments. The highest agreement was observed for this statement. On the other hand, agreement with the idea that the increase in outsourcing causes a decrease in supervision regarding fraud affecting the bank's reputation is low. The "strongly disagree" response to this statement is the most common. No relationship was found between demographic variables and the problems faced by banks in e-commerce. This supports the conclusion that the problems in banks are similar in terms of demographic variables. As a result, there are differences between the perceptions of bank employees regarding E-commerce and outsourcing. However, demographic factors have no effect on these perceptions. These findings provide an important source of information to better understand and improve banks' strategic decisions and operational practices. At the end of the research, the following recommendations were developed:

- It can be considered that increasing the use of outsourcing has a positive effect in order for the bank to be in a preferred position in E-commerce payment instruments. However, the management and effects of this process must be carefully monitored and controlled.
- The idea that outsourcing may damage reputation in the fight against fraud is an important point. The bank can develop transparent communication strategies to increase customer trust and protect its reputation.

- The research shows that employees show low participation in some statements. The bank can develop communication strategies that will give more value to employees' opinions and thoughts. It could strengthen feedback collection processes, perhaps through regular meetings or surveys.
- Although the study did not find a relationship between demographic variables and problems , perhaps you can better understand this relationship with a more detailed analysis. Uncovering potential differences among specific demographic groups can help you develop specific strategies.
- The bank must constantly review and improve its strategies and practices regarding E-commerce and outsourcing. By closely monitoring customer feedback and industry changes, it must maintain a competitive advantage and detect potential problems in advance.

REFERENCES

- Akkılıç, M. E. (2005). Teknolojik gelişmelerin bankaların dağıtım kanallarının yapısı üzerine etkileri, *Daum Dergisi*, 3(2),110-114.
- Al-Moussawi, I. A. (2014). The legal system of electronic money, *Babylon University Journal*, 22(2).
- Bakkal, M. ve Aksüt, U. (2011). *Türk bankacılık sisteminde elektronik bankacılık uygulamaları*, İstanbul: Hiperlink Yayınları.
- Kadir, A. (2011). Impacts of service quality on customer satisfaction: Study of Online banking and ATM services in Malaysia, *International Journal of Trade, Economics and Finance*, 2(1), 1.
- Kahneh, H. (2017). *The role of quality of banking services in development in commercial banks management, case study of the popular Loan Cezayir*, Yüksek Lisans Tezi, Abu Bakr Belkaid University, İdari, İktisadi, Ticari ve Yönetim Bilimleri Fakültesi.
- Kaya, F., & Arslan, T. R. (2016). İnternet bankacılığında müşterilerin banka tercihlerine etki eden faktörler: Bolu ilinde kamu çalışanları üzerine bir araştırma. *Finansal Araştırmalar ve Çalışmalar Dergisi*, 8(15), 423-449.
- Kaya, Y. T. (2001). Türk bankacılık sektöründe CAMELS analizi. Bankacılık Düzenleme ve Denetleme Kurumu, *MSPD Çalışma Raporları*, 6, 1-20.
- Kılıç, H. (2015). *Elektronik bankacılık uygulamalarında banka çalışanlarının karşılaştıkları sorunlar: Şanlıurfa banka çalışanları örneği*, Yüksek Lisans Tezi, Türk Hava Kurumu Üniversitesi Sosyal Bilimler Enstitüsü.
- Özdemir, Z. (2010). Bilanço yapısı itibarıyla türk bankacılık sistemi. *Sosyal Siyaset Konferansları Dergisi*, 12(4), 867-899
- Özkan, T., & İpekten, O. B. (2017). İnternet bankacılığı kullanımını etkileyen faktörler: atatürk üniversitesi personeli üzerine bir uygulama. *Atatürk Üniversitesi Sosyal Bilimler Enstitüsü Dergisi*, 21 (2), 647-666.
- Pala, E. ve Kartal, B. (2010). Banka müşterilerinin internet bankacılığı ile ilgili tutumlarına yönelik bir pilot araştırma, *Celal Bayar Üniversitesi İ.İ.B.F. Yönetim ve Ekonomi Dergisi*, 17(2), 43-61.
- Sattar, K. M. (2017). Bankacılık hizmetlerinin kalitesinden müşteri memnuniyetinin derecesinin ölçülmesi. Bazı Mısır ticari bankaları üzerinde uygulamalı bir çalışma. *Bilimsel Ticaret ve Finans Dergisi*, 37(4), 417.
- Souad A. & Matawa, F. (2020). *Bankacılık hizmetlerinin kalitesinin ve müşteri memnuniyeti üzerindeki etkisinin ölçülmesi: Nalut'ta Kuzey Afrika Bankası üzerine analitik bir çalışma*. Kuzey Afrika .
- Sümer, G. (2016). Türk bankacılık sektörünün tarihsel gelişimi ve ab bankacılık sektörü ile karşılaştırılması. *Gazi Üniversitesi İktisadi ve İdari Bilimler Fakültesi Dergisi*, 18(2), 485-508.
- Ulusoy, A., & Özbilge, G. (2023). Türkiye’de bankacılık sektörü performansının finansal gelişmişlik üzerine etkileri. *İnsan ve Toplum Bilimleri Araştırmaları Dergisi*, 12(3), 1685-1709.
- Vural, E. (2019). *Bankacılık sektöründe internet bankacılığı ve mobil bankacılık uygulamalarının finansal hizmet kalitesinin değerlendirilmesi: bankacılıkta bir uygulama*. Yüksek Lisans Tezi, Cumhuriyet Üniversitesi Sosyal Bilimler Enstitüsü.
- Yıldız, Ç. Ç. (2017). *Yeni teknolojilerin bankacılık sektörüne olan sosyoekonomik etkileri: Türkiye örneği*. Yüksek Lisans Tezi, Marmara Üniversitesi Sosyal Bilimler Enstitüsü.

PSİKO-SEMİYOTİK İLETİŞİM, ETKİLEŞİM NEDİR, NE DEĞİLDİR? GERÇEKLEŞTİRİLME SÜRECİNDE 'PSİKO-KARŞILIKLILIK İLKEİ', LEGAL GÖRÜNÜMLÜ, İLLEGAL DİJİTAL ALANLAR VE AI İLE OLAN İLİŞKİSİ

Doç. Dr. Nevin ALGÜL

Marmara Üniversitesi, Radyo, Televizyon ve Sinema Bölümü, Türkiye

ÖZET

Psiko-Semiyotik İletişim, Etkileşim, buluşum olan ALGÜL Dijital Reel Manuel Dil Kullanımı Ayırıştırıcıları ve başlı başına bir bilim dalı olması gereken Dijital Reel Psiko-Semiyotik Dil Kullanımlarını topladığım üst başlıktır.

İnsanlar 'şeffaf İletişim' kararı almadıkça ve bu kararı 'şeffaf İletişim' ilkelerine bağlamadıkça, her iletişim 'Psiko Etkileşim' hedefini taşır mı? Evet, içinde bulunulan dijital çağda semiyotik dil kullanımlarının psikolojik hedefler doğrultusunda düzenlenmesi, tasarlanması, benim söylemimle psiko olması kaçınılmaz bir gerçeklik olarak ortaya çıkmaktadır.

Semantik, semiyolojik, kısaca semiyotik en küçük gösterge birimlerinin ya da en yoğun gösterge öbeklerinin tasarımında 'Karşılıklılık İlkesi' başattır. Makalede Psiko-Semiyotik İletişim, Etkileşimin ne olduğu en önemli yönleriyle ele alınırken; 'Karşılıklılık İlkesi!' açıklanmakta ve nasıl çalışabildiği bana ait bir sav olarak sunulmaktadır. İlkenin anlam ve önemi legal görünümü dijital alanlar, illegal dijital alanlar ve onların bir devamı, yansıması niteliğinde olabilecek olan (sanal evrenlerle gerçek evrenlerin çarpıştırıldığı ve gerçeğin çarpıtıldığı en etkili ve en önemli alan olan reel yaşam alanları) reel alanlarla ilişkisi AI üzerinden ele alınıp, çalışılmıştır.

Anahtar Sözcükler: Psiko-Semiyotik İletişim, ALGÜL Karşılıklılık İlkesi, AI, Dijital Reel, Legal Görünüm, Psiko Etkileşim

GİRİŞ

“Kızım sana söylüyorum, gelinim sen işit!” Anonim/ Türk Halk Edebiyatı

Yukarıda yer alan deyiş, psiko-semiyotik bir dil kullanımı örneğidir. IT, Bilgi Teknolojileri üretilmeden de her kültürel dokunun ortak sosyo-kültürel tarihinde psiko-semiyotik dil kullanımları vardır. *Bu makalede konu edinilmemiş olsa da önümüzdeki çalışma listemde yerini, küresel boyuttaki kapsamıyla çoktan almış olması heyecan verici bir unsurdur.* Psiko bir başka söylemle hedefin psikolojisini etkileyip, hedefteki kişiyi eylemsel ve düşünsel boyutta istendik doğrultuda değiştirip dönüştürmek, manipüle etmek amacıyla kasıtlı, bilinçli düşünce ya da eylemlerle bir araya getirilen semiyolojik veya semantik anlamlı dil kullanımlarıdır. Tüm bu semiyolojik ve semantik dil birimlerinin kasıtlı bir bilinçle bir araya getirildiği alanın oyun sahası bilinçdışı, açıklayıcı bilgisiyse deneyimler, yaşantılar sonucu elde edilen kazanımlar (Mlodinov, 2013) olsa da ileri düzey tasarımlarda hedefin (birey, topluluk, toplum, tün dünya, çeşitli bölgeler.....) genetik kültürel kodları mutlaka tasarım çalışma kapsamı içinde yerlerini alacaktır. Buradaki 'dil' sözcüğü dilsel ve görsel göstergelerin tümünü kapsamakla kalmaz, hedef için psikolojik bir anlamı temsil edebilecek, dolayısıyla o anlamın yerine geçebilecek nitelikte (Rıfat, 2009) olan her çeşit, aksesuar, beden dili, ses, koku, renk, (Algül, 2020-2023) doku ve duygu durum biçimlerinden; hatta önsezi, içgörü, öngörü, altıncı his alanlarına yayılır ve alan hiçbir zaman kalıcı olamaz, esnek, gelecek zamanların teknolojisine endekli olarak değişken hatta geleceğin teknolojisini zorlayacak bir yapının tüm özelliklerini bünyesinde barındırır. Bu devingenlik tanımlamış olduğum bu bilim dalımı sürekli ilgi çekici kılar. Asla durağan olmaması bir yanı sıra düşünce oluşumu ve iç konuşmaların nasıl gerçekleştiğiyle de ilgilidir. Bu yönleriyle bile çoklu araştırmanın gerekliliği değişken yapının heyecan verici özelliklerinden bir bölümünü ortaya koyabilir ki, tüm dil kullanımları, tüm yaşayan ya da ölü doğal dillerin de doğal birer kaynak olmaları durumu, işin içinde yaşayan ya da ölü dilsel göstergeler bir başka söylemle semiyotiğin olması, özetlenirse insana dair, insanlık tarihine hatta kutuplardan eliptik kürenin, evrenin tarihinin dahil edilmesi araştırma ve incelemeye sonsuzluğu katar ki, bu da heyecanın daimi olacağı öngörüsünü yaratabilir. İlâve olarak bu yaratımlardaki kapsayıcılığın hem tasarım hem de inşanın sökümlü aşamalarını da içerdiği bilgisi unutulmamalıdır.

Dijital Reel Psiko-Semiyotik Dil Kullanımı Ne Demektir?

Öncelikle 'gösterge' sözcüğünün tanımlanmasının yapılması gerekir. Bilimin üretilmediği toplumlarda 'gösterge' sözcüğünün çağrışım anlamlarının görsel olması çok şaşırtıcı olmamalıdır. Her sene ölçümlendiğim alandaki gelişmeye katkımı yadsıyamayacağım ortadadır. Nedenini Fransızca'dan çevirisiyle alınan Göstergibilimin bünyesinde semantik anlamı da barındırıyor olmasına ama Türkçe olarak saptanan karşılığında bunun için önce bir ön çalışma yapılması gerekliliğine bağlıyorum. O halde:

Gösterge Ne demektir?

Kendi dışında bir şeyi temsil eden; dolayısıyla temsil ettiği şeyin yerini alabilecek özellikte olan her tür biçim, nesne, olgu (Rıfat, 2009). Tahmin edilebileceği üzere gösterge alanı çok kaygan ve teknolojik gelişmeler de dahil olmak üzere, tıpkı göstergebilim gibi, tüm bilimsel alanlara da endekslidir çünkü anda olmayan ama zamanla var olacak yeni bilim dalları, var olan bilim dallarındaki yeni tanımlamalar, yeni yeni teknolojik gelişmeler, bireylerin dijital çağla beraber sahip olabilecekleri yeni özellikler, hali hazırda koku, doku, ses, hatta, ön görü, iç görü, 6. his dahi birer gösterge niteliği olarak ortaya çıkabilirler. Göstergebilimin alanları ne kadar genişse göstergenin alanları da o kadar genişir(Algül, 2020-2023).

Diğer bileşenlerden:

Semiyotik Ne Demektir?

Tanımını yapmadan önce daha iyi anlaşılması için dilsel ve görsel göstergelerin tanımını yapmak gerekir: Dilsel göstergeler, semantik alana ait tüm doğal dilleri kapsar. Bunlara yaşayan yaşamayan, yani ölü dilleri de dahil edebilir miyiz? Yapılacak tasarıma göre: Evet edebiliriz, ayrıca dilsel göstergelere alanında yapılacak her türlü yaratıcı fikirlere de açıktır. Görsel göstergeler ise resim, fotoğraf, çizim, simge, logo, imgeler dünyası(zihinsel iz düşümlerinin tasarıma malzeme edilmesi) vb. gibi türü türevleri olan alanların kümesi. Semiyotik hem dilsel hem de görsel göstergeleri içine alan bir sözcüktür. Başka bir deyişle bünyesinde anlam bilimiyle aynı zamanda semiyoloji anlamını da taşır ve etimolojik olarak Fransızca'dan gelir.

Tüm bu basite indirgenmiş tanımlamalardan sonra Psiko-Semiyotik sözcük öbeğinin anlamı açıklanabilir. Bu bana ait bir dizge, bilim dalımla yaratımın olup; hedefteki bireyin ve/veya kitlenin veya kitlelerin istedik doğrultuda harekete geçmeleri için manipüle etme aracı olarak kullanılabilir, hedeftekilerin duyu durum biçimlerine istedik doğrultuda yön verebilmek, duyularını ele geçirmek ve güdülemek amacıyla üzerlerinde egemenlik kurmak üzere dilsel ve görsel göstergelerin tasarlanması demektir.

Bu tasarım iyicil de olabilir, kitlelerin gelişmesini sağlamayı kendine erek edinebilir hatta bu küresel boyutta yapılabilir ama bu makalenin konusu kötücül kullanımıdır(Algül, 2020-2023).

Dijital Reel Psiko-Semiyotik Dil Kullanımının Açıklayıcı Bilgisi

Ne zamandır söyleyip yazdığım gibi, 21. yüzyıl insanının artık tüm anlamlar evreni dijitaldir. Evdeki akıllı beyaz eşya grubu, TV'niz, saatiniz, telefonunuz, akıllı klimalar, dijital lan üzerinden hedefe yönelik, legal görünümü illegal ya da külliyen illegal elde edilen bilgiler üzerinden ki, ben bunu mahrem bilgi olarak niteliyorum, kişiyi istedik doğrultuda manipüle etmek için dijital ortamlarda ve bununla birlikte psiko etkiyi artırmak için reel yaşam ortamlarında dilsel görsel göstergeler sürdürmek anlamını taşımaktadır. Tüm bu bilimsel alan benim buluşum olup, ilk yazdığım makalelerden faydalanılmıştır(Algül, 2020-2023). Tüm bu tasarımlar insan varsa varlar ama bu hayvanlar için uygulanmıyor ya da uygulanamaz anlamını taşımazlar. (Algül, 2021) İnsanın bilinçdışı kazanımlarını (Mlodinow, 2013) başka bir söylemle yaşantıları boyunca edindikleri yaşantılardan elde edilen alanı manipüle etmeyi hedeflerler, bazen hiç yoktan psiko-semiyotik bir kullanım yaratılabilir; bunun bir şekilde bireysel ya da kitlesel özelliklere de dayandırılması gerebilir. Bir şekilde düşün, zihin dünyasını tasarlayarak da manipüle etmek denebilir. Genel olarak, bireyin veya kitlenin bilinçdışına dahil olup unuttukları dahil, kapsama alanı içinde olup, duyuşsal anlamda aynı eski etkiyi taşıdıkları bilinir. İnsan zor değişebilen, yaşantılarından zor iyileşebilen, bunun için farkında olup çalışması gereken bir varlıktır. Böyle olsa da manipülasyonun tek kaynağı değildir. Tasarım alanı istenirse herkeste insan türü olmalarından kaynaklanan nedenlerle aynı olan bilinçaltı duyuları, temel içgüdüleri hedef alabilir, anda yoksa yaratabilir(savaş, salgın, yokluk, ölüm, açlık, kıtlık, cinsellik)) ve istedik doğrultuda kitlesel boyutta bile yeni bir düzen tasarımına yardımcı araçlar olarak kullanılabilir.

Özetlenirse dijital reel psiko-semiyotik dil kullanımları **tasarımı hem bilinçaltına** ki, asırlardır yapılagelmiştir. Cinsellik, giderek çeşitlense de hâlâ başat bilinçaltı psiko-semiyotik dil kullanımı, bu bağlamda gerçek ile satışa yönelik her çeşitlendirmeyi, satışa araç edilenleri kritik edebilecek bir bilinç seviyesini küresel boyuta yaymak, giderek artık bir ütopya halini alabilir çünkü 21. yüzyıl insanı (diğer makalelerimi okuyunuz) artık hiç olmadığı kadar görsel, nitelikli düşünebilmek, onun bir parçası olan kritik edebilme yetisinden giderek kopartılmış bir durumdadır.

Bilinçdışı (Algül, 2021) alanından Dijital Reel Psiko-Semiyotik Dil Kullanımı tasarımları çıkarmak bilinçaltı alanından çıkarmaktan çok daha zor, grift ve komplike bir işlemdir. Bu yüzden bugüne kadar en çok kullanılan bilinçaltına yönelik olanlardı. Fakat AI ile beraber küresel veri madenciliğiyle bireysel ve toplumsal özelliklere, hatta mahrem bilgilere ulaşmak çok kolaylaştı ve yine AI ile beraber elde edilen bilgiyi işlemek ve bu bilginin psiko-semiyotik versiyonunu çıkarmak artık sorun olmaktan çıktı. Şu soru akla gelebilir: 21. yüzyıl, genel çoğunluğa lütfedilen profille buna gerek var mı? Evet, var. Örneğin: Vaka tasarımı örneğimde olduğu gibi veya politik arenada vb. gibi pek çok yeni makale konusu alanlarında: Örneğin (Algül, 2023) ve yayım aşamasında olan, ilgili konulardaki makalelerim tabip edilebilir.

Psiko-Semiyotik Etkileşim, İletişim Nedir?

Psiko-Semiyotik İletişim, ALGÜL Dijital, Reel, Manuel Psiko-Semiyotik Dil Kullanımları Ayırıştırıcıları, Dijital Reel Psiko-Semiyotik Dil Kullanımları buluşlarını topladığım üst başlıktır. Psiko-Semiyotik Etkileşim, İletişim hedefin psikolojisini etkilemek, istedik doğrultuda düşünsel veya eylemsel olarak manipüle etmek üzere kasıtlı bir bilinçle kurgulanmış, tasarlanmış dilsel ya da görsel göstergeleri araç olarak kullanan bir iletişim modelidir.

Bu tanımlamam hâlâ üzerinde çalıştığım bir tanımlamadır ve çalışmalarım a endeksli olarak gelişecektir.

Bu kasıtlı bilinç bünyesinde toplumsal ve bireysel psikolojik çözümlenmeleri barındırır. Bu yüzden içinde yaşanılan dijital çağ, bireylerden elde edilecek legal görünümlü veya illegal(özel mahrem dijital alanların talanımları (ALGÜL, 2023)özel, mahrem bilgilerin onların psikolojisini etkileyerek düşünsel ya da eylemsel boyutta manipüle etme kaynağı olarak kullanılmaktadır, kullanılacaktır, kötücül yapılanmaların hep var olabileceğini düşünerek hareket edilmesi gerekmektedir. Bu konuda akıllı tabletlerin tüm orta hatta ilköğretim öğrencilerine dağıtılma önerisinin, isteğinin tehlikelerini anlatan makalemin okunması fayda sağlayacaktır(Algül, 2014).

İletişimin bel kemiği 'etkileşimdir' bir başka söylemle iletişim dendiği anda etkileşimin gerçekleştiğini anlamalıyız. Etkileşimse bünyesinde karşılıklılık ilkesini barındırmak zorundadır.

ALGÜLPsiko-Karşılıklılık İlkesi Nedir?

“.....Hansel ve Gretel, fakir bir oduncunun çocuklarıdır. Oduncunun karısı (bazen çocukların annesi, bazen de üvey annesi olarak anlatılır) aç kalmaktan korktuğu için eşini çocukları ormana götürüp bırakmaya razı eder. Planı duyan Hansel ve Gretel, eve dönüş yolunu bulabilmek için beyaz çakıl taşları biriktirir. Çocuklar geri dönünce anneleri babayı bir kez daha aynı şeyi yapmaya razı eder. Ama bu kez çocukların yol işaretlemek için ellerinde sadece ekme kırıntıları vardır. Maalesef orman hayvanları kırıntıları yer, böylece Hansel ve Gretel kaybolurlar. (Hikâye buraya kadar Perrault'nun Le Petit Poucet'siyle aynıdır.”([wikipedia./Hansel ve Gretel](https://tr.wikipedia.org/wiki/Hansel_ve_Gretel)).

Yemleme sözcüğünü şimdilik 'Karşılıklılık İlkesinde' de de kullanıyorum çünkü aynı zamanda psiko-semiyotik tetikleyiciler dediğim (Algül, 2024 Potansiyel Emsal) olgularıyla diğer çalışmalarım da var olacaklar.

Bu hepimizin bildiği çocuk edebiyatının klasikler bölümünde yer alan Hansel ve Gretel'in zorunluluktan ufaladıkları ekme kırıntıları yenmeseydi(yenmeme ihtimali de yok denecek kadar azdı) eğer, hikâye hiç doğmayacaktı. Ekme kırıntıları 'gönderen' diye düşünülürse, 'gönderilen' Bu Hikâyede Hansel'le Gretel'in potansiyel alıcıları, mesajı almış, havada kapmış ve yemişler demektir. İyi kurgulanmış bir psiko-semiyotik dil kullanımı tasarımı işte tam da böyledir: Adrese teslim edilir. Toplumun ya da bireyin açlığı, duygu durum biçimleri, özlemleri hatta yüzlerce yıllık hasletleri(özlemleri), toplumsal ve bireysel çözülmüş duygu durum biçimlerinin tümü iyi birer 'Karşılıklılık İlkesi' ni tam kapsayacak bilgi kaynaklarıdır. Hansel ve Gretel tam tersini dilemiş olsalar da aynı Hansel ve Gretel'in ekme kırıntıları gibi hedefi tam on ikiden vururlar ve istedik yönde duygusal ya da eylemsel tutum ve tavrı gerçekleştirir, manipülasyonu, değiştirip dönüştürmeyi sağlarlar.

Gönderenle gönderilen arasındaki mesajın alınması durumunda ancak *etkileşimin* gerçekleştiği söylenebilir. Eğer gönderenle gönderilen arasındaki bağ kopmuşsa ya da gönderenin mesajı 'karşılıklılık' ilkesine sahip değilse etkileşim gerçekleşmez ve mesaj yerini bulmaz. Bir başka deyişle iletişim gerçekleşti denebilmesi için, etkileşim şarttır ve bunun da yolu gönderilen tarafından gönderenin istediği doğrultuda mesajın anlaşılması olmasında yatar. Karşılıklılık İlkesi de bana ait bir tanımlardır. Dijital Reel Psiko-Semiyotik Dil Kullanımlarında hedefi etkileyecek vurucu dil kullanımlarının karşılıklılık İlkesini çokça yapılarında bulundurmaları gerekir. Bu yüzden gözlemleri, içgörülerini, öngörülerini, altıncı hisleri, dilbilgisi ileri düzeyde olan bireyler bu çağda tehlike altındadırlar çünkü bu bireylerde karşılıklılık ilkesini çok iyi çalışır. Potansiyel dijital köle adayları olabilirler: Bknz. (Algül, 2022, 2023).

Algül Psiko-Karşılıklılık İlkesini bir örnekle anlatmak gerekirse: Öncelikle hedefin duygu durum biçimlerini yakalamak ve duygu durum biçimlerini manipüle etmek, istedik doğrultuda güdümlenmek ve manipüle etmek üzerine olduğu düşünülmelidir.

Yapay Zekâ Nedir?

Yapay zekâ kurgulanan ve yapılandırılan algoritmalarla ilgilidir. Makinenin onu çevreleyen anlamlar evreninin algılaması bağlı ve bağlı olmayan noktaları deşifre edip ayırabilmesi insan faktörünün yapılandığı algoritmalarla ilişkilidir. Bu bağlamda Dijital Reel Psiko-Semiyotik Dil Kullanımlarında yapılandırılacak algoritmalar yapay zekâ teknolojisini zorlayacak ve yeni teknolojiler geliştirilmesini sağlayacak niteliktedir. Makine öğrenmesinde çığır bile açabilir. ALGÜL Dijital Reel Psiko-Semiyotik Dil Kullanımları Ayırıştırıcıları için tasarladığım böyle bir gelecektir ve eliptik küremizin geleceğiyle de yakından ilişkilidir. Kaptırılmaması gereken bir film veya dizi senaryosuyla sınırlı kalamayacak kadar bilimsel anlam ve öneme sahip olabileceği öngörülebilir.

Program, bilgisayarın bir veya daha fazla görevi yerine getirmesini sağlayan kodla yazılmış, talimatlar dizisidir(Alfa Yayınları, 2024); bir sıfır mantığına dayanır. Algoritmalar ve yapay nöronlarla ki, hepsi de insan

faktörüyle gerçekleşir, makine öğrenmesi dediğimiz olay yaşanır (Alfa Yayınları, 2024), bir başka söylemle makine öğrenmesini de zorlayacak insan beyninin algoritmaları, yeni keşifleri, bilimsel buluşları olacaktır.

SONUÇ

Bu makalede yer alan ve alanında ilkleri temsil eden açıklayıcı bilgiler, gündelik yaşamlarında başlarına gelen, yaşadıkları ama çözümleyici bilgi olarak ancak tuhaf buldukları aslında Dijital- Reel Psiko-Semiyotik Dil Kullanımlarının 7/24 21. yüzyıl insanının nicedir yeni gerçeği, çözmesi gerçeğine ermesi gerekli olan anlamlar evreni olduğunu insana insanlığa anlatmak üzerine kuruludur ki, bu bilimsel tanımlamaları da birebir yaşadıklarından ürettim. Gerçeğe ulaşmanın artık hiç olmadığı kadar karmaşık olduğu 21. yüzyılda insanların elinde neler yaşatıldığına, yaşadıklarına dair açıklayıcı bilgiler olsun ve bu bilinçle bakıp kendilerini koruyabilsinler diye çünkü öyle bir çağ ki, yalan, talan, hile, düzenbazlık, tezgâh, dümen üzerine kurulu bir gerçekliği yaratabilen, talan ettiği kaynağı Dijital Reel Psiko-Semiyotik Dil Kullanımları baskı cenderesinde tutarken, beslediği yaşam kaynaklarını ailesi, sevdikleri vb. gibi Dijital Köleyi baskılamak üzere birebir Dijital-Reel Psiko-Semiyotik baskı uğraşlarına dahil etmekten çekinmemektedirler. Buradaki tutum ve tavır talan edilen kaynak belirleyecektir. Kimler üzerinden manipüle edilebiliyorsa hiç çekinmeden bunu yapabilen artık açıkça görünmesi bilinmesi gereken yapılanmalara sahip olabilir toplumlar; bu tür yapılanmaların mafya ilişkileri de olmakta ve bunun üzerinden tüm hayatlarını refah içinde sürdürebilenlerin olduğu bilincini yaratmak ve yaymak amaçlıdır.

Unutulmamalıdır ki, örgüt diye nitelendirilenlerin dönemini yaşayan bir toplumun yarattığı bilim dahıdır. Erzurum'un köyünden çıkan birinin tüm o işleri başarabileceğini ve fikirlere sahip olabileceğini sorgulamalı ve hepsinin en azından gitmiş olduğu düşüncesine ya da asla kötülük yapamayacakları düşüncesine kapılmamalıdır. Aktarılan kötücül özellikleri Dijital Reel Psiko-Semiyotik Dil Kullanımlarının ta kendileridir ve ayrıca dijital alan hakimiyetleri de açığa çıkmıştır; tüm bu bilgilere bu insanların erebilmelerini sorgulamalı ve uyanık olmamalıdır ya da aynı yolu modelleyecek yeni yapılanmalara karşı bilinçli bakmamalıdır hatta üretebilecekleri yeni ağlara karşı da tedbirlerini bireysel anlamda almalarını sağlamaya yönelik çalışmalardır. Her şeyden önce bireysel bilinçlenmeye, toplumsal bilinçlenmeye önem veren, bunun gerekliliğini gören çalışmalardır ve hep öyle olacaktır. Veri kaçakçılığı, Ver madenciliği her türlü MTA ürününden elde edilen kazanç yasa dışı işlerden elde edileni kat kat geçmiştir. Mafya düzeneğinin buraya kayması legal görünümle içiçe olması, illegal talanın yapanların yanına kâr kalma ihtimali, zaten öyle bir yapılanma ki, tiyatro oyuncuları gibi oldukları bir kısmıyla deşifre oldu, bu alanı çok cazip kılmaktadır.

Bu makalenin amacı genele açılmak, dijital çağın zararlarını bilimsel olarak ortaya çıkan bu açıklayıcı bilgiler silsilesini haftalık etkinlikler, seminerler ve konferanslarla halka açmak. Buluştan bu yana onca zaman geçmesine rağmen akademik alanda tek yapabildiğim makalelere devam edebilmek ve kitaplaştırma çabam oldu. Bu kaçınıcı proje başvurum, beklemedeyim. Bu çağda sağlıklı koşullar altında yücelmesi gereken bir buluşlar serisini ürettim ve her şeyden önemlisi çaldırmamayı başardım bu da içinde bulunduğum koşulları çok iyi anlatmalıdır.

Öğretimin yani aktarılan bilginin eğitime dönmesi bir gereklilik olarak açıkça ortada durmaktadır. Ayrıca psikoloji öğretimi, insan profilleri, kötücül insan karakterleri, nasıl kamufle edebildikleri, içinde doğdukları toplumların demografik yapıları ve yapılanmaları bilgisi, duygu durum biçimlerine anlama çözme, daha anında karşılaştıkları Dijital- Reel Psiko-Semiyotik Dil Kullanımlarının avcı kimliklerini deşifre edebilme yeteneği kazandırma; yani avcı Dijital- Reel Psiko-Semiyotik Dil Kullanımlarını ki, artık 21. yüzyılın hareket noktası avlamak üzerine kurulu, kimse en küçük parmağını bile bir av amacı taşımadan hareket ettirmemektedir. İçinde bulunan yüzyıl böyle bir yüzyıldır ve yöneticilerine karşı uyanık olmalıdırlar. Dijital çağda legal görünümü veya özel mahrem dijital alanların talanı (Algül, 2020-2023 elde edilen verilerin ulusal ve küresel satışından elde edilen büyük kâr ve kazançların olduğu, bu türdeki illegal verilerin üzerinden kurumsal kimliklerin yapılandırıldığı ve kazanıldığı bir dünyada böyle bir yapılanmayla uzlaşanların iktidar ve güç için destek alabilecekleri görüşünü geniş kalabalıklara içsel bir kazanım olarak yerleştirme çabası bir gerekliliktir ve böyle bir ortamda tüm çok başarılı diye sunulan insanlara sorgulayarak bakmak gerekmektedir çünkü açığa çıkan kötülük olarak sunulan yapılanma modeli bu tür kötülüklerde bileşik kaplar olarak hareket etmektedirler, bu da bir gerekliliktir. İktidara gelecek olan kişilerden dijital alanların, elektronik alanların ulusal ve küresel tam güvencesi talep edilmelidir. Özellikle Türkiye gibi toplumlarda devlet baba, evin reisi, gibi duygular üzerinden hareket edebilen, reaya kültüründen ve genetik kültürel kodundan gelen toplumlarda, Cumhuriyet'le gelen modern yönetim biçimlerine, kısaca devlete güven vardır, genel çoğunluk için kendini devlete bırakmak vardır ve öncelikli olabilir. Yeni dünya düzeneğiyle beraber devletin sosyal kimliğinin yönetimden giderek azalırken tam tersi Dijital-Reel Psiko-Semiyotik Dil Kullanımları bireyin kendini koruma bilincine bir katkı sağlamayabilir. Bu konuda aldatici, gerçekleri yansıtmayan, kendi siyasi geleceklerini ve günü kurtarma amaçlı tasarlanan Dijital-Reel Psiko-Semiyotik dil kullanan siyasilerin kullandıkları Dijital-reel Psiko-Semiyotik iletişimin dilinin tüm sorumluluklarını almaları istenebilir, istenmelidir. Halkın bilinç seviyesini, vatan sevgisini, devletine duyduğu güveni hiçbir şekilde ona karşı avlayıcı olarak kullanabilecek Psiko-Semiyotik dil kullanımlarına avlanamayacak duygu durum biçimine ve içselleştirilmiş açıklayıcı bilgi seviyesine çıkarmak

gerekir. Doğru insanların eleştirel ve sorgulayıcı bir düşün dünyasından korkması, çekinmesi düşünülemez. sorgulama ve eleştirel bakışları sağlıklı öğretim metotlarıyla sekteye uğramış geniş kitlelerin bu yönlerini avlamak üzere Dijital-Reel Psiko-Semiyotik Dil tasarımları suç sayılmalıdır. (Algül, 2018) Bknz. Matematik ve Türkçe Öğretim Metotları Üzerine ALGÜL teoremleri; **düşünce gelişimi, düşün dünyası iyileştirmelerini bir gereklilik olarak gören ama tüm bunları siyasi, politik çıkarı ve başarısı için yüzeysel boyutta kullanmama garantisi veren bu garantiyi de yüzeysel, kasıtlı çıkar amaçlı yapmayacak olan; siyasi partilere öncelik vermek, ulusal ve küresel dijital köleliğe hayır diyecek olan ve sözünü tutabilecek olan partilere oy vermek çözümlerden olabilir.**

İktidara gelip muktedir olacak siyasi partilerin halkın yaşadığı gerçeklerle aslında hiç örtüşmeyene, Dijital Reel Psiko-Semiyotik Dil Kullanımlarıyla halkı sanal bir gerçeklik içinde tutan ve halkın duygu durum biçimlerine yönelik kasıtlı dil, benim tanımlamamla Psiko-Semiyotik İletişimi Dilini kasıtlı, aldatici, duyguları manipüle edip üzerinden çıkar sağlayıcı dil kullanımlarını tercih edip bu güçle hareket eden siyasi partilerin kullandıkları Psiko-Semiyotik İletişim Dilinden sorumlu tutulmaları istenmelidir.

Önerilerin asli amacının özeti aslında hiçbir partiye bu işi bırakmamak ve geniş halk kitlelerini avcı, Dijital-Reel Psiko-Semiyotik dil kullanımlarını havada yakalayacak konuma yükseltebilecek çözümler üretmektir. Bu makaleden sonra kopyalanacak çözümlerden biri dernek ve vakıflar olabilir ki, bu da işin vehâmetidir. Bu yüzden yaratımın olan bilim dalı, bilim dalı alanları tanımlamaları ve bilimsel çalışmalarımın da amacı bireye topluma geniş kitlelere ulaşmak. Herhalde dijital mecraları bu bağlamda kullanmak zorunda kalacağım. Düşünün tanımladığı bilim alanını, yarattığı bilim dalını ve buluşlarını nihayet çaldırmamayı başaran önce insan, sonra bilim insanı olmaya çabalayan uzun seneler boyunca Dijital Köle olarak kullanılan birinin makalesini okumaktasınız. Bu insanlığa meselenin boyutu hakkında çok şey anlatmalıdır, anlamak isteyene anlatacaktır.

KAYNAKÇA

- Algül, Nevin (2023). Dijital Reel Psiko-Semiyotik Dil Kullanımları Üzerinden Toplumsal Bellek Tasarımları ve Yapıbozucu İnceleme Makaleleri. INTE and ISTEC 2023 ITALY, Rome, İtalya, 27 - 28 Temmuz 2023, cilt.2023, sa.21467366, ss.194-198
- Algül, Nevin(2022). Digital Real Psycho-Semiotic Language Uses of Global and Regional "Feeling of Fear and Some Requested Rol Models in the Future through Virtual Reality Created in the Real Universe(73-77). TOJET/ The Turkish OnlineJournal of Educational Technology , cilt.21, sa.4
- Algül, Nevin(2020). What is Psycho-Semiotic Language Use and Its Parser, As a New Concept? How Can The Example Modeling for Use in Digital Media And The Process Of Creating Digi- Slave Proceed?(ss.796-802). Lefkoşa; Kıbrıs(Kktc): Inte/International Trends and Issues in Communication & Media Conference.
- Algül, Nevin(2020). Digital World, Digital Communication Area, Transparent Communication, Digital Communication and Law of Interaction, Digi-Police, Digi-Inspector, Debating The Uniqueness Of Individual After Pandemic Period, Determination, AnalysisDs, Insights and Recommendations(291-295). Lefkoşa, Kıbrıs (Kktc): Inte International Trends and Issues in Communication & Media Conference.
- Algül, Nevin(2021).How Can The Unconscious Mind of The New Psychological Definition Be Analyzed and Can The Formation of Thought Be Closed To Perception and Manipulation at The Beginning by Using Algül Digital-Manual/Analog Psycho-Semiotic Language Parsers?(300-305). Lefkoşa, Kıbrıs (Kktc): Iticam International Trends and Issues in Communication and Media Conference.
- Algül, Nevin(2022). Digital Real Psycho-Semiotic Language Uses of Global and Regional "Feeling of Fear and Some Requested Rol Models in the Future through Virtual Reality Created in the Real Universe (73-77). TOJET/ The Turkish OnlineJournal of Educational Technology , cilt.21, sa.4.
- Algül, Nevin(2023). Dijital Reel Psiko-Semiyotik Dil Kullanımlarının Kurum İçi İletişimde Kötücül Kullanımı Süreci Nasıl İşler? Veri Köleliği veya Dijital Köleliği Besleyen Yapılarla Olası İlgisi, Tasarım Vaka Örneği(199-210). Lefkoşa, Kıbrıs (Kktc): INTE, July 13-14.
- Algül, Nevin(2018). An Essay Whether Early Communication (Teaching Turkish) Methods Affect The Thinking Process Through Turkish and Mathematics Course(82-86). International Science and Technology Conference(ISTEC). Fransa/Paris: July 18-20.
- Algül, Nevin(2014). Dijital Eğitim Gelişen Teknoloji Geleneksel Eğitim Araçları ve Yeni Öğrenciye Eleştirel ve Deneysel Bir Bakış, ICQH 2014, Sakarya, Türkiye, 3 - 05 Aralık 2014, ss.129-148.
- Alfa Yayınları((2024. Kolay Yapay Zekâ, Printed in China.
- Mlodinow, Leonard(2013). Bilinçdışımız Davranışlarımızı Nasıl Yönetir?(11-14). İstanbul: Okuyan Us Yayınları.
- Rıfat, Mehmet(2009). Göstergibilimin ABC'si(ss.11). İstanbul, Say Yayınları. https://tr.wikipedia.org/wiki/Hansel_ve_Gretel

REAL-TIME ENDPOINT ANOMALY DETECTION USING ISOLATION FOREST AND ONE-CLASS SVM

Kamran N. ASGAROV

Azerbaijan Technical University
kamran.asgarov.n@student.aztu.edu.az
<https://orcid.org/0009-0000-3659-024X>

Yadigar N. IMAMVERDIYEV

Azerbaijan Technical University
yadigar.imamverdiyev@aztu.edu.az
<https://orcid.org/0000-0002-3710-1046>

ABSTRACT

Among all the contemporary digital ecosystems, endpoint devices, including computers, servers, and IoT gadgets, represent at once the most important and the most vulnerable part of the infrastructure of any organization. Traditional security solutions very often cannot identify subtle and sophisticated threats that reveal their presence only through deviations from normal behavior. This paper presents the application of unsupervised machine learning methods-namely, Isolation Forest and One-Class Support Vector Machines-for real-time anomaly detection in endpoint devices. The efficacy, for this purpose, is shown in this paper using comprehensive telemetry data such as CPU usage, memory consumption, and network traffic, whether anomalies due to security breaches or system malfunction can be detected using these techniques.

Keywords: Anomaly Detection, Endpoint Security, Unsupervised Machine Learning

INTRODUCTION

Nowadays, information systems are becoming more complex, and thus the level of related security risks, including monitoring of network events and endpoint health, is correspondingly growing. An endpoint is a remote computing device that communicates back and forth with a network to which it is connected. Some examples of endpoints are desktops, laptops, smartphones, servers, workstations and Internet-of-things (IoT) devices - like security cameras, smart thermostats and smart home assistants. For a long time, monitoring of endpoint health has been done using signature-based antivirus systems. However, these methods have begun to lose their effectiveness [7]. Firstly, they become helpless against zero-day threats because there is no known signature; secondly, systems based on these methods require regular updates to maintain an up-to-date database of malware signatures; and most importantly it is very difficult for such systems to recognize the signature of a malware if it has been modified using obfuscation techniques

Malwares are constantly evolving and creating new threats. It is important to have security solutions that can recognize these new threats without the need of regular updates. One of the most effective methods that can be helpful to solve this problem is machine learning methods. These methods can monitor the endpoint and many of its systems, including network activity, or the activity of different hardware devices and learn the behaviour of the endpoint.

An anomaly is anything that deviates from what is standard or expected [5]. The process of finding such unexpected and non-standard behaviours in an endpoint we call anomaly detection. There are many anomaly detection algorithms, such as: statistical methods, rule-based methods, supervised and unsupervised machine learning methods, deep learning methods etc. However not all these methods can be useful in endpoint anomaly detection, the main criterias for the effectiveness of an algorithm are its performance, memory and CPU consumption, detection accuracy and possibility of continuous learning. The objective of this paper is to provide a comprehensive review and analysis of unsupervised machine learning methods. The main reason for choosing unsupervised machine learning methods is that they can be trained with unlabelled data, which is important because it is very difficult to find labelled data for anomalies.

Background

This section delves into key definitions, concepts and terminologies that form the basis of our study.

Definition (Endpoint). An *endpoint* is a computing device or node that is connected to a network and communicates back and forth with the network to which it is connected.

Definition (Anomaly). Given a dataset $\mathcal{X} = \{x_1, x_2, \dots, x_N\}$, an *anomaly* $x_i \in \mathcal{X}$ is a data point that significantly differs from the majority of the data according to a defined metric or model.

In endpoint security, anomalies may indicate unusual system behaviour caused by malicious activities, hardware failures, software bugs or any other unexpected events. Anomalies aren't necessarily malicious, but they can also be related to endpoint behaviour not seen before.

Definition (Anomaly Detection). Anomaly detection is the process of identifying anomaly data points in a dataset.

Definition (Real-Time Anomaly Detection). Real-time anomaly detection is the process of identifying anomaly data points in a dataset as they occur, with minimal delay.

In the context of endpoint security, this entails the continuous monitoring of the status of the endpoint, coupled with the analysis of new data for any anomalies that may be identified.

Definition (Endpoint Telemetry). Endpoint Telemetry is data that is continuously collected from the endpoint. This data can include logs, metrics and other types of information that reflects the state of the endpoint.

In this paper, the most basic endpoint metrics were taken as telemetry. At the same time, these basic indicators are the most important ones on monitoring endpoints:

- CPU usage (x_1): The percentage of CPU resources utilized by the endpoint.
- Memory usage (x_2): The amount of memory (RAM) consumed by the endpoint.
- Video memory usage (x_3): The memory used by the graphics processing unit (GPU).
- Disk read/write rate (x_4, x_5): The rate of data read from or written to the disk.
- Network traffic (x_6, x_7): The volume of data transmitted over the network.
- Process count (x_8): The number of active processes running on the endpoint.
- Average process CPU usage (x_9): The average CPU usage of active processes.
- Average process memory usage (x_{10}): The average memory usage of active processes.
- Total active connections (x_{11}): The number of active network connections.
- Count of unique IPs (x_{12}): The count of unique IP addresses connected to the endpoint.

These indicators form a multidimensional data point $\mathbf{x} = [x_1, x_2, \dots, x_{12}]^T \in R^{12}$ for each time interval. The data is stored in a structured format and preprocessed to handle missing values and normalise scales [4].

Unsupervised Machine Learning for Real-Time Anomaly Detection.

In real world scenarios, endpoint telemetry data is not labelled, making it difficult to use supervised machine learning for anomaly detection. Unsupervised machine learning is an optimal approach for anomaly detection due to the fact that it does not require labeled data for training. Unsupervised methods analyse the entire dataset and identify patterns in it, then based on these patterns determines the data points that least fit the pattern and labels these data points as anomalies.

Definition 2.6 (Unsupervised Learning). Unsupervised machine learning is a type of machine learning that learns from data without human supervision. Unlike supervised learning unsupervised machine learning models are given unlabeled data and allowed to discover patterns and insights without any explicit guidance or instruction.

Unsupervised machine learning methods are also optimal for real-time anomaly detection due to their working principle [10]. After continuous training of a model for a certain period of time (e.g 1 month), the model establishes a baseline pattern of normal behaviour [3]. Subsequently, as new data is occurred, the model can compare it against its learned patterns, efficiently identifying deviations that suggest potential anomalies.

Continuous Anomaly Detection Methodology.

This paper puts forth a methodology for the continuous detection of anomalies, as illustrated in Figure 1. The methodology comprises two principal phases, delineated by a dashed line.



Figure 1: Timeline of anomaly detection methodology.

The first phase consists of two periods: data collection period, which includes the collection of endpoint telemetry data from the system monitoring module followed by preprocessing of collected data, and the model training period (Figure 2).

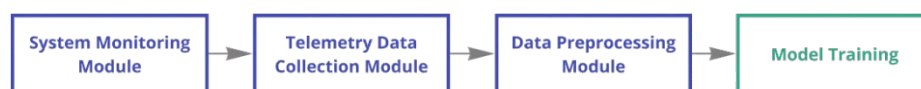


Figure 2: Training period.

Following initial training phase, the model has already developed patterns based on the data collection period data. These patterns enable the model to recognise anomalies in preprocessed data points as new data occur in telemetry collection module. Each new data point is not only analysed by the anomaly detection module, but also stored for the upcoming retraining phase of the model (Figure 3).

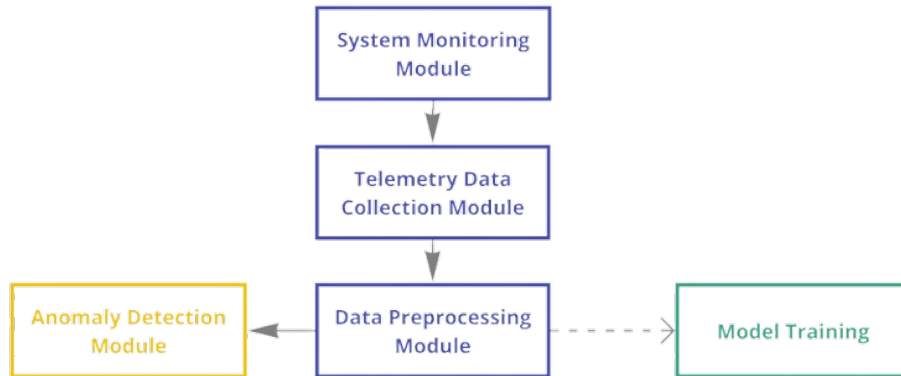


Figure 3: Detection period.

It is important to note that the data collection time in the first period of the paper's anomaly detection methodology can be called a hyperparameter of the whole methodology, as it can be customised depending on the endpoint's requirements. In dynamic endpoints such as laptops and personal computers, which may have a lot of different behaviours, this time can be long (4-7 weeks), because for successful analysis it is necessary to collect data on all possible behaviours of the endpoint before starting the analysis for anomalies. In the case of less dynamic endpoints, such as those represented by the IoT devices, the data collection period can be reduced to a shorter timeframe (3-12 days). This is due to the fact that such endpoints exhibit a limited range of behavioural patterns, which can be more efficiently captured within a shorter data collection window.

Another hyperparameter of the methodology is the data collection time in the anomaly detection period. All stored data points after a certain period of time are passed to the model for retraining. This time should be shorter than the initial time for the main training phase of the model. Furthermore, it is advisable to consider the level of dynamism of the endpoint on training model.

Model training time in Figure 1 shown large than it will be in real world application. This was done for the purpose of good and clear illustration. In real applications this time will be longer in the first period when the model is trained on a large amount of data from first main data collection period, and shorter when it is retrained on a smaller amount of data. It is important to note that this time strongly depends on the training model. Training time will different significantly on different models. Therefore, it is very important to chose the right models for the training.

Methods

In this section of the paper, different unsupervised machine learning methods are discussed and their suitability for the endpoint anomaly detection is analysed. The methods described in this section were tested on real data that was collected from an endpoint within one hour. During this period, telemetry from the endpoint was collected at 10-seconds intervals, then it was preprocessed and stored for model training. Some of the collected telemetry was modified to simulate anomalies and then tested in the described method to verify their effectiveness.

The use of simulated anomaly data in the test dataset allows for the evaluation of the method's efficacy through the analysis of a confusion matrix.

Definition (Confusion Matrix). A confusion matrix is a table that summarizes the performance of a classification model by showing the counts of actual versus predicted classifications. For a binary classification problem, the confusion matrix is a 2×2 matrix with the following structure:

$$\begin{array}{cc} TN & FP \\ FN & TP \end{array}$$

where:

- True Positive (TP): The number of data points that are correctly predicted as the positive class.
- False Positive (FP): The number of data points that are incorrectly predicted as the positive class (but are actually negative).

- False Negative (FN): The number of data points that are incorrectly predicted as the negative class (but are actually positive).
- True Negative (TN): The number of data points that are correctly predicted as the negative class.

Isolation Forest.

Isolation Forest is an ensemble anomaly detection algorithm that isolates anomalies instead of profiling normal data points [6]. By recursively partitioning the data using random feature selection and split values, it efficiently identifies anomalies as data points that require fewer splits to isolate. We formally define the Isolation Forest as follows.

Definition (Isolation Forest). An Isolation Forest consists of t isolation trees built from subsamples of the data. Each isolation tree T is constructed by recursively partitioning a dataset X using randomly selected features and split values until each data point is isolated. The anomaly score for an \mathbf{x} is calculated based on the average path length $E[h(\mathbf{x})]$ across all trees:

$$s(\mathbf{x}, n) = 2^{-\frac{E[h(\mathbf{x})]}{c(n)}}$$

where $c(n)$ is the average path length of searches in a Binary Search Tree:

$$c(n) = 2H(n-1) - \frac{2(n-1)}{n}$$

and $H(i)$ is the harmonic number defined as $H(i) = \ln(i) + \gamma$ with $\gamma \approx 0.57721 \dots$ being the Euler- Mascheroni constant [1].

The anomaly score $s(\mathbf{x}, n)$ quantifies the degree of abnormality of \mathbf{x} , with higher scores indicating higher likelihoods of being anomalies.

Algorithm Details.

Isolation Forest operates under the principle that anomalies are “few and different” and thus more susceptible to isolation through random partitioning. The algorithm comprises two main processes: building the isolation trees and calculating anomaly scores.

Each isolation tree is constructed by recursively partitioning the data. Starting with a subsample X' of size ψ randomly selected from the dataset X , the tree is built as follows. At each node, a feature q is randomly selected from the set of features. A split value p is then randomly chosen between the minimum and maximum values of feature q in the data at that node. The data is partitioned into two child nodes based on whether the feature value is less than or greater than or equal to p . This process continues recursively for each child node until one of the termination conditions is met: either the node contains only one data point, or the tree reaches a predefined maximum depth.

The anomaly score for an \mathbf{x} is calculated using the average path length $E[h(\mathbf{x})]$ across all trees. The path length $h_j(\mathbf{x})$ is the number of edges traversed from the root node to the terminating node in tree T_j . The average path length is computed as $E[h(\mathbf{x})] = \frac{1}{t} \sum_{j=1}^t h_j(\mathbf{x})$. The anomaly score is then determined using the formula for $s(\mathbf{x}, n)$.

Experimental Results.

Method was tested using python library scikit-learn [8] with the data discussed at the beginning of the methods section. To visualise results a pair plot was constructed (Figure 4). The pair plot highlights how specific pairs of features interact. For instance, there is a notable separation between normal and anomalous data when comparing CPU usage with RAM usage, suggesting that anomalies affect both CPU and RAM usage in a distinguishable way.

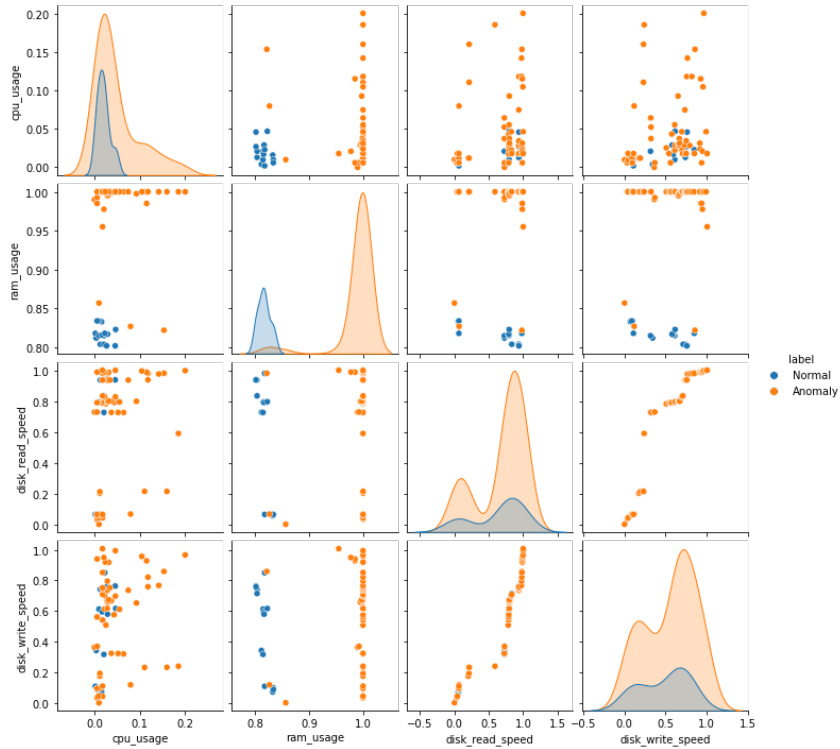


Figure 4: Isolation Forest Pair Plot Visualisation.

The confusion matrix of the method’s results is as follows:

53	0
3	15

The confusion matrix shows that the model correctly identified 53 anomalies (True Negatives) and 15 normal points (True Positives). It produced 3 false negatives (missed anomalies) and no false positives (normal points classified as anomalies). This demonstrates excellent precision for normal data and a high specificity for anomalies, although the model has a slightly lower recall for anomalies due to the missed cases. Overall, the Isolation Forest method shows strong performance with minimal misclassifications.

One-Class Support Vector Machines.

The One-Class Support Vector Machine (One-Class SVM) is an unsupervised learning algorithm derived from the Support Vector Machine framework, designed specifically for anomaly detection tasks. It aims to learn a decision function that identifies regions in the input space where the probability density of the data resides, thereby enabling the detection of outliers or anomalies that fall outside this region.

Definition (One-Class SVM). Given a set of training data $\{x_i\}_{i=1}^N$, where $x_i \in R^D$, the One-Class SVM seeks a hyperplane in the feature space F , induced by the mapping $\phi: R^D \rightarrow \mathcal{F}$ that best separates the data from the origin with maximum margin. This is formulated as the following optimization problem:

$$\min_{\mathbf{w}, \rho, \xi_i} \frac{1}{2} \|\mathbf{w}\|^2 + \frac{1}{\nu N} \sum_{i=1}^N \xi_i - \rho \text{ subject to } (\mathbf{w}^\top \phi(\mathbf{x}_i)) \geq \rho - \xi_i, \xi_i \geq 0, i = 1, \dots, N,$$

where $\mathbf{w} \in F$ is the normal vector to the hyperplane, $\rho \in R$ is the offset from the origin, $\xi_i \geq 0$ are slack variables allowing for some errors, and $\nu \in (0, 1]$ is a parameter controlling the trade-off between the fraction of outliers and the margin of the hyperplane.

The One-Class SVM constructs a decision function $f(\mathbf{x})$ that indicates whether a new data point \mathbf{x} is similar to the training data (normal) or not (anomalous). The decision function is given by:

$$f(\mathbf{x}) = \text{sgn}\left(\sum_{i=1}^N \alpha_i K(\mathbf{x}_i, \mathbf{x}) - \rho\right),$$

where $K(\mathbf{x}_i, \mathbf{x}_j)$ is the kernel function, and α_i are the solution to the dual optimization problem.

Algorithm Details. The One-Class SVM algorithm involves solving an optimization problem to find the hyperplane that best separates the data from the origin in the feature space. By introducing Lagrange multipliers α_i , the problem can be transformed into its dual form.

$$\max_{\alpha_i} -\frac{1}{2} \sum_{i,j=1}^N \alpha_i \alpha_j K(\mathbf{x}_i, \mathbf{x}_j) \text{ subject to } 0 \leq \alpha_i \leq \frac{1}{vN}, \sum_{i=1}^N \alpha_i = 1.$$

The kernel function $K(\mathbf{x}_i, \mathbf{x}_j)$ computes the inner product in the feature space, allowing the algorithm to handle non-linear separations without explicitly mapping the data to a higher-dimensional space.

Experimental Results. Method was tested using python library scikit-learn with the data discussed at the beginning of the methods section. To visualise results a pair plot was constructed (Figure 5).

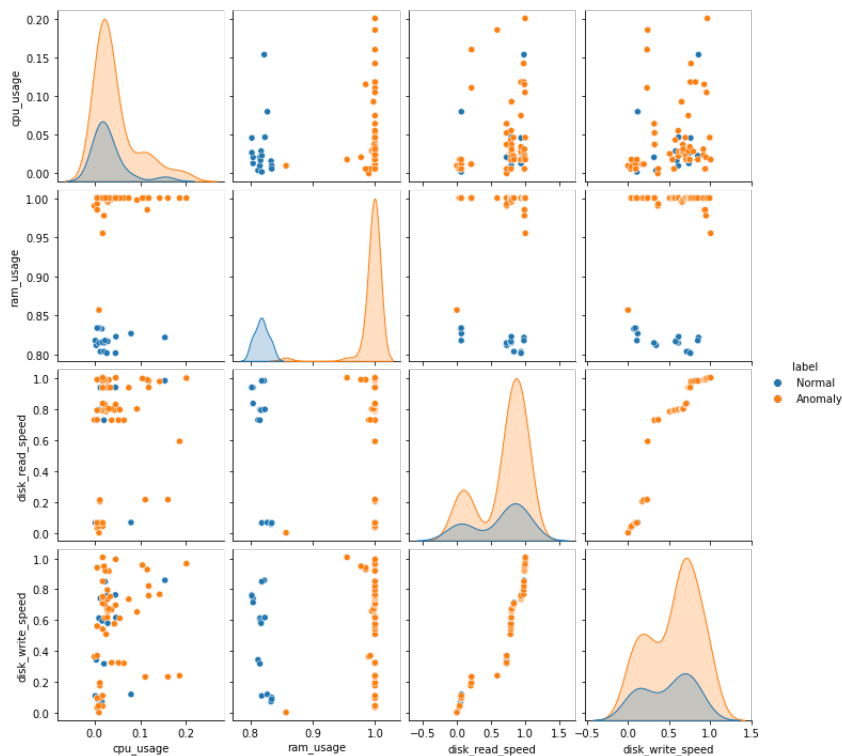


Figure 5: One-Class SVM Pair Plot Visualisation.

The confusion matrix of the method’s results is as follows:

53	0
1	17

The confusion matrix for this method shows 53 anomalies correctly identified (True Negatives), 17 normal points correctly classified (True Positives), 1 false negatives (missed anomalies) and 0 false positive (normal point classified as an anomaly). Compared to the Isolation Forest method, One-Class SVM demonstrates a slight improvement in precision with fewer false negatives.

Conclusion

This paper investigated unsupervised machine learning techniques for real-time anomaly detection in endpoints using novel continuous anomaly detection methodology. Was given a description of the continuous anomaly detection methodology and its core working principles. Two unsupervised machine learning methods have been considered as the part detection methods: isolation forest and one-class support vector machines. Both methods

have been trained using real endpoint telemetry data of 1 hour time period. Part of this telemetry was modified to simulate anomalies and used as test data. Pair plot visualisation was used to show separation between anomalies and normal data on different

References

- [1] Abramowitz, M., & Stegun, I. A. (1965). *Handbook of Mathematical Functions with Formulas, Graphs, and Mathematical Tables*. Dover Publications. National Bureau of Standards Applied Mathematics Series (Vol. 55). <https://doi.org/10.1115/1.3625776>
- [2] Breunig, M. M., Kriegel, H. P., Ng, R. T., & Sander, J. (2000). LOF: Identifying density-based local outliers. In *Proceedings of the 2000 ACM SIGMOD International Conference on Management of Data* (pp. 93-104). <https://doi.org/10.1145/342009.335388>
- [3] Bifet, A., & Gavaldà, R. (2009). Adaptive learning from evolving data streams. In *Advances in Intelligent Data Analysis VIII (IDA 2009)* (Vol. 5772, pp. 249-260). Springer. https://doi.org/10.1007/978-3-642-03915-7_22
- [4] Dempster, A. P., Laird, N. M., & Rubin, D. B. (1977). Maximum likelihood from incomplete data via the EM algorithm. *Journal of the Royal Statistical Society: Series B (Methodological)*, 39 (1), 1-22. <https://doi.org/10.1111/j.2517-6161.1977.tb01600.x>
- [5] Hawkins, D. M. (1980). *Identification of outliers*. Chapman and Hall.
- [6] Liu, F. T., Ting, K. M., & Zhou, Z. H. (2008). Isolation forest. In *Proceedings of the 2008 IEEE International Conference on Data Mining* (pp. 413-422). IEEE. <https://doi.org/10.1109/ICDM.2008.17>
- [7] Patcha, A., & Park, J. M. (2007). An overview of anomaly detection techniques: Existing solutions and latest technological trends. *Computer Networks*, 51 (12), 3448-3470. <https://doi.org/10.1016/j.comnet.2007.02.001>
- [8] Pedregosa, F., Varoquaux, G., Gramfort, A., Michel, V., Thirion, B., Grisel, O., Blondel, M., Prettenhofer, P., Weiss, R., Dubourg, V., Vanderplas, J., Passos, A., Cournapeau, D., Brucher, M., Perrot, M., & Duchesnay, E. (2011). Scikit-learn: Machine learning in Python. *Journal of Machine Learning Research*, 12, 2825-2830. <https://www.jmlr.org/papers/v12/pedregosa11a.html>
- [9] Schölkopf, B., Platt, J. C., Shawe-Taylor, J., Smola, A. J., & Williamson, R. C. (2001). Estimating the support of a high-dimensional distribution. *Neural Computation*, 13 (7), 1443-1471. <https://doi.org/10.1162/089976601750264965>
- [10] Tan, S. C., Ting, K. M., & Liu, F. T. (2011). Fast anomaly detection for streaming data. In *Proceedings of the Twenty-Second International Joint Conference on Artificial Intelligence (IJCAI 2011)* (pp. 1511-1516).

RESEARCH ON INNOVATION IN DIGITAL MEDIA ART IN THE AGE OF ARTIFICIAL INTELLIGENCE

Yi-Fei ZHU

Communication University of China

zhuyifei@tm.hzc.edu.cn

ABSTRACT

This article provides a comprehensive examination of the application and profound impact of Artificial Intelligence (AI) technology in the field of digital media creative design. The introduction of AI has revolutionized the approach to creative design, enabling designers to work more efficiently and innovatively. Specifically, AI has achieved significant advancements in areas such as image processing, video editing, and audio production, enhancing both the quality and efficiency of design work. Through case studies, it is demonstrated that AI design not only surpasses traditional methods in boosting user engagement and customer satisfaction but also unlocks tremendous potential for innovation and personalized design. The influence of AI technology on digital media creative design will continue to expand, indicating its future significance and vast potential.

Keywords: digital media creative design, artificial intelligence, design quality and efficiency, innovation, personalized design

INTRODUCTION

In today's digital era, digital media creative design has become central to communication, marketing, and artistic expression. This field has evolved from basic graphics and text layouts to highly interactive and visually impactful works, reflecting the advancements in technology and shifting market demands. Artificial intelligence (AI), particularly machine learning and deep learning, is fundamentally transforming the scope of creative design. AI enables designers to optimize and personalize their work through data-driven insights, creating unprecedented visual effects and user experiences.

The application of AI in design goes beyond automating repetitive and technical tasks; it introduces new tools and methods that significantly enhance designers' creativity. In image processing, AI can automatically recognize and intelligently edit elements within images, greatly improving efficiency and accuracy. In video production, AI aids in automating editing and color grading, and even generates realistic animation effects. Audio design also benefits from AI advancements, including sound synthesis, automatic adjustment of pitch and rhythm, and the generation of natural-sounding speech. Moreover, AI plays a crucial role in user experience design, such as automatically adjusting interface layouts and content displays based on user behavior and preferences.

As AI technology continues to develop and mature, its impact on digital media creative design is expanding. AI not only provides designers with new tools and techniques but also brings new challenges and opportunities to the entire industry. Its application enhances design quality and efficiency, while also pioneering new styles and forms of expression. AI is set to play an increasingly important role in the creative process of the future, reshaping not only how designers work but also our perceptions of aesthetics and creative expression. The potential of AI in digital media creative design is vast, with promising prospects for future development.

1. The Applicability of AI Technology in Creative Design

In the realm of digital media creative design, AI technology not only enhances the efficiency and quality of design work but also opens up new avenues for creativity. AI allows designers to quickly execute tedious tasks such as image classification, editing, and color correction, enabling them to focus more time and energy on

creative and innovative endeavors. Additionally, the data-driven nature of AI makes the design process more objective and scientific, allowing designers to adjust strategies based on data analysis to better meet market demands and user preferences.

AI also introduces new elements and methods into creative design. For instance, the use of deep learning for style transfer allows designers to explore and experiment with different visual styles without manually crafting every detail. AI-generated art and images offer entirely new sources of inspiration for creativity. Moreover, AI can play a crucial role in interactive design and user experience, optimizing interface design based on user behavior data to make it more intuitive and engaging.

2. The Application of Artificial Intelligence in Digital Media Creative Design

2.1 AI in Image Processing, Video Editing, and Audio Production

Artificial intelligence has become a transformative force in the fields of image processing, video editing, and audio production within digital media creative design. In image processing, AI can efficiently classify, recognize, and edit images. Leveraging deep learning algorithms, AI can identify objects and patterns within images, automatically performing tasks such as color correction, image enhancement, and style transfer. For example, AI can transform a regular photograph into a piece of art resembling the styles of Van Gogh or Picasso. Additionally, AI can perform intelligent cropping and content-aware fill, adjusting and repairing images without altering their primary visual elements.

In video editing, AI technology has advanced to assist or even automate many tedious editing tasks. AI can automatically cut videos, switch scenes, adjust colors, and mix sound based on preset parameters or learned styles. Furthermore, AI can analyze video content to generate subtitles and provide summaries of the video. AI technology can also create realistic animations and special effects, such as adding virtual objects or changing backgrounds in existing videos.

Audio production is another area where AI technology is being applied. AI can edit and mix sounds, automatically adjust volume and quality, and eliminate noise. Its use in music production is particularly notable, as AI can compose music or generate melodies and rhythms based on specific styles and parameters. Moreover, AI's speech synthesis technology is becoming increasingly sophisticated, capable of producing human-like voices for broadcasts, podcasts, and other audio products.

2.2. Enhancing the Quality and Efficiency of Creative Design

Artificial intelligence has played a crucial role in enhancing the quality and efficiency of digital media creative design. Firstly, AI's automation capabilities have significantly increased work efficiency. By automating repetitive and technical tasks, AI frees up designers' time, allowing them to focus on more creative aspects of their work. For instance, in video production, AI's automatic editing and color adjustment features can save a considerable amount of manual editing time. In image processing, AI's automatic color correction and content-aware fill reduce the need for designers to make fine-tuned adjustments.

AI not only boosts efficiency but also improves design quality through its advanced analytical and learning capabilities. AI can learn from vast amounts of data and identify design trends, providing designers with insights into popular elements and styles. Moreover, AI's experimental and innovative abilities bring new perspectives to creative design. For example, AI's style transfer function can help designers explore different combinations of artistic styles, leading to the creation of unique and compelling works.

3. AI-Driven Creative Design Case Analysis

3.1 Case Studies of AI-Driven Creative Design in China

3.1.1 AI-Assisted Advertising Design

A large advertising company utilized AI to analyze consumer data, enabling the creation of more personalized

and engaging advertisements. The AI system analyzed the visual elements and color schemes of previously successful ads, generating highly appealing ad prototypes. These ads stood out in their visual elements compared to those designed using traditional methods, showcasing greater innovation and specificity.

3.1.2 AI in Film Special Effects Production

A domestic film production company employed AI technology to generate complex film special effects. The AI system could automatically create specific styles of scenes and characters based on the director's and designers' requirements, such as simulating natural environments and creating virtual characters. This approach not only reduced production time but also enhanced the realism of the visual effects.

3.1.3 AI-Driven Brand Identity Design

A design studio used machine learning algorithms to create innovative brand identities. The AI analyzed a vast array of design trends and brand attribute data, proposing several unique design solutions. These solutions were not only highly innovative but also closely aligned with the brand's core values and market positioning.

3.2 Comparative Analysis of AI Design and Traditional Design Methods

In the AI-assisted advertising design case, the advertising company used AI technology to analyze a large amount of consumer data and design trends to create more attractive ads. To clearly illustrate the differences between AI design and traditional design methods, the following is a data table based on the first case mentioned above.

Table 1: Comparison of Effectiveness Between AI-Assisted Advertising Design and Traditional Methods

Metric	Traditional Design Method	AI Design Method
Design Cycle	Average 4.3 days	Average 2.8 days (35% reduction)
Design Cost	Average 2800 CNY	Average 1800 CNY (36% reduction)
Increase in User Engagement	Average 8% increase	Average 18% increase
Customer Satisfaction	82 points	92 points (12% improvement)

Data Source: Internal statistics from an advertising company comparing the use of AI and traditional methods in advertising design.

The table clearly demonstrates that AI design methods significantly outperform traditional methods in terms of design cycle and cost, showcasing greater efficiency and cost-effectiveness. The automation and data-driven characteristics of AI technology drastically reduce the design cycle and lower design costs. Moreover, the marked increase in user engagement indicates that AI-designed advertisements are more effective in capturing consumer attention and enhancing brand performance in the market. The improvement in customer satisfaction also confirms the effectiveness of AI design in meeting client needs.

The advantages of AI design methods in the digital media creative design field are evident. Not only do they enhance efficiency and reduce costs, but they also provide more personalized and effective design solutions based on big data analysis. These benefits make AI design methods a superior choice in many scenarios, especially in environments requiring the handling of large volumes of design tasks and rapid response to market changes. As AI technology continues to advance, its application in digital media creative design is expected to expand further, leading to more innovations and breakthroughs in efficiency.

IV. Impact of Artificial Intelligence on the Digital Media Creative Design Industry

The application of AI technology in the digital media creative design industry has not only transformed workflows but also introduced numerous potential impacts. Firstly, there is a significant boost in efficiency. By automating repetitive and technical tasks, AI unleashes the creativity of designers, allowing them to focus more on creativity and innovation. This improvement in efficiency is crucial for meeting the fast-paced market demands and shortening time-to-market for products.

The use of AI technology also helps in reducing overall design costs. Automated design processes minimize reliance on human resources and reduce costs associated with human errors. Additionally, AI technology aids designers in more accurately predicting market trends and user preferences, decreasing the need for unnecessary design iterations and revisions, which further reduces costs.

The potential of AI to stimulate design innovation should not be underestimated. AI not only offers new design tools and methods, such as algorithm-based graphic generation and style transfer, but also encourages designers to explore unprecedented creative paths. These capabilities of AI make design work more diverse and personalized, driving innovation across the industry.

V. Future of Artificial Intelligence in Digital Media Creative Design

With the continuous advancement of artificial intelligence technology, its application in the field of digital media creative design is becoming increasingly widespread. The following data table illustrates the application of AI in this field in recent years, including the proportion of AI technology used in various design areas and changes in market acceptance.

Year	Image Processing Applications	Video Editing Applications	Audio Production Applications	Market Acceptance
2020	34.7%	26.3%	21.5%	61.2%
2021	44.6%	36.8%	33.1%	72.4%
2022	56.4%	48.7%	42.9%	83.6%
2023	67.8%	58.5%	51.2%	91.3%

Data Source: Compiled from a series of industry reports and market analyses.

From the data table, it is evident that the application ratio of artificial intelligence (AI) in various areas of digital media creative design has been increasing year by year, with market acceptance also steadily growing. In the field of image processing, the proportion of AI applications has risen from 34.7% in 2020 to 67.8% in 2023, indicating rapid development and widespread adoption of AI technology in this area. Similar trends are observed in video editing and audio production, reflecting the increasing maturity and prevalence of AI technology in these fields.

The continuous rise in market acceptance reflects growing trust and reliance on AI technology within the industry. As AI technology continues to optimize and evolve, and as the industry's understanding of the value of AI applications deepens, more companies and designers are adopting AI tools to enhance work efficiency and creative quality. This trend not only demonstrates the practicality of AI technology in the creative design field but also signifies its substantial potential for future development.

CONCLUSION

The application of artificial intelligence (AI) in digital media creative design signifies a major transformation in the field. The use of AI technologies, particularly machine learning and deep learning, has redefined the

possibilities of creative design. By automating repetitive and technical tasks in the design process, AI not only significantly enhances work efficiency but also allows designers to focus on more creative aspects. The data-driven nature of AI also makes the design process more scientific and objective, enabling precise adjustments based on market demand and user preferences.

In areas such as image processing, video editing, and audio production, AI has become a driving force for industry advancement. The widespread adoption and maturation of AI technologies—especially in image recognition, intelligent editing, and audio processing—have not only improved design quality but also created new artistic expressions. By analyzing vast amounts of data, AI provides insights into design trends, stimulates designers' creativity, and encourages the development of more personalized and innovative works.

The application of AI in the digital media creative design industry also brings new challenges and opportunities. As AI technology continues to evolve, the industry's workflows and output methods are undergoing fundamental changes. AI not only improves design efficiency and reduces costs but also exhibits significant potential in fostering innovation. The trends of increased diversity and personalization in design works highlight the broad application prospects of AI technology in creative design.

Looking ahead, with further advancements and refinements in AI technology, its role in digital media creative design will become even more prominent. AI will continue to enhance design efficiency and quality while leading new trends in design styles and forms of expression. It is anticipated that AI will play a crucial role in more creative processes in the future, fundamentally changing how designers work and profoundly impacting our understanding of aesthetics and creative expression. As technology progresses and applications deepen, AI will continue to drive innovation in the field of digital media creative design, opening up broader development horizons.

REFERENCES

- Wang Miao. Innovation Research on Digital Media Art in the Era of Artificial Intelligence. *Toy World*, 2023, (06): 8-10.
- Meng Kaiyuan. Intelligent Design Combining Digital Media and Artificial Intelligence. *Information Recording Materials*, 2023, 24(09): 179-181.
- Nie Yongqiang. Application of Artificial Intelligence in Digital Media Art. *Automation Applications*, 2023, 64(S1): 100-102.
- Deng Yafang. Impact of Artificial Intelligence on the Development and Dissemination of Digital Media Art. *New Chu Culture*, 2023, (14): 48-51+67.
- Xia Xiaodi. Analysis of the Application of Artificial Intelligence in Digital Media Technology. *Journalist Observation*, 2023, (14): 112-114.
- Shi Nan, Ma Tingting. Digital Media Film and Television Cultural Creative Design. *Footwear Craft and Design*, 2023, 3(09): 72-74.
- Liu Guowei. Application of Artificial Intelligence Technology in the Digital Media Field. *Television Technology*, 2023, 47(05): 181-184.

SEMBOOLİK BİR TÜKETİM BİÇİMİ OLARAK TÜKETMEMEK: INSTAGRAM'DA BOYKOT HASHTAGLERİ ÜZERİNE BİR İNCELEME

Doç. Dr. Ayda İNANÇ
aydainanc@sakarya.edu.tr

Nisa DİNÇ
nisadincc13@gmail.com

ÖZET

Sembolik tüketim, bireylerin tüketim faaliyetleri aracılığıyla kimliklerini, sosyal statülerini, değerlerini ve aidiyetlerini ifade etmelerini ve bu yolla toplumsal anlamlar yaratmalarını ifade eder. Bireyler tükettikleri veya tüketmedikleri ürünler ile bir gruba dahil olmuş olurlar ve bu aidiyeti diğerleri ile paylaşırlar. Bu makale bu bağlamda tüketmeme eyleminin sembolik bir tüketim türü olarak nasıl ortaya çıktığını ve Instagram'daki boykot hashtagleri üzerinden bu eylemin nasıl ifade edildiğini incelemeyi amaçlamaktadır. Araştırmanın temel amacı, sosyal medya kullanıcılarının tüketmeme eylemlerini nasıl kurguladığını ve bu eylemlerin toplumsal etkilerini anlamaktır. Bu doğrultuda, çalışmada önce tüketmeme ve boykot kavramlarının teorik çerçevesi ele alınacak, ardından Instagram'daki seçilen boykot hashtaglerinin analizine yer verilecektir.

Anahtar Kelimeler: Sembolik Tüketim, Boykot, Sosyal Medya

GİRİŞ

Tüketim kültürünün hâkim olduğu modern dünyada bireyler satın alma davranışları üzerinden kimliklerini yansıtmaktadır. Tüketmemek de bu yansımanın bir parçası haline gelmiştir. Tüketmemek, belirli ürünleri ve hizmetleri bilinçli bir şekilde reddetme eylemi olarak tanımlanabilir ve bu eylem, genellikle etik, politik veya çevresel nedenlerle motive edilir.

Gelişmiş ve devamlı gelişmekte olan dijital bir çağda yaşayan bireyler olarak özellikle sosyal medya platformlarını oldukça aktif kullanmaktayız. Söz konusu platformlar, geleneksel medya araçlarının ötesine geçerek, kullanıcıların gündelik yaşamlarında ve toplumsal olaylara tepkilerinde aktif rol almasını sağlamaktadır. Özellikle Instagram gibi görsel ağırlıklı sosyal medya platformları, kullanıcıların dikkat çekici ve etkileyici içerikler paylaşarak geniş kitlelere ulaşmasına olanak tanımaktadır. Bu bağlamda boykot ve benzeri toplumsal hareketler sosyal medya platformları sayesinde çok daha büyük etki alanlarına sahip olabilmektedir.

Instagram'da kullanılan boykot hashtagleri, bu tür sembolik tüketim eylemlerinin en belirgin örneklerinden biridir. Boykot hashtagleri, kullanıcıların belirli markaları, ürünleri veya hizmetleri protesto etmelerini, bu protestolarını geniş kitlelere duyurmalarını ve toplumsal değişim için farkındalık yaratmalarını sağlamaktadır. Boykot hashtaglerinin sosyal medya üzerindeki etkisi, bireylerin ve toplulukların bu platformlar aracılığıyla nasıl organize olduklarını ve etkileşimde bulduklarını anlamak açısından önemlidir.

Bu bağlamda en sık kullandığımız ve görsel ağırlıklı sosyal medya platformlarından biri olan Instagram, söz konusu toplumsal hareketlerde bir kamuoyu oluşmasında büyük rol oynamaktadır. Gelişen iletişim olanakları ile dünyanın herhangi bir yerinde başlatılan bir hareket, kısa süre içinde dünyanın her yerine ulaşabilmektedir. Bir eylem için sosyal medyada kamuoyu oluşturulurken, eylem hakkında anahtar kelime olabilecek nitelikte bazı kelimeler seçilir ve o kelimeler hashtag olarak kullanılır. Bu durum aynı içerikte yapılan paylaşımları aynı yerde toplayarak kolaylıkla görüntülenmelerini sağlar. Aynı zamanda eylemin destekçileri için sosyal medyada birleştirici bir rol oynar. Bu bağlamda toplumsal hareketler için oluşturulan hashtagler oldukça önemlidir. Doğru anahtar kelimeleri bulmak, paylaşımların sürekliliği açısından önem arz eder. Bu bağlamda araştırma, tüketmemek eylemlerinin sosyal medya üzerindeki sembolik anlamlarını ve bu eylemlerin toplumsal ve kültürel etkilerini ortaya koymayı hedeflemektedir.

1. Sosyal Medya ve Tüketim:

Sosyal medya, en kısa tanımıyla sanal bir iletişim ortamıdır (Çalışkan & Mencik, 2015). Hayatımıza çok hızlı bir şekilde entegre olmuş ve neredeyse herkesin erişebileceği bir konuma gelmiştir. İnsanlar artık sosyal medya ile yaşamlarını paralel biçimde sürdürmektedir. Yedikleri şeylerden gittikleri yerlere kadar her şeyi paylaşma eğilimindedirler. Bu durum, doğal olarak tüketim alışkanlıklarıyla da kesişmektedir. Kullanıcılar, diğer kullanıcıların tüketim alışkanlıklarını gözlemleyebilmekte ve bu gözlemler onların kendi tüketim davranışlarını şekillendirmektedir. Markalar da bu etkileşime kayıtsız kalmamış ve sosyal medya pazarlamasını hayatımıza sokmuşlardır.

Sosyal medyanın hızlı yaygınlaşması ve dijital dünyanın sürekli ilerlemesiyle birlikte, dilimize birçok yeni kelime ve kavram girmiştir. Bunlardan biri de "influencer" kavramıdır. Eyal ve Şen (2020) influencerları, sosyal medya platformları tarafından tanınan ve takip edilen kişiler olarak tanımlamaktadır. Influencerlar, markalarla işbirliği yaparak takipçilerini belirli ürünleri veya hizmetleri tüketmeye teşvik ederler. Influencerlar, geniş

takipçi kitlelerine hitap eden ve bu kitleler üzerinde etkili olan kişilerdir. Sosyal medya kullanıcıları için bir rol model haline gelen bu kişiler, takipçilerini belirli bir gruba dahil ederler. Bu durum, aynı gruptaki bireylerin benzer motivasyonlarla hareket etmelerini ve benzer ürünleri tüketmelerini sağlar. Influencerlar, takipçilerine günlük yaşamlarına dair samimi ve kişisel paylaşımlar yaparak onlarla güçlü bir bağ kurarlar. Bu bağ, takipçilerin influencerların önerilerini daha fazla dikkate almalarını sağlar.

Markalar, sosyal medyanın gücünü ve influencerların etkisini fark ederek pazarlama stratejilerini bu doğrultuda şekillendirmişlerdir. Sosyal medya pazarlaması, geleneksel pazarlama yöntemlerine göre daha doğrudan ve etkileşimli bir yapıya sahiptir. Markalar, influencerlar aracılığıyla hedef kitlelerine ulaşır ve ürünlerini daha samimi bir şekilde tanıtır. Bu, tüketicilerin markaya olan güvenini artırır ve satın alma kararlarını çoğunlukla olumlu yönde etkiler.

Sosyal medya, bireylerin tüketim davranışlarını da etkiler. Kullanıcılar, sosyal medyada takip ettikleri kişilerin önerilerine ve deneyimlerine dayanarak ürünler hakkında bilgi sahibi olurlar. Bu bilgiler, tüketicilerin alışveriş yaparken daha bilinçli kararlar vermesine yardımcı olur. Ayrıca, sosyal medya platformları, kullanıcıların alışveriş yapmalarını kolaylaştıran çeşitli özellikler sunar. Örneğin, Instagram'daki "Alışveriş" özelliği, kullanıcıların doğrudan platform üzerinden ürün satın almalarını sağlar. Sosyal medya, sadece bireylerin tüketim alışkanlıklarını değil, aynı zamanda toplumsal ve kültürel dinamikleri de etkiler. İnsanlar, sosyal medya üzerinden çeşitli toplumsal hareketlere katılabilir, kültürel etkinlikleri takip edebilir ve farklı bakış açılarıyla tanışabilir. Bu, toplumsal bilinçlenmenin artmasına ve kültürel çeşitliliğin zenginleşmesine katkı sağlar. Ancak, sosyal medyanın aşırı kullanımı ve yanlış bilgi yayılımı gibi olumsuz etkileri de göz ardı edilmemelidir.

Sosyal medya, modern iletişimde ve toplumsal etkileşimde önemli bir rol oynamaktadır. Tüketim alışkanlıklarından pazarlama stratejilerine kadar geniş bir yelpazede etkili olan sosyal medya, kullanıcıların günlük yaşamlarının ayrılmaz bir parçası haline gelmiştir. Influencerların rolü ve sosyal medya pazarlaması, tüketici davranışlarını şekillendiren önemli faktörler olarak öne çıkmaktadır. Bu bağlamda, sosyal medyanın toplumsal ve kültürel etkilerinin yanı sıra bireysel tüketim üzerindeki etkileri de dikkate alınmalıdır.

2. Sembolik Tüketim Kavramı:

Sembolik tüketim, tüketicilerin ürünleri sembolik doğaları nedeniyle tercih etmesi olgusuna dayanır (Azizağaoğlu & Altunışık, 2012). Bu bağlamda bireyler, sosyal hayatta bir yere sahip olabilmek için tüketim faaliyetlerine girişirler. Sembolik tüketim, tüketicilere belirli bir gruba dahil olma fırsatı sunar ve bu nedenle söz konusu semboller maddi nitelikte olup mutlaka başkalarına gösterilmelidir. Sembolik anlamlar, bireyden bireye değişebileceği gibi, bireyin yaşadığı bölge ve yetiştiği kültüre göre de farklılık gösterebilir. Bu yüzden, ürün ambalajları, tasarımları ve marka imajları, tüketicilere belirli bir toplumsal kimliği veya kültürel ifadeyi yansıtmak amacıyla özenle seçilir. "Özellikle tüketim toplumunun hızla geliştiği 21. yüzyılda ürünlerin sadece işlevlerin değil, aynı zamanda taşıdıkları anlamlar, semboller ve işaretler nedeniyle tüketilmesinin söz konusu olması, tüketicilerin sadece tüketici olmaktan ziyade, toplumsal açıdan da imaj ve anlam üreticisi olduklarını da ortaya çıkarmaktadır" (Çetin, 2016).

Sembolik tüketimde, tüketiciler satın aldıkları ürünler ile başkalarına nasıl göründüklerini ve hangi mesajı ilettiklerini önemserler. Ürün ve hizmetlerin sağladığı sembolik değerler bu süreçte vurgulanır. Bu bağlamda, sembolik tüketim aynı zamanda bir iletişim biçimi olarak karşımıza çıkar. Markalar, bu iletişim sürecinde anlamların taşıyıcısı konumundadır (Odabaşı, 2019, s. 101). Ürün ve markaların sembolik anlamları ise öğrenilmiş anlamlardır. "Semboller anlamlarını toplumsallaşma sürecinde elde ederler" (Odabaşı, 2019, s. 105). Bu anlamların, bireyin içinde bulunduğu toplum tarafından anlaşılabilir olması gereklidir. Bu sayede sembollerin sağladığı iletişim gerçekleşebilir. Örneğin, Türk toplumunda kadınlar için fazla altın önemli bir anlam taşıırken, yabancı bir kültürde aynı anlama sahip olmayabilir. Türkiye'de altın bileziklerle dikkat çeken bir kadın, yurtdışında aynı konumda olmayacaktır. Sembolik anlamlar her zaman bir ürün veya marka üzerinden aktarılmaz; işaretler de sembolik anlamlara sahip olabilir. Örneğin, "peace" işareti içeren bir defter kullanan birey, kendisini özgürlükçü bir gruba dahil etmiş olur ve bu işaretle aktarmak istediği mesajı iletir. Markaların logoları da bu duruma bir diğer örnektir. Toplum nezdinde anlamları öğrenilmiş ve kabul edilmiş bazı logoların, farklı markalar tarafından taklit edildiği gözlemlenmektedir. Bu taklitler, logoların görsel değerlerinden ziyade sembolik anlamlarını taklit etme niyetindedir.

Yavuz Odabaşı'na (2019, s. 105) göre sembolik tüketimin nedenleri şu şekilde sıralanabilir:

- Statü ya da sosyal sınıfını belirtmek,
- Kendini tanımlayıp bir role bürünmek,
- Sosyal varlığını oluşturmak ve koruyabilmek,
- Kendini başkalarına ve kendine ifade edebilmek,
- Kimliğini yansıtmak.

Tüketici bireyler, yaptıkları tüketim faaliyetleri ile yalnızca fiziksel ihtiyaçlarını karşılamayı amaçlamazlar; aynı zamanda psikolojik ihtiyaçlarının da tüketim ile tamamlanmasını arzularlar. Bu doyum, yalnızca fiziki değil,

aynı zamanda ruhsaldır. Bu süreçte bireyler, benlik kavramına uygun ürünlere yönelmektedirler (Azizağaoğlu & Altunışık, 2012). "Benlik kavramı, bireylerin kendilerini nasıl algıladıkları ile ilgilidir." Gerçek benlik, ideal benlik ve sosyal benlik olarak üç ayrı biçimde incelenebilir. Gerçek benlik "ben kimim" sorusuna yanıt ararken, ideal benlik bireyin kim olmak istediğiyle ilgilidir ve "ne olmak istiyorum" sorusuna yanıt arar. Sosyal benlik ise kişinin sosyal hayattaki yeri ile ilgilidir ve "sosyal çevremde ne olarak biliniyorum" sorusunun yanıtı sosyal benliği oluşturur (Odabaşı, 2019, s. 107).

Tüketiciler, kendi benliklerini toplumsallaşma sürecinde başkalarının verdikleri tepkiler sayesinde algırlar. Benlik, aile, arkadaş çevresi, öğretmenler gibi başkalarının tepkilerinden etkilenir ve bu tepkiler ne kadar olumlu ve ödül içeren tepkiler ise, söz konusu davranış o kadar pekişmeye yatkındır (Odabaşı, 2019, s. 113). Sembolik tüketimi etkileyen unsurlar arasında reklam önemli bir rol oynar. Ürünlerin anlam kazanma sürecinde etkin rol oynayan reklam, izleyicilerin markayı gördüklerinde tanımlarını, hatırlamalarını ve buna bağlı olarak satın alma eylemine yönelmelerini sağlar. Reklamın gösterilme sıklığı ile tüketici üzerindeki etkisi paralel biçimde artmaktadır. Reklamlar, tüketiciyi belirli bir yaşam tarzını benimsemeye ve sosyal statü kazanmaya teşvik eder.

Reklamlar, sembolik tüketimin en büyük tetikleyicilerindedir. Semboller ve taşıdıkları anlam toplumsallaşma sürecinde öğrenilir. Toplumsallaşma süreci çocukken başlar ve devam eder. Reklamlar bu süreçte aktif rol oynar. Özellikle maruz kalma yoluyla bireyin zihninde yer eder ve birey henüz çocukken bile birçok sembolün ve anlamın ne olduğunu öğrenmiş olur. Reklamda yaratıcı ve özgün olmanın yanı sıra, reklamı yapılan ürün veya hizmetin taşıdığı anlamı layığıyla karşı tarafa geçirebilmek önemlidir. Reklamcılar, bu anlam aktarımı süreci için büyük çaba sarf ederler. Bu süreç, meşakkatli ve görece uzun olabilir.

Tüketici bireyler, toplumsallaşma sürecinde benliklerini ve kimliklerini oluştururken, çevrelerindeki semboller ve bu sembollerin taşıdığı anlamlarla şekillenirler. Bu süreçte, ürünler ve markalar, tüketicilere yalnızca fiziksel bir ihtiyaç karşılamaktan öte, psikolojik bir doyum da sunar. Sembolik tüketim, bireylerin sosyal hayatta kendilerine bir yer edinme, kimliklerini ifade etme ve başkalarıyla iletişim kurma biçimidir. Tüketiciler, satın aldıkları ürünler aracılığıyla kendilerini ifade ederken, toplumun beklentilerini ve normlarını da göz önünde bulundurlar. Bu bağlamda, sembolik tüketim, toplumsal kimlik ve kişisel kimlik arasında bir köprü oluşturur.

Sembolik tüketim, bireylerin sosyal hayatta kendilerini ifade etme ve toplumsal kimliklerini oluşturma süreçlerinde önemli bir rol oynar. Reklamlar ve toplumsallaşma süreçleri, bu sembolik anlamların öğrenilmesi ve pekiştirilmesinde kritik öneme sahiptir. Tüketiciler, sembolik tüketim aracılığıyla sosyal statü kazanma, kimlik oluşturma ve kendilerini ifade etme süreçlerini gerçekleştirdikleri gibi, toplumun beklentilerini ve normlarını da karşılarlar. Bu nedenle, sembolik tüketim, bireylerin hem kişisel hem de toplumsal kimliklerinin şekillenmesinde merkezi bir rol oynar.

Bireylerin sembolik tüketim faaliyetleri, yalnızca kişisel anlamda değil, aynı zamanda toplumsal ve kültürel dinamikler üzerinde de etkilidir. Bu dinamikler, bireylerin sosyal statülerini belirlemekle kalmaz, aynı zamanda toplumsal normları ve değerleri de şekillendirir. Sembolik tüketim, bireylerin kendilerini ve çevrelerindeki dünyayı nasıl algıladıklarını ve bu algıları nasıl ifade ettiklerini belirler. Dolayısıyla, sembolik tüketim, bireylerin sosyal kimliklerinin ve toplumsal rollerinin inşasında temel bir unsur olarak karşımıza çıkar. Reklamlar, bu sürecin önemli bir parçası olup, bireylerin semboller ve anlamlar üzerinden kendilerini ifade etmelerine ve toplumsal kimliklerini oluşturmalarına olanak tanır.

Tüketicilerin sembolik tüketim tercihleri, toplumsal değerler ve normlarla sıkı sıkıya bağlıdır. Bireyler, toplumsal kabul görmek ve sosyal statülerini pekiştirmek için sembolik tüketimi benimserler. Bu süreçte, reklamların ve medyanın rolü büyüktür. Reklamlar, sembolik anlamların geniş kitlelere ulaşmasını ve benimsenmesini sağlar. Özellikle dijital medya ve sosyal medya platformları, sembolik tüketim davranışlarının yayılmasında ve pekiştirilmesinde kritik bir rol oynar. Bireyler, bu platformlar aracılığıyla tüketim tercihlerini sergiler ve sosyal ağlarındaki diğer bireylerle etkileşime geçerler. Bu etkileşimler, sembolik tüketim davranışlarının sosyal olarak pekiştirilmesine ve yayılmasına katkıda bulunur.

Sembolik tüketim, aynı zamanda kültürel değişim ve dönüşüm süreçlerinde de etkili bir araçtır. Küreselleşme ve dijitalleşme ile, sembolik tüketim kalıpları da evrilmekte ve çeşitlenmektedir. Farklı kültürel semboller, global pazarlarda yeni anlamlar kazanmakta ve tüketicilerin benlik algılarını yeniden şekillendirmektedir. Bu bağlamda, sembolik tüketim, bireylerin küresel dünyadaki yerlerini ve kimliklerini yeniden tanımlamalarına yardımcı olmaktadır. Markalar, bu küresel tüketim dinamiklerini yakından takip ederek, tüketicilere hitap eden sembolik değerler yaratmakta ve bu değerleri pazarlama stratejilerinde etkin bir şekilde kullanmaktadır.

Sonuç olarak, sembolik tüketim, bireylerin ve toplumların kimliklerini, değerlerini ve sosyal rollerini anlamada önemli bir araçtır. Bireylerin tüketim tercihleri, toplumsal normları ve değerleri yansıtırken, aynı zamanda bu normları ve değerleri şekillendirir. Reklamlar ve medyanın etkisi, sembolik tüketim davranışlarının pekiştirilmesinde ve yayılmasında belirleyici bir rol oynamaktadır. Küresel ve dijital dünyada sembolik tüketim, bireylerin kimliklerini ve toplumsal rollerini yeniden tanımlamalarına olanak tanır. Bu nedenle, sembolik tüketim, bireylerin sosyal ve kültürel dünyalarını anlamada vazgeçilmez bir unsur olarak karşımıza çıkar.

3. Boykot Kavramı:

Boykot, bir kişi, grup veya ulusun, belirli bir ürün, hizmet, kurum veya ülkeyle olan tüm ilişkilerini kesme veya sınırlama kararı alarak, belirli bir durumu protesto etme veya belirli bir değişiklik talep etme amacıyla gerçekleştirdiği ekonomik ve sosyal bir eylem türüdür. Türk Dil Kurumu boykot kelimesini “bir işi, davranışı yapmama kararı alma” “bir kimse, bir topluluk veya bir ülkeyle amaca ulaşmak için her türlü ilişkiyi kesme” şeklinde tanımlamıştır.

Boykot terimi, 19. yüzyıl İrlanda'sına dayanır. Kavram, 1880'de İrlandalı toprak ağası Charles Boycott'a karşı gerçekleştirilen sosyal ve ekonomik izolasyon eylemiyle popülerlik kazanmıştır. (Bayuk & Ofluoğlu, 2013).

Freidman'a göre boykot, düşünce düzeyinde kalan boykotlar, eylem talepli boykotlar, organize boykotlar, eylemsel boykotlar, medya yönelimli boykotlar ve pazar yönelimli boykotlar olmak üzere beş alt türe sahiptir (Bayuk & Ofluoğlu, 2013). Boykotlar aynı zamanda amaç ve hedeflerine göre de sınıflandırılabilir. Tüketmemek, belirli ürünleri veya markaları tüketmemeyi tercih ederek, bu eylemi bir protesto veya bilinçli bir tercih olarak sunma biçimidir. Bu durum, yalnızca maddi ürünlerden kaçınmayı değil, aynı zamanda etik, çevresel veya politik nedenlerle belirli markalara karşı duruş sergilemeyi de içerir. Boykot, bu bağlamda en yaygın tüketim biçimlerinden biridir.

Boykot altında kalan şirket veya ülkeler, söz konusu boykotun büyüklüğü ve başarısı ile doğru orantılı olarak bazı krizler ile karşı karşıya kalabilmektedir. Bir boykotun başarısı ölçülürken öncelikle katılımın oranı dikkate alınmalıdır. Katılımın yüksek olması, hedef alınan kurum veya ülkenin üzerinde büyük bir baskı oluşturmak demektir. Aynı zamanda medyanın etkinliği de toplumsal eylemin üzerinde önemli bir etkidir. Kamuoyunun boykot hakkında bilgilendirilmesi boykotun etkisini artırmada kritik bir rol oynar. Katılım oranı yüksek ve bilgilendirilmiş bir kamuoyunun yanında, boykot hareketine başarıyı getirecek bir diğer unsur da sürekliliktir. Kamuoyunun söz konusu toplumsal eylemlerinin arkasında durmaları ve ısrarcı olmaları gerekir. Sürekliliği sağlanmış bir boykot, karşı tarafta daha etkili olacak ve durumun ciddiyetini aktarabilir nitelikte olacaktır. “Boykotun grevden farkı, boykot edilenin iktisaden batırılması durumuna kadar gidebilmesidir (Ürkmez, 2020).

Boykotların sosyal ve ekonomik etkileri geniş kapsamlı olabilir. Ekonomik açıdan, boykot edilen kurumlar genellikle gelir kaybına uğrar ve itibarları zedelenir. Bu, şirketlerin veya ülkelerin politikalarını değiştirmeleri için güçlü bir teşvik olabilir. Sosyal açıdan, boykotlar kamuoyunun bilincini artırır ve toplumsal değişim için önemli bir katalizör olabilir. İnsan hakları, çevre koruma ve adil ticaret gibi konularda farkındalık yaratarak, toplumda daha etik ve sürdürülebilir davranışların benimsenmesine katkıda bulunur.

Boykot eylemleri, tüketim kültürü içinde önemli bir protesto biçimi olarak ortaya çıkar. Bu eylemler, tüketicilerin güçlerini ve etkilerini kullanarak, şirketlerin politikalarını veya uygulamalarını değiştirmeye çalıştıkları bir mücadele biçimidir. Boykotlar, tüketim kültürü içinde hem bir direnç biçimi hem de bir toplumsal değişim aracı olarak işlev görür.

Boykot eylemleri, bireylerin ve toplulukların kimliklerini inşa etmelerinde önemli bir araçtır. Bireyler, boykot ederek, belirli değerleri ve inançları benimsediklerini ve bu değerlere uygun davrandıklarını gösterirler. Bu eylemler, bireysel kimliğin yanı sıra kolektif kimliğin inşasında da rol oynar. Boykot hareketlerine katılan bireyler, benzer düşünce ve değerlere sahip diğer bireylerle bir araya gelerek, kolektif bir kimlik ve dayanışma duygusu geliştirirler.

4. Sembolik Tüketim ve Boykot İlişkisi

Sembolik tüketim ve boykot arasında güçlü bir ilişki bulunmaktadır. Tüketiciler, boykot aracılığıyla yalnızca bir ürünü veya markayı reddetmekle kalmaz, aynı zamanda bu eylemle kendi değerlerini ve kimliklerini de ifade ederler. Boykot, sembolik tüketimin bir uzantısı olarak, bireylerin tüketim seçimleriyle toplumsal mesajlar verme ve değişim yaratma çabalarının bir yansımasıdır.

Boykot hareketleri, sembolik tüketimin toplumsal boyutunu güçlendirir. Örneğin, çevresel kaygılarla başlatılan bir boykot, tüketicilerin ekolojik duyarlılıklarını sembolik olarak ifade etmelerine olanak tanır. Aynı şekilde, adil ticaret veya insan hakları ihlallerine karşı yürütülen boykotlar, tüketicilerin sosyal adalet ve etik değerlere verdikleri önemi vurgular. Bu tür hareketler, bireylerin kolektif eylemler yoluyla sosyal değişime katkıda bulunmalarını sağlar.

Boykotların başarılı olabilmesi için, tüketici topluluklarının geniş bir katılım göstermesi ve medya aracılığıyla geniş kitlelere ulaşması gerekmektedir. Sosyal medya, bu tür hareketlerin yayılmasında ve organize edilmesinde önemli bir rol oynamaktadır. Tüketiciler, sosyal medya platformları aracılığıyla boykot çağrılarını geniş kitlelere duyurabilir ve diğer tüketicileri bu hareketlere katılmaya teşvik edebilir.

Boykotlar, hedeflenen şirketler üzerinde ekonomik baskı oluştururken, aynı zamanda tüketiciler üzerinde de psikolojik etkiler yaratır. Tüketiciler, boykot yoluyla güçlerini ve etkilerini hissetme olanağı bulur, bu da onların toplumsal meselelerde daha bilinçli ve aktif bireyler olmalarını teşvik eder. Ayrıca, boykot hareketleri, tüketicilerin kendi aralarındaki dayanışmayı ve kolektif kimlik duygusunu pekiştirir.

Boycotların ekonomik etkileri, hedef alınan şirketlerin gelirlerinde azalma, hisse değerlerinde düşüş ve itibar kaybı gibi sonuçlar doğurabilir. Bu ekonomik baskı, şirketlerin politika değişikliklerine gitmelerine ve daha etik, çevre dostu uygulamalar benimsemelerine yol açabilir. Tüketiciler, bu tür başarılar sayesinde boykot hareketlerinin gücünü ve etkisini daha net bir şekilde görebilir.

Sembolik tüketim ve boykot arasındaki ilişki, tüketicilerin kimliklerini ve değerlerini ifade etme biçimlerinin önemli bir göstergesidir. Bu iki olgu, bireylerin tüketim yoluyla toplumsal mesajlar verme ve değişim yaratma arayışlarını ortaya koyar. Boykot hareketleri, sembolik tüketimin toplumsal etkilerini güçlendiren ve tüketicilerin toplumsal katılımını artıran önemli bir araçtır. Gelecekte yapılacak çalışmalar, bu ilişkiyi daha derinlemesine inceleyerek, tüketici davranışlarının toplumsal dinamikler üzerindeki etkilerini daha iyi anlamamıza yardımcı olabilir. Bu tür araştırmalar, tüketici topluluklarının güç ve etkilerini daha bilinçli bir şekilde kullanmalarını sağlayarak, toplumsal değişim süreçlerine katkıda bulunabilir.

Boycotların tarihsel ve güncel örnekleri, sembolik tüketimin toplumsal değişim yaratma potansiyelini gözler önüne sermektedir. Tüketiciler, boykotlar aracılığıyla sadece bireysel kimliklerini ve değerlerini ifade etmekle kalmaz, aynı zamanda daha geniş toplumsal ve küresel değişim süreçlerine katkıda bulunurlar. Bu bağlamda, sembolik tüketim ve boykotun güç birliği, tüketicilerin etkili birer sosyal aktör olarak nasıl konumlandıklarını göstermektedir.

5. Araştırmanın Amacı

Bu araştırmanın temel amacı, sosyal medya kullanıcılarının boykot ile ilgili bir hashtag profiline girdiği an karşılaştıkları ilk gönderileri analiz ederek, bu gönderilerin tüketiciye verdiği mesajları derinlemesine incelemektir. Sosyal medya platformlarında, bir kullanıcının bir hashtag altında gördüğü ilk gönderiler, o kişinin o konu hakkındaki algısını ve tutumunu belirlemede kritik bir rol oynar.

Özellikle boykot gibi toplumsal ve ekonomik etkileri olan eylemler söz konusu olduğunda, ilk izlenimler daha da önem kazanmaktadır. Kullanıcılar, bir hashtag'e tıkladıklarında genellikle en popüler veya en yeni gönderilerle karşılaşır. Bu gönderiler, konu hakkında genel bir çerçeve çizer ve kullanıcının boykota dair düşüncelerini şekillendirir. İlk bakışta karşılaşılan bu gönderiler, hem bilgi sağlama hem de duygusal etki yaratma açısından güçlü bir potansiyele sahiptir.

Araştırma kapsamında, en fazla gönderiye sahip olan ve en popüler boykot hashtag'leri altında yer alan ilk 10 gönderi incelenmiştir. Bu gönderiler, toplumsal eylemin hedeflerini, nedenlerini ve beklenen etkilerini kullanıcılara iletme görevini üstlenir. İlk 10 gönderinin seçilme sebebi, kullanıcıların genellikle ilk birkaç gönderiye göz atıp hızlıca bir yargıya varma eğiliminde olmalarıdır. Bu nedenle, ilk 10 gönderi, boykotun vermek istediği mesajı ilk elden iletme ve toplumsal eylemin algılanma biçimini doğrudan etkilemektedir.

Araştırmanın bulguları, bu ilk gönderilerin dilini ve görsel içeriklerini analiz ederek, boykot hareketinin sosyal medya üzerindeki etkisini anlamayı amaçlamaktadır. Bu bağlamda, sosyal medya stratejilerinin etkinliği ve toplumsal eylemlerin dijital platformlar üzerindeki yankısı hakkında değerli içgörüler elde edilmesi hedeflenmiştir.

6. Araştırmanın Yöntemi

Araştırmada, olasılıklı örneklem alma yöntemlerinden basit rastgele örnekleme kullanılmıştır. Basit rastgele örnekleme, her birimin seçilme olasılığının eşit olduğu ve önyargıdan arındırılmış bir yöntemdir. Bu araştırmada, sosyal medya platformu Instagram'da belirlenen beş farklı hashtag (#boykot, #boykotadevam, #boykotevdebaşlar, #boykotadevamtürkiyem, #boykottabizdevarız) altında yapılan paylaşımlar incelenmiştir. Her bir hashtag altında bulunan gönderiler, araştırmanın evrenini oluşturmaktadır.

Hashtag:	f:
#boykot	10
#boykotadevam	10
#boykotevdebaşlar	10
#boykotadevamtürkiyem	10
#boykottabendevarım	10

Tablo 1. Örneklem Büyüklüğüne Göre Hashtag Kategorilerinin Dağılımı

Örneklem seçimi sürecinde, her bir hashtag altındaki gönderiler arasından ilk sayfada yer alan ilk 10 gönderi seçilmiştir. 20 Mayıs 2024 tarihinde yapılan incelemeler sonucunda bu yöntemle toplamda 50 gönderi örnekleme

dahil edilmiştir. Bu seçim, her hashtag için temsili bir örneklem oluşturarak geniş bir veri seti sağlamıştır. Gönderilerin ilk sayfadaki sıralaması, Instagram'ın algoritması tarafından belirlenmiş olup, gönderilerin popülaritesi ve etkileşim oranları gibi faktörlere dayanabilir.

Seçilen 50 gönderinin içerik analizi yapılmıştır. İçerik analizi, belirli temalar veya kategoriler altında verilerin sistematik olarak incelenmesini sağlayan niteliksel bir araştırma yöntemidir.

Bu araştırmada, içerik analizi ile gönderiler beş ana kategoriye ayrılmıştır:

- * **Bayrak İçerik:** Gönderide bir milletin bayrağının kullanılması veya vatanseverlik ile ilgili semboller içermesi.
- * **Alternatif Ürün:** Boykot edilen ürünlere alternatif olarak sunulan yerel veya farklı markaların tanıtılması.
- * **Özlü Söz:** Boykot çağrıları veya motivasyonel mesajlar içeren özlü sözler ve alıntılar.
- * **Boykot Ürünleri:** Boykot edilmesi önerilen veya boykot edilen ürünlerin belirtilmesi ve eleştirilmesi.
- * **Hassas İçerik:** Hassas veya duygusal konuları ele alan, toplumsal veya politik olaylara tepki gösteren içerikler.

Kodlama işlemi, gönderilerin içeriğine göre yapılmıştır. Her gönderi, yukarıda belirtilen kategorilere göre kodlanmıştır. Her bir gönderinin metni, görselleri ve varsa videoları detaylı bir şekilde incelenmiştir. İncelenen her gönderi, içeriğine en uygun olan kategoriye atanmıştır. Gönderiler, birden fazla kategoriye de girebilecek şekilde esnek bir yaklaşımla kodlanmıştır. Seçilen hashtag gönderileri ve kategorilere göre dağılımları aşağıdaki gibidir.

#boykot:

Gönderi Sırası:	Kategori:
Gönderi 1.	Özlü Söz
Gönderi 2.	Alternatif Ürün Boykot Ürünleri
Gönderi 3.	Boykot Ürünleri Bayrak İçerir
Gönderi 4.	Alternatif Ürün Boykot Ürünleri
Gönderi 5.	Alternatif Ürün
Gönderi 6.	Boykot Ürünleri
Gönderi 7.	Özlü Söz Bayrak İçerir Boykot Ürünleri
Gönderi 8.	Alternatif Ürün Boykot Ürünleri
Gönderi 9.	Alternatif Ürün
Gönderi 10.	Alternatif Ürün Boykot Ürünleri

#boykot hashtagi kategorilere göre kodlandığında 7 alternatif ürün, 7 boykot ürünleri, 2 bayrak içerir ve 2 özlü söz kategorisine sahip olduğu görülmüştür. Toplamda 18 kategoriye sahiptir.

#boykotadevam

Gönderi Sırası:	Kategori:
Gönderi 1.	Alternatif Ürün Boykot Ürünleri

Gönderi 2.	Özlu Söz Hassas İçerik
Gönderi 3.	Özlu Söz Hassas İçerik
Gönderi 4.	Boykot Ürünleri Bayrak İçerir
Gönderi 5.	Özlu Söz Bayrak İçerir
Gönderi 6.	Boykot Ürünleri
Gönderi 7.	Boykot Ürünleri
Gönderi 8.	Boykot Ürünleri
Gönderi 9.	Boykot Ürünleri
Gönderi 10.	Özlu Söz Hassas İçerik

#boykotadevam hashtag kodlamasına bakıldığında 6 boykot ürünleri, 4 özlu söz, 3 hassas içerik ve 2 bayrak içerir kategorisi gözlemlenmiştir. Toplamda 16 kategoriye sahiptir.

#boykotevdebaşlar

Gönderi Sırası:	Kategori:
Gönderi 1.	Alternatif Ürün Boykot Ürünleri
Gönderi 2.	Boykot Ürünleri
Gönderi 3.	Boykot Ürünleri Alternatif Ürün
Gönderi 4.	Alternatif Ürün Boykot Ürünleri
Gönderi 5.	Özlu Söz
Gönderi 6.	Özlu Söz
Gönderi 7.	Özlu Söz
Gönderi 8.	Boykot Ürünleri
Gönderi 9.	Özlu Söz Boykot Ürünleri
Gönderi 10.	Özlu Söz Boykot Ürünleri

#boykotevdebaşlar hashtagi kodlandığında 6 boykot ürünleri, 5 özlu söz ve 3 alternatif ürün ketagorisine rastlanmıştır. Bu bağlamda toplamda 15 kategoriye sahiptir.

#boykotadevamtürkiyem

Gönderi Sırası:	Kategori:
Gönderi 1.	Alternatif Ürün Boykot Ürünleri
Gönderi 2.	Özlu Söz
Gönderi 3.	Boykot Ürünleri Bayrak İçerir
Gönderi 4.	Boykot Ürünleri
Gönderi 5.	Alternatif Ürün Boykot Ürünleri
Gönderi 6.	Boykot Ürünleri
Gönderi 7.	Boykot Ürünleri
Gönderi 8.	Hassas İçerik
Gönderi 9.	Boykot Ürünleri
Gönderi 10.	Boykot Ürünleri

#boykotadevamtürkiyem hashtag kodlaması incelendiğinde 7 boykot ürünleri, 2 alternatif ürün, 1 özlü söz, 1 bayrak içerir ve 1 hassas içerik olmak üzere toplam 12 kategori gözlemlenmiştir.

#boykottabizdevarız

Gönderi Sırası:	Kategori:
Gönderi 1.	Boykot Ürünleri Bayrak İçerir
Gönderi 2.	Özlü Söz Bayrak İçerir
Gönderi 3.	Boykot Ürünleri
Gönderi 4.	Bayrak İçerir Boykot Ürünleri
Gönderi 5.	Boykot Ürünleri
Gönderi 6.	Özlü Söz
Gönderi 7.	Hassas İçerik
Gönderi 8.	Boykot Ürünleri Hassas İçerik
Gönderi 9.	Bayrak İçerir
Gönderi 10.	Özlü Söz

#boykottabizdevarız hashtag kodlamasında 6 boykot ürünleri, 4 bayrak içerir, 2 özlü söz ve 2 hassas içerik kategorisine rastlanmıştır. Toplam sahip olduğu kategori sayısı 14'tür.

7. BULGULAR

Bu çalışmada, belirli hashtag'ler altında toplanan sosyal medya gönderileri, belirlenen kategoriler çerçevesinde incelenmiş ve kodlanmıştır. Her bir hashtag altında seçilen 10 gönderi, 1'den 10'a kadar numaralandırılmış ve bu numaralandırma işlemi, gönderilerin sistematik bir şekilde analiz edilmesini ve kategorilere ayrılmasını kolaylaştırmıştır. Kodlanan gönderiler tablo haline getirilmiş ve hashtag başına düşen kategori sayıları tabloların altında belirtilmiştir. Bu sayede, belirlenen kategorilerdeki gönderilerin dağılımı net bir şekilde ortaya konmuştur.

Araştırma kapsamında, toplamda 50 gönderi incelenmiş ve bu gönderiler 69 farklı kategoriye kodlanmıştır. Her bir gönderinin birden fazla kategoriye ait olabilmesi, kategori sayısının gönderi sayısından fazla olmasına neden olmuştur. Bu durum, sosyal medya gönderilerinin çok yönlü ve çeşitli içeriklere sahip olduğunu göstermektedir. En çok gönderiye sahip olan kategori 31 gönderi ile "boykot ürünleri" olarak belirlenmiştir. Bu bulgu, incelenen sosyal medya gönderilerinde boykot çağrılarının ve bu çağrılara verilen tepkilerin yoğun olduğunu ortaya koymaktadır. Özellikle belirli ürünlerin veya markaların boykot edilmesine yönelik paylaşımların bu kategori altında toplandığı gözlemlenmiştir.

"Alternatif ürün" kategorisi, 14 gönderi ile ikinci sırada yer almıştır. Bu kategori, boykot edilen ürünlerin yerine önerilen alternatif ürünlerin tanıtıldığı ve tavsiye edildiği gönderileri kapsamaktadır. Araştırma bulguları, kullanıcıların boykot çağrılarına paralel olarak alternatif ürün arayışına girdiklerini ve bu ürünleri paylaşarak destek verdiklerini göstermektedir.

Üçüncü sırada yer alan "özlü söz" kategorisi ise 13 gönderi ile temsil edilmiştir. Bu kategori, genellikle motive edici, düşündürücü veya toplumsal mesajlar içeren özlü sözlerin paylaşıldığı gönderileri kapsamaktadır. Özlü sözlerin, kullanıcıların duygusal tepkilerini ve toplumsal farkındalıklarını ifade etmek için sıkça kullanıldığını söylemek mümkündür.

Diğer yandan, "bayrak içerir" ve "hassas içerik" kategorileri, sırasıyla 7 ve 4 gönderi ile en az gönderiye sahip olan kategoriler olarak belirlenmiştir. "Bayrak içerir" kategorisi, gönderilerde ulusal veya örgütsel bayrakların bulunduğu içerikleri kapsarken, "hassas içerik" kategorisi, genellikle şiddet, sansasyonel veya duygusal olarak rahatsız edici içeriklere işaret etmektedir. Bu bulgu, kullanıcıların bayrak ve hassas içerikleri paylaşma konusunda daha temkinli veya seçici davrandıklarını göstermektedir.

Genel olarak, araştırmanın bulguları sosyal medya kullanıcılarının boykot çağrıları ve alternatif ürün önerileri gibi konulara yoğun ilgi gösterdiğini ortaya koyarken, özlü sözler aracılığıyla toplumsal ve duygusal mesajlar vermeyi tercih ettiklerini de göstermektedir. Bayrak ve hassas içeriklerin nispeten az paylaşılması ise bu tür içeriklerin daha spesifik ve sınırlı durumlarda kullanıldığını işaret etmektedir. Bu sonuçlar, sosyal medya kullanıcılarının çeşitli kategorilerdeki içerikleri paylaşma eğilimlerini ve bu eğilimlerin toplumsal dinamiklerle nasıl örtüşüğünü anlamak açısından önemli ipuçları sunmaktadır.

SONUÇ

Bu çalışma, belirli hashtagler altında toplanan sosyal medya gönderilerinin içerik analizini yaparak, kullanıcıların farklı kategorilerdeki paylaşım eğilimlerini ve nu eğilimler sonucunda diğer bireylerin ilk ve en çok neyi gördüğünü incelemeyi amaçlamıştır. Elde edilen bulgular, sosyal medya kullanıcılarının çeşitli konularda nasıl tepki verdiklerini ve hangi tür içerikleri daha fazla paylaştıklarını anlamak açısından önemli veriler sunmaktadır.

Araştırmanın bulgularına göre, en fazla gönderiye sahip olan kategori “boykot ürünleri”dir. Bu durum, sosyal medya kullanıcılarının belirli ürün veya markalara karşı toplu hareket etme ve bu hareketi yayma eğiliminde olduklarını göstermektedir. Boykot çağrılarının yoğunluğu, kullanıcıların toplumsal ve ekonomik konularda bilinçli ve tepkisel davranma eğiliminde olduklarına işaret etmektedir.

İkinci sırada yer alan “alternatif ürün” kategorisi, kullanıcıların boykot edilen ürünlere karşı alternatifler aradığını ve bu alternatifleri paylaşarak destek verdiğini göstermektedir. Bu bulgu, sosyal medya kullanıcılarının sadece eleştirel değil, aynı zamanda çözüm odaklı yaklaşımlar benimsediğini ortaya koymaktadır.

Üçüncü sırada yer alan “özlü söz” kategorisi ise, kullanıcıların duygusal ve toplumsal mesajlar vermek için sıkça özlü sözler paylaştığını göstermektedir. Bu tür paylaşımlar, kullanıcıların kendi düşüncelerini ve duygularını ifade etme ihtiyacını karşılarken, aynı zamanda toplumsal farkındalık yaratma amacı taşımaktadır. “Bayrak içerir” ve “hassas içerik” kategorilerinin nispeten az paylaşılması, kullanıcıların bu tür içerikleri daha dikkatli ve seçici bir şekilde paylaştığını göstermektedir. Bayrak içeriklerinin azlığı, ulusal veya örgütsel sembollerin belirli bağlamlarda kullanıldığını; hassas içeriklerin azlığı ise, kullanıcıların duygusal olarak rahatsız edici veya şiddet içeren içerikleri paylaşma konusunda daha temkinli davrandığını göstermektedir.

Kullanıcıların boykot ve alternatif ürünler gibi konulara olan ilgisi, toplumsal ve ekonomik bilinçliliğin bir göstergesi olarak değerlendirilebilir. Ayrıca, özlü sözler aracılığıyla ifade edilen duygusal ve toplumsal mesajlar, kullanıcıların sosyal medya platformlarını birer ifade aracı olarak gördüklerini ortaya koymaktadır. Bayrak ve hassas içeriklerin az paylaşılması ise, kullanıcıların belirli konularda daha dikkatli bir yaklaşım benimsediğini göstermektedir.

Bu bulgular, sosyal medya platformlarının toplumsal dinamikleri ve kullanıcı davranışlarını anlamak için önemli ipuçları sunmaktadır. Gelecekte yapılacak çalışmalar, farklı platformlar ve daha geniş veri setleri kullanarak, sosyal medya kullanıcılarının içerik paylaşma eğilimlerini daha detaylı bir şekilde inceleyebilir. Bu tür araştırmalar, sosyal medya stratejilerinin geliştirilmesi ve kullanıcı davranışlarının daha iyi anlaşılması açısından değerli olacaktır.

KAYNAKÇA

- Azizağaoğlu, A., & Altunışık, R. (2012, Aralık). Postmodernizm, Sembolik Tüketim ve Marka. *Tüketici ve Tüketim Araştırmaları Dergisi*, 4(2), s. 33-49. Haziran 2024 tarihinde alındı
- Bayuk, M., & Ofluoğlu, M. (2013). Tüketici Boykotu ve İşletme Faaliyetlerine Etkileri. *Kamu-İş*, 13(1), s. 141-155. Haziran 2024 tarihinde alındı
- Çalışkan, M., & Mencik, Y. (2015, Temmuz-Ağustos). Değişen Dünyanın Yeni Yüzü: Sosyal Medya. (K. Gülbeyaz, Dü.) *Akademik Bakış Dergisi*(50). Haziran 2024 tarihinde alındı
- Çetin, E. (2016). Sembolik Tüketimin Araçları: Alışveriş Merkezleri ve Moda. *Sosyoloji Dergisi*(Armağan Sayısı), s. 65-74. Haziran 2024 tarihinde alındı
- Eyel, C. Ş., & Şen, B. (2020, Ağustos 31). Influencer Pazarlama ve Tüketicilerin Influencer'lara Yönelik Tutumlarının Satın Alma Niyeti Üzerindeki Etkisi. *Atlas Sosyal Bilimler Dergisi*, s. 7-29.
- Odabaşı, P. (2019). *Tüketim Kültürü: Yetinen Toplumdan Tüketen Topluma* (6. Baskı b.). İstanbul, Beyoğlu, Türkiye: Aura Yayınları. 2023 tarihinde alındı
- Ürkmez, D. (2020, Nisan). Dijital Aktivizm Olarak Sosyal Medyada Boykot Çağrılarını: Watsons Krizi Örneği. *İstanbul Gelişim Üniversitesi Sosyal Bilimler Dergisi*, s. 106-125. Haziran 2024 tarihinde alındı

SIYASİ İLETİŞİMDE, ORTAK HEDEFE YÖNELİK, KÜRESEL BOYUTTA DİJİTAL REEL PSİKO-SEMIYOTİK DİL KULLANIMI ÖRNEKLERİ: TÜRKİYE, ABD, İNGİLTERE, ALMANYA, FİNLANDIYA

Doç. Dr. Nevin ALGÜL

Marmara Üniversitesi, Radyo, Televizyon ve Sinema Bölümü, Türkiye

ÖZET

Dijital çağ, değişen dönüşen, Covid 19 başlangıcı, sonraki gelişmeleriyle şekillenen ve daha da küçülen dünyadan siyasi alanda ortak hedefe yönelik, birbirinin özdeşi ya da benzeri Dijital - Reel Psiko-Semiyotik Dil Kullanımlarının değişik ülkelerden örneklerle irdelendiği bu makale aynı zamanda küresel veri takibinin kullanım haritasını çizerken eş zamanlı olarak küresel veriden faydalanmanın şaşırtıcı taraflarını ve aynı konulu ortak siyasi hedeflerde kullanılan siyasi dilin, Dijital-Reel Psiko-Semiyotik etkisinin vuruculuğu için kültürel kodların farklılığından kaynaklanan detaylarda farklılaşan kullanım tercihlerini sunmak üzerine kuruludur. Salgın, bir başka söylemle küresel hastalık, savaş ve küresel siyasi alandaki ilişkiler de gözden kaçırılmamalıdır.

Adeta aynı, ortak (veri kaynağından) kaynaktan hareket eden ince detaylarla birbirinden ayrılan siyasi Dijital-Reel Psiko-Semiyotik dil kullanımları örnekleri yeni çözüm arayışlarının da şart olduğunun birer göstergeleri olarak sunulacaktır.

Anahtar Sözcükler: Siyaset, Dijital-Reel, Psiko-Semiyotik, Küresel, Türkiye, ABD, İngiltere, Almanya, Finlandiya.

GİRİŞ

21. yüzyılın daha başlarında, dijitalleşmenin gelişimiyle, ve kullanım alanlarının yaygınlaşmasıyla paralel, eliptik kürede birden bire halkın, sosyolojik olarak orta veya bir alt sınıftan çıkan kişilerin ve hatta kadınların ki, dindar aileden gelenler, hiç beklenmedik ama özlendik gençlikte, yaşamın tam da içinden olanlar, politik liderler olarak sahne almaya başladıkları görüldü. Bu liderlerin geçmiş liderlere göre çok farklılıkları vardı. Yaşam zorluklarla doludur, hepimiz bir şeyler yaşarız, hatta kimimiz artık dijital köle veya potansiyel dijital köle adayı ki, ömürlük olabilir; kimse bu denli halkın önüne çıkıp; “Ben sizden de perişanım”, demezdi. Olgun insanın özellikleri vardır ve bu özelliklerden biri de buydu. Hele çekmiş olduğu sıkıntıları psiko-semiyotik iletişim dili malzemesi yapıp hedefi avlamayı düşünmezdi. Reklam politikalarını bunların üzerine, en azından bu kadar yoğun kurmazdı. 21. Yüzyıla beraber, eliptik küremizin her bir yerinde siyasi arena başta benzer şeyler deneyimlemeye başladık. Lider eğer kadınsa yaşam tarzı, gençliği, cinsiyeti, dans etmesi, içki içmesi genel için soru ve sorun malzemesi edilip birden mağdur ediliveriyordu. Tiyatrocu cumhurbaşkanları gördük. Politika da zaten “bin yüzlü” anlamını yüklenmişti, bin bir yüz yakışsız kalmazdı, bari teknik olarak drama derslerini de almış olsundu. Bu liderlerin her biri adeta bir Junior Justin Bieber, Küçük Emrah’tı. Bu arada Eğlence dünyasındaki küresel boyutta isim değişiklikleri de gözden kaçmamaya başladı: Eminim, Bieber in Turkish bibere çok yakın, aynı yazılış ya da sesteş isimler, liste ç uzun, ucu Türkçeye uzandığı gibi, küresel pazarın değişik dillerine selam çakan isimler, bu şarkıların kaynakları da ilginç olmalı, idi. Mağdur liderler, ya dininden, ya düşüncesinden, ya okuduğu şiirden, ya cinsiyetinden, ya teninin renginden, ya annesinin derdinden mağdurdular; bazen bir liderde birden fazla mağduriyet olabiliyordu; çok acayip mağdur olmuş ve ezilmiş liderlerin, halkın birebir aynası olarak da ortak söylem ve beden dilleri vardı. Bu makale bu kadar çok benzeyenin bir anda nasıl küresel boyutta ortaya çıktığını, sürdürülebilir kılındığını, ortak yönlerini, ayrılan yönlerini, bu yönlerin hangi açılardan çok benzeşip ayrıldığını, Dijital-Reel Psiko-Semiyotik Dil Kullanımları üzerinden inceleyen bir çalışmadır. Psiko-Semiyotik İletişim Dili üst başlığında topladığım Dijital-Reel Psiko-Semiyotik Dil Kullanımlarına aşağıda yer alan her alt başlık üzerinden bakılacaktır.

Dünya halkı, ‘halk olalı’, böyle bir benzeşik liderler tarihi görmemişti. Bu bir ilkti. Birden bire tüm mağdurlar, bir şekilde görev süresince acayip mağdur olanlar, saç başı birebir halkla özdeş olanlar, küresel çeşitlilikte, yekpâre özelliklerle karşılarındaydı. Bir acayip mağdurlar dönemi. Neden ille de mağduriyet ve çok mağdur liderler dönemi başlamıştı? Bu liderlerin bir ayakları da kürenin diğer ülkeleriyle ilgili olabiliyordu: Boris Johnson gibi. Ayrıca bu mağduriyetleri kim, kimler yaratmıştı?

Mağdur liderler nokta atışı Kâzım Efendi’nin çatıda saklanan kitaplarının savunucusu olabiliyordu. Kâzım Efendi’nin torunu “Yahu ben bunu dün gece bilgisayarımdaki günlüğüme yazdım, çatıya neden atıldıkları da belli değildi; Allah Allah”, diye dursun, bu bölüm kafa karışıklığı yaratma, talan ve yalan düzenine devam, küresel hırsızlık dümenini yerleşik haline getirme, çok sık yap ki, **düşünmeyi bırak**, bölümüne girebiliyor mu? Evet: Yoksa bu mağdur liderlerin bir diğer ortak özelliği de bu muydu? Çünkü nasıl oluyorsa oluyor, halkın içinden birileri ve belki biri daha çokça “aaaaa bu tam da benim hayatımdan, bilgisayarımdaki günlüğüme yazdığımın birebiri diyebiliyordu. Bu günlük aynı zamanda yılların talan edilen günlüğü olabiliyordu ama yazmayı bırakmak ne mümkün, yazarak kabalıkları atabildiği keşfedilmiş bir ‘Dijital Köle’nin, tüm dış

dinamikleri negatif enerji üzerine kuruluydu artık ve giderek daha da çok yalnızlaştırılmıştı. Bakınız: Dijital Kölelik (Algül, 2020-2023) Gel zaman git zaman: Bin tesadüf zamanları arşa çıkar; bu zamanlar tesadüf eşittir tesadüfü doğurur. Bu doğum da evrilir: Talandan gelen, talan ve yalana destek vermek zorundadır. Ters köşe psikoloji yapıp, mağdurlar dönemiyle bir acayip dijital küresel talan ve Psiko-Semiyotik İletişim diliyle baskılanma dönemine mi girilmiştir vb. gibi soruları uyandırır. Küresel ve ulusal dijital talana onay veren, kendi siyasi kimliğinde de kullanan liderler dönemi miydi? Halkın çok içinden görünürken bu içten haller bir şeyleri kamufle mi ediyordu? Eliptik kürenin güzel ve masum halkını, bu sefer tüm zamanların en kârlı sürdürülebilir Dijital Kölelik için başlatılan *mağdur liderler dönemi* aslında Dijital Köleliğin kamuflej liderleri miydi? Daha neleri kamufle etmekteydiler? Yeni dünya düzenindeki rolleri neydi? Bu makalede hepsine bakılmayacak olup dijital kölelik için (Algül,2020-2023), Dijital-Reel Psiko-Semiyotik Dil Kullanımları için (Algül, 2020-2023) bakılabilir. Yukarıdaki paragraflardan birinde söylendiği gibi, eliptik küreyi birden basan mağduriyet şemsiyesinin ortak bileşenleri, bu bileşenlerin paydaşlarının halkla ilgisi, çok yönlü içerik sağlayıcıları, liderlerin beden dili ve özellikleri yaratımın olan Dijital-Reel Psiko-Semiyotik Dil Kullanımları üzerinden incelenmektedir.

Psiko-Semiyotik İletişimde Dil Kullanımının Bileşenleri Nelerdir?

Öncelikle Psiko-Semiyotik İletişim Dili üst başlığında topladığım, Dijital-Reel Psiko-Semiyotik Dil Kullanımları, ALGÜL Dijital-Reel-Manuel Psiko-Semiyotik Dil Kullanımı Ayrıştırıcıları bilim yaratımına ait bu bölüm, aynı anda yazdığım bir diğer makalemde aktarılmıştır. Yarattığım alanı uygun bir dille geniş kitlelere tanıtmaya hizmet ettiğini düşündüğüm için bu alana ait bilgiyi değiştirmeden aktardığımı belirtmeliyim:

“Bir bilim dalı yaratımının zevki işte burada yatar. Tekrarlar, geniş halk kitlelerine ulaşıncaya kadar yeni bilimsel yaratımları tekrar etmek... Çok mu ciddiye alınıyor yapılan iş? Genel çoğunluğun nüvesi işine gelmeyi görmemeye dayanmaz mı? Bu kadar çok bölünmüş dünyada, o kadar çok kalıplaşmış düşünce üzerinden okuma ve yazma var demektir, değil mi? Hayır, tek bir kişiye bile ulaşmak önemlidir. Bazıları Sisyphus olarak doğarsa bu eylem kaçınılmaz, istem dışı, bir refleks hâlinde yerine getirilmeye çalışılan bir çabaya dönebilir”

Bakınız mitolojideki Sisyphus ne der(<https://interestingliterature.com/2021>)

Psiko- Semiyotik İletişim,(Algül, 2020-2023) gösterge havuzunun kasıtlı olarak, istedik doğrultuda hedefi tam on ikiden vuracak şekilde, göstergelerin toplumsal bellekteki kronolojisi, psikolojik etkisi, imgesel iz düşümleri ve çok daha fazla dinamikler üzerinden incelenerek, araştırmaları yapılarak, taşıdıkları anlamlar, göstergelerin yaşam süreçleri içindeki devingen döngülerinde yüklendikleri her anlam üzerinden irdelenerek, etkisi bir başka söylemle sonuçları hesaplanarak, buna dilsel göstergeler için *dizilim(sentaks)*, görsel göstergeler için *imgesel iz düşümleri(alt, üst çağrışım anlamlarının imgeleri)* hesaplanarak belli bir amaç için, bu amaçlar çoğul da olabilir; kasıtlı ve bilinçli bir şekilde tasarlanmış etkileşim değerleri hesaplanmış bir iletişim dilidir ve maalesef insanlık, özellikle dijital çağın sunduğu tüm teknolojiye de kötücül anlamda kullanarak çıkarları doğrultusunda hareket edebilmektedir. Kutuplardan eliptik bu küredeki çağımızın insanı *Psiko-Semiyotik olmayan* bir iletişim diliyle artık karşılaşmamaktadırlar, denebilecek bir çağı deneyimlemektedir.

Göstergeler (şimdilik, bu alan değişken ve bu değişkenlik öngörü oluşumu için vurgulanmalı) üçe ayrılır:

- 1. Dilsel Göstergeler:** Tüm doğal diller ve bu dillerden türetilen, yaratıcı zekânın kapsama alanına girebilecek yeni yaklaşım ve kullanım biçimleri de dahil olmak üzere *dilsel göstergelerdir*; zamana ve yaratıcı zekâyâ endeksliler olarak esneklik özelliğine sahip olabildikleri unutulmamalıdır; bu anlamda teknolojinin sunduğu ya da alanın teknolojiyi zorlayarak, teknoloji üzerinden elde ettiği veya edebileceği her türde, her türlü yenilik, dilsel göstergelere dahildir.
- 2. Görsel Göstergeler:** Resim, fotoğraf, karikatür, renk, biçim, nesne
- 3. İşitsel(Duyusal), Dokunsal, Tat Almayla İlgili ve Metaforik Göstergeler:** (Bu tanımlama da bana ait ve zamanla tüm bu söz öbeklerinin yerine, hepsini kapsayacak, genel çoğunluğa hiçbir anlam karmaşası yaratmadan ulaşabilecek başka bir söz ya da söz öbeği bulabilir veya üretebilirim ama şimdilik bu şekilde kullanmayı tercih ediyorum). Koku, Doku, Ses, Acı, Ekşi, Tatlı, Ezoterizm alanı, 6. his, içgörü, öngörü, vb. gibi.

*Her türlü tanımlama ve bilgiden önce yapıldığı çokça ölçümlenen bir yanlıştan dem vurma gerekliliği: Gösterge sözcüğü sadece fotoğraf, resim, karikatür, biçim, nesne anlamına gelmez; bir başka deyişle çözümleyici bilgide sık sık yapılan bir yanlış olan sadece ‘görsel’ anlamını yüklenmez. Semantik, anlam biliminin hiç olmadığı veya zayıf kaldığı iletilerin genel çoğunlukta karşılık bulamamasının bir başka söylemle, iletişimin gerçekleşmesi için bir gereklilik olan *karşılıklılık ilkesinin*; burada sözcüğün yaygın olarak yüklendiği *görsel alt üst çağrışım anlamlarının yoğunluğu nedeniyle çalışmamasından* dolayı etkileşimin gerçekleşmemesiyle sonuçlanabilir. Bu mesaj kaybı, gönderen gönderilen ilişkisi açısından iki taraflı kayıp olarak değerlendirilebilir, değerlendirilmelidir.*

Sonuçta dilsel göstergeler de birer görsel’ olarak görülebilir aynı zamanda ki, 21. Yüzyıl insanının geldiği, getirildiği noktada, *dilsel göstergelerin* zihindeki görsel izdüşümlerinin, *imgelerinin* çağrışım anlamlarının

görsel göstergeler üzerinden öncelik sonralık ilişkilerinin önemine göre, daha tasarımın başlangıcında başarılı görümlerle saptanması başarıyı getirecek temel unsur olarak görülmelidir. Mesajın yerini bulmasını kolaylaştıracaktır. Daha kolay anlaşılması için sadeleştirilirse doğal dillerin tümü de birer **göstergedir**. Gösterge sözcüğü dendiğinde sadece **görsel** ve görsel sözcüğünün çağrıştırdıkları düşünülmemelidir. Belki tanımlama için sözcük seçerken göstergebilim dalı da dahil olmak üzere, aradaki ayırım açılabilir ve sözcük bazında netlik kazandırılabilir. **Dilsel ve görsel göstergelerle beraber 'gösterge' sözcüğünün anda taşıdığı ve gelecek zamanda taşıyabileceği anlamlara (devingen döngü alanı) da açılması;** alt başlıklarla ayrıştırılması ve maddelerin açıklanması gereklidir. Gösterge alanının devingenliğinin üzerinde durulması, alanının hareketliliğini vurgulayabileceği gibi; aynı zamanda gösterge sözcüğünün yüklediği anlam ve çağrışım anlamları karışıklığını gidermeye de yarayabilir, yüklediği ve yüklenebileceği anlamları zihinlerde somutlaştırmayı kolaylaştırabilir. Bu makalede saptanan olası karışıklığa neden olabilecek algıları netleştirme çabası güden bir tanımlama ve açıklayıcı dil kullanılmıştır. Umarım netleştirmeye yardımcı olur.

Göstergebilimin dilsel ve görsel göstergeler olarak ikiye ayırdığı bu alanın, içinde doğulan çağ gereği üçe ayrılması gerektiğini düşünüyorum. Psiko-Semiyotik İletişim alanı çok hareketli bir alan olma özelliğini bünyesinden taşır. Dolayısıyla Dijital-Reel- Manuel Psiko-Semiyotik Dil Kullanımı yönleriyle daha da genişleyecektir ve hatta belki de teknolojik göstergeler maddesini de kapsayabilecektir. Böyle bir sınıflama daha da netliğe yardımcı olabilir. Bu yönüyle buluşum olan: Psiko-Semiyotik İletişim, Etkileşim başlığı altında toplamaya başladığım; yarattığım bilim dalı Dijital-Reel-Manuel Psiko-Semiyotik Dil Kullanımları(Algül, 2017-2023), ALGÜL Dijital-Reel-Manuel Psiko-Semiyotik Dil Kullanımı Ayrıştırıcıları (2020-2023) alan için şimdilik **üçe ayırdığım tanımlama** belki göstergebilimine ilham olabilir, Psiko-Semiyotik İletişim, Etkileşim insan aklının boyutlarınca sınırsızdır ve disiplinler arası ve üstü çalışır.

Psiko-Semiyotik İletişimin başarılı olması için çok tekrarlanması gerekir. Ben buna masal etkisi diyorum. Maruz kalan bu tekrarları aynen uyku öncesinde masal okunmasına alışkın bir çocuğun, uyku öncesi, masal okunmasını istemesi gibi, arar, bu arayış alışkanlıktan, hatta şartlı alışkanlıktan kaynaklanır. Psiko-Semiyotik İletişim türlerinde de şartlı koşullar yaratılabilir ve bu şartlı koşulların masal etkisi için tekrarları elzemdir. Bundan dolayı, kitle iletişim araçlarının tümünü kullanmak Psiko-Semiyotik İletişimde başarıyla sonuçlanacaktır, dijital mecra bu bağlamda ayrı tutulamaz, reel yani gerçek yaşamla yürütülen adeta bir masallar silsilesidir. Elbette bunun için alt yapıdan gelmiş insan faktörüyle beslenir.

O halde gösterge nedir?

Öncelikle, gösterge sözcüğünün tanımıyla kasıtlı olarak başlanmadığı bilinmelidir. Daha öğretici olabileceğine inanıldığı için böyle bir yöntem tercih edildi. **Açıklayıcı bilgisi** bir başka söylemle sözlükteki tanımı: “Bir şeyi belirtmeye yarayan şey, belirti, im; işaret” (<https://sozluk.gov.tr>), dir. Kendi dışında bir şeyi temsil eden, dolayısıyla temsil ettiği şeyin yerini alabilecek nitelikte olan her çeşit biçim, nesne, olgu(Rıfat, 2009)'dur. Kendi dışında bir şeyi temsil edebiliyor olması devreye insana dair unsurların girdiği anlamına gelir. Hedefin ki, birey, topluluk veya toplum olabilir psikolojisini ele geçirmeye, kavramaya ve avlamaya yönelik, hedef için çok özel, anlamlı, değerli yani önemli olan bir şekilde ruhunu, psikolojisini etkileyip bu etki üzerinden andaki duygu durum biçimini istedik yönde kavrayıp dönüştürüp değiştiren, hedef için görüntüsünden öte, nasıl görüldüğünden ziyade, o görüntünün ya da anlamın (dilsel göstergeler) yazılı ya da sözel içeriğin(tek bir sözcük de olabilir) ne hissettirdiğinin anlam ve önemiyle ilgilidir. Özetle bu göstergeler hisler dünyasını değiştirip dönüştürecek gücü taşıyan dilsel ve görsel ve işitsel, dokunsal ve metaforik anlamlar evreninin hepsidir.

Bu paragraftan şu anlam çıkarılmalıdır, herhangi bir sözcüğün, sözcüğün harfleri dahil, dokunun, konunun, rengin, fotoğrafın, karikatürün, biçimin, nesnenin, içgörü, öngörü, Ezoterik, mecazi(metaforik) anlamlar evreninin hedef kitleye yönelik etkili olabilmesi için hedefin psikolojisini avuçlarının içine alabilecek kadar etkili bir şeyi temsil etmeleri, bir başka söylemle, kendi dışında, görünür olduğu haldeki biçimi, görseli, nesne hâli, olgusu dışında bir şeyin yerine geçmiş olması, dolayısıyla onu temsil etmesi gerekir.

Tüm bunları kim, kimin için yapacak?

Hedef kitle: birey, topluluk, toplum için.

Dijital-Reel Psiko-Semiyotik Dil Kullanımları Havuzları, Havuzun Suyu Nerelerden Gelir? Legal Görünümlü, İlegal ve Dijital Kölelik, Veri Köleliği Havuzları,

İnsanın değişimi zor olduğundan içinde yaşanılan çağ ne olursa olsun, geçmişinden kopuk kültürel kodlar beklenemez. Bir yandan insan doğası da geçmişe tutuklu kalmaya meyilli donanımlardan geçebilir, ki uygarlık tarihi bunu kanıtlar: Geçmişe bağlılık din, ırk, ideolojiler, üzerinden de desteklenip, sürdürülebilir kılınabilir. Tüm farklı bilimsel disiplinler üzerinden toplumların yapısını ele alan bilgi dağarcığı aynı anda çok çeşitli açılardan Dijital-Reel Psiko-Semiyotik Dil Kullanımlarının bir yandan hazırda var olan kaynaklarını ortaya çıkarırken , yeni kullanılabilecek olası kaynak verilerinin buluşlarını kapsar ve sürekli yeni keşiflerle genişler.

Topluları dinsel, tanımlamalar üzerinden irksal, yönetim biçimleri, yaşanan coğrafya, geçirilen tarihsel dönemlerin her birinin kültürel kodlara kattığı etkiyle birbirinden ayırıştırırken, içinde yaşadığımız dijital çağda yaşantılarımızla deneyimlediğimiz gibi sırf insan olmaktan kaynaklanan ortak kültürel kodlarımızın dışında giderek; dijitalleşme sonucunda dünya kasabasına dönen eliptik küremiz için küresel çapta ortak Dijital-Reel Psiko-Semiyotik Dil Kullanımlarının giderek çoğaldığı bir havzaya döner: Emojiler buna en basit örnek olarak verilebilir ve Emojiler, dijital çağın yarattığı Dijital-Reel Psiko-Semiyotik Dil Kullanımları olarak değerlendirilebilirler. Bunun yanı sıra toplumların kültürel dokularında var olan ama bugünkü kadar yaygın kullanımda yer alamamış, dolayısıyla anlamı geniş kitlelere ulaşamamış, gelişmiş denilen Batı ülkelerinde bilime endeksli gelişen veya toplumun geçmiş kültüründe yer alan göstergelerin, dijital çağın etkisiyle yaygın bir kullanım alanı bulmasından kaynaklı olarak küresel boyutta birer Dijital-reel Psiko-Semiyotik Dil Kullanımı aracına dönüştüğünün görüldüğü örnekler, bunlardan biri mavi yaka örneği.

Bunların dışında bir toplumun toplumsal belleğinde yer alan, deyimler: Genellikle gerçek anlamından çok az ayrı, kendine özgü bir anlamı olan, kalıplaşmış, söz öbeği; tabirler, (<https://sozluk.gov.tr>); bir ulusun değer yargılarını anlatan özlü sözler(Çotuksöken, 1994) atasözleri, genel yaygın kullanımda geçmişe dayalı anlam ve önemi olan, bir başka söylemle tarihsel kimliği bulunan tüm dilsel, görsel, işitsel, dokunsal, metaforik, ezoterik göstergeler birer Dijital-Reel Psiko-Semiyotik Dil kullanımı oluşturma havuzudur.

İçinde yaşanan dijital çağın en kötücül kullanım Dijital Kölelik üzerinden elde edilen Dijital-Reel Psiko-Semiyotik Dil Kullanımlarını ele geçirmektir. 7/24 dijital gözlem ve reel yaşamda, tüm yaşam alanları örülerek kutulanan Dijital Köle üzerinden yürütülen bu illegal yöntemde başka bir ölçümleme, test etme, sağlama yapma aracında gerek duymaksızın, küresel ve içinde doğduğu topluma yönelik gözlemlerinin şaşmazlığı bir şekilde deşifre olmuş bireyler, birebir kaynak olarak sürdürülebilir dijital köle yapılabilmekte çünkü bu makalenin yazarı bir dijital köledir. Bunu yapabilmek için hangi güçleri kullandıkları artık geleceğin konusudur ama bazen tek bir kişi üzerinden de yürütülebildiği bilinmelidir. Duyarlı, duygusal, yetenekli bir edebiyatçı olmak, dil kullanımlarımızın eşsiz vuruculuğu bir 'Dijital Köleyi' ömürlük vazgeçilmez kılabilir. Onu 'Dijital Köle' olarak kullananları da evlâdiyelik kanaat lider ve önderleri hâline Getirebilir. Bakınız: 'Dijital Kölelikle' ilgili makalelerim(Algül, 2020-2024).

Dijital-Reel Psiko Semiyotik Dil Kullanımlarına Siyasi Liderlerden Örnekler: Beden Dli, Kılık-Kıyafet, Grafik Olarak Yüz; Jest ve Mimikler, Aksesuar, ...

Mavi: Güven, Sadakat, mantık(<https://meandyou.co.uk>)

Mavi, yukarı kıvrılmış, ilk düğmesi açık, gömlekleri ve mavi rengin yoğun olduğu arka fonlar, çokça göze çarpmaktadır. Seçim ortamlarında kullandığı aksesuarlar, aksesuar olarak artık değerlendirilebilecek olan, beden dili, jest ve mimikleri, tümüyle halka ait görünse de aslında çoktan sınıf atladığı ya da hep atlamış olduğu gerçeği her halinden belli olmaktadır. Mavi renk aynı zamanda "Mavi, huzur ve sükunet ile bilinirken, aynı zamanda üzüntü, soğukluk ve depresyon duygularıyla da ilişkilidir. Birden fazla renk tonu mavi bir odaya renkli mobilyalar ve dekorlar koyabilirsiniz ve gözleriniz çok bunalmış hissetmez. Koyu mavi tonlarını kullanma duyguları düzenlemeye yardımcı olur. Genellikle ilişkilendirildiği duygu durum biçimleri: Barış , Huzur, Rahatlama, Güven, Sadakat, Güvenilirlik, Üzüntü, Yalnızlık, Soğukluk(<https://www.artcobell.com>). Renk, marka kimliğimizin en güçlü yönlerinden biridir(<https://identity.stanford.edu>)Mavi rengin adeta sedatif diye tanımlanabilecek psikolojik etkisi bir nevi çalışan sınıfının makul, sakin, denileni yapan, verilen alan, fazla bir şey istemeyen ve arz etmemeleri üzerine kalıba konmaya çalışılan tarafını besler gibidir. Bir çeşit köleliğin rengi, orta sınıfın, orta sınıf çalışanlarının bir nevi kanaatkâr, isyan çıkarmayan sakin hali, mavi. Bir sakin olun rengi: Mavi; Mülayim insan hali: Mavi.

kırmızı?

"Kırmızı temel renklerdenidir. Kültürler arasında, insanlar kırmızıyı öfke kavramıyla sezgisel olarak ilişkilendirir. Bu ilişki, birçok insanın öfkelenmesinde artan kan akışından dolayı yüzünün kızarması göz önüne alındığında mantıklıdır. Kırmızı renk, yüzdeki öfkenin tespitini kolaylaştırır ama ne kadar? Kırmızı, insanların ustalaştığı, ürettiği, yeniden ürettiği ve farklı tonlara ayırdığı ilk renktir. Ayrıca tarih öncesi dönemde sanatçılar tarafından kullanılan en eski renklerden biridir. Kırmızının insanlar üzerinde hem fizyolojik hem de psikolojik etkileri olduğu ve bu nedenle üzerimizde olumlu ve olumsuz etkiler yarattığı bilinmektedir. Yüklendiği anlamlar, sevgi, güç, tutku, güven, saldırganlık, çekicilik, İkna, Performans, Dürtü Kontrolü, Enerji, Risk Alma, Stres, İştah, dikkat, Hakimiyet, Dürtüsellik, Rekabetçilik (<https://www.colorpsychology.org>) ve elbette tüm bu anlamlar Dijital-Reel Psiko-Semiyotik Dil Kullanımları üzerinden incelendiğinden çağrışım anlamlarıyla birlikte ele alınması gereken unsurlardır.

Beyaz-Mavi Yaka Terimleri ilk ne zaman ortaya çıktı?

"Beyaz yakalı işler" ve "mavi yakalı işler" terimleri iş, ekonomi, eğitim ve sınıf hakkındaki tartışmalarda ortaya çıktı. Beyaz yakalı1910'da ilk olarak kullanılan oldu. Nebraska gazetesi, bu terimi Orta batıdaki ofis çalışanları ile tarım işçilerini ayırmak için kullandı. Erkekler genellikle Pazar günleri kiliseye temiz, kolalı beyaz yakalı gömlekler giyerlerdi. Beyaz yaka dile girdikten sonra, işyeri sonucunun ortaya çıkması uzun sürmedi. Mavi

yakalı deyiminin ilk olarak kullanılması 1924 yılında gerçekleşti. Iowa'da bir gazetede marangozluk gibi zanaatlarda çalışan erkekleri nitelemek üzere kullanıldı. Bu adamlar aslında o kadar sık mavi yakalı gömlek giymiyorlardı ama mavi kot pantolon ve tulumlarla giydikleri gömlekler, işlerini yaparken gelen lekeleri gizlemeye yardımcı olmak için genellikle daha koyu renklerde(<https://people.howstuffworks.com>).



<https://media-cldnry.s-nbcnews.com>

Siyasi partilerin kendi aralarında yaptıkları seçim çalışmalarında, partilerinin sembollerinde yer alan renkleri kullandıkları görülmektedir. Trump çoğunlukla kırmızı kravat, eşleşen Mc Donalds önlükleri vb. gibi. Mavi rengi en fazla kullanan parti Demokrat Parti, her ne kadar liderler olarak sunulan kişiler halka çok yakın görülse de mutlaka arkalarında elit denebilecek, beden dili olarak pek de yeni tip, küresel, mağdur lider sınıfına giremeyen, güzel kürenin alışkın olduğu eski tip, elit olarak nitelendirilebilecek kanaat önderleri, mağdur olarak sunulanlarla aynı orantıda olmayan liderlikleriyle arka planda takdim edilmekteler. Örneğin: Kamala Harris için bu böyle oldu. Biden'a diz çöktürmeleri görünüşü kurtaramadı. Kamala Harris adını da Dijital-Reel Psiko-Semiyotik Dil Kullanımı örneği olarak değerlendirebiliriz. Kamala adı Hint kökenlilerle beraber, (daha derin Dijital-Reel Psiko-Semiyotik tanımlamalar için ileri incelemelerin yapılabileceği alanlardan biri daha) Müslüman kesime de yakın, içselleştirebilecekleri bir isim. İsimlerin giderek etnik özellikler taşıması da tesadüf sayılmamalı. Parti sembollerinde yer alan renk indigo mavisini, Obama'nın gömlek renkleri sürekli orta sınıf çalışmanı temsil eden mavi, ki, erkeklerin dünya genelinde iş ortamı için maviyi tercih ettikleri söylenebilir; konuşmalarının yer aldığı stantlarda arkada bulunan kişilerin giydikleri gömlek renkleri de mavi, gömlek kolları iki kere katlanmış olarak, az sonra sanki bir yükü kaldırmaya hazır halde önlerinde konuşan Obama'ya alkış tutmaktadırlar. ve konuşmanın arka fonu sürekli bayrağın mavi tarafına gelen fotoğraflar, Cumhuriyetçi Parti 'de ABD bayrağının kırmızı tarafını vurgulayan fotoğrafları görsel olarak küresel dağıtıma sokmakla beraber, maviye en çok vurgu yapanlar eldeki verilerle Demokrat Parti olarak görülmektedir. Bu gömlek kollarını ilk kıvrıma eylemi: Türk Siyasi arenasından: Cem Uzan, Cem Boyner, işe gömlek kollarını sıvayarak başladılar. Gömlek kollarını yukarı katlama, halk tabiriyle sıvama görüsünün kaynağı 'Dijital Kölelik'ten elde edilmiş verilerden olabilir çünkü 'Dijital Köle' otuz küsur seneden fazla bir süreçte sürekli talan edenlerin izini sürme çabası içinde olmuştur ama elbette dağıtımın nasıl yapıldığı geleceğin konusu olacaktır. Bu sıvama işlerine kareli gömlek, kareli ceket de eklenir çünkü kareli her şey halkı temsil eder, hatta küresel Dijital-Reel Psiko-Semiyotik anlam da yüklenerek. Kareli ceketin ham maddesi çok lüks, doğal ve pahalı da olsa, hey hat! Halk için, giyeni, 'bu bizden' gösteren karesi, içselleştirmesi için yeterli ölçüt olacaktır.

Biriyle konuşurken diz çökme hali, sıradan insan için oldukça etkileyici, hele bir devlet adamının önünde diz çökmesi, ilk kullananlardan geçmiş dönemlerde İç İşleri Bakanı olan Soylu, oturan annelerle konuşmak üzere çökmüştü, bu denklik, eşitlik, halden anlama, dertle hemhal olma psikosunu taşıyordu. Küresel boyutta örnekleri, Biden'ın İsrail siyasi liderlerinden birinin bir görüşme sırasında özel yaşamına dair söylediği sözdü ve Biden adeta bu itiraftaki yoğunluğa, şövalye gibi diz çökerek karşılık vermişti. Sonra bunların çoğaldığı görüldü.

Kamala çok renkli giyinmemesi gözlerden kaçmamaktadır. Geldiği kökenin çok renkli olmasına rağmen genelde mavi, lacivert, toprak tonlarını kullandığı gözlerden kaçmamaktadır. Kılık-Kıyafette partisinin renklerine öncelik verdiği gözden kaçmamaktadır. Seçim konuşmalarındaki arka fon erkek liderlerle aynı özelliği taşımaktadır fakat özel bir markanın misafiri iseler, elbette sponsor marka arka fonu ele almaktadır. Genellikle seçim konuşmalarında ABD bayrağının partileriyle bütünleşen renksel bölümü, mavinin hakim olduğu bir Dijital-Reel Psiko-Semiyotik Dil Kullanımıyla seçmenin karşısına çıkmaktadırlar.

Biden'ı normalde takım kıyafetsiz ve kravatsız görmek güç, yukarıdaki fotoğraf nadir fotoğraflarından biri, ne kadar da halkın içinden, demokrat görünmeye çabalasa da başta estetik operasyonları olmak üzere her hali, halktan kopuşum demekte. Bu deyim ne derece doğru, tartışma konusu; eski tip, alışlagelen lider örneği, genç ve dinamik görünme doğal isteklerini, insani olarak değerlendirmek daha doğru olacaktır. Estetik sektörünün genele yayılmayı başarmış hali onu bir lüks olmaktan çıkarıp adeta ihtiyaç duyulan bir sağlık sektörüne dönüştürmüştür.



<https://bloximages.newyork1.vip.townnews.com/berkshireagle.com>



<https://www.wabe.org/>



<https://d.newsweek.com>



<https://www.wabe.org/>

Kamala Harris'in gülmediği bir fotoğrafı bulmak oldukça zor. En çok gülen ikili, hatta üçlü, Sanna Marin, Obama, Kamala, Bu üçlüden Kamala Harris'i yakalayan biri henüz çıkmadı ama Obama, onunla yarışabilir. Kamala Harris'e bir Türk danışmanlık yapıyor olabilir, benzeri Hülya Avşar'a yapıldı: Gülmek ona yakışıyor, üzerine kurulu, koca bir kampanya, bir şey yapamayınca gülsün bari mi? Gülmek her şeyi, çoğu şeyi kapatabilir, Dijital-Reel Psiko-Semiyotik anlamı genel kitleler için taşır mı? Evet, taşıyabilir. ABD seçim işlerini çok araştırmadım ama Biden ve başarısız darbe kalkışmasından sonra, bir dijital köle olarak hak aramaya

kalkıştığında çok defa fena baskıldım, rencide edildim, kumpaslarla karşılaştım. Böyle bir durum kürenin geldiği noktada artık tesadüf olamaz.

Obama'nın yüzü ve mimikleri, beden dili, şimdiye kadar gördüğüm en içselleştirilmiş, kişiliğiyle uyumlu çünkü yüzü böyle söylüyor: "Aşağı eğilimli kaşlar, burun kemerine yakın bölgenin yukarisından başlar, gözlerin dış kenarlarına doğru alçalarak, uzanırlar. Bu tür kaşlara sahip çocuklar, genellikle nazik, zarif ve müşfik arkadaşlar olarak yetişirler. Erişkin dönemlerinde güçlü ve dayanıklı olmalarına rağmen, kendi başarıları için başkalarını kullanmaktan ziyade onları planlarına dahil etmeyi tercih ederler. Yin özellikleri gösterir ve grup çalışmalarında iyidirler" (Brown, 2002). Gözlemlerim Obama'nın ileride mutlaka aktörlüğü de deneyebileceği doğrultusunda henüz yapmadıysa, zaten tüm, son dönem dünya liderlerinin yer aldığı bir Netflix projesi büyük bir başarı getirecektir: Bu yüzyıla yakışır mı? Kesinlikle evet.



<https://www.hot97.com>

Bu el işareti tüm homolara bir onay aynı zamanda. Avrupa için geçerli olan her şey yolun Türkiye ve bazı doğu ülkelerinde amiyâne ve argo tabirlerle: Top, tekerlek, homo, eşcinsel anlamlarını taşır ve bu anlamları Obama bilebilir. Eğer biliyorsa bu işaret o kesime sevgi işareti, sizi görüyorum, tanıyorum, biliyorum, hissediyorum selamlarını gönderebilir mi?

Evet.

Halk arasında, sevdiğiyle(eşiyle öpüşen) dondurmayı tabii ki yalayarak yiyen Obama, Kamala Harris için tekrar indiği siyaset arenasında, seçim için de çekimlerde zarfı yalayacaktı ve bu halkın da yaptığı bir şeydir. Obama Harris için çıktığı sahalarda daha da halktan, gömlek açıklığı daha fazla, kollar yukarıda ve beden dilini çok daha fazla kullanıyor gibi bir izlenim yaratmıştır. Beden dili hem Akdeniz, hem Karadeniz, hem Ege, tüm okyanuslar, tam ABD'li ve çok küresel durmaktadır: Tam yeni dönem liderleri gibi, bir çok yönleriyle tüm diğer kültürlerle göndermeler yaptıkları, bir başka söylemle Dijital-Reel Psiko-Semiyotik Dil Kullandıkları gözlerden kaçmamaktadır. Dondurmayı en çok seven başkan, doğduğum topraklarda dondurmayı yalayarak yemek kızlar ve kadınlar için bazı kültürler için çok ayıp, bazıları için görgüsüzlüktü, yeni tür başkanlarla toplumun ayıp saydığı tutum ve tavırlarında sahiplenildiğini gözlemledik. Sanki saçma kuralları delerken, aslında genel çoğunluğun da çok istedikleri, bazılarının yaptıkları, şeyleri yapıyor gibiydiler; hem yol açıyor hem özlemleri oya dönüştürüyorlardı; hem de bazı tutum ve tavırlarla toplumun LGBTI gibi kesimlerine de öpücük gönderiyorlardı. Büyük bir olasılıkla insanlar dünyanın çivisi mi çıktı gibi bir hisse kapılmış olabilirler çünkü eski küreye acayip yeni adetler gelmişti.



<https://www.usnews.com>

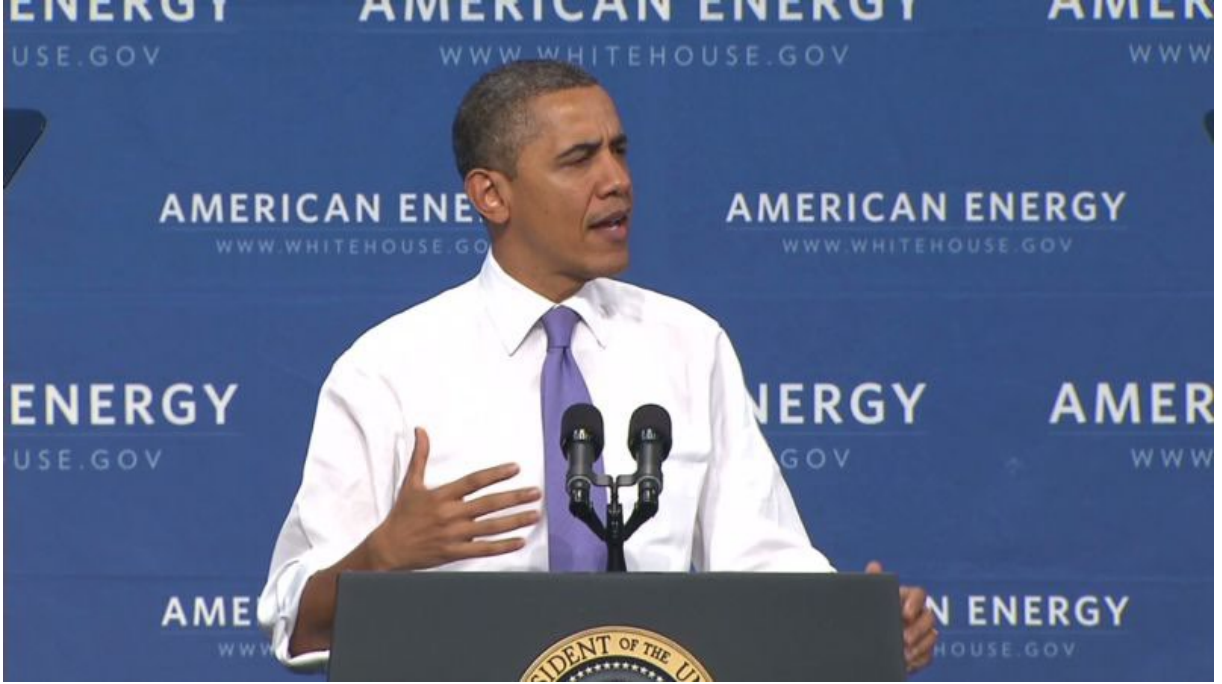
Doğu toplumlarında yapsaydı olmazdı ama Batı toplumlarında mükemmel anlamını yüklenmiş bir beden dili işareti, Doğu toplumlarında kullanılan anlamını olumlu bir selamlamaya çevirebilir.

Obama olgunluk dönemlerinde adetâ şarap gibi demlenmiş, iyi pişmiş bir ekmeğe gibi, sahaya ve insana çok daha hakim ki, Brown'ın söylediklerine yani kaşlarının yüzüne kattığı anlamlara, şunları da eklemek gerekir, 'Ufak, küçük yüz, etkisi', mahzun, hüzünlü ve hatta mağrur etkisi. Ufak yüzlerin, ağlayan çocuk tasvirinin, çokça çerçevelenip, dükkanlara asıldığı küçük çocuk tasvirinin, Obama'nın çok benzediği çizgi roman karakteri küçük çocuğun tasvirinin etkisiyle mi bilinmez ama ufak yüzlerin, Dijital-Reel Psiko-Semiyotik bir etkisi olduğu saptanamaz ki, yüzünü simetrisini de buna katmak lazım. Bu bağlamda yüzünü tam yerinde kullanan bir örnek oluşturmaktadır Obama. Ufak yüzler ve aşağıya doğru kaşlar insanlarda bir sempati ön kabulü yaratabilmektedir.



<https://il.wp.com/blackdoctor.org>

Yemeđi bu kadar ok seven bařka bařkan var mıdır? Bakan grg kurallarını yıkmaya ve ne kadar halktan olduđunu gstermeye devam etmekte. Bu Dijital-Reel Psiko-Semiyotik grsel gstergeyle krsel bir n sempati kabul grr m, bulur mu? Evet.



ok renkli, hatta en renkli giyinen liderden biri Merkel, kırmızıyı oka tercih etmesinin dinsel Dijital-Reel Psiko-Semiyotik anlam tařıyıp tařımadıđı ileri arařtırmalarla belli olur. Bu makalem iin bu kadar zamanım yok.

Dolayısıyla bir gelecek zaman işi olarak bırakıyorum fakat gözlemim çok renkli giyinen bir insan, kırmızı baskın renk olarak en azından baktıklarım üzerinden durmamaktadır.



<https://media.npr.org>



<https://img-s-msn-com>

Kamala, Kamala'ya destek için sahaya inen Obama ve eşinin Dijital-Reel Psiko-Semiyotik Dil Kullanma oranları, Trump'a kıyasla çok daha fazladır. Obama'nın siyasete girmesi de oldukça enteresan bir durumdur. Bir çizgi karaktere benzeyen Obama birden ABD, başkanı oluvermişti, peşi sıra Boris gelir ki, İngiltere başbakanları arasında üstelik Türkiye'de akrabaları olan, Türkiye'yle bağı olan bir ilkti. Saçı başı o zamana kadar İngiltere halkının alışkın olduklarından bambaşka idi. Hatta sürekli lacivert de giymiyordu. Alman Şansölyesi Merkel ki, bindiğim Berlin'deki Alman Taksi şoförü onu çok seviyordu, "Neden diye" sorduğumda halk için iyi şeyler yaptığımı söyledi ama herhalde içselleştirdiği çok daha farklı özellikleri vardı, halka benzeyen yönleri, halk

farkında olmasa dahi sempati yaratıp, ön kabulle yaklaşımı sağlıyordu. Finlandiya'ya da genç ve güzel bir kadın yakışır. Kürenin böyle özelemleri de vardı. Bu genç başbakanın söylemlerine dayanarak ülkesine katkısı yadsınamaz, üstelik, gelecek nesilleri kölelikten kurtarmak, yeni dünya düzeninde büyük bir başarıdır; Sürdürülebilir 'Dijital Köleliği' yaratan, varlığını bu kölelikten alan, almaya devam eden ve küreye satan liderlerin var olabilecekleri, oldukları düşünülürse, cidden, alkışlanması gereken büyük bir başarıdır. Genç, güzel bir kadın başbakanın adetâ Sibel Can gibi, şortunun bir paçasını yukarı çekmesi güzel küremizin tam olarak küreselleştiğinin, en azından küresel veri madenciliği üzerinden ve bu veri elde etmenin henüz açığa çıkmamış olması konusu gelecek günlerin hukuk vakaları olacak üst düzey illegal boyutu, 'Dijital Kölelik' üzerinden, olduğu gerçeğine göz kıpar gibidir çünkü bu karedeki poz aynı zamanda Dijital-Reel Psiko-Semiyotik bir göstergedir ve kaynağı da 'Dijital Kölelik' üzerinden elde edilen verilerden sağlanmış olabileceği gelecek günlerin konusudur. Küreselleşmeye bu pozun Psiko-Semiyotik katkısı her iki cinsi, her dini, her kültürü kapsayacak şekilde var mıdır? Evet, vardır.

Obama'yla ilgili birkaç söz daha etmek gereği duyulursa, bedenlerini taşıma üzerinden eşiyile kıyaslandığında eş çok daha fazla halkı etkileyebilecek beden diline sahip. Belki Bundan kaynaklı olarak Sayın Obama zarfi yalamak, çok fazla jest ve mimik kullanarak, el hareketleri yaparak, sözde tesadüfi sokak konuşmalarıyla arayı kapatmaya çalışıyor gibi görünmektedir.

SONUÇ

Toplumları birbirinden farklı kılan kültürün dijital çağla beraber giderek benzeşmesi, Psiko-Semiyotik İletişim araçlarının da giderek aynılaşması sonucunu doğurabilmektedir. İçinde doğduğum toplumda yazılı görsel basın araçlarının temeli nereden geliyorsa, o temele uygun tutum ve tavırları yaşam sürecimde deneyimlemiş, hatta bu koya unsurlara, halkı aşağıda tutacak sürekli maruz kaldığım görsel basındaki yayınlara yaptığım eleştiriler ve önerilerle dolu olan, içinde doğduğum toplumda maruz kaldığım gündelik yaşam unsurlarını yazarak atabildiğim, bilgisayarına taşıdığım günlük tutma alışkanlığım başıma çok dertler açtı ve çözüm için son aşamadayım artık. Sözü nüvesi içinde doğduğum toplum adeta bu anlamda küçük bir USA'di. Kopyalama geleneği köklerinde var ve dijitalle gelen dijital mahrem alanları talana varacak kadar olan: İlegal ya da legal görünümü mahrem dijital alanlardan elde edilen dil kullanımları belli toplulukları derinden etkileyebilir ki, dijital veri kaynaklarının en korkucu 'Dijital Kölelik' üzerinden elde edilen verilerdir. Bir başka söylemle dijital çağla beraber bir de Psiko-Semiyotik İletişimde etkin olacak dil kullanımlarının üretimlerinin incelenmesi söz konusu olacaktır. Kaç tesadüf sonrası artık tesadüf sayılmamalı ve 'Dijital Köle' olarak seçilen ve kullanılan kaynaklar ortaya çıkacaktır. 7/24 dijital gözlem altında tutulup sömürülen, fiziksel çevreleri bu amaçla örülen dijital alanların sahipleri ; yerinde bir söylemle 'Dijital Köleler' özgürlüklerine kavuşacaklardır.

Bu kültürel kodlardan belirleyici, baskın olanların cemaat kazanma, birlikte hareket etme üstünlüklerinden yola çıkarak dinsel de olabileceği çıkarımını da yapabiliriz. Tek tek bakıldığından dinsel, etnik köken, din, dil, toplumsal belleğin söz hafızasını, kültürel çeşitlilikle oluştururken aynı zamanda aynı unsurlar toplumsal belleği baskın veya çekinik olarak biçimlendirebilir. Bir de tüm bunların üzerinde devletlerin yürüttüğü politikalar, toplum adına, toplum için almış oldukları kararlar toplumsal belleğin birer parçası olurlar ve tüm bunların hepsi artık tanımladığım şekliyle Dijital-Reel Psiko-Semiyotik Dil Kullanımları havuzunu oluştururlar.

KAYNAKÇA

- Algül, Nevin(2022). Digital Real Psycho-Semiotic Language Uses of Global and Regional "Feeling of Fear and Some Requested Rol Models in the Future through Virtual Reality Created in the Real Universe(73-77). TOJET/ The Turkish OnlineJournal of Educational Technology , cilt.21, sa.4
- Algül, Nevin(2020). What is Psycho-Semiotic Language Use and Its Parser, As A New Concept? How Can The Example Modeling For Use in Digital Media and the Process of Creating Digi-Slave Proceed?(ss.796-802). Lefkoşa; Kıbrıs(Kkct): Inte/International Trends and Issues in Communication & Media Conference.
- Algül, Nevin(2020). Digital World, Digital Communication Area, Transparent Communication, Digital Communication and Law of Interaction, Digi-Police, Digi-Inspector, Debating The Uniqueness of Individual After Pandemic Period, Determination, Analysis, Insights and Recommendations(291-295). Lefkoşa, Kıbrıs (Kkct): Inte International Trends and Issues in Communication & Media Conference.
- Algül, Nevin(2021).How Can The Unconscious Mind of The New Psychological Definition be Analyzed and Can The Formation of Thought Be Closed To Perception and Manipulation at the Beginning by Using Algül Digital-Manual/Analog Psycho-Semiotic Language Parsers?(300-305). , Lefkoşa, Kıbrıs (Kkct): Iticam International Trends and Issues in Communication and Media Conference.
- Brown, G.Simon(2002). Pratik Yüz Okuma sanatı(ss. 33). Çev. Tevfik Pınar. Ankara: Hacettepe Doktorlar

Yayınevi.

Mlodinow, Leonard(2013). Bilinçdışınız Davranışlarınızı Nasıl Yönetir?(11-14). İstanbul: Okuyan Us Yayınları.

Çotuksöken, Yusuf (1994). Atasözlerimiz, Eğitim ve Öğretimde Kaynak Kitaplar 1(ss. 92). Özgül Yayınları, İstanbul.

Melikoff, Irene (2008). Destan'dan Masal'a, Türkoloji Yolculukları(ss. 9-271). Demos Yayınları, İstanbul.

Rıfat, Mehmet(2009). Göstergibilimin ABC'si(ss.11). İstanbul, Say Yayınları.

<https://sozluk.gov.tr> /Gösterge

<https://sozluk.gov.tr> /Deyim

(<https://www.britannica.com/topic/culture>)

[https://tr.wikipedia.org/wiki/Demokrat_Parti_\(Amerika_Birlesik_Devletleri\)](https://tr.wikipedia.org/wiki/Demokrat_Parti_(Amerika_Birlesik_Devletleri))

(<https://interestingliterature.com/2022/12/narcissus-myth-key-facts/>

<https://meandyou.co.uk/wp-content/uploads/2019/09/Colour-emotions.jpg>

https://galeri12.uludagsozluk.com/525/ecevit-mavisi_764577.jpg

https://galeri8.uludagsozluk.com/432/ecevit-mavisi_802295.gif

<https://i.haberglobal.com.tr/storage/files/images/2022/10/30/barack-obama-yeniden-sahned-son-kozu-cektiler-wiV4.jpg>

<https://interestingliterature.com/2021/05/myth-of-sisyphus-summary-analysis>

<https://meandyou.co.uk/wp-content/uploads/2019/09/Colour-emotions.jpg>

<https://api.time.com/wp-content/uploads/2016/12/angela-merkel-german-chancellor-conference.jpg>

<https://bloximages.newyork1.vip.townnews.com/berkshireagle.com/content/tncms/assets/v3/editorial/e/64/e640ecec-e112-11eb-bffb-bba2f10e0da1/60e8e52250fd0.image.jpg?crop=1209%2C680%2C0%2C515&resize=1120%2C630&order=crop%2Cresize>

<https://www.gannett-cdn.com/presto/2020/07/30/USAT/1b0b369b-eb6e-4b2a-a264-d2bf4d1acea7-AP20191774832021.jpg?crop=3968,2232,x0,y201&width=3200&height=1800&format=pjpg&auto=webp>

<https://www.wabe.org/app/uploads/2023/02/AP23039728195317-scaled.jpg>

<https://d.newsweek.com/en/full/2256438/kamal-harris-speaks-washington-dc.jpg?w=1200&f=8d1bfac494b2efdf4e392b49a084f046>

https://media.npr.org/assets/img/2019/07/23/gettyimages-1157399160_wide-2dba9baaf34c3698802276744501ed10d56fef8b.jpg?s=1400

<https://img-s-msn-com.akamaized.net/tenant/amp/entityid/AA1kRbiM.img?w=1908&h=1146&m=4&q=81>

<https://www.usnews.com/cmsmedia/ae/db/2e552d164703bab229e532734ee4/171108-10thingsobama-editorial.jpg>

<https://www.hot97.com/wp-content/uploads/sites/2/2024/08/barack-obama-summer-playlist.jpg>

<https://i1.wp.com/blackdoctor.org/wp-content/uploads/2013/08/obama-eating-a-good-meal-1.jpg?resize=600%2C450&ssl=1>

<https://i1.wp.com/blackdoctor.org/wp-content/uploads/2013/08/obama-eating-a-good-meal-1.jpg?resize=600%2C450&ssl=1>

<https://i1.wp.com/blackdoctor.org/wp-content/uploads/2013/08/obama-eating-a-good-meal-1.jpg?resize=600%2C450&ssl=1>

<https://i1.wp.com/blackdoctor.org/wp-content/uploads/2013/08/obama-eating-a-good-meal-1.jpg?resize=600%2C450&ssl=1>

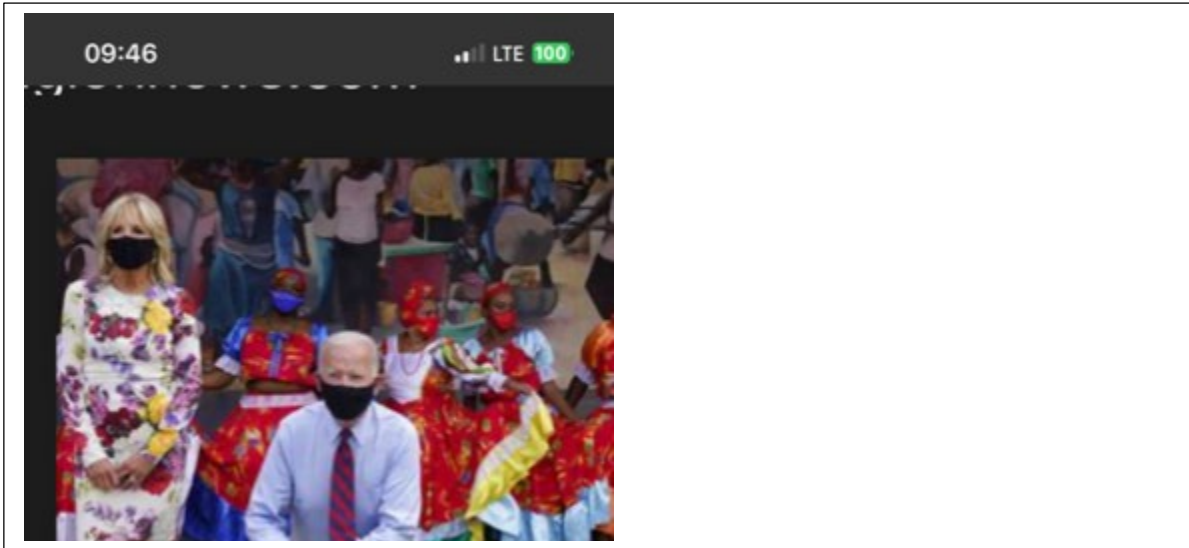
<https://i1.wp.com/blackdoctor.org/wp-content/uploads/2013/08/obama-eating-a-good-meal-1.jpg?resize=600%2C450&ssl=1>

<https://i1.wp.com/blackdoctor.org/wp-content/uploads/2013/08/obama-eating-a-good-meal-1.jpg?resize=600%2C450&ssl=1>

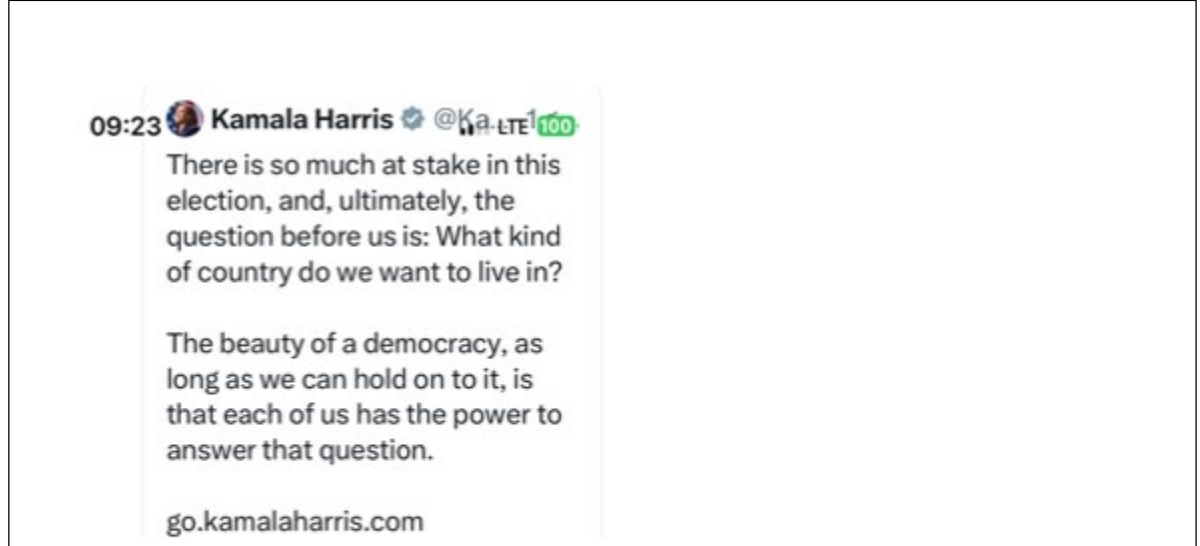
<https://www.dailysignal.com/wp-content/uploads/obama-energy.jpg><https://www.dailysignal.com/wp-content/uploads/obama-energy.jpg>

<https://identity.stanford.edu/RED>

<https://www.colorpsychology.org>)



Trumpın sadece ernk üzerinden sınırsı dijitaş reel pisko-semiyoitk dil kulalnı yağıtu ev d psiko dil kulalnımda tdaha temzi olduü söylenebir Obama Türkiyeden fıralamış gibi. dibibe kadar pisko-semiyoitk dil kulanımı kendi günlüğüdmne forlamdı.. trupm talanla ilgilir ama kıaytslanımba çalam konsudn aOOOOOO bama aaa ve erfpoğn ilişkisi de şaahne sonyu.atr başaknı tümadanmşrı osla da belki terupma tuazk kurulmuşş talan günlüü karanşlık güçelr hayatı oturdu..havv haevv hevuv hevuv.



SOME ASPECTS OF THE RESEARCH OF APPLIED OIL AND GAS PROJECTS OF THE REPUBLIC OF KAZAKHSTAN

Zhaniya NURSULTANOVA
Azerbaijan Technical University
nursultanova.zhaniya@gmail.com

ABSTRACT

In modern conditions of economic development of the country the purpose of economic and structural policy of the industry of Kazakhstan is: improving the efficiency of mineral resource sector, reforming the current system of development of the natural source industry, the emergence of incentives for a significant increase in the flow of investment in the oil and gas industry, as well as research and implementation of research projects. The paper analyzes some indicators that contribute to the effective use of various resources in the implementation of applied works. At the same time, new forms of state participation in the development of science, including innovation and technical direction are shown. One of the indicators of innovative development of science is the creation of modern laboratories, as well as qualitative improvement of project financing. The hydrocarbon raw material industry of Kazakhstan has very significant proven reserves of oil and gas of industrial categories, as well as promising and forecast resources that provide a reliable basis for further progress of the phosgene complex. The main features of the country's current industry should be considered that, first, it is one of the main components of the country's economic security, and secondly, the growth of the useful fuel complex is largely associated with the further expansion and deepening of foreign economic relations of the Republic. And, finally, third, the evolution of irrigation projects directly and through tax revenues to the budget allows us to increase the pace and volume of implementation of important social programs, including environmental rehabilitation of many territories of the country.

Keywords: Kazakhstan, oil and gas industry, research and applied projects, oil, investment, program, economy

The article "Development of the market of oil products of Kazakhstan in SCO" is devoted to the organization of the market of oil products and cooperation of Kazakhstan for integration with the Shanghai cooperation Organization (SCO). The author substantiates the reality of SCO integration cooperation and their effectiveness. The article Muhamediev B. M. Kocianova T. I., "modeling the impact of oil revenues on the dynamics of the main macroeconomic indicators of Kazakhstan" model of the dynamic stochastic General equilibrium for the economy of Kazakhstan, which produces oil and accumulating a part of the oil revenues in a special Fund. Along with the final goods sector, the model includes the oil production sector, which plays an important role in the economy and provides a significant share of revenues to the state budget of the country. The principal feature of dynamic stochastic General equilibrium models is the inclusion of equations with expectations of future values of variables. These are the equations of the new Keynesian Phillips curve and the dynamic is curve. Ignoring, for example, inflation expectations can lead to unreliable results regarding the behavior of the economy in response to various internal and external shocks [1].

Thus, a brief review of Kazakhstan's works confirms the relevance and necessity of research projects in the oil sector of Kazakhstan.

Main part

For the implementation of scientific and applied works, certain conditions are necessary, which include:

- Project organization. At this stage, you need to determine the composition of the project team, make a work plan, set deadlines, appoint responsible executors. Each stage of the project should bring concrete results. The project team should have specialists who are responsible for certain areas of the strategy.
- Development of strategic objectives. The first task is to identify strategic goals, which are usually grouped into four projections: Finance, market, processes, potential.
- The strategy map reflects the strategic objectives and the relationships between them. The creators of Balanced Scorecard methodology D. Norton and R. Kaplan gave a new definition of corporate strategy as a chain of cause-and-effect relationships. In accordance with this strategy map clearly represents the strategy of the company.
- Development of indicators. The following recommendations should guide the selection of indicators:
 1. indicators konkretisiert content targets.
 2. quantitative and qualitative indicators should be used.
- The establishment of target values. Once the methods for measuring indicators have been defined, targets should be set for each year of the period for which the strategy is developed.
- Development of strategic activities. At this stage, it is necessary to appoint project managers, form project teams, develop a plan and define the main "milestones" for each project, develop and agree on project budgets.
- Check the MTP. At this stage, it makes sense to assess the completeness, integrity and consistency of the indicator system.

- Implementation of the balanced scorecard. The project does not end with the development of the MTSP. Now it is necessary to carry out the implementation to turn the designed system into a working mechanism [2].

Innovation is traditionally considered as an activity related to research and development, and the transformation of the results obtained at these stages into a new or improved product, process, approach (method) of organization and management.

As shown by market research of the domestic labor market, today there is an acute shortage of highly qualified specialists in the field of oil and ozone industry. This fact confirms the need to create a system of internal training and retraining of personnel, which should be executed in accordance with the key competencies of the vertically integrated oil company. In the management of human resources the main goal is to maximize the potential of people, creative opportunities. Human resources management in the oil and helium industries covers the following complex tasks: determining the requirements for the workforce corresponding to the specific strategy of the oil and xenon industries, labor market assessment and analysis of employment factors, career planning, their development, labor productivity management, regulation of labor income, stimulation of creative work, improving professional and technical training of the staff, creating a social psychological environment.

JSC "NC "KazMunaiGas"(KMG) has started to create an innovative cluster – a group of innovative organizations, the purpose of which is to strengthen scientific and applied research, development and implementation of new technologies to solve current production problems.

The development plan of KMG until 2015 provides for the development of innovative projects totaling 45 billion tenge. At the same time, it is expected to use low-margin fields as test sites for testing new technologies.

Such studies make it possible to conduct industrial testing of new technologies, to conduct their own scientific, technical and experimental design work (R&D).

The widespread introduction of positive R&D results in production is a contribution to commercialization.

As part of the innovative technological policy adopted by company, a radical increase in R&D expenditures is planned up to 8.9 billion tenge in 2015 and 11.5 billion tenge in 2020.

The practical application of research results will ultimately affect the increase in labor productivity. Specifically, in the ethylene complex, it is lightening the work of oil workers, increasing production and improving the quality of products.

Summarizing all of the above, we can say that, in order to ensure competitive advantages and maximize profit, enterprises in the mineral resources industry should use, above all, the strategy of innovative development. This strategy is able to ensure the sustainability of organization in external environment and the preservation of its potential in case of any changes. At the heart of the implementation of this strategy is a personnel potential of the organization. Its provision is an main part of the effective functioning of any organization [3].

The requirements of the modern market force us to perform tasks with each passing day as efficiently as possible, faster and with minimal costs. All the diversity of small and large projects, research and business projects, projects to start the application of innovative technologies or standard projects, projects related to the launch of a new product line or improve the efficiency of existing systems and business processes, the most important is to the correct and timely performance of all parts of the project in under budget and launch on time or earlier. Thus, the project manager will ensure the success of the company and the development of the country's economy.

When analyzing the results of the projects, it is possible to conclude that the reasons for the failure of projects or their low effectiveness relate to a lack of requirements definition (34%), 20% is the lack of skilled workers, 17% is bad risk management, 15% is insufficient monitoring of project work, 14% is poor communication.

The lack of qualified personnel is closely coupled with the system of vocational education in this area. Increase the number of experts in the field of project management, it is necessary to improve the level of interaction between educational institutions and the area of production.

Employees, including managers and executives should speak the same language of project management. Each participant in a project should understand and be able to apply the necessary tools and methods of project management. In addition to their expertise, the employees need to know and be able to manage project work - this means that they should be properly structured and integrated into one system to achieve the objectives.

The next important stage is related to the analysis of project performance. Method used the volume it is possible to see not only the effectiveness of the use of invested funds, but also to predict the time and cost, taking into account the prices, which are characteristic for the present moment.

The main cause of inefficiency of the project (34%) is linked to the lack of definition of requirements, and that the contents of the project (what needs to be done), time, and budget. With proper preparation of the project charter and the description of the content of the project reduces the risk of inefficiency of the project.

Communication problems in the project account for 14% of the reasons for the failure. To create the collection, distribution and storage of information in the project, it is necessary to manage communication.

In 17% of cases, these were unforeseen risks that triggered the project's failure. The ability to manage risks, allows to increase the efficiency of all results and does not allow the spread of project risks associated with timing, money, suppliers, etc.

In the course of the project, control is required. According to the results of the analysis, poor control led to inefficiency of 15% of projects. It is necessary to create an effective system of administration, given on a regular basis, whether orally or in writing, conveniently reflects the performance of work and tasks [4].

One example of a new approach to field development is an activity of the Caspimunaigas Research Institute, one of the leading and competitive on the oil market among domestic design and scientific organizations. Evidence of this is a visit to the Institute by Prime Minister of the Republic of Kazakhstan K.K. Massimov in August 8, 2016

Having received the status of a legal entity at the end of 2005, Caspimunaigas Research and Development Institute LLP successfully progresses from year to year in the provision of engineering services in the oil industry. This company is successfully developing, expanding two areas - design and laboratory. For a developing project institute, where the development of a strategy for the efficient development of hydrocarbon deposits is decisive, the lack of scientific laboratory studies that meet international standards was a pressing and important problem.

In 2008-2014 two specialized laboratory complexes were built. The first laboratory complex includes a full-scale study of reservoir fluid in surface and reservoir conditions. The reservoir study laboratory is equipped with modern equipments at the international level. These are the Chandler and FLUID EVAL units, which allow to conduct research of reservoir fluids at high pressure (up to 1000 bar) and high temperatures (up to 204°C), with hydrogen sulfide content up to 27 mole. %, i.e. creation of thermobaric conditions of nitrogen condensate fields at different depths - from 300 m to 5 km.

The second laboratory complex includes two areas - petrophysical studies of rocks and geochemical studies of the reservoir mixture and rock. Unique modern devices and installations were purchased, where experiments on the selection of different agents to increase extraction of hydrocarbons from the depths are carried out. The current state of the laboratory allows laboratory studies and experiments to determine the industrial potential of deposits and the maximum extraction of hydrocarbons.

Opening in 2015 of a new laboratory in the Atyrau region within the framework of Roadmap implementation of the scientific and technological development of mining sector of the oil industry until 2025 suggests that the state places great hopes on this region and at the same time is largely responsible for real progress of the Republic of Kazakhstan. With activities of this laboratory, questions on the study of geochemical properties of rocks and petroleum will be understood and resolved in scientific community of the oil industry. In the near future, this direction will become an additional tool in the study of oil generation issues. Today, the Laboratory Center conducts scientific studies of reservoir fluids and core material of almost all fields in Kazakhstan, with the exception of Kaarchaganak, Tengiz, Korolevsky, Kashagan. For these deposits, analysis are carried out by foreign companies, i.e. outside the country [5].

Kazakhstan is part of the international academic community, and in the last 5 years it has qualitatively changed the forms of state administration of science and education. In 2014, in the framework of grant financing of the MES Science Committee of the Republic of Kazakhstan, 1,933 scientific and scientific-technical projects were implemented for KZT 16.4 billion.

There has been a significant increase in scientific articles of Kazakhstani scientists in international rating publications. In 2017, the number of publications by Kazakhstani scientists according to the Web of Core Collection (Clarivate Analytics) was 2321 (in 2016 - 2066 units), according to Scopus data Elsevier contains 3282 units (in 2016 - 3232 units).

The necessary organizational measures of state have stabilized the situation with personnel potential. The total number of workers engaged in research and development work in 2017 was 22,081 thousand people (2015 - 27,7 thousand people, 2016 - 22.9 thousand people) of which 17205 were research specialists.

Investment of private capital, in particular the foreign ones, in Kazakhstan knowledge-intensive technology are small, in spite of the activities of 8 technoparks, 4 industry design bureau, 21 office and 4 regional centers of commercialization, 4 international technology transfer centers created for the 2010-2013. For this period the innovative activity of country has increased from 4,3% to 8% [6].

At the present stage, the economic development of the Republic of Kazakhstan is implemented mainly through the government programs and projects. The adoption of ISO21500 "Project Management Guide" as a national standard encourages the state to take a new step for a more accurate and in-depth study of the tools and methods of project management. Government programs - a large-scale projects, designed to solve the problem with which can cope only the state. The world experience of implementation of the government programs said that they can be really successful only when the management will be held on principles of project management. Due to strict financial constraints, the experience of project management experts is becoming more and more in demand than ever before. The use of tools for project management In the development and implementation of government programmes and projects will provide a unique result in a timely manner and take into account the limited resources.

Management of state programs and projects includes integrated planning, taking into account the current situation at the time in question; placing orders, continuous monitoring of implementation of the program,

monitoring of performed work, costs of funds and resources, as well as other indicators of projects; regulation of the implementation of projects through re-planning, taking into account the current situation.

Today, the economy is developing precisely through the implementation of state programs and projects. World practice shows us that this is the most profitable and effective way to develop the country's economy. And to achieve these goals it is necessary to solve a number of tasks:

- to constantly increase the level of competence of civil servants engaged in implementation of state programs in the field of project and program management
- pay special attention and time to project planning processes, with fixation for each stage of the project of an intermediate result (milestone);
- to create a project office for each state program, being part of the "additional" management system, the project offices fully justify their existence, since they make it possible to avoid problems that are typical to government bodies (insufficient development of horizontal communications, functional separation of units, complexity of procedures for coordinating and taking management decisions, etc.).

CONCLUSION

Today, the development of the economy occurs precisely through the implementation of state programs and projects. World practice shows us that this is the most profitable and effective way to develop the country's economy. A constant increase in the level of competence of specialists improves this process and contributes to the intermediate result. Research projects solve theoretical and practical problems in the real economy.

REFERENCE

- Олжабаева Р.Ж. Разработка и внедрение системы сбалансированных показателей в предприятиях энергетического сектора в Казахстане // Вестник КазНУ им. Аль-Фараби. Серия экономическая. 2014. №1 (101). С. 111-115.
- Азатбек Т.А., Исаева Б.К. Роль кадрового потенциала в инновационном развитии нефтяных компаний//Вестник КазНУ им. Аль-Фараби. Серия экономическая. 2014. №3 (103). С. 48-53.
- Омар Б. К Анализ управления проектами в Казахстане //Вестник КазНУ им. Аль-Фараби. Серия экономическая. 2014. № 2 (102). С. 214-219.
- Бабашева М.Н. ТОО «НИИ «Каспиймунайгаз»: достижения и перспективы дальнейшего развития// Нефть и газ, 2016. №5(95) С.125-128.
- Сатпаева З.Т.Финансирование науки как важный фактор формирования наукоемкой экономики//Вестник КазНУ им. Аль-Фараби, Серия Экономическая. 2015. №1 (107), С. 318-327.
- Абдыгаппарова С.Б., Адилова А.М.,Управление государственными проектами и программ, Вестник КазНУ им. Аль-Фараби, Серия Экономическая. 2015. №4. С. 52-56.

SUSTAINABLE FASHION DESIGN WITH GAZENNE WOVEN FABRIC, THE CULTURAL HERITAGE OF KEMALIYE

Çimen BAYBURTLU

Marmara University Faculty of Applied Sciences
Department of Jewellery and Jewellery Design
cimen.bayburtlu@marmara.edu.tr

Neşe HORASAN

Atatürk University Faculty of Open and Distance Education
Textile and Fashion Design Undergraduate Student
nese_aktas1982@hotmail.com

ABSTRACT

This study explores garment design applications that enhance the sustainability of Gazenne fabric. The primary objective is to promote this fabric as a tangible cultural asset, integrating it with sustainable and slow fashion movements to embed it in daily life. The featured collection, “Boomerang,” embodies the theme of sustainability and caters to women who value longevity and versatility in their wardrobe.

The collection showcases designs characterized by recyclable, sustainable, and interchangeable elements. It aims to create a nexus between historical and futuristic fashion by utilizing “Gazenne Weaving Fabric,” indigenous to the Kemaliye district of Erzincan. This fabric, which received its geographical indication in 2013, has revitalized traditional weaving techniques and provided new employment opportunities. A central goal of this research is to rejuvenate Gazenne weaving—an endangered intangible cultural heritage—and repurpose it for contemporary apparel. Accordingly, the collection comprises garments designed for durability and versatility, facilitating various combinations with other clothing pieces.

The research methodology includes a collection design of ten outfits conceptualized under the “Sustainability” theme, supported by a literature review and an experimental design approach. Two selected garments from this collection exemplify the practical application of sustainable fashion principles, emphasizing the use of Gazenne woven fabric.

Ultimately, this study underscores the potential positive impacts on sustainable fashion, cultural heritage preservation, and local economic development. These findings may inspire similar initiatives and encourage the adoption of more sustainable, responsible practices in the fashion industry.

Keywords: Gazenne Woven Fabric, Fashion, Design, Sustainability

INTRODUCTION

Cultural heritage serves as a profound reflection of humanity’s past, identity, and values. In this regard, traditional production methods, particularly handicrafts and hand-woven fabrics, play pivotal roles within cultural and creative industries. These artifacts are not only vestiges of historical practices but have also become essential to the concept of sustainability in contemporary fashion.

The importance of sustainability continues to escalate within the fashion industry. Traditional production methods like handwoven fabrics are integral to this sustainable paradigm. These fabrics, crafted from natural fibers through age-old techniques, can be elevated by integrating them with modern designs, thereby minimizing environmental impacts. The conservation of intangible cultural heritage, when intertwined with sustainability, enriches the nexus between handicrafts and the fashion industry. This synergy is crucial not only ecologically and socially but also economically, as the utilization of traditional hand-woven fabrics bolsters local economies and aids in the preservation of cultural identities.

This article will synthesize concepts such as handicrafts, handwoven fabrics, cultural industries, and creative industries, focusing on the influence of intangible cultural heritage on the sustainable fashion industry. Extensive research has been conducted under the umbrella of 'creative industry,' with special emphasis on handicrafts and fashion design related to handwoven fabrics. The review methodically explores the intersection of cultural heritage preservation and sustainability, illustrated through the utilization of Gazenne handwoven fabric in everyday clothing.

Cultural And Creative Industries

UNESCO defines cultural industries as those that produce tangible or intangible artistic and creative outputs. These industries have the potential to generate economic value and income by leveraging cultural assets and producing knowledge-based goods and services, both traditional and contemporary. They create products and services imbued with social and cultural significance through creativity, cultural knowledge, and intellectual

property, covering sectors including advertising, architecture, handicrafts, designer furniture, fashion, film, graphic design, music, performing arts, television, and more.

In the article “Cultural Industries and Wealth Creation: The Case of Traditional Textile Industry in Nigeria” by Maiwada et al., the terms “Cultural Industries” and “Creative Industries” are discussed as nearly synonymous. However, “Cultural Industries” primarily highlights the artistic elements of heritage, traditional knowledge, and creativity, while “Creative Industries” focus more on individual creativity, innovation, skills, and intellectual property rights (Maiwada et al., 2012, p.159). According to UNIDO¹, “Creative Industries” are identified as sectors capable of generating income through cultural properties and the production of artistic and creative products. These industries, spanning thirteen main sub-sectors such as Advertising, Arts & Antiques, Design, Film, and Music, are crucial for promoting creativity and cultural expression and often contribute significantly to economic, social, and cultural landscapes (URL 1).

Despite the lack of consensus on a clear definition and classification of creative industries in academic literature, the definitions provided by entities like the United Nations, the European Union, and the UK’s Department for Culture, Media and Sport (DCMS) are generally accepted. According to the DCMS, creative industries are categorized under nine main groups, with a total of 31 different industries ranging from Advertising and Marketing to Museums, Galleries, and Libraries. This classification demonstrates the diversity and scope of activities within these industries (URL 2).

From an academic perspective, examining handicrafts through the value chain of creative industries is critical. This approach not only facilitates the effective valuation of cultural assets but also aids in the preservation and sustainability of cultural heritage. It enhances the economic and social fabric of both rural and urban communities, positively impacting business and tourism sectors and fostering local economic growth. Integrating creative industries with tourism and other economic sectors can generate regional wealth and income, revitalizing local economies (URL 1).

Traditional crafts are not only vital in the historical narrative of each country but also reflect the cultural and traditions of specific regions. The craft industry, as noted by the International Trade Center in 1997, is pivotal in job creation and wealth generation, playing a significant role in poverty alleviation. Furthermore, as emphasized by UNESCO in 2003, the protection and promotion of these arts are deemed essential for the continuation of cultural heritage. The transmission of artistic and cultural traditions across generations, including various traditional handicraft techniques, is crucial for maintaining the unique cultural identities of countries (Elsamanoudy et al., 2024).

Intangible Cultural Heritage

Cultural heritage encompasses a set of intangible skills and values transmitted across generations within a society. It comprises both tangible and intangible elements, contributing significantly to the overall heritage landscape. Authenticity and inherent value are pivotal to cultural heritage, which mirrors the lifestyles, lands, elements, traditions, and aesthetic values of a society from historical to contemporary times. In this ongoing reflection, individuals assume the role of guardians, preserving their way of life for future generations to emulate and thereby safeguarding the societal heritage.

UNESCO categorizes heritage into three primary groups: tangible cultural heritage, natural heritage, and, as of 2003, intangible cultural heritage (ICH). There are concerted efforts to protect intangible cultural heritage to prevent the erosion of living traditions and shield them from threats like globalization, migration, and cultural homogenization.

While tangible artistic and cultural heritage often appears in physical forms such as handicrafts, paintings, documents, and manuscripts—representing a society’s identity and historical continuity—intangible cultural heritage is equally crucial for preserving cultural richness and ensuring its transfer to future generations (Elsamanoudy et al., 2024).

Defined by UNESCO, “Intangible Cultural Heritage” includes practices, representations, expressions, knowledge, skills, and the associated tools, objects, artifacts, and cultural spaces that individuals recognize as part of their heritage. This form of heritage, transmitted from generation to generation, is continuously recreated by communities and groups in response to their environment, interactions with nature, and historical context. This process promotes cultural diversity and creativity while preserving communities' identities and their sense of continuity (Naguib, 2013, p. 2180).

UNESCO plays a critical role in the protection and promotion of cultural heritage, with a specific focus on intangible aspects. The organization's 2003 Convention for the Protection of the Intangible Cultural Heritage articulates intangible heritage as practices, representations, expressions, knowledge, and skills recognized by communities, groups, and sometimes individuals as part of their heritage (article 2.1). This heritage, though

¹ UNIDO, United Nations Industrial Development Organization. It was established in 1966 to support the industrial development activities of developing countries.

abstract, relies on tangible elements like tools and cultural spaces, as well as a community of practitioners for its existence. The protection and evolution of intangible cultural heritage are deeply intertwined with the communities' responses to their environments and histories, necessitating a consideration of the community context, the practices themselves, and the temporal and spatial settings in which they have evolved.

UNESCO's endeavors have yielded significant global outcomes, such as the preservation of cultural diversity and community identities, and enhanced global communication and understanding. The safeguarding of intangible cultural heritage not only highlights the unique cultural expressions of specific communities but also the universal value of these elements as part of the global heritage. These efforts by UNESCO not only ensure the sustainability of intangible cultural heritage but also foster peace, cooperation, and sustainable development by enhancing cultural understanding globally. This deep connection between intangible cultural heritage, communities, and regions is fundamental in helping societies maintain their identity and cultural continuity, underscoring the importance of UNESCO's efforts in protecting cultural diversity and humanity's heritage (Cabeça, 2018, pp.4-5).

Sustainability

While sustainability is often regarded as a contemporary concept, its roots run deep. Local communities have historically established a foundation for sustainable living by aligning with their natural environments and respecting the rhythms and limits of nature. This ethos, often referred to as "traditional ecological knowledge," encompasses profound understanding and relationships among people, flora, fauna, natural phenomena, and the timing of ecological events within ecosystems. Hence, sustainability is not merely a modern trend but a guiding principle that has shaped human lifestyles across centuries (URL 3).

The UN World Commission on Environment and Development defines sustainable development as the ability to meet present needs without compromising the ability of future generations to meet their own. Sustainability, though frequently linked to environmental considerations, is intrinsically multidimensional. A sole focus on environmental aspects is insufficient; a holistic approach that incorporates environmental, social, and economic dimensions is essential.

Environmental sustainability strives to regulate the rate at which resources are consumed and environmental damage is inflicted, ensuring it does not surpass nature's capacity to regenerate. This includes managing consumption patterns to prevent the depletion of natural resources and controlling pollution and greenhouse gas emissions to facilitate nature's renewal and preserve ecosystem health over the long term.

Social sustainability is crucial for the well-being and resilience of societies. It emphasizes the protection of universal human rights and meeting fundamental needs such as health, education, shelter, and transportation. This dimension ensures that personal, labor, and cultural rights are safeguarded, promoting social justice and equality.

Economic sustainability involves managing economic resources effectively to sustain and enhance community living standards. This includes efficient resource utilization, equitable income distribution, combating poverty, and fostering employment opportunities.

As articulated by the UCLA² Committee on Sustainability, the goal is to foster healthy, diverse, and resilient communities for both current and future generations by integrating environmental health, social equity, and economic vitality. This approach acknowledges the interconnection of these areas and advocates for practices that support ecological, human, and economic health, recognizing the scarcity of resources and the need for their careful and strategic use according to long-term priorities.

This perspective underscores the importance of the "Sustainable Development Goals," which aim to tackle global challenges like climate change. As the Brundtland Commission report of 1987 highlights, it is imperative to satisfy today's needs without compromising the future viability of generations to come (URL 4). Today, sustainable development seeks to minimize the environmental impacts of human activities through a framework that integrates environmental stewardship, technological innovation, social organization, and the carrying capacity of our planet (Pérez, 2021, p.191).

The focus on sustainability has intensified, particularly during the COVID-19 pandemic, which has heightened global social awareness of this critical issue. This period has prompted various approaches and concerns from international authorities. Nonetheless, despite ongoing efforts, significant challenges remain in advancing sustainability. The planet calls for intensified actions to create a balanced future that addresses the multifaceted challenges faced by humanity. Within this framework, the fashion industry plays a pivotal role in advocating for sustainable practices.

² UCLA, University of California, Los Angeles

Sustainability & Fashion

Sustainable fashion design entails the adoption of strategies and approaches aimed at minimizing or preventing the adverse social, environmental, economic, and cultural impacts associated with the production and consumption of fashion. This involves a comprehensive commitment across the industry to alter production processes, supply chain management, and consumer engagement to foster greater sustainability.

Given the significant challenges our planet faces, such as climate change, resource depletion, and social inequality, there is a pressing need for more robust actions to ensure a balanced future. The fashion industry, with its global reach and influence, plays a pivotal role in this endeavor. By innovating more sustainable practices, the fashion sector can significantly contribute to reducing its ecological footprint, promoting social justice, and supporting economic development in a way that respects both people and the planet (Pérez, 2021, p.191).

Hand-Woven Fabric Of Kemaliye District Of Erzincan: Gazenne

The district formerly known as Eğin (Agn in Armenian) was renamed Kemaliye on October 21, 1922, when its residents sought to eliminate the foreign-language name (Demirsoy, 2021, p.75). Nestled within the Anatolian mountains and situated along the narrow valley of the Karasu River, a tributary of the Euphrates, Kemaliye's harsh, agriculturally unsuitable terrain historically led its people to pursue carpet weaving and fabric weaving as primary sources of income. The origins of this weaving tradition are somewhat obscure, though local elders have suggested that the craft was originally developed by Armenians (Demirsoy, 2017, p.39). Historical records indicate that Eğin weaving once included products like "kirpas, pied and other commodities," and the regional weaving pattern was referred to as "Manusa" or "Gazenne" (Demirsoy, 2021, p.35).

The artisans of that time utilized natural methods for dyeing; they produced red-purple colors from a mixture of madder root and poppy seed oil, blue from woad, black from a combination of soil and oak gall, and yellow from dyer's greenweed seeds (Demirsoy, 2017, pp.39-40). They also crafted the yarns by stretching the warps on stakes and using both kirman (a type of hand spindle) and spinning wheels.

It was noted by Demirsoy that Armenian craftsmen from Iran introduced more practical and efficient well looms to the region (Demirsoy, 2017, p.40). These looms significantly enhanced production capabilities, with a worker on a well or pit loom weaving about nine to ten meters of fabric per day (Figure 1), whereas experienced craftsmen using whip or drawn looms could produce up to thirty to thirty-five meters per day (Figure 2).

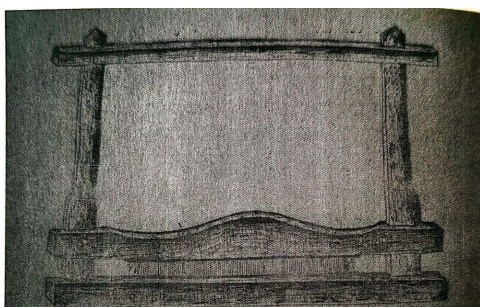


Figure 1: Vertical Loom Reed.
(Demirsoy, 2017, p.48).

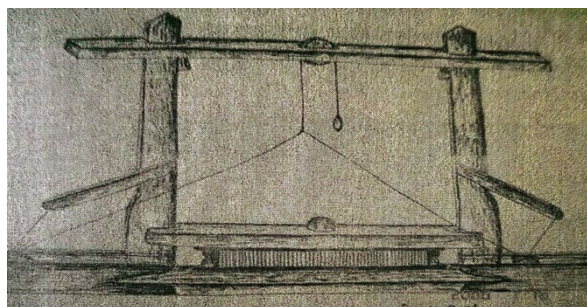


Figure 2: Lever-Operated Loom Reed
(Demirsoy, 2017, p.49).

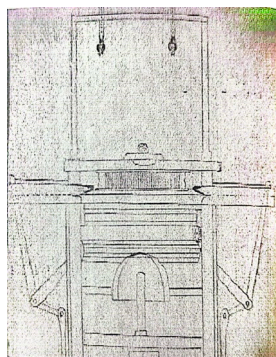


Figure 3: Front view of the automatic machine
(Demirsoy, 2017, p.48).

In 1942, a significant advancement was made with the invention of an automatic machine by Mehmet Sadık Demirsoy, a resident of the village of Geruşla in Kemaliye (Figure 3). This innovation was patented the following year through the Ministry of Economics (Demirsoy, 2017, p.52).

Weaving in Kemaliye experienced a golden age around the year 1250 Hijri, with cotton fabrics produced in the area being sold across various parts of the country, reflecting their popularity at that time (Demirsoy, 2017, p.40). The industry saw substantial growth in 1834-1835, with rumors of the number of weaving stalls reaching between two thousand to two thousand five hundred. The residents of Kemaliye not only fulfilled their own needs but also traded these cotton products extensively with regions such as Van, Muş, Diyarbakır, Bayburt, and Sivas (Demirsoy, 2021, p.287). Until the 1960s, one out of every two households in Kemaliye engaged in Gazenne weaving, supporting nearly ninety percent of the population. These textiles were not only a staple in local attire—used in men’s pajamas and shirts, and women’s entari, shalwar, and tablecloths—but also represented Kemaliye in the global textile conference held in Chicago in 1893 (Demirsoy, 2021, p.399).

The patterns of Kemaliye cotton weavings, particularly the well-developed Manusa (Gazelina/Gazenne), were named based on their distinctive lines and the colors employed, such as the red-green striped gazenne and blue-red striped gazenne (Figure 4).



Figure 4: Gazenne Woven Fabrics.
(Photo by Ayşe BİRLER)

The primary material used in Gazenne weaving is cotton yarn. The artisans of Kemaliye meticulously dye this yarn in various colors and weave it using well-drawn looms (Figure 5).



Figure 5: Colored Cotton Yarns Used in Weaving Today
(Photo by Ayşe BİRLER)

This practice of weaving and dyeing has been a communal activity, with many local women participating in the production of diverse items such as shirts, ties, loincloths, and tablecloths. Historically, Gazenne fabric was a speciality of the region, woven until 1960 for use in items like underwear, bows, and pillowcases. The threads were distinctively dyed using root dye, adding to the fabric’s uniqueness. However, by the 1960s and 1970s, the art of Gazenne weaving began to wane, overshadowed by technological advancements and the aging of traditional looms.

Recognizing the cultural significance of this fabric, it was granted a geographical indication on September 12, 2013, a measure that helped protect its legacy and spurred a revival in its production. Today, Gazenne fabric is once again being woven by those committed to preserving this unique cultural heritage.

Gazenne fabric, made entirely of cotton, is celebrated for its unique patterns and textures. The range of products now includes loincloths, shirts, dresses, ties, lounge sets, tablecloths, and scarves, each showcasing the distinctive lines of Gazenne weaving (Figure 6-7-8-9).



Figure 6: Gazenne Woven Ties. (Photo by Ayşe BİRLER)



Figure 7: Gazenne woven shirt. (Photo by Ayşe BİRLER)



Figure 8: Gazenne Weaving. (Photo by Ayşe BİRLER)



Figure 9: Gazenne Weaving Loincloths. (Photo by Ayşe BİRLER)

The looms used in the production of Gazenne are traditionally wooden, requiring the yarns to be woven one warp at a time (Figure 10-11-12-13-14-15).



Figure 10: Images of Whips, Drawn Looms and Warp Cabinets Used Today. (Photos by Hüseyin MERAL and Mustafa TOPRAK).



Figure 11: Kemaliye Women's Association (KEKAD,) Women weavers. (Photos by Ayşe BİRLER)



Figure 12: Tourists visiting the Kemaliye Women's Association. (Photo by Ayşe BİRLER)

MATERIALS AND METHODS

In the course of the literature review, it became evident that there are scant written resources on the “Gazenne Hand-Woven Fabric” from the Kemaliye district. The most significant information on this topic was sourced from two publications: a book by Prof. Dr. M. Sadık Demirsoy's father, Hüseyin Hasi Demirsoy, titled “Handwovens in the Past in Kemaliye,” published in 1946 at Ankara University's Faculty of Agriculture, and Prof. Dr. Ali Demirsoy's “How one from Eğin Lived”.

The research methodology employed a literature review combined with an experimental design approach. The study utilized the “Boomerang” collection, which includes ten different “looks” crafted under the theme of “Sustainability,” as well as two garments from this collection that were analyzed as primary materials.

The Boomerang Collection is named and designed with sustainability in mind, echoing the concept of returning to the past. The collection was conceptualized to include pieces that endure over time and remain desirable—much like a boomerang. The collection explores how Gazenne hand-woven fabric can be incorporated into contemporary fashion, focusing on which garments should be produced and how these pieces can be effectively combined.

The objective of the collection is to modernize Gazenne woven fabric for everyday wear, showcasing it as a modern and versatile article of clothing. The designs emphasize modernity, comfort, style, and timelessness.

Moreover, a distinctive feature of the collection is its focus on longevity and versatility, with pieces designed to be worn for many years and combined in various ways.

Model Analysis and Production Stages of the First Garment Selected for Production from Ten “Looks”

The product development and design process in the fashion industry is a meticulous sequence that spans from initial sketches to detailed planning, material selection, prototype creation, and final product realization. The design process for the Boomerang collection initiated with conceptual sketches, capturing the essence of the ideas on paper and establishing the fundamental silhouettes of the garments (Figure 13), followed by artistic illustrations (Figure 14). This initial phase was particularly tailored to suit the characteristics of the Gazenne woven fabric, which is central to the collection's theme. For the dress, a fabric offering a soft, flowing texture was chosen, while the more durable and rigid Gazenne fabric was selected for the outer skirt and collar.

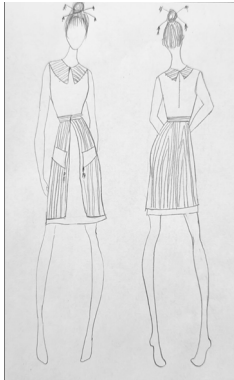


Figure 13: Sketch Drawing (By the second author)

Figure 14: Artistic Drawing (By the second author)

The prototype testing phase involved critical evaluations and feedback that homed in on the artistic details and aesthetic elements of the design. Adjustments were made, for example, to the neckline of the dress and the pocket details on the skirt to enhance the overall coherence and visual appeal of the design (Figure 15).



Figure 15: Prototype Study (Belonging to the second author)

Following the selection of designs and materials, detailed design studies were undertaken, and technical design sheets were prepared to develop the molds (Figure 16). The basic pattern dimensions for the dress were updated to include details of an expanded skirt, and the cut and attachment points for the outer skirt were finalized.



TASARIM	ÜRÜN: ELBİSE, ETEK MÜŞTERİ: ATATÜRK ÜNİVERSİTESİ TARİH: 05.12.2023	BEDEN: 38 SEZON: 2024 YAZ TESLİM TARİHİ:05.01.2024	TASARIMCI: NEŞE HORASAN FİRMA: OPINION OF NEŞE MEASUREMENTS:
		ÖLÇÜLER ELBİSE BEL: 122 cm BOY: 101 cm GÖĞÜS: 122 cm BASEN: 122 cm	ETEK BEL: 72 cm BOY: 58 cm
ÜRÜN AÇIKLAMASI ELBİSE: 38 BEDEN OVERSIZE DİZ ALTI ELBİSE ÖN V YAKA ETEK: DİZ BOYU, BELDEN BAĞCIKLI, ÖNDEN CEPLİ		PARÇA LİSTESİ ELBİSE: ÖN BEDEN 1 ADET ARKA BEDEN 1 ADET ETEK: TEK PARÇA 1 ADET	FABRİK DETAYLARI KUMAŞ VE MALZEME KUMAŞ: GAZENNE KUMAŞI KETEN KUMAŞ 2 ADET FERMUAR DİKİŞ İPLİĞİ BİYE
			

Figure 16: Technical Design Sheet (By the second author)

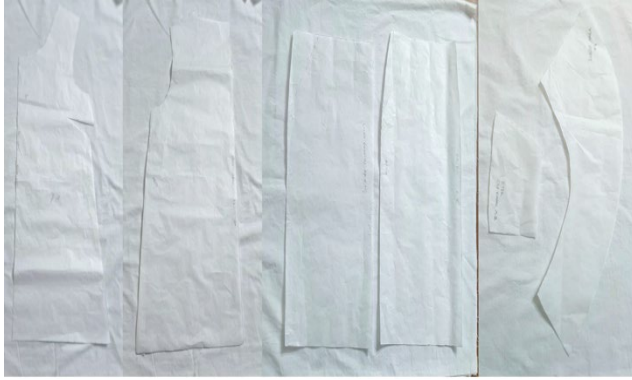


Figure 17: Prepared Molds (By the second author)

In the concluding stage of the design process, the final garment was crafted based on the revisions and enhancements applied to the prototypes. The finished garment features a two-part dress with a crewneck and a sleeveless top, derived by extending the skirts of the basic pattern. The outer skirt, constructed from Gazenne weave, is an above-the-knee model secured with an agraf at the belt. This skirt is designed as a detachable piece, allowing for versatility in its use with other clothing items, and includes two pocket flaps (Figure 18-19-20).

This entire process exemplifies the comprehensive and disciplined approach required for the successful design and production of a collection within the fashion industry.



Figure 18: Front View (By the second author)



Figure 19: Rear View (By the second author)



Figure 20: Side View (By the second author)

Model Analysis and Production Stages of the Second Garment Selected for Production from Ten “Looks”

The development of the second garment mirrored the methodological steps employed in the creation of the first, incorporating phases such as sketching (Figure 21), artistic drawing (Figure 22), prototyping (Figure 23), technical design sheet preparation (Figure 24), preparing molds (Figure 25), and die-cutting (Figure 26-27).

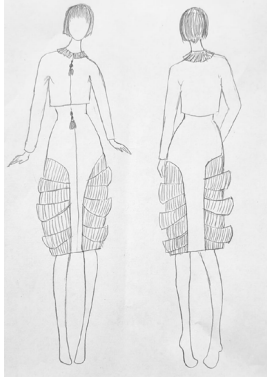


Figure 21: Sketch Drawing (By the second author)

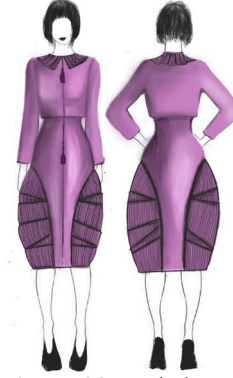


Figure 22: Artistic Drawing (By the second author)



Figure 23: Prototype Study (By the second author)

Model Analiz Tablosu

TASARIM	ÜRÜN: BLUZ, ETEK	BEDEN: 38	TASARIMCI: NEŞE HORASAN
	MÜŞTERİ: ATATÜRK ÜNİVERSİTESİ	SEZON: 2024 YAZ	FİRMA: OPINION OF NEŞE
	TARİH: 05.12.2023	TESLİM TARİHİ:05.01.2024	MEASUREMENTS:
		ÖLÇÜLER BLUZ BOY: 45 cm GÖĞÜS: 91 cm KOL BOYU: 40 cm ETEK BEL: 72 cm BOY: 73 cm BASEN: 95 cm	
		FABRIC DETAILS KUMAŞ VE MALZEME KUMAŞ: GAZENNE KUMAŞI KETEN KUMAŞ 2 ADET FERMUAR DİKİŞ İPLİĞİ BİYE	
ÜRÜN AÇIKLAMASI BLUZ: 38 BEDEN KROPE ÖN V YAKA VE FERMUARLI ETEK: DİZ ALTI, ÖNDEN FERMUARLI, HER İKİ YANDAN BÜZGÜLÜ KUMAŞ İLAVESİ			
PARÇA LİSTESİ BLUZ: ÖN BEDEN 2 ADET ARKA BEDEN 1 ADET ETEK: ÖN BEDEN 2 ADET ARKA BEDEN 1 ADET YAN BEDEN 1 ADET			

Figure 24: Technical Design Sheet (By the second author)



Figure 25: Prepared Molds (By the second author)



Figure 26: Cutting Phase of Prototypes (By the second author)

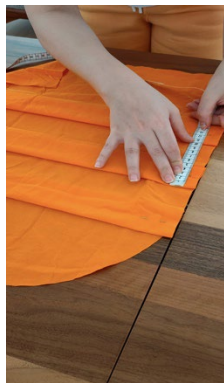


Figure 27: Cutting Stage of the Original Garment (By the second author)



Figure 28: Front View (By second author)



Figure 29: Rear View (By the second author)



Figure 30: Side View (By the second author)

This garment features a pleated collar and is composed of a linen short jacket with a frontal zipper detail, paired with a midi-length skirt. The skirt is embellished with ruffles crafted from Gazenne weave and also includes a front zipper (Figure 28-29-30).

During the production process, several challenges were encountered, primarily due to the unique properties of the fabric. One significant issue was the excess yarn throws, which prompted adjustments to the seam allowances. In some areas, allowances were reduced to less than 1 cm, while in others, they were increased to more than 1 cm to accommodate the fabric's behavior.

CONCLUSION

The collection showcased in this study has been crafted to appeal to enthusiasts of sustainability and slow fashion by blending traditional and contemporary aesthetics. This approach not only heightens awareness of original hand-woven fabrics across various regions of our country but also preserves the cultural richness of these textiles, ensuring their legacy for future generations. Furthermore, the collection aims to make sustainable fashion products more accessible to a broader audience and to effectively communicate the principles of sustainability.

Today, sustainability has emerged as a crucial focus within the clothing industry. The utilization of hand-woven fabrics represents a significant strategy in this regard. These fabrics, which embody traditional and local production techniques, are recognized as integral components of sustainable clothing practices. Their use not only aids in preserving cultural heritage but also supports local communities, contributing to the revival of regional diversity and craftsmanship.

The Kemaliye district in eastern Turkey, noted for its historical texture, produces a unique hand-woven fabric known as Gazenne. Crafted from cotton on traditional handlooms, Gazenne is celebrated for its durability and rich aesthetic appeal. This hand-weaving tradition in Kemaliye stands as a significant exemplar within the context of creative industries. The production of Gazenne cloth not only serves as a commercial endeavor but also as a manifestation of cultural heritage, emanating from local handicraft traditions.

From the perspective of creative industries, the Gazenne fabric of Kemaliye offers both economic and social benefits. Sustaining this tradition of hand-weaving bolsters the livelihoods of local artisans and manufacturers, enhances tourism, and stimulates the local economy. In this context, Kemaliye's Gazenne fabric serves as a marker for the protection and sustainability of cultural heritage. Maintaining this hand-weaving tradition is crucial for preserving the cultural identity of the local community and ensuring its transmission to future generations.

In conclusion, crafts play a vital role in examining creative industries from a value chain perspective, preserving cultural heritage, developing communities, and fostering economic growth. This focus warrants further emphasis in both academic research and practical applications.

REFERENCES

- Cabeça, S. M. (2018). Cultural mapping: A sustainable methodology for intangible cultural heritage. *Memoriamedia Review*, 3(5), 1-9.
- Demirsoy, A. (2021). *Bir Eğinli Nasıl Yaşadı?*. Ankara: Hidromek
- Demirsoy, M.S., (2017). *Kemaliye’de Geçmişte El Dokumaları*. Ankara: Sonçağ Yayınları
- Elsamanoudy, G., Abdelaziz Mahmoud, N. S., & Alexiou, P. (2024). Handwoven interior accessories from palm leaves as sustainable elements. *Journal of Cultural Heritage Management and Sustainable Development*.
- Maiwada, S., Dutsenwai, S. A., & Waziri, M. Y. (2012). Cultural industries and wealth creation: The case of traditional textile industry in Nigeria. *American International Journal of Contemporary Research*, 2(5), 159-165.
- Naguib, S. A. (2013). Museums, diasporas and the sustainability of intangible cultural heritage. *Sustainability*, 5(5), 2178-2190.
- Pérez-Pérez, L., Fraile, M. G., & Stracuzzi, S. P. (2021). Building a Prosocial Communication Model in the Fashion Sector, Based on Sustainability and Artificial Intelligence, Derived from COVID-19. In *Fashion Communication: Proceedings of the FACTUM 21 Conference*, Pamplona, Spain, 2021 (pp. 187-204). Springer International Publishing.

INTERNET RESOURCES

- URL 1 Anonymous. (2009). *Creative Industries and Micro & Small Scale Enterprise Development: A Contribution to Poverty Alleviation*. UNIDO United Nations Industrial Development Organization. https://www.unido.org/sites/default/files/2009-03/69264_creative_industries_0.pdf Retrieved 02 April 2024
- URL 2 Anonymous. (2021). Anonim. (2021). *Türkiye’de Yaratıcı Endüstrilerin İbbs2 Bölgeleri Düzeyinde Analizi: İzmir’e Bir Bakış*. T.C. Sanayi ve Teknoloji Bakanlığı, İzmir Kalkınma Ajansı. <https://izka.org.tr/wp-content/uploads/2021/01/Yaratici-Endustriler-Raporu.pdf> Retrieved 20 March 2024
- URL 3 Anonymous, *What is Sustainability?*. UCLA Sustainability <https://www.sustain.ucla.edu/what-is-sustainability/> Retrieved 29 March 2024
- URL 4 Anonymous, *What is Sustainability?*. Développement Durable McGill Sustainability. <https://www.mcgill.ca/sustainability/files/sustainability/what-is-sustainability.pdf>. Retrieved 04 April 2024

ŞARTLI EĞİTİM YARDIMI (ŞEY) PROGRAMININ HEDEFİNE ULAŞMA DURUMUNUN İNCELENMESİ

Nermin KARABACAK

Recep Tayyip Erdoğan Üniversitesi, Eğitim Fakültesi, Türkiye
nermin.karabacak@erdogan.edu.tr

ÖZET

Şartlı Eğitim Yardımı Programı dünyada ve Türkiye’de uzun yıllardır uygulanmaktadır. Dünyada, özellikle yoksulluğun kuşaklar arası aktarımını önlemek ve beşeri sermayeye katkı sunmak amacıyla uygulanan Program’ın diğer sosyal yardımlardan ayrılan özelliği şartlılık ilkesidir. Çocuk, okula devam ettiği sürece yardımdan yararlanabilmektedir. Şartlı Eğitim Yardımı Programı, Türkiye’de 2003 yılında dezavantajlı grupta olan ailelere eğitim desteği sağlanmasıyla başlamıştır. Altı pilot ilde başlamış olup günümüzde tüm illerde ulusal düzeyde uygulanmaktadır. Türkiye’de Aile ve Sosyal Hizmetler Bakanlığı bünyesinde ve Sosyal Yardımlaşma Dayanışma Vakıfları aracılığı ile ulusal düzeyde Türkiye Cumhuriyeti vatandaşlarına uygulanmaktadır. 2017 yılında göçmen çocuklara da yaygınlaştırılması kararı verilen Yaygınlaştırılan Şartlı Eğitim Yardımı Programı’nda yer alan nakit bileşenin çocuklar üzerindeki etkisinin sürekliliği amaçlanmıştır. Sosyal politika alanı içinde Yaygınlaştırılan Şartlı Eğitim Yardımı Programı’nın çocukların okullaşmaları üzerindeki etkisini anlamaya yönelik bir çalışma ile karşılaşılmamıştır. Okul terki, yoksul çocukların okullaşması, göç, göçmen çocuklar ve eğitim güncel sosyal politika konuları olmasına rağmen alanyazında bu konu kapsamında sınırlılıklar bulunmaktadır. Bu kapsamda Yaygınlaştırılan Şartlı Eğitim Yardımı Programı’nın nakit desteğinden yararlanan çocukların okullaşmaları üzerindeki etkisinin ortaya konulması amaçlanmıştır. Araştırma nitel araştırma desenlerinden doküman incelemesiyle gerçekleştirilmiştir. Verilerin toplanmasında küresel bağlamda ve Türkiye’de yoksulluğu desteklemek amacıyla Şartlı Nakit Transferleri programlarının uygulanışı, gelişimi, sonuçları ve sürdürülebilirliği incelemesi yapılmıştır. Kapsamlı bir alanyazın taraması yapılarak konuyla ilgili kitaplar, yüksek lisans ve doktora tezleri, makaleler, araştırmalar ve ilgili kurum ve kuruluşlara ait yayımlanan alanla ilgili raporlar incelenmiştir. Araştırmada Şartlı Eğitim Yardımı Programı’nın ilgili tüm yayınlar toplanmıştır. Daha sonra da Türkiye’de Şartlı Eğitim Yardımı Programı’yla ilgili yapılan tüm yayınlar incelenmiştir. Bu araştırma kapsamında incelenen konuyla ilgili tüm yayınlar derinlemesine inceleme sonucu araştırma sorusu kapsamında değerlendirilmiştir. Elde edilen tespit bağlamda Türkiye’de Şartlı Eğitim Yardımı Programı’ndan faydalanan yerli ve göçmen çocukların okullaşmaları ve okullaşmalarının sürekliliğini sağlamada Programı’nın amacına ulaşamadığı, ulaşamaması nedeniyle Program’ın iyileştirilmesi yönünde yerli ve göçmen çocukların refah düzeylerinin yükseltilerek okullaşmalarının sürekliliğini sağlamaya yönelik öneriler geliştirmiştir.

Araştırmanın Amacı: Türkiye’de Şartlı Eğitim Yardımı Programı’ndan faydalanan çocukların okullaşmaları üzerindeki etkisinin ortaya konulması amaçlanmıştır.

Anahtar Kelimeler: Şartlı Eğitim Yardımı, çocuk, okullaşma, refah, yoksulluk, göçmen çocuklar

GİRİŞ

Şartlı Eğitim Yardımı Programı dünyada ve Türkiye’de uzun yıllardır uygulanmaktadır. Dünyada, özellikle yoksulluğun kuşaklar arası aktarımını önlemek ve beşeri sermayeye katkı sunmak amacıyla uygulanan Program’ın diğer sosyal yardımlardan ayrılan özelliği şartlılık ilkesidir. Çocuk, okula devam ettiği sürece yardımdan yararlanabilmektedir. Şartlı Eğitim Yardımı Programı, Türkiye’de 2003 yılında dezavantajlı grupta olan ailelere eğitim desteği sağlanmasıyla başlamıştır. Altı pilot ilde başlamış olup günümüzde tüm illerde ulusal düzeyde uygulanmaktadır. Türkiye’de Aile ve Sosyal Hizmetler Bakanlığı bünyesinde ve Sosyal Yardımlaşma Dayanışma Vakıfları aracılığı ile ulusal düzeyde Türkiye Cumhuriyeti vatandaşlarına uygulanmaktadır. Şartlı Eğitim Yardımı Programı, 2017 yılından itibaren ulusal düzeyde, uluslararası kuruluşların finans desteği ile göçmen çocuklara da yaygınlaştırılması kararı alınmıştır.

Türkiye, mülteci çocukların okullaşma oranının artırılması amacıyla, çoğunluğu Suriyeli olan mültecilerin ekonomik kırılganlık faktörünü de göz önünde bulundurarak ulusal Şartlı Eğitim için Nakit Transferi Programını AB’nin mali desteği ile mülteci çocuklara da genişletilmiştir. Türkiye’de bulunan yaklaşık 4 milyon mülteci nüfusunun %50’sini çocukların oluşturduğu ve okul çağındaki mülteci çocukların da %40’ının okul dışı kaldığı düşünüldüğünde, mülteci çocukların eğitimi sosyal politika bağlamında özel çalışma gerektirmektedir.

Mülteci çocukların eğitimi kapsamında Türkiye’nin çabaları yadsınamaz. Ancak, eğitim sisteminin kapasitesi sınırlarını zorlamaya başlamış ve AB mali desteği Türkiye’deki mülteci çocukların eğitiminin iyileştirilmesi için açık bir şekilde tartışma konusu haline gelmiştir. Bu bağlamda, 2016 yılından itibaren Milli Eğitim Bakanlığı (MEB) ile işbirliği içinde başlayan projeler, hem okulların fiziksel kapasitesine hem de Suriyeli çocukların Türkiye’ye entegrasyonunu teşvik etmek için ek dil kursları ve kursların gözden geçirilmesi de dâhil olmak üzere mülteci çocuklar için eşit fırsatlara odaklanmıştır. Suriyeli ve diğer göçmen Çocuklara Yönelik Şartlı Eğitim

Nakit Transferi (ŞEY) Programı, 2017 yılında AB'nin eğitim kapsamındaki katkısının açık ve özgün parçalarından biri olarak hayata geçirilmiştir.

Nakdi desteklerle yoksullukla mücadele ederek sosyal koruma sağlayan bu programlar, ek bileşenlerle birlikte toplumsal refahı sürdürülebilir bir şekilde artırmayı amaçlamışlardır. Bu ek bileşenler arasında, aynı-nakdi desteklerin sağlanması ile okula devamlılığı güçlendirmek, aynı zamanda çocuk koruma bileşeni ile eğitime devamlılığın olumlu etkilerini artırmak bulunmaktadır. Bu bağlamda Türkiye'ye baktığımızda 2001 yılında yaşanan ekonomik krizle birlikte Şartlı Eğitim Yardımı 2003 yılında Türkiye'de ulusal bir yardım olarak hayata geçirilmiştir. ŞEY programı, öncelikle çocuklara insan sermayesi biriktirme fırsatı sunarak geleceğe yönelik yatırımları teşvik etmeyi ve nesiller boyu süren yoksulluk döngüsünü engellemeyi amaçlamaktadır (Aile ve Sosyal Hizmetler Bakanlığı (ASHB), 2015). Bu ana hedefin yanı sıra, program aynı zamanda ailelerin çocuklarının okul masraflarını azaltarak, çocukların okula gönderme konusundaki isteksizliklerini ortadan kaldırmayı amaçlayarak yoksulluk riski altındaki çocukların okula kayıt oranlarını ve eğitimlerine devam sürelerini artırmayı hedeflemektedir (Aca ve Özdemir, 2020). İncinebilir gruplar arasında yer alan çocukların eğitime devamlılıklarını destekleyerek ekonomik yoksunluğun sürüklediği çocuk işçiliği, erken yaşta evlilik vb. gibi risklerle karşılaşmalarını önlemeyi hedefleyen bu nakit destek programı ulusal bir program olarak hala Aile ve Sosyal Hizmetler Bakanlığı'na bağlı Sosyal Yardımlar Genel Müdürlüğü liderliğinde yürütülmektedir. Bu kapsamda yürütülen desteğe dair detaylar Bakanlık internet sitesinde yer almaktadır. Desteğin temel şartları aşağıda 2 madde ile özetlenmiştir (ASHB, 2023).

3294 sayılı Kanun kapsamında sosyal güvencesi bulunmayan ve ihtiyaç sahibi ailelere, çocukların okulun açık olduğu aylarda düzenli örgün eğitime devam etmeleri koşulu ile "Şartlı Eğitim Yardımı" yapılmaktadır. Bu yardıma başvurular, Sosyal Yardımlar Genel Müdürlüğü'ne bağlı taşra birimleri olan Sosyal Yardımlaşma ve Dayanışma Vakıfları aracılığıyla gerçekleştirilmektedir.

Şartlı eğitim yardımdan faydalanan çocuğun;

1. Örgün eğitim dışına çıkması,
2. Bir ay içerisindeki okul devamsızlık süresinin 4 günden fazla olması,
3. Yardım kaydının bulunduğu Sosyal Yardımlaşma ve Dayanışma Vakfına (SYDV) haber verilmeksizin ikamet adresinin değişmesi,
4. Hanesinin Mütevelli Heyeti tarafından muhtaçlık durumunun ortadan kalktığına tespit edilmesi,
5. Vefat etmesi,
6. Hak sahibi ebeveynin vefat etmesi, halinde yardım durdurulur.
7. Bütün bunların yanında ŞEY başvurusu sırasında imzalanan sözleşmeye aykırılıkların tespiti halinde yardım ödemeleri geçici bir süreliğine durdurulabilir ya da tamamen kesilebilir (Aile ve Sosyal Hizmetler Bakanlığı, 2023).

Göçmen çocuk okula kayıt işlemi tamamlandıktan sonra Şartlı Eğitim Yardımı Programından faydalanma kriterlerine göre aşağıdaki gereklilikleri yerine getiren çocukların başvurusu Kızılay Hizmet Merkezleri veya bulunduğu ilçede yer alan Sosyal Yardımlaşma ve Dayanışma Vakıflarında alınır. Programın kriterleri ise aşağıdaki gibidir.

1. Aile üyeleri Türkiye'de ve nüfus sistemine kayıtlı olması,
2. Ailede Sosyal Güvenlik Kurumuna kayıtlı kimse bulunmamalı,
3. Hiçbir aile üyesinin sosyal güvenlik kaydı bulunmamalı,
4. Çocuk okula kayıtlı olması

Ulusal Şartlı Eğitim Yardımı Türkiye'de uygulanmaya devam etmekte ve Şartlı Eğitim Yardımı kapsamındaki ödemeler, anaokulu seviyesinden başlayarak 8. sınıfa kadar olan kız çocuklarına aylık 100 TL, erkek çocuklarına aylık 90 TL olarak; lise (9. – 12. sınıf arası) düzeyindeki kız çocuklarına aylık 150 TL, erkek çocuklarına ise aylık 130 TL olarak düzenlenmiştir. (Eğitim Sektörü Çalışma Grubu, 2023). Ulusal Şartlı Eğitim Yardımı nakit transferleri ile çocukların okula devamlılığını teşvik etmekte ancak program, çocukların yardımı aldıkları/alamadıkları duruma dair bir takip mekanizması içermemektedir.

Yaygınlaştırılmış Şartlı Eğitim Yardımı Programı (YŞEY), 2003 yılından beridir Türkiye'de ulusal düzeyde uygulanan Program'dan şu şekilde farklılık göstermektedir: Nakit bileşenine ek olarak çocuk koruma bileşeni bulunmaktadır. Çocuk koruma bileşeni ile okula devam etmediği gerekçesiyle yardımı durdurulan göçmen çocuklara Türk Kızılay Toplum Merkezleri'nde bulunan çocuk koruma ekipleri tarafından ziyaretler düzenlenmekte ve çocuk koruma alanında sosyal çalışmalar yürütülmektedir (UNICEF, 2022). Şartlı Eğitim Yardımı kapsamında, 2023-2024 Eğitim Öğretim Yılında; ilköğretim (1-8. Sınıflar) öğrencileri için 450 TL, ortaöğretim (9-11. Sınıflar) öğrencileri için 550 TL, Lise (12. Sınıf) öğrencileri için 650 TL ve yükseköğretim öğrencileri için 1274 TL tutarında eğitim ve öğretim yardımı ödenmektedir.

Şartlı eğitim yardımlarına yönelik Türkiye’de yapılan araştırmalar incelendiğinde yapılan araştırmaların ve çalışmaların çok kısıtlı olduğu görülmüştür. 2003 yılından itibaren ulusal düzeyde uygulanan Şartlı Eğitim Yardımı Programı ile ilgili bazı çalışmalar (Dama ve Sundaram, 2018; Sarıipek 2017; Işık, 2019) bulunmaktadır. 2017 yılından itibaren uygulanan Konuyla ilgili alanyazında Yaygınlaştırılan Şartlı Eğitim Yardımı Programı ile ilgili yeterli araştırma ve çalışmaya rastlanmamıştır. Türkiye’deki ulusal düzeyde uygulanan Şartlı Eğitim Yardımı Programı ile ilgili olarak sınırlı sayıda nicel araştırmalar bulunmasına karşın nitel yöntemle derinlemesine ve konunun çok boyutlu incelendiği araştırmalar bulunmamaktadır.

YÖNTEM

Araştırma, nitel araştırma deseninde tasarlanmış olup betimsel bir nitelik taşımaktadır. Araştırma nitel araştırma desenlerinden doküman incelemesiyle gerçekleştirilmiştir. Bu araştırmada, Türkiye’de Şartlı Eğitim Yardımı Programı’ndan faydalanan çocukların okullaşmaları üzerindeki etkisinin ortaya konulması amaçlandığından (betimsel içerik analizi yöntemi) bu amaca en uygun yöntemlerden biri olan doküman incelemesi kullanılmıştır. Araştırma, çalışma konusuyla ilgili içeriğin incelenmesine, çözümlenmesine ve yorumlanmasına dayanmaktadır.

Veri Toplama Süreci ve Analizi

Araştırmada, verilerin toplanmasında küresel bağlamda ve Türkiye’de yoksulluğu desteklemek amacıyla Şartlı Nakit Transferleri programlarının uygulanışı, gelişimi, sonuçları ve sürdürülebilirliği incelemesine yönelik kapsamlı bir alanyazın taraması yapılmıştır. Araştırma konusuyla ilgili kitaplar, yüksek lisans ve doktora tezleri, makaleler, araştırmalar ve ilgili kurum ve kuruluşlara ait yayımlanan alanla ilgili raporlar taranarak doküman incelemesi tekniğiyle incelenmiştir. İngilizce dilinde ve Türkiye’de eğitim bilimleri alanındaki araştırmaları yayımlayan ve uluslararası indekslerde (ERIC, Web of Science, Scopus, SSCI), YÖK Tez tarama ve ulusal alanda TR Ulakbim dizininde taranan dergilerin veritabanında sistematik bir araştırma yapılmıştır. Google Scholar ve ScienceOpen veri tabanları aracılığıyla literatür taraması yapılmıştır. Araştırmada Şartlı Eğitim Yardımı Programı’nın ilgili tüm yayınlar toplanmıştır. Daha sonra da Türkiye’de Şartlı Eğitim Yardımı Programı’yla ilgili yapılan tüm yayınlar incelenmiştir. Bu araştırma kapsamında incelenen konuyla ilgili tüm yayınlar derinlemesine inceleme sonucu araştırma sorusu kapsamında değerlendirilmiştir.

BULGULAR

Dünya genelinde yapılan etki çalışmaları Şartlı Eğitim Yardımı Programının işlevselliği tespit edilmiştir. Okula devam ederken okulu terk etme sayılarının Program ile birlikte Brezilya ve Meksika’da azaldığı, dolaylı yoldan ise çalışan çocuk sayısına, aile içerisindeki toplumsal cinsiyet normlarına, kız çocuklarının okula kazandırılmasına etki ettiği belirtilmektedir (Dama ve Sundaram, 2018). ASPB ve UNICEF’in (2012) raporlarında, Bolsa Familia Programı ile beraber 2004-2006 yılları içerisinde eğitimini yarıda bırakma verilerinin azaldığı ve okullaşma oranının arttığı yönünde çalışma bulgularına erişildiği aktarılmıştır. Chaudhury ve Parajuli (2008) tarafından yapılan araştırmada, Pakistan ülkesindeki şartlı nakit yardımları ile kız çocuklarının okula kayıt oranlarının artmış olduğu tespit edilmiştir. Borraz ve Gonzales (2009) tarafından yapılan araştırmada, Uruguay ülkesindeki şartlı eğitim yardımlarının etkisinin anlamlı olmadığını belirtmiştir (ASPB, 2012). Şili’de, uygulanan Şartlı Eğitim Yardımı Programının sadece ekonomik bileşeni ile yeterli kalmamakta aynı zamanda uygulama içerisinde çeşitli sosyal çalışmaların da yürütülmesi gerekliliği vurgulanmıştır (ASPB ve UNICEF, 2012).

Alanyazında yapılan araştırmaların sonuçlarının ortaya koyduğu tespitler bağlamında Şartlı Eğitim Yardımı Programının her ülkenin ve katılımcıların kendi dinamiğine göre etki değerlendirmelerinin farklılık gösterdiği söylenebilir. Türkiye’de ulusal düzeyde uygulanan Şartlı Eğitim Yardımı Programı özelinde yapılan etki değerlendirmelerinin ortak paydasının; özellikle kız çocuklarında okula gitmeme gün sayısının azaldığı, çalışan çocuk sayısında azalmanın olduğu, annenin güçlendirildiği tespit edilen sınırlı sayıda araştırma bulunmaktadır. Nakit desteği miktarlarının iyileştirilmesi yönelik tespitler mevcuttur (Işık, 2019). 2010 ve 2012 yılları arasında Türkiye’de ulusal düzeyde uygulanan Şartlı Eğitim Yardımı Programının çıktılarına yönelik yapılan araştırmanın sonucu özellikle taşrada okula devam etmeme günlerinin azaldığını ve kız çocuklarındaki etkinin erkek çocuklarına göre daha etkili olduğunu ortaya koymaktadır (ASPB ve UNICEF, 2012). Kurnaz (2010) tarafından yapılan bir araştırmada, Türkiye’de uygulanan ulusal program ile ilgili katılımcıların %65 oranının şartlı eğitim yardım miktarını az bulduğu ve okula erişim kısıtlılığının yarıdan fazla payının ekonomik olduğu belirtilmiştir. Kurnaz (2010) tarafından yapılan bir araştırmada, Şartlı Eğitim Yardımı Programının özellikle kız çocukları ve kadınlar için toplumsal cinsiyet eşitliğini sağlanabilmede nakit bileşeninin oldukça yetersiz olduğu tespit edilmiştir.

Kayam (2014) tarafından yapılan bir araştırmada, nakit desteğinin eğitime devam farkındalığına olan katkısının ileri kademelerdeki sınıflarda daha küçük kademedeki sınıflara görece daha belirgin olduğu ve aynı kademedeki kız çocuklarındaki farkındalığın ise erkek çocuklarına göre daha belirgin olduğu tespit edilmiştir. ASPB (2012) tarafından yapılan bir araştırmada, Türkiye’de uygulanan ulusal şartlı nakit transferi uygulaması ile ilgili olarak, nakit desteğinin en çok mutfak alanında daha sonra sırasıyla; çocuklara gıda, çocuklar için kıyafet, çocuklar için

okul gereçleri, tıbbi ve internet harcamaları cevaplarının alındığı görülmüştür. Aynı araştırmada, Program'da okul yöneticilerinin daha fazla rol alması gerektiğini belirten okul yöneticilerinin olduğu gibi muhtarların da aktif görev almasını savunan okul yöneticileri olmuştur. Bu bağlamda, okul dışındaki mekanizmalarının olması gerektiği,

Öcal (2012) tarafından yapılan bir araştırmada, sosyo-ekonomik sebeplere bağlı olduğu belirtilen aile içerisinde anlaşmazlıkların ve şiddetin şartlı nakit transferleri ile azaldığı ve nakit desteğinin anneye sağlanmasıyla kadınlarda güçlenmenin yaşandığı durumlar tespit edilmiştir. Tüzün (2017) tarafından Program'dan yararlanan tüm çocukların eğitime devamlarının araştırılıp kamuoyu ile paylaşılmamasının ve Program'ın etki değerlendirmesinin yeterli olmaması sebebiyle Program etki analizlerinin, araştırmaların ve çalışmaların önemli olduğu ifade edilmiştir.

Demirel (2022) tarafından yapılan bir araştırmada, şartlı eğitim yardımının zorunlu okul çağındaki çocukların okula devamsızlıkları üzerinde herhangi bir etkisinin olmadığı tespit edilmiştir. Eğitim yardımının devam şartı olmasına rağmen devamsızlık ile olumlu anlamda bir etkinin görülmediği belirlenmiştir. Demirel bu durumu, sebebi şartlı eğitim yardım miktarının devamsızlığı etkileyecek yeterlilikte olmaması ya da ailelerin şartlı eğitim yardım etkisiyle devamsızlık yönünde karar almamaları olarak ifade etmiştir.

Türkiye'de yerli ve göçmen çocukların okullaşmalarının sürekliliğini sağlama sosyal, hukuki, psikolojik, sosyal, ekonomik, hukuki, koruma gibi çok boyutlu riskler yer alabilmektedir. Sosyal koruma bağlamında yardımların ulaşabilir ve kapsayıcı olması gerektiği ile ilgili Dama ve Sundaram (2018) tarafından talep olmaksızın desteğin sağlanması gerektiği ifade edilmiştir. Başvuru yapılmadan da dezavantajlı bireylerin programa dahil edilmesi, başvuru yapılmadığı için kapsam dışı olan çocuklara da erişebilmek demektir. Bu Yaygınlaştırılan Şartlı Eğitim Yardımı Programı açısından şu şekilde önemlidir: Ekonomik yoksunluğu bulunmayan ancak okulda akran zorbalığı yaşadığı için devamsızlık yapan bir çocuğun sistem içerisinde yer almasıyla bütüncül şekilde çalışmalar yürütülmesi anlamına gelmektedir.

Alanyazındaki araştırmaların ortaya koyduğu sonuçlar bağlamında araştırma sorularına ilişkin değerlendirilmelerde bulunulmuştur. Alan yazındaki araştırmaların ortaya koyduğu sonuçlar bağlamında Yaygınlaştırılan Şartlı Eğitim Yardımı Programı'nın nakit bileşeninin motivasyonel anlamda genel bir etkisinin olduğu ancak şart ilkesi olan devamsızlık üzerinde anlamlı bir etkisinin olmadığı belirlenmiştir. Araştırmaların ortaya koyduğu bu sonucun altında yatan farklı etkenlerin yer aldığı söylenebilir. Bu etkenler; nakit miktarının yeterli bulunmaması, katılımcıların eğitim geçmişi, eğitimden beklentiler, ailede bulunan riskler gibi ailenin temel bilgileri bu sonucun çıkmasında etkili olabilmektedir.

Göçmen çocuklar bağlamında ŞEY, nakit bileşeni ile çok çocuklu ailelerde çocukların okula devamını olumlu yönde desteklerken göçmen çocukların okullaşmasındaki risklerin belirlenmesini ve okullaşmanın sürekliliğini pozitif olarak desteklemektedir. Bu sonuca karşın göçmen çocukların eğitimi için uygulanabilir bir politika olmaktan uzaktır. Göçmen çocuklar ve aileleri için ŞEY transfer tutarı Türkiye bağlamında yetersizdir. Türkiye'de dezavantajlı gruplardan biri olan göçmen çocukların eğitimi destekleyici yerel projeler ve sivil toplum kuruluşları destekli çalışmalarla bütünsel bir şekilde yürütülmelidir. Bu bağlamda göçmen çocukların eğitimlerinin sürdürülebilirliğini sağlamak için devlet kurumlarının sorumluluklarını toplumsal ve sosyal sorumluluk çalışmalarını yürütmelerine ihtiyaç bulunmaktadır. COVID-19 sürecinde, eğitimin çevrimiçi yürütülmesi nedeniyle bazı yararlanıcıların sistem hatası nedeniyle nakit transferinden yararlanamaması, yararlanıcılar açısından programın güvenilirliğini sorgulama riskini ortaya çıkartmaktadır.

Yerli çocuklar ve göçmenler için Şartlı Eğitim Yardımı Programı, hizmet sunulan kişi bağlamında nicel olarak başarılı bir sonuç ortaya koymaktadır. Bunun nedeni Şartlı Eğitim Yardımı Programı'nda devam şartını yerine getiremeyen aileler sistem dışı bırakılmamaktadır. Okula devam edildiği sürece tekrar nakit desteği aktif olabilmektedir. Türkiye'de uygulanan Yaygınlaştırılan Şartlı Eğitim Yardımı Programı'nın nakit bileşeninde eğitime erişim alanındaki başarı, sonuç odaklı olmaktan ziyade okula kayıt oranını dikkate alan kayıt merkezli bir anlayışla ele alınmaktadır. Programın ortaya konulmasındaki temel amaca bakıldığında zorunlu eğitim çağındaki yoksul çocukların eğitime devamına yönelik kaynak sağlayamadığı alan yazındaki araştırmaların sonuçlarında ortaya konulduğu görülmektedir. Bu bağlamda eğitimin temel amaçlarından fırsat eşitliğini sağlayarak çocukların ilgi, istidab ve yeteneklerini geliştirerek refah düzeyinin yükseltilmesi amacı ihmal edilmektedir.

Şartlı eğitim yardımlarının devamsızlığa etki etmemesindeki ana faktörün şartlı eğitim yardımlarının nakit miktarının yeterli olmamasından kaynaklı olabilmektedir. Yaygınlaştırılan Şartlı Eğitim Yardımı Programı'nın nakit bileşeni boyutunda, Türkiye özelindeki çok çocuklu ailelerin ekonomisini desteklediği söylenebilir. Nakit desteğinin sağladığı avantajlar, çocukların yaşlarının artması ve çocuk işçiliği vb. ekonomik getiri sağlayıcı faaliyetler göz önünde bulundurulduğunda, aileler tarafından olumlu karşılanmamaktadır. Çocuklarının eğitime katılımının çıktılarını somut olarak göremeyen aileler, çocuklarını okula göndermede itici bir güç bulamamaktadır. Bu bağlamda yerli çocuklar ve göçmen çocukların okullaşmalarını sağlayabilmede Yaygınlaştırılan Şartlı Eğitim Yardımı Programının bir devlet politikası olarak yeniden değerlendirilerek revize edilmesi ve kalıcı çözümler üretilmesi ele alınmalıdır. Programın çocuk koruma bileşeni ele alındığında ise sahada görünürlüğün de etkisi ile aileler ve çocukları ikna konusunda daha efektif olduğu söylenebilmektedir.

Fakat programın finansal olarak sürdürülebilir olmaması ve insan kaynaklarına dayanan bir uygulayışı olması nedeniyle uzun vadede etkilerinin devam edebilmesi soru işaretleri barındırmaktadır. Yaygınlaştırılan Şartlı Eğitim Yardımı Programı'nın okul dışı kalmış çocukları da hedefleyebilmelidir. Ancak sürecin esas sahibi olan devlet kurumlarının yeterince kapasitesinin olmaması, göç konusunda uzmanlıkların henüz yapılaşmamasının da etkisiyle çocuk koruma ekiplerinin eforları da çoğu zaman sonuçsuz kalmaktadır (Çalık, 2024). Konuyla ilgili alanyazın yola çıkarak Yaygınlaştırılan Şartlı Eğitim Yardımı Programı uygulamasının nihai amaca ulaşabilmesi için nakit bileşeni tek başına yeterli değildir. Bütüncül müdahalelerin ve risk değerlendirmelerin yapıldığı çocuk koruma bileşeni asıl etkiyi oluşturmaktadır.

KAYNAKLAR

- Aca, Z., ve Özdemir, M. (2020). *Şartlı eğitim yardımı programının faydalanıcılar açısından etkilerinin değerlendirilmesi*. D. A. Altınsoy içinde, Sakarya Üniversitesi Çalışma Ekonomisi ve Endüstri İlişkileri Seçme Yazılar-IV (ss. 1-32). Sakarya Üniversitesi.
- ASPB, (Aile ve Sosyal Politikalar Bakanlığı), (2012). *Türkiye'de uygulanan şartlı nakit transferi programının fayda sahipleri üzerindeki etkisinin nitel ve nicel olarak ölçülmesi projesi final raporu*, Ankara.
- ASPB, (Aile ve Sosyal Politikalar Bakanlığı), (2015). *Aile ve Sosyal Politikalar Bakanlığı 2014 Faaliyet Raporu*, Ankara.
- Aile ve Sosyal Hizmetler Bakanlığı. (2023, Ocak 8). Şartlı Eğitim (ŞEY) ve Şartlı Sağlık (ŞSY) Yardımı. Ocak 2023 tarihinde Aile ve Sosyal Hizmetler Bakanlığı:
<https://www.aile.gov.tr/ss/sosyal-yardimlar-genel-mudurlugu/sartli-egitimsaglikyardimi/#:~:text=Sosyal%20g%C3%BCvencesi%20olmayan%20ve%203294,%E2%80%9C%5%9Eartl%C4%B1%20E%C4%9Fitim%20Yard%C4%B1m%C4%B1E%20%9D%20yap%C4%B1lmaktad%C4%B1r>
- Borraz, F. & Gonzales, N. (2009). *Impact of Uruguayan Conditional Cash transfer program*. Cuadernos de Economía, 46(134), 243- 271.
- Chaudhury, N., & Parajuli, D. (2008, December). *Conditional cash transfers and female schooling: The Impact of the female school stipend program on public school enrollments in Punjab, Pakistan*. World Bank (Policy Research Working Paper No.4102). Washington, DC.
- Çalık, D. (2024). *The Case of Conditional Cash Transfer for Education (Ccte) Programme For Syrians and Other Refugee Children: As a Strategy for Supporting Education of Refugee Children*. METU
- Dama, N., ve Toklucu-Sundaram, D. (2018). *Yoksulluk Döngüsünden Çıkış: Şartlı Eğitim Yardımı*. Seta Yayınları.
- Demirel, S. (2022). *Göçmen çocuklara yaygınlaştırılan şartlı eğitim yardımı programı'nın çocuklar üzerindeki etkisini anlamaya yönelik nitel bir araştırma* (Yüksek Lisans Tezi). Ankara Yıldırım Beyazıt Üniversitesi Sosyal Bilimler Enstitüsü.
- Eğitim Sektörü Çalışma Grubu. (2023, Ocak 8). *Okula Dönüş Kampanyası*. UNICEF. Ankara: Eğitim Sektörü Çalışma Grubu. Ocak 2023 tarihinde Kızılaykart Platform: <https://platform.kizilaykart.org/tr/sey.html> adresinden alınmıştır.
- Işık, N. (2019). *Şartlı eğitim transferinin yoksulluğu azaltmadaki rolü: Brezilya, Meksika ve Türkiye'de şartlı eğitim yardımı uygulaması* (Yüksek Lisans Tezi). Sosyal Bilimler Enstitüsü, Ankara Yıldırım Beyazıt Üniversitesi.
- Karabey, İ (2024). *Şartlı eğitim yardımı çocuk koruma hizmetlerinin sosyo ekolojik sistem kapsamında analizi*. YL tezi. Sosyal Bilimler Enstitüsü, Ankara Sosyal Bilimler Üniversitesi.
- Kayam S. (2014). *Şartlı eğitim yardımlarının etkisi ve etkinliği: Bölgesel bir yaklaşım*. 14. Ulusal Bölge Bilimi ve Planlama Kongresi, İstanbul.
- Öcal, J. (2012). *Türkiye'de şartlı nakit transferleri: nitel analiz*. Sosyal Dönüşüm, Biyoetik ve Kamu Politikaları Konferans, Ankara: 31-43.
- Sarıpek, D. (2017). Yoksullukla mücadelede şartlı nakit transferleri: İnsan hakları açısından bir değerlendirme. *Mehmet Akif Ersoy Üniversitesi Sosyal Bilimler Enstitüsü Dergisi*, 9(20), 94-107.
- Tüzün I. (2017). *Türkiye'de mülteci çocukların eğitim hakkını ve karşılıklı uyumu destekleyen yaklaşımlar, politikalar ve uygulamalar*. In European Liberal Forum, Almanya.
- UNICEF. (2012). <https://www.unicef.org/turkiye/raporlar/insani-yardim-%C3%A7ali%C5%9Fmalarında-%C3%A7ocuk-korumaya-y%C3%B6nelik-asgaristandartlar> adresinden alınmıştır.
- UNICEF. (2022). Şartlı Eğitim Yardımı Programı (Ş.E.Y.). *Ekim 2023 tarihinde UNICEF Türkiye*. <https://www.unicef.org/turkiye/sartli-egitim-yardimi-programi-sey> adresinden alınmıştır.

TEACHERS' ATTITUDES TOWARDS INTRA-CLASS CONFLICT RESOLUTION WHEN TEACHING TURKISH TO FOREIGNERS

Cemre Bekir MAHMUTLAR
cemremahmutlar@gmail.com

Şenay MAHMUTLAR

Feyman APTULA

ABSTRACT

The main purpose of the study is to determine the coping strategies of teachers working in teaching Turkish as a foreigner language with the conflicts they encounter in the classroom and their attitudes towards these conflicts. The study covers the population consisting of teachers who teach Turkish as a foreigner language in the TRNC. The sample consists of 110 teachers who were actively involved in teaching Turkish to foreigner children in the TRNC in 2022. In the data collection process, a literature review and a questionnaire called "Classroom Conflict Resolution Attitude Scale" were used. This scale was developed by Duman (2023). The data were analyzed using SPSS 28 software and various statistical methods, especially Anova and t-test, were used to determine the differences between groups. According to the results of the study, gender did not have a statistically significant effect on teachers' conflict resolution attitudes. Again, no significant change was found in conflict resolution attitudes of teachers according to the levels they worked and their experience levels. However, when analyzed according to working experience, significant differences were found in the dimension of compliance attitude, and it was seen that the compliance attitudes of teachers with 6-10 years of experience were more positive. These results suggest that intervention programs focusing on conflict resolution skills and attitudes of teachers involved in teaching Turkish to foreigners can be aimed at experienced teachers, especially in the compliance attitude dimension.

Keywords : Foreign language, Turkish, Conflict, Teacher.

1. INTRODUCTION

1.1. Problem Status

People come together and organize to meet their basic needs and reach a higher standard of living. This organization usually takes place to achieve a specific purpose, to achieve common goals or to provide mutual benefit. Human communities are organized to accomplish a specific task, share experiences, meet expectations, or fulfill a specific desire. These organizations can emerge in different areas such as companies in the business world, associations in the social sphere, and public institutions in the state system. Each organization tries to maintain its existence by responding to the expectations and needs of its members. In this process, a common culture can be formed within the organization, tasks can be determined, a leadership structure can be established, and these factors determine the effectiveness of the organization (Değirmenci, 2023).

The issue of conflict is a phenomenon that has attracted the attention of many authors and has been examined in different contexts. As noted by Kapıcı and Radward (2016), conflict is considered a natural part of social, economic, educational and daily life. However, they emphasized that conflicts are more evident, especially in areas where human relations are intense and complex, such as educational organizations. It has been stated that conflicts arising in educational organizations are of special importance. Since schools play an important role in shaping the essence and future of society, how conflicts are managed in these areas is of great importance. Literature in the field of educational administration emphasizes that the concept of conflict has an important place in this context and that effective strategies should be developed in the management of these conflicts (Yinal, Lesinger & Şahoğlu, 2019).

Effective management of conflicts encountered in educational organizations requires the joint efforts of administration, teachers, parents and other education professionals. Especially the way teachers, who are in active and one-to-one relationships with students in the classroom, apply their knowledge and strategies on conflict management is of great importance for the continuity of the organization. The way teachers resolve conflict can positively affect students' classroom engagement and academic success (Saylık et al., 2023). As stated by Bilgir (2018), in order for educational institutions to continue providing education in a healthy way, the methods used must provide effective solutions to conflicts. It is the responsibility of the teacher to effectively manage the relationships between all components in the classroom. Therefore, teachers' perceptions and attitudes towards conflict resolution are of great importance.

Managing relationships within the classroom requires the teacher's leadership skills and empathy skills. Teachers play an important role in turning conflicts into opportunities and setting a positive example for students. Collaboration and communication between all stakeholders in educational organizations is a critical factor in preventing and effectively resolving conflicts. In this context, increasing educators' knowledge on conflict

management and developing effective strategies will positively affect the success of students and the health of the learning environment (Kara et al., 2024).

Teachers' conflict resolution attitudes have a great impact in classes where Turkish is taught as a foreign language. Especially students who are new to Turkish and Turkish culture approach their teachers' behaviors and conflict resolution approaches with special sensitivity (Gülden & Demirel, 2023). This plays an important role in students' perception of Turkish language and culture. Younger students focus more on their teachers' conflict resolution attitudes in line with the respect they feel for teachers and the mission they attribute to the teacher. Therefore, it is even more critical for Turkish teachers to have effective conflict resolution strategies in these classes. Establishing a healthy teacher-student relationship is important for students to feel comfortable in the classroom and to participate positively in the process of learning the Turkish language. Teachers should focus on resolving conflicts constructively in order to positively affect the classroom atmosphere and increase language learning motivation (Sallabaş, 2023). In this context, recognition of teachers' conflict resolution attitudes in the literature can help educators learn more about this issue and develop effective strategies. It should not be forgotten that these attitudes have an important role in positively affecting student-teacher relationships, the development of classroom culture, and the success of students in the Turkish learning process.

1.2. Purpose of the research

The main purpose of the research is to determine the strategies of teachers working in teaching Turkish as a foreign language to cope with conflicts encountered in the classroom and their attitudes towards these conflicts. In this context, the main question of the research is "What are the classroom conflict resolution attitudes of teachers working in teaching Turkish as a foreign language?" It was determined as . The focus of the research is how conflicts that arise in the classroom in Turkish teaching are handled and resolved. Teachers' approach to these conflicts, the strategies and attitudes used, can have a significant impact on student-teacher relationships . Therefore, teachers' conflict resolution skills and their attitudes in this context may affect the effectiveness in the language learning process. The research aims to contribute to the development of educators' skills and strategies in this field by creating an understanding of Turkish teachers' conflict resolution attitudes. In this context, the findings can make an important contribution to developing recommendations for policies and practices in teacher education and language teaching.

1.3. Hypotheses

1. H0: There is a significant difference in teachers' attitudes towards resolving classroom conflict according to gender.

H1: There is no significant difference in teachers' attitudes towards resolving classroom conflict according to gender.

2. H0: There is a significant difference in teachers' attitudes towards resolving classroom conflict according to the faculty they graduated from.

H1: There is no significant difference in teachers' attitudes towards resolving classroom conflict according to the faculty they graduated from.

3. H0: There is a significant difference in teachers' attitudes towards classroom conflict depending on the level they work at.

H1: There is no significant difference in teachers' attitudes towards classroom conflict according to the level they work at.

4. H0: There is a significant difference in teachers' attitudes towards classroom conflict according to their working experience.

H1: There is no significant difference in teachers' attitudes towards classroom conflict according to their working experience.

1.4. Importance of Research

Controlled management of conflict in educational organizations is of critical importance, especially for the effectiveness of schools and classrooms. In order to avoid the destructive effects of conflict and achieve positive results, educators must be competent in conflict management. Considering the scarcity of studies on classroom conflict in teaching Turkish as a foreign language, the importance of research in this field becomes evident. The research stands out in terms of improving teachers' skills in managing conflict effectively, and it can make a significant contribution to filling the knowledge gap in this field. It is thought that the results to be obtained will be a valuable resource to understand the impact on conflict management in multicultural classrooms where Turkish is taught as a foreign language. It should not be forgotten that conflicts in classrooms can affect student-teacher relationships, trigger undesirable behaviors and lead to a negative classroom atmosphere. Therefore, it is important that the data obtained will guide teachers on conflict resolution and raise awareness. The research results can contribute to the professional development of educators by providing information about teachers'

attitudes towards conflict resolution in foreign language teaching. In this way, more effective strategies can be developed to create a positive learning environment in the classroom and increase student success.

1.5. Definitions

Conflict: It refers to disagreements that arise between two or more parties due to different interests, needs, opinions or goals (Bayraktar, 2023).

Conflict management: A process that aims to resolve or reduce conflict by effectively addressing disagreements, tensions, or differences between two or more parties (Eyri et al., 2023).

Foreign language: The language that is widely spoken in a country or region and is generally linked to the cultural identity of that community is called the first language or mother tongue for that community (Zileli, 2023).

2. THEORETICAL FRAMEWORK

2.1. Concept of Conflict

As social beings, people have the need to constantly communicate with each other, help each other and live in communities. However, in this constant interaction, disagreements, miscommunications and problems are inevitable. These situations are usually explained with the concept of "conflict". Conflict refers to the disagreements and problems that individuals or communities encounter when living together. In order to understand the concept of conflict correctly, to resolve the conflict constructively and to remove negative thoughts from this concept, it is important to first make a correct definition of conflict (Saylık et al., 2023).

Conflict is an inevitable fact of social life. Differences between individuals, beliefs, values, cultures, past experiences and differences in perception can naturally cause disagreements and conflicts. The educational environment stands out as an area where conflicts arising from this diversity frequently occur. It is quite natural for conflicts to arise in schools where individuals from different cultures, with various value judgments, with different interests and abilities, and from various socio-economic environments come together (Bayraktar, 2023).

Conflicts in the educational environment often occur between students, student-teacher relationships, or between teachers. These conflicts can arise from factors such as cultural diversity, communication deficiencies, and different learning styles and expectations. Therefore, it is important for educators and administrators to have conflict management skills, resolve conflicts in a positive way, and create a healthy communication culture in the educational environment. Dealing with conflict in education, understanding differences, and seeing diversity as richness can help students and educators come together in a more positive learning environment. In this context, the development and implementation of conflict management strategies in education contributes to the creation of a more effective and sustainable learning environment (Aksoy et al., 2024).

It is an inevitable necessity for individuals working in educational organizations to work together effectively. Teachers, especially those who communicate one-on-one with students, play an important role in this process, and their duties and responsibilities increase in this context. Educators' efforts to turn conflicts in a positive direction can produce positive results for the benefit of students. Conflict has the potential to motivate students and increase their interest in lessons in a controlled manner. Students can improve their problem-solving skills by learning to think solution-oriented during conflict processes. At the same time, structuring and constructively managing conflicts can provide students with empathy, collaboration and communication skills. Teachers can teach students problem-solving and communication skills by turning conflict situations into a learning opportunity. While this process contributes to the social and emotional development of students, it can also help maintain a positive atmosphere in the educational environment (Özçakal and Demirhan, 2023).

2.2. Conflict Management

Organizations can implement a number of strategies in conflict management. Research in the literature shows that different researchers adopt various strategies and may use different combinations of these strategies. Although individuals generally tend to one or several strategies, they can also use other strategies depending on the situation and conditions (Sevimli and Sezen-Gültekin, 2023). In this study, the five-fold classification used by many researchers such as Thomas (cited by Başaran, 1998) and Rahim (cited by Karip, 2010) will be discussed. In this classification, conflict management strategies are divided into five groups: cooperation, compliance-obeying, compromise, domination-dominance and avoidance.

- Collaboration : This strategy emphasizes the common interests and goals of the conflicting parties . The parties work together and try to find common solutions.
- Compliance-Obey (Compliance Way): In this strategy, one party obeys and obeys the other. There is a strong authority relationship and a unilateral effort is made to resolve the conflict.
- Compromise (Path to Compromise): The compromise strategy is based on meeting at a common point with mutual concessions between the parties. Both sides make some compromise.

- Domination-Dominance (Domination Way): In this strategy, one party dominates the other and resolves the conflict in line with its own interests. It involves an approach focused on the use of power and domination.
- Avoidance: This strategy aims to avoid conflict rather than eliminating it completely. Parties ignore the problem or avoid conflict.

This five-fold classification provides a framework for understanding and implementing conflict management strategies. Each strategy may be appropriate to particular situations and circumstances and may vary depending on the nature of the conflict.

2.3. Teaching Turkish to Foreigners

When we look at the history of teaching Turkish as a foreign language in Turkey, we see that important studies in this field began in universities after 1950. In the following years, Turkish education was provided to foreign students through state-supported projects. For example, since 1991, young people from the Turkish world have been brought to Turkey for high school, university, master's and doctoral education. The main purpose of this project is to strengthen ties with compatriots and teach Turkish by introducing Turkish culture (Hamarathl , 2023). These types of projects aim not only to increase language skills but also to convey Turkish culture and history to students. By learning the Turkish language, foreign students gain not only communication skills but also an experience in understanding the values and culture of the Turkish society. These efforts contribute to the greater recognition of Turkish internationally and the spread of Turkish culture. At the same time, it also provides the basis for increasing intercultural interaction and understanding through students from different countries. This emphasizes the importance of cultural diversity and understanding by giving both students and Turkish teachers an international perspective (Çetin and Çevik, 2023).

The importance in this field has increased in recent years. Turkish TV series attracting great attention internationally, political developments, Turkey's promotions and successes in various fields have increased the interest of foreign people in Turkish . As a result of this increasing interest, various institutions and initiatives have become operational for teaching Turkish. In Turkey, teaching Turkish as a foreign language is generally carried out in TÖMER (Turkish Teaching Centers) affiliated with universities . Apart from universities, courses organized by the Presidency for Turks Abroad and Related Communities and other institutions also contribute to Turkish teaching. Abroad, Turkish is taught through institutions such as Yunus Emre Institute, Turkish teaching courses affiliated with embassies, Turcology centers affiliated with universities, Turkish culture centers and the Maarif Foundation. Turkish teaching carried out on these various platforms contributes to the greater recognition of the Turkish language and culture at the international level (Doğan and Demirel, 2023).

2.4. Conflict in Teaching Turkish to Foreigners

Conflict in teaching Turkish to foreigners refers to the disagreements and difficulties that may arise during the language teaching process with students from different cultures. This situation may arise between language teachers, students and educational institutions for various reasons. Conflict management in the classroom environment emerges as an important element of the educational process. Conflicts may be inevitable in classes where students with different characteristics coexist. In this case, teachers need to take an active role in conflict management (Tekşan and Kaynak, 2023).

Student-teacher interaction in classrooms, which are the basic units of schools, may bring about conflicts depending on various factors, especially different genders, family structures and interest expectations. Teachers should use conflict management effectively as classroom leaders. It is important to understand that conflicts should not be eliminated completely, but managed constructively. This approach positively affects the classroom atmosphere and makes lessons more productive (Sallabaş, 2023). It is important for teachers to use communication and solution-oriented strategies in conflict management instead of violence and pressure in order to maintain student trust. Negative conflict management can reduce students' interest in the lesson and harm classroom order. Therefore, teachers' evaluation of conflicts positively, understanding students, and adopting solution-oriented approaches will positively affect the classroom atmosphere (Kınay and Durmuş, 2023).

Classroom environments with foreign children bring together different cultures and characteristics. A democratic environment in the classroom provides students with the opportunity to participate in decision-making processes and respect different opinions. This approach supports students to understand each other and find common ground. In a democratic classroom environment, students make decisions together and implement these decisions together (Çetin and Çevik, 2023). They approach each other's different ideas and opinions in a tolerant manner and come to a common point. This gives students a sense of responsibility and promotes an understanding of education based on democratic values. However, if a democratic classroom order is not established or students do not embrace differences, serious conflicts may occur. In this case, it is important that teachers have sufficient skills to create a democratic classroom order. Teachers should create a plan taking into account the needs and expectations of students and take care to manage diversity in the classroom. This approach will increase the quality of education and create a positive learning environment among students (Delen and Toyran , 2023).

3. METHOD

3.1. Research Model

This research uses a screening model that aims to determine teacher attitudes towards classroom conflicts in teaching Turkish as a foreign language. The screening model is a research model that aims to detect a situation that existed in the past or present. This model does not change the current situation while examining it; It aims to describe the existing situation, event, individual, group or object without changing it. The focus of the research was determined to determine and understand the existing situation. In this context, a literature review was conducted and books, theses and articles in the field were scanned. Then, data was collected using the scanning model. This research model aims to understand and describe teacher attitudes towards conflict situations in teaching Turkish as a foreign language.

3.2. Population and Sample

The study population of the research consists of teachers teaching Turkish as a foreign language in TRNC. These teachers work in different institutions and organizations. The sample of the research consists of 110 teachers actively working in teaching Turkish to foreign children in TRNC in 2022 . These teachers work in Turkish language classes in various institutions and organizations.

Table 1. Demographics of Teachers Features

		N	%
Gender	Woman	89	80.9
	Male	21	19.1
Kadem	primary school	82	74.5
	Middle school	23	20.9
	High school	5	4.5
Study Year	1-5 year	18	16.4
	6-10 year	77	70.0
	11 and above	15	13.6
Graduate owned faculty	Turkish teaching	35	31.8
	Class teaching	52	47.3
	Literature teaching	6	5.5
	Turkish Language And literature Department	10	9.1
	Other	7	6.4

89When the gender distribution among the participants of this study was examined, 80.9% of the participants were determined to be female and 19.1% were male. When the distribution according to the level they work in is examined, 74.5% of the teachers work in primary school, 20.9% in secondary school and 4.5% in high school. When evaluated on the basis of working years, 16.4% of the participants have 1-5 years of experience, 70.0% have 6-10 years of experience, and 13.6% have 11 or more years of experience. When we look at the faculties they graduated from, 31.8% of the participants are Turkish Language Teaching, 47.3% are Classroom Teaching, 5.5% are Literature Teaching, 9.1% are Turkish Language and Literature Department, 6.4% are Department of Turkish Language and Literature. ü graduated from other fields.

3.3. Data collection tool

Two basic methods were used to collect data within the scope of the research: literature review and survey application. The literature review was carried out in order to create a theoretical framework by examining existing research, books and articles on the research topic. The survey application consists of two main parts: a personal information form and a scale to evaluate teachers' classroom conflict resolution attitudes. The personal information form was used to collect information about the demographic characteristics of the participants. The scale to measure teachers' classroom conflict resolution attitudes was designed to answer the main research questions. This scale includes the answers teachers give on the scale to understand how they handle conflict situations.

"Classroom Conflict Resolution Attitude Scale," used within the scope of the research, was used to determine the classroom conflict resolution attitudes of teachers in Turkish teaching, developed by Duman (2023). The scale was created by the researcher as a result of literature review and examination of similar scales. The items of the scale were created and arranged by taking expert opinions as well as previous studies. The scale contains 33 items, and these items are evaluated in five different subscales: collaborative, dominating, avoiding, complying and compromising strategies. Each item contains suggestions for determining teachers' conflict resolution

attitudes. Participants were asked to evaluate each item on a five-point rating scale: "strongly disagree," "disagree," "undecided," "agree," and "strongly agree." As a result of the analyzes conducted for the validity and reliability of the scale, an item pool of 77 items was created and the internal validity of the scale was ensured. Additionally, as a result of the factor analysis, it was deemed appropriate to remove 5 items out of 33 items and the remaining 28 items were considered valid. The analyzes performed during this process reveal that the scale is a reliable and valid tool. The reliability of the scales was evaluated with Cronbach's α coefficients. Cronbach's α coefficient for the Collaborative Attitude scale was found to be 0.955, indicating that the scale has high reliability. The reliability coefficients for other attitudes are as follows, respectively: Domination Attitude ($\alpha = 0.609$), Avoidance Attitude ($\alpha = 0.795$), Compliance Attitude ($\alpha = 0.642$), Compromise Attitude ($\alpha = 0.855$).

3.4. Analysis of Data

The data were analyzed using SPSS 28. Program. Statistical analyzes were performed using ANOVA and t-test to determine differences between groups. These analyzes were used to find answers to the research's main questions and understand the key findings. The results obtained were presented in tables and comments were added under the analyses.

4. FINDINGS

In accordance with the purpose of the research, the conflict resolution attitudes of teachers working in teaching Turkish as a foreign language were examined according to gender, branch, years in the profession and level.

Table 2. Teachers' Attitudes to Resolving Classroom Conflict by Gender

	Gender	Cover.	SS	t	p
İşBirTop	Woman	29,114	5,807	1,468	0.142
	Male	27,247	8,891		
HükTop	Woman	9,823	3,378	-1.274	0.216
	Male	9,661	3,831		
How Many Balls	Woman	9,119	3,641	-2,346	0.010
	Male	10,257	5,285		
Don't Fit Top	Woman	10,297	3,189	-0.642	0.518
	Male	9,495	3,522		
MisfitBall	Woman	17,172	4,099	0.784	0.411
	Male	16,252	6,092		

In the collaborative attitude evaluation, the average of female teachers is 29.114, while the average of male teachers is 27.247. In this case, there was no significant difference in cooperative attitude between gender ($t = 1.468$, $p = 0.142$). In the dominance attitude analysis, the average score of female teachers is 9.823, while the average score of male teachers is 9.661. There was no significant difference in domination attitude between genders ($t = -1.274$, $p = 0.216$). In the evaluation of avoidance attitude, the average score of female teachers is 9.119, while the average score of male teachers is 10.257. A significant difference was detected in avoidance attitudes between genders ($t = -2.346$, $p = 0.010$). When the compliance attitude is examined, the average of female teachers is 10.297 and that of male teachers is 9.495. There was no significant difference in conformity attitudes between genders ($t = -0.642$, $p = 0.518$). In the consensus attitude analysis, the average of female teachers is 17.172, while that of male teachers is 16.252. There was no significant difference in compromise attitude between genders ($t = 0.784$, $p = 0.411$).

Table 3. Evaluation of Teachers' Attitudes Towards Resolving Classroom Conflict According to the Faculty They Graduated From

		squares ball	squares cover.	F	p
İşBirTop	Intergroup	87,315	43,607	1,001	0.269
	Intragroups	9626,324	43,513		
HükTop	Intergroup	10,647	5,473	0.358	0.533
	Intragroups	2581,707	11,628		
How Many Balls	Intergroup	10,716	5,308	0.214	0.631
	Intragroups	3814,013	17,108		
Don't Fit Top	Intergroup	11,, 888	6,394	0.477	0.463
	Intragroups	2511,488			
MisfitBall	Intergroup	37,642	19,271	0.803	0.407
	Intragroups	4727,872	21,343		

According to the analysis results, no significant difference was detected between groups in multiple group comparisons examining the effect of gender on conflict resolution attitudes. In the multi-group comparison for collaborative attitude, the difference between the groups was not significant ($F = 1.001$, $p = 0.269$). This shows that gender is not a determining factor on cooperative attitude. In the assessment of domination attitude, no significant difference was found between the groups ($F = 0.358$, $p = 0.533$). This shows that gender does not have a statistically significant effect on dominance attitude. In the avoidance attitude analysis, no significant difference was found between the groups ($F = 0.214$, $p = 0.631$). Whether gender is a determining factor on avoidance attitude has not been statistically supported. In the evaluation of compliance attitude, no significant difference was detected between the groups ($F = 0.477$, $p = 0.463$). This shows that gender does not have a significant effect on conformity attitude. In the multiple group comparison made for compromise attitude, it was seen that the difference between the groups was not significant ($F = 0.803$, $p = 0.407$). This shows that gender is not a determining factor on compromise attitude.

Table 4. Evaluation of Teachers' Attitudes Towards Resolving Classroom Conflict According to the Level They Work in

		squares ball	squares cover.	F	p
İşBirTop	Intergroup	113,197	56,249	1,214	0.171
	Intragroups	9621,442	42,391		
HükTop	Intergroup	18,625	8,962	0.744	0.331
	Intragroups	2571,729	10,587		
How Many Balls	Intergroup	17,266	8,073	0.429	0.490
	Intragroups	3695,573	16,275		
Don't FitTop	Intergroup	12,477	6,788	0.405	0.504
	Intragroups	2510,488			

MisfitBall	Intergroup	54,241	26,770	1,395	0.176
	Intragroups	4767,614			

According to the analysis, no significant difference was found between the groups in evaluating teachers' attitudes towards resolving classroom conflict according to the level they work at. In the evaluation of collaborative attitudes, no significant difference could be detected between teachers working at different levels ($F = 1.214$, $p = 0.171$). This shows that there is no significant change in teachers' collaborative attitudes, regardless of the levels they work in. In the analysis of domination attitude, no significant difference was found according to the levels at which teachers worked ($F = 0.744$, $p = 0.331$). This shows that teachers' attitudes towards domination do not change depending on their level. In the evaluation of avoidance attitudes, no significant difference was detected between teachers working at different levels ($F = 0.429$, $p = 0.490$). This result shows that teachers' avoidance attitudes do not change significantly depending on the level they work at. In the evaluation made for compliance attitude, no significant difference was found according to the levels at which teachers worked ($F = 0.405$, $p = 0.504$). This shows that teachers' compliance attitudes do not show a significant change according to their levels. In the analysis of compromise attitudes, no significant difference was found between teachers working at different levels ($F = 1.395$, $p = 0.176$). This result shows that teachers' compromise attitudes do not change significantly depending on the level they work at.

Table 5. Evaluation of Teachers' Attitudes Towards Resolving Classroom Conflict According to Working Experience

		squares ball	squares cover.	F	p
İşBirTop	Intergroup	106,313	53,606	1,134	0.193
	Intragroups	9618,427	43,422		
HükTop	Intergroup	49,854	24,827	2,258	0.128
	Intragroups	2552,699	10,542		
How Many Balls	ManyIntergroup	1,959	0.880	0.047	0.845
	Intragroups	382,780	17,348		
Don't FitTop	Intergroup	67,103	34,105	3,013	0.030
	Intragroups	2402,288			6-10 years > 11 and above
MisfitBall	Intergroup	8,423	4,362	0.187	0.822
	Intragroups	4669,254	20,570		

In the evaluation of collaborative attitude, no significant difference was found according to teachers' working experience ($F = 1.134$, $p = 0.193$). This shows that there is no significant change in teachers' collaborative attitudes, considering their working experience. In the analysis of domination attitude, a significant difference was detected according to teachers' working experience ($F = 2.258$, $p = 0.128$). This result shows that teachers' dominance attitudes vary significantly depending on their working experiences. In the evaluation of avoidance attitude, no significant difference was detected according to teachers' working experience ($F = 0.047$, $p = 0.845$). This shows that teachers' avoidance attitudes do not change significantly depending on their working experiences. In the evaluation made for compliance attitude, a significant difference was found according to teachers' working experience ($F = 3.013$, $p = 0.030$). This result reveals that teachers' compliance attitudes vary according to their working experiences. As a result of the grouping, it was determined that there was a significant difference especially between teachers with 6-10 years of experience and those with 11 years and more experience. It can be said that teachers with 6-10 years of experience have an attitude towards resolving conflicts in a more harmonious way, are more experienced in this regard and can develop more effective

strategies. In the analysis of consensus attitude, no significant difference was found according to teachers' working experience ($F = 0.187$, $p = 0.822$). This shows that teachers' consensus attitudes do not change significantly depending on their working experiences.

CONCLUSION AND RECOMMENDATIONS

In the analyzes where the effect of gender on teachers' classroom conflict in teaching Turkish to foreigners was evaluated, no significant difference was found between gender in five sub-dimensions: cooperative attitude, domination attitude, avoidance attitude, compliance attitude and compromise attitude. These results show that gender does not have a statistically significant effect on teachers' conflict resolution attitudes. When teachers' conflict resolution attitudes were evaluated according to the level they worked in, no significant difference was found between the levels in the dimensions of cooperative attitude, domination attitude, avoidance attitude, compliance attitude and compromise attitude. This shows that there is no significant change in teachers' conflict resolution attitudes according to the levels they work at. In the analyzes made according to working experience, significant differences were detected in five sub-dimensions: collaborative attitude, domination attitude, avoidance attitude, compliance attitude and compromise attitude. These results show that teachers' working experiences are decisive on their conflict resolution attitudes, especially in the compliance attitude dimension. It has been observed that teachers with 6-10 years of experience exhibit a more positive approach, especially in compliance attitudes.

As a result, analyzes on whether demographic factors such as gender and working experience have an impact on teachers' conflict resolution attitudes have revealed differences in various dimensions. However, it can be said that these differences do not have a decisive effect on conflict resolution attitudes in general, and teachers mostly share similar attitudes. The following suggestions can be made regarding classroom conflict management in teaching Turkish to foreigners, based on the findings of this study:

- Conflict resolution training programs should be organized for teachers working in teaching Turkish to foreigners. These programs can be designed to provide teachers with conflict resolution skills and support in understanding and managing different attitudes.
- Teachers can be taught strategies to encourage cooperation among students and create a positive environment in the classroom. Collaborative attitude has positive effects on conflict resolution processes.
- Teachers should be aware that dominating and avoidant attitudes can have negative effects on student relationships. Educational contents that guide teachers can be developed to manage these attitudes and produce alternative solutions.
- Strategies for improving compliance and non-compliance attitudes should be recommended to teachers. Harmonious attitudes can contribute to the establishment of healthier relationships in the classroom.
- Taking into account the findings regarding working experience, support programs for experienced teachers can be created. These programs can help experienced teachers make their classroom interactions more effective by introducing them to innovative conflict resolution strategies.
- Training methods that include applied studies and role plays can be applied to teachers in order to strengthen conflict resolution skills. Such interactive methods can give teachers practical experience.
- Teachers should be encouraged to participate in professional development programs to continuously improve their conflict resolution skills. Such programs can allow teachers to keep up with current approaches.

These suggestions can provide a basis for strengthening classroom conflict management of teachers teaching Turkish to foreigners.

REFERENCES

- Aksoy, Ş., Yüksel, B., Bozdoğan, N., & Yolcu, V. (2024). Yönetici ve Öğretmen Çatışma Yönetim Sürecinin İncelenmesi: Nitel Bir Araştırma. *International Journal of Original Educational Research*, 2(1), 137-147.
- Bayraktar, G. (2023). İlkokullardaki Müdürlerin Çatışmayı Yönetmede Kullandıkları Çatışma Yönetme Stratejilerine Yönelik Öğretmen Görüşlerinin İncelenmesi. *Edebiyat Dilbilim Eğitim ve Bilimsel Araştırmalar Dergisi*, 2(1), 159-171.
- Bilgic, D. (2008). İlkokullarda Öğretmen-Yönetici Çatışmaları ve Çözüm Yöntemleri. İstanbul Kültür Üniversitesi, Sosyal Bilimler Enstitüsü, İstanbul.
- Çetin, N., & Çevik, Ö. M. (2023). Yabancılara Türkçe Öğretimi Materyallerinde Alanında Ön Plana Çıkmış Kişilere Yer Verilmesi Üzerine Bir İnceleme. *Sakarya Dil Dergisi*, 1(1), 46-56.
- Değirmenci, S. (2023). Örgütlenme Modeli Olarak Kadın Kooperatifleri: Patriyarkal Kapitalizmde Başarı Kriterlerinin Eleştirisi. *Fe Dergi*, 15(1), 210-231.
- Delen, M., & Toyran, M. (2023). Tokat Türküleriindeki Deyimlerin Yabancılara Türkçe Öğretiminde Kullanımı. *Aydın Tömer Dil Dergisi*, 8(2), 171-189.
- Doğan, S., & Demirel, M. V. (2023). Yabancı Dil Olarak Türkçe Öğretimi Sertifika Programına İlişkin Kursiyer Görüşleri: Bozok TÖMER Örneği. *Türkiye Eğitim Dergisi*, 8(1), 120-132.
- Eyri, O., Güngör, E., & Eyri, Z. Z. (2023). Okullarda Yaşanan Çatışmalarda Yöneticilerin Kullandıkları Çatışma Yönetimi Stratejileri Üzerine Bir İnceleme. *Uluslararası Eğitime Özgün Bakış Dergisi*, 1(1), 44-59.
- Güliden, B., & Demirel, O. (2023). Öğreticilere Göre Yabancı Dil Olarak Türkçe Öğretiminde Kültürün Yeri Ve İşlevleri. *International Journal of Language Academy*, 11(2).
- Hamaratlı, E. (2023). Yabancılara Türkçe Öğretimi Ders Kitaplarındaki Tartışmacı Metinlerin İncelenmesi (YEE B2-C1 Ders Kitabı Örneği). *Sakarya Dil Dergisi*, 1(1), 57-72.
- Kapıcı, S. & Radward, S. (2016). Eğitim Örgütlerinde Çatışma ve Çatışma Yönetimi Üzerine Bir Araştırma: İzmir Balçova Örneği. *Eğitim Fakültesi Dergisi*, 2(3), 55-79.
- Kara, A., Türkmen, Y. E., Kapıcı, M., Yıldız, R., Taşpınar, Ç., & SEYREK, M. (2024). Sınıf Yönetimi: Bir Literatür Taraması. *Premium e-Journal of Social Science (PEJOSS)*, 8(38), 53-64.
- Kınay, D. E., & Durmuş, M. (2023). Yabancı/İkinci Dil Olarak Türkçe Öğretimi Kitaplarında Kültürlerarası Duyarlılık Görünümü: Yeni İstanbul Uluslararası Öğrenciler İçin Türkçe Ve Yedi İklim Türkçe Örneği. *Çukurova Üniversitesi Türkoloji Araştırmaları Dergisi*, 8(2), 847-873.
- Özçakal, S., & Demirhan, G. (2023). Eğitim Kurumlarında Çatışma Yönetimi, Örgütsel Sessizlik ve Örgütsel Vatandaşlık Davranışı 1. *Third Sector Social Economic Review*, 58(3), 2361-2378.
- Sallabaş, F. (2023). Yabancı Dil Olarak Türkçe Öğretimi Ders Kitaplarındaki Okuma Metinlerine Ait Soruların İncelenmesi. *İnönü Üniversitesi Eğitim Fakültesi Dergisi*, 24(1), 449-469.
- Saylık, T., Karatopçu, C., Mengeş, S., & Kazancı, H. (2023). Eğitim kurumlarında yöneticilerin çatışma çözme stratejilerine yönelik tutumlar: Okul müdürleri örneği. *Ulusal Eğitim Dergisi*, 3(4), 683-692.
- Sevimli, A., & Sezen-Gültekin, G. (2023). Okul Müdürlerinin Okullarında Yaşanan Sendikal Çatışmalara İlişkin Görüşleri ve Çatışma Yönetimi Stratejileri. *Uluslararası Eğitime Özgün Bakış Dergisi*, 1(2), 237-264.
- Tekşan, K., & Kaynak, S. (2023). Yabancılara Türkçe Öğretimi Ders Kitaplarının Metin Türleriyle Metin Altı Sorular Açısından İncelenmesi. *Ordu Üniversitesi Sosyal Bilimler Enstitüsü Sosyal Bilimler Araştırmaları Dergisi*, 13(3), 3271-3298.
- Zileli, E. N. (2023). Yabancı dil olarak türkçe öğreniminde ChatGPT örneği. *Uluslararası Karamanoğlu Mehmetbey Eğitim Araştırmaları Dergisi*, 5(1), 42-51.
- Yinal, A., Lesinger, F. Y., & Şahoğlu, G. P. (2019). Sınıf Öğretmeni Adaylarının Velilerle İletişim Kurma Yöntemlerinin Kullanımının Gerçekleştirilmesi. *Folklor/Edebiyat*, (97-1), 256.

TEACHERS' PERSPECTIVES ON TECHNOLOGY USE AT THE CIU ENGLISH PREPARATORY SCHOOL: A QUALITATIVE STUDY

Bahaa ALARAMEEN
bahaaar221114@gmail.com

ABSTRACT

This study aims to examine the perspectives of teachers on the use of technology at the English Preparatory School at Cyprus International University (CIU). Six teachers from CIU's English Preparatory School were interviewed. The data were obtained through qualitative research, and thematic analysis method was used to analyze the teachers' perspectives. The findings revealed that the participants generally hold a positive perspective towards integrating technology tools in their classrooms. The teachers mentioned some challenges and technical issues they face, such as the slowness of some tech devices and problems with the speed of the internet. They also mentioned things that could be improved. Regarding AI tools, the teachers said that it is possible to integrate AI tools into the teaching and learning process, with some limitations that do not give direct answers to the students. Additionally, this study discussed the role of robots in education, and the findings showed that the majority of the English Preparatory School teachers believe that robots will not take over their jobs in the future.

Keywords: Technology Integration, Teacher Perspectives, AI Tools in Education, Robotics in Education, Future of Education.

INTRODUCTION

Technology is becoming a critical element of teaching and learning in today's quickly changing educational environment. In spite of the fact that there is a general agreement about the advantages of technology in education, more research is still needed to explore how teachers perceive it and employ it in the classroom. This qualitative study explores the perspectives of teachers at the English Preparatory School at Cyprus International University (CIU) regarding their experiences with integrating technology in their classrooms.

When it comes to technology integration in the classroom, there are advantages and disadvantages that need to be carefully examined. Technology can improve student engagement and learning outcomes, but it's also important to take into account the risks of screen time, distraction, and the possible effects of integrating technology on students' attitudes and motivation for learning (Azad, 2023). Thus, varied learning styles exist among students, making it important to recognize that what works well for one student may not be suitable for another. While highly technological methods may prove advantageous for certain students, they may not be as effective for others (Khodabandelou et al., 2016).

Technology encourages students to participate more effectively and reduces student shyness. In this light, when compared to printed text, digital technologies have the ability to decrease differences in student participation both at home and in the classroom (Rizk & Davies, 2021). However, the excessive use of technology tools in the classroom may lead to prolonged sitting and a lack of physical activity. Moreover, prolonged exposure to screens can lead to health issues such as eye strain, difficulty in sleep, and headaches, which can impact students' mental and physical health (Raave et al., 2022). Thus, it is important to have a balance between education and technology so that they do not harm each other (Contreras et al., 2022).

In general, it can be said that the benefits of technology appear to exceed the drawbacks. The COVID-19 pandemic forced a change in the style of teaching from face-to-face to online. The development of modern technology clearly affects education and teaching methods. Today, in the era of robots and artificial intelligence technologies such as the Generative Pre-trained Transformer (GPT) and the vast services they provide, it has become necessary for teachers to integrate these modern technology tools into their teaching methods for students. As a result of the wide range of applications that large language models such as the Generative Pre-trained Transformer (GPT) offer, their implementation in education has been suggested as an area of potential interest. The use of these models may offer opportunities to enhance teaching and learning for people at all educational levels and professional development. These models offer a unique opportunity to provide successful and customized learning experiences because each individual has unique requirements, abilities, and preferences for learning. (Kasneci et al., 2023).

In today's classrooms, teachers use various new tools of technology to make English learning more effective and exciting. One of the most used tools are the smart boards. These smart boards allow teachers to use electronic books, project slides, play videos and audio records, browse webpages, and many more things. Other tools, such as computers, tablets, and Video calls, which enable to see and communicate with teachers and students. Today, the use of robots and Artificial Intelligence (AI) tools has become popular. Robots and AI tools integration have revolutionized the education process. Moreover, some believe that in the near future, there will be no need for

teachers at all, as robots and AI tools may replace the role of teachers.

CIU English Preparatory School Background

The English Preparatory School has existed since the founding of Cyprus International University (CIU) in 1997. The English Preparatory School is part of The School of Foreign Languages (SFL) at CIU. This school has students from different regions and nationalities, such as Turkey, Iran, Tajikistan, Afghanistan, Pakistan, Arab countries, some African countries, and other regions around the world. Approximately 500 students enroll in The English Preparatory School each year, suggesting a multicultural and international environment within CIU. The English Preparatory School has over 40 teachers, both males and females, holding diverse qualifications ranging from Bachelor's (BA), Master's (MA), and Doctorate (PhD) degrees. The English Preparatory School building has more than 20 classrooms, each with a smart board connected to the internet. The teachers use these boards to teach from the virtual textbooks, browse the internet, play records and videos, and create presentations.

The main goal of the English Preparatory School is to prepare students for the various English departments at CIU. At the beginning of each semester, students take the proficiency exam and are placed in the appropriate level based on their scores. The English Preparatory School has a range of different levels, from beginners to advanced. These courses are designed to help students improve the skills and knowledge necessary to use the English language effectively in academic and other environments. At the English Preparatory School, target language instruction is carefully planned, and the course levels are aligned with the Common European Framework of Reference (CEFR). The English Preparatory School has been accredited by Pearson Assured since January 2015.

Research Questions

This study aims to provide an answer to the question “What are the perspectives of English teachers at Cyprus International University's English preparatory school regarding the use of technology in the classroom?” In order to answer the research's main question, the following questions were developed:

- To what extent do CIU English preparatory school teachers embrace using technology tools in classroom?
- What challenges do the teachers at CIU English preparatory school face when using technology tools in the teaching process?
- What are the opinions of CIU English preparatory school teachers regarding the potential role of robots and artificial intelligence (AI) in the teaching process?

METHODOLOGY

This research uses qualitative analysis methodology to examine the perspectives of CIU English preparatory School teachers regarding the use of technology in the classroom, the challenges they face, and their views regarding the use of AI tools and robots in education. The study involved in-depth interviews with six teachers at CIU English preparatory school. The sample includes male and female teachers. The teachers' qualifications range from bachelors, masters, and PhDs. The study focused on the available technology resources that teachers use in the classroom.

Data Collection

The data were collected by answering the research questions. The interviews were semi-structured, and the participants were able to openly discuss their opinions and experiences. The interviews with CIU English preparatory school teachers were conducted at CIU English preparatory school during the working hours. Each teacher was interviewed individually, and the interviews lasted approximately 40 minutes. The researcher asked the teachers specific questions and wrote their down responds immediately.

Data Analysis

Qualitative data analysis was used in this study. According to Kaiser and Presmeg (2019), the qualitative data analysis can include written records, Twitter (X) tweets, YouTube comments, videos of teacher-student interactions in the classroom, transcripts of focus groups, or face-to-face interviews. In this study, the data were specifically derived from face-to-face interviews, and were then analyzed using the thematic analysis technique. Braun and Clarke (2006) point out that thematic analysis is a method of qualitative study for analyzing data that involves looking across a data collection to analyze, identify and report frequent patterns. The thematic analysis identified recurring themes and subthemes pertaining to the views of teachers on the use of technology. Each teacher was given a distinctive identifier to use in presenting the participant perspectives; the names were kept hidden to maintain their anonymity.

Validity and Reliability

For the internal validity of the questions used in this paper, the opinions of two academicians at Cyprus International University (CIU) were sought. The academicians examined the data of the study at each phase to ensure the reliability and validity of the study. To increase the quality of the research and the trustworthiness of the research findings, the given answers were not only reviewed by the researcher but also discussed with the two experts.

FINDINGS

Based on the study questions listed in the introduction of the research, research findings were given. The opinions of the teachers of the English preparatory school at Cyprus International University were individually presented. Based on the data collected from the interview questions, three themes emerged from the participants' views. These themes are discussed in this section.

Theme One: A positive perspective for the use of technology and many advantages

The views of all the teachers show a general positive perspective on the use of technology. All the teachers agree on the important role of technology in teaching in their classrooms at CIU. Moreover, the views emphasize that technology tools are something that cannot be irreplaceable. Two subthemes were emerged from this theme: “a general positive view for the use of technology” and “many outcomes of using technology.”. Two teachers said, I am so used to it that I cannot imagine going into a class without the use of a smart board or a projector. (T-1) I do not know how we used to teach without the use of technology tools. I used to carry hard books and write hundreds of words on the regular boards, and wait for the students to write. But now, thanks to smart boards, I do not have to worry about all of this (T-6).

Under the second sub-theme, 'many positive outcomes of using technology', teachers highlighted various benefits of incorporating technology into the teaching process. Here are some of their views:

I do not carry books or materials around when I go to my classes. Some of the tasks that took me hours to complete can now be done in less than 10 minutes. I also feel more relaxed because using technology can help me go back to my previous courses and use the activities that I used in my previous classes for other students in other schools, too! (T-1).

The students pay more attention when there is a smart board because they clearly see what I am talking about. For example, when we have matching or T/F activities everyone participates and wants to give the answer. With the smart board, my students feel like they are working as a class (T-3).

Technology tools are so great in the teaching process. I use the smart board in my class, and when the students do not understand something, it is easy for me to use the internet to help them or show them some pictures. For example, when I used the word "bear," some students did not know the meaning of it, so with one click, I showed them the picture of a "bear" on Google (T-4).

There are many good things with using technology tools: it is easier for me to show the answers; I do not have to write everything on the board; there is no need to carry the heavy books; I can access to my account anytime, anywhere; it is easier for me to prepare the lesson plans, and in most classes, I use YouTube to help my students in learning English (T-2).

Theme Two: Some challenges and things to be improved

Based on the findings, it can be observed that all the teachers faced some challenges with the smart board's performance. The teachers agree that the smart boards are a little slow, especially when they turn them on. Two teachers mentioned,

In the morning, when I start the smart board, we have to wait for ages. It takes at least 15 minutes to boot up. One class we had a listening activity, but the board was dead! It is really frustrating (T-2).

The smart board gets slow sometimes, and its sound is not balanced and comfortable for all the students (T-4).

In discussing internet speed, the teachers observed that the internet speed is slow. Two teachers mentioned,

In my opinion, there is a need to improve the speed of the internet; everything else is good. (T-3).

The speed of the internet must be improved, and I wish our institute could limit the access to Wi-Fi just to the educational platforms we use in the classroom because students want to use their phones to browse social media platforms (T-2).

Regarding the system being outdated, one teacher mentioned,

At CIU, it is usually the wear and tear since most of the equipment is either old, outdated, or in need of repairs (T-1).

The system used in all the smart boards is Windows 7! We are in 2024, and we still use this old operating system! The operating system has to be updated urgently (T-6).

One teacher mentioned other challenges. The teacher said,

Using technology can be challenging at times. Some of the main inconveniences that usually happen include the inability to access the internet in the classroom, the smart board freezing, lights going out, and the challenge of assigning homework using technology, which can be confusing and less engaging for students unfamiliar with the platform we use (T-5).

Theme Three: The Future of Artificial Intelligence (AI) and Robotics in Education

Based on the findings, two sub-themes emerged: the role of artificial intelligence (AI) platforms in the teaching process and the question of whether robots will replace teachers. Regarding the first sub-theme, all teachers agree that artificial intelligence (AI) platforms play an important role in teaching and learning and that there is a need to integrate AI tools into their classes. Teachers said,

These AI tools are helpful and we cannot avoid these advances in teaching. I think we can integrate AI tools into our classes by using specific methods that help students solve tasks but do not give them direct answers (T-4).

The alarm has probably already gone off, so I guess instead of take-home or assignment-based learning, we should shift to more cognitively demanding group activities where students must complete more oral or speaking-related tasks. (T-1).

With AI tools, students will be their own teachers. AI will take over the course books and other platforms we use nowadays, since it brings everything together in one place. AI will also be beneficial to students with specific needs. They will feel more included, and teachers will be able to meet their needs as well (T-5).

I see students these days depend on AI tools for their projects and assignments, and we cannot do anything about it. I think in the next five years, it will be the same but with more advanced improvements (T-2).

When discussing the role of robots in the teaching process and whether the robots will replace the teachers in the future or not, the majority of the teachers said that robots will not replace the teachers in the future. Teachers said, Not at all, because robots cannot be teachers; they don't have feelings. It is easy for me to know when my students do not understand something; I can see this on their faces. Robots never understand this (T-3).

No, I will not be replaced by robots. Robots are too limited to teach languages or to provide a perfect teaching experience. Face-to-face teaching is more efficient. Besides, robots do not have feelings or emotions (T-4).

I do not think that robots will ever be able to replace teachers or any other human being. Robots are the result of human creation and can never be more powerful than their creator. Teachers are not only language or knowledge providers but they are also problem solvers, creators, therapists, organizers, mediators, and sometimes even parents. A robot could never be all these things at the same time (T-5).

Two teachers, who answered this question, said that the robots will replace the teachers. Teachers said,

Yes, but robots still need people to function and those who do not update themselves on these tools are most likely become redundant! (T-1)

Of course, I think so, since everything is working with technology. In the future, we will not have any teachers, or there will be a need to hire teachers. They have robots, so they do not have to pay for people. With robots, we do not have to pay salaries and insurance (T-2).

DISCUSSION

Based on the responses of six participants currently teaching English at CIU in Northern Cyprus, three themes have been identified to offer effective perspectives on integrating technology tools into the teaching process. This study has revealed that the overall perspectives of CIU teachers on using technology at CIU are positive. The reason for this conclusion could be due to the many benefits and opportunities that technology tools provide in the teaching process. Taking everything into account, the research presents strong evidence that using technology in the classroom can be beneficial. Similarly, to the findings of Mong and Ruggiero (2015), technology can save teachers time, engage students, and differentiate education to meet the needs of all learners when used correctly. Teachers value the use of technology in their classrooms and how technology tools enhance education and make it more authentic for students. As it has been emphasized in a study by Costley (2014), technology enhances learning outcomes, student engagement, and motivation. Also, teachers who integrate technology into their classrooms are generally more positive towards using it.

Moreover, Andoh (2012) found that when teachers have a positive perspective regarding the use of educational technology, they are more likely to embrace it and employ it in the teaching and learning process. Looking at the benefits that technology tools provide in the teaching process, it is evident that these tools facilitate the teaching process and make it easier for teachers at CIU to do their jobs effectively. This is consistent with the findings of Rahmati et al. (2021), which propose that using technology for English language teaching is more effective than using conventional teaching methods without technology.

These findings are supported by research by Nurmala et al. (2023), which highlights the integration of modern

technology, which has been shown to improve learners' language skills and provide new opportunities for language learning. Moreover, technology tools and mobile learning are valuable resources that facilitate English language learning and provide easy learning environments.

While discussing the challenges of using technology and some of the improvements that should be made, the teachers mentioned many challenges and obstacles with technology tools. In this study, all the participants talked about the slowness of the smart boards they use in their classrooms and the slowness of the speed of the internet inside the Preparatory School. Other teachers talked about the technical issues they face while teaching. Recent studies have mentioned some similar challenges and obstacles relating to technology integration in the teaching process. For instance, Akram et al. (2022) as well as Alswilem (2019) and Singh (2019) found that limited resources and inadequate infrastructure are reported to be challenges that hinder teachers from effective technology integration in the teaching process. Similarly, in a study about teachers' perceptions of barriers to technology integration in education, Emre (2019) mentioned four external and internal barriers to integrating technology in education: lack of equipment, lack of funding, lack of ability, and time. This can be explained because there are indeed problems with smart boards at the English Preparatory School at CIU, as many of these devices are old and slow. In addition to the fact that the internet speed is slow and does not cover all the classrooms in the building. Thus, upgrading smart boards, enhancing internet infrastructure, and addressing technical issues are necessary steps to create a more supportive learning environment for both teachers and students.

Lastly, this study discussed the future of artificial intelligence (AI) and robotics in education. The researcher queried teachers on two key aspects: the role of artificial intelligence (AI) platforms in the teaching process and whether robots will replace teachers. Regarding the first point, the majority of CIU teachers believe that AI tools play a crucial role in education, and there is a need to integrate AI tools into their classes. This aligns with the views of Baidoo-Anu & Ansah (2023), who said that there is no doubt that AI tools have pushed the boundaries of learning and created a significant paradigm shift in the way we learn today.

According to the teachers, it is possible to integrate AI tools into the teaching and learning process by using specific methods that do not provide direct answers. Also, some teachers emphasized the necessity of giving students more oral or speaking tasks because of the influence of AI tools. This is in line with Zhai (2022), who states that artificial intelligence is unable to substitute the need for new tests and forms of assessment that encourage critical thinking and creativity. Furthermore, teachers mentioned that AI tools help students learn on their own, and they put all learning materials together, which helps teachers support students with different needs. This is consistent with Clare's (2023) view that students, after graduating, will probably find themselves in a world that is increasingly reliant on AI tools. The reason for this could be that the vast services provided by AI tools are easy to use, and most importantly, they are free. It is 2024, so we cannot deny the important role of AI tools in the teaching and learning process.

However, despite the fantastic benefits that AI tools provide, there is a need to control them. At the end of the day, students must learn by themselves, and we cannot let these tools do everything for them. As Qadir (2022) mentioned, it is important for learners to understand the effects of AI technology to ensure that the future generation of learners takes use of the benefits afforded by AI tools and minimizing any undesirable outcomes.

Also, the researcher discussed whether robots will replace teachers. The results showed that the majority of the teachers at CIU English Preparatory School believe that robots will not replace them. They emphasized that robots do not have feelings or emotions and are incapable of doing things that humans do. The findings of this study overlap with those of Orhani (2023), who suggests that robots can be useful teaching tools in the classroom, and there are certain types of assistance that are best served by robots, yet it is doubtful that they will ever fully replace teachers. This can be attributed to the fundamental difference between robots and humans: robots will not understand how students feel or the difficulties they face, simply because robots lack feelings and emotions. As one of the teachers said, "I can see the problems on the faces of my students; a robot cannot see this." Standing in front of a robot to teach you is not the same as with a human teacher; of course, with humans, the teaching process is more comfortable. However, maybe in the future, things will change. As Orhani (2023) also mentioned, human teachers are still essential for improving student development. No app or robot can replace the teacher's understanding and emotional connection with students. Even with advanced technology, robots cannot reason, learn, and teach like humans. In this context, Edwards and Cheok (2018) mentioned some limitations and challenges of using robots as teachers, including the difficulty of designing robotic personalities that are flexible and empathetic, as well as the difficulty of robots understanding the individual needs of students and addressing their social and emotional needs. On the other hand, some teachers say that robots will replace them. They argue that robots will be more available in the future, and with robots we will not have to pay salaries and insurance. This notion does make sense, as robots do not require payments or medical insurance. However, there is still a need to utilize, check, and maintain these robots from time to time, which, of course, will cost money. Thus, to fully realize the potential of automation, collaboration

between people and technology is necessary. This is particularly relevant, according to the McKinsey Global Institute (2017), about 50% of the jobs in the United Kingdom and the United States might be automated in the near future.

CONCLUSION

This qualitative study explored the perspectives of teachers on technology use at the English Preparatory School at CIU. The findings revealed that the teachers at the English Preparatory School show a generally positive perspective towards integrating technology tools in their classrooms. Nevertheless, the teachers mentioned some challenges and technical issues they face, such as the slowness of some tech devices and problems with the speed of the internet. They also mentioned things that could be improved. Regarding AI tools, the teachers said that it is probable to integrate AI tools into the teaching and learning process, with some limitations that do not give direct answers to the students. Additionally, this study discussed the role of robots in education, and the findings showed that the majority of the English Preparatory School teachers believe that robots will not take over their jobs in the future. Ultimately, these findings present a foundation for future discussions on improving technology integration into the teaching and learning process. It is important to address the mentioned challenges and take advantage of opportunities in order to enhance the educational environment at the English Preparatory School at CIU.

REFERENCES

- Akram, H., Abdelrady, A. H., Al-Adwan, A. S., & Ramzan, M. (2022). Teachers' perceptions of technology integration in teaching-learning practices: A systematic review. *Frontiers in psychology, 13*, 920317.
- Alswilem, D. A. A. M. (2019). Saudi English Teachers' Use of Technology in Secondary Classrooms: Perceptions, Barriers, and Suggestions for Improvement. *Advances in Language and Literary Studies, 10*(6), 168-178.
- Azad, T. (2023). Exploring the Use of Technology in the Classroom: A Qualitative Study of Students' and Teachers' Experience. *Qualitative Research in Educational Psychology, 1*(01), 23-32.
- Baidoo-Anu, D., & Ansah, L. O. (2023). Education in the era of generative artificial intelligence (AI): Understanding the potential benefits of ChatGPT in promoting teaching and learning. *Journal of AI, 7*(1), 52-62.
- Braun, V., & Clarke, V. (2006). Using thematic analysis in psychology. *Qualitative research in psychology, 3*(2), 77-101.
- Buabeng-Andoh, C. (2012). Factors influencing teachers' adoption and integration of information and communication technology into teaching: A review of the literature. *International Journal of Education and Development using ICT, 8*(1).
- Contreras, G. S., González, A. H., Fernández, I. S., Cepa, C. B. M., & Escobar, J. C. Z. (2022). The Challenge of Technology in the Classroom, An Uncertain but Necessary Paradigm in a Digital Reality. *Contemporary Engineering Sciences, 15*(1), 41-50.
- Costley, K. C. (2014). The positive effects of technology on teaching and student learning. *Online submission*.
- Edwards, B. I., & Cheok, A. D. (2018). Why not robot teachers: artificial intelligence for addressing teacher shortage. *Applied Artificial Intelligence, 32*(4), 345-360.
- Emre, D. (2019). Prospective teachers' perceptions of barriers to technology integration in education. *Contemporary Educational Technology, 10*(4), 381-398.
- Kaiser, G., & Presmeg, N. (2019). *Compendium for early career researchers in mathematics education* (p. 532). Springer Nature.
- Kasneci, E., Seßler, K., Küchemann, S., Bannert, M., Dementieva, D., Fischer, F., ... & Kasneci, G. (2023). ChatGPT for good? On opportunities and challenges of large language models for education. *Learning and individual differences, 103*, 102274.
- Khodabandelou, R., That, J. E. M., Ken, T. Y., Kewen, Z., Yan, Z., & Ning, T. Y. (2016). Exploring the Main Barriers of Technology Integration in the English Language Teaching Classroom: A Qualitative Study. *International Journal of Education and Literacy Studies, 4*(1), 53-58.
- McKinsey Global Institute. (2017). *A future that works: Automation, employment, and productivity*. Retrieved from <http://www.mckinsey.com/global-themes/digital-disruption/harnessing-automation-for-a-future-that-works>
- Nurmala, I., Irianto, S., Franchisca, S., Amsa, H., & Susanti, R. (2023). Technology-Enhanced Language Learning: A Meta-Analysis Study On English Language Teaching Tools. *Journal on Education, 6*(1), 2188-2195.
- Orhani, S. (2023). Robots Assist or Replace Teachers in the Classroom. *Journal of Elementary and Secondary School, 1*(1).
- Qadir, J. (2023). Engineering education in the era of ChatGPT: Promise and pitfalls of generative AI for education. In

2023 IEEE Global Engineering Education Conference(EDUCON) (pp. 1-9). IEEE.

- Raave, D. K., Roa, E. R., Pedaste, M., & Saks, K. (2022). Classroom Digital Technology Integration – A Double-Edged Sword? Engaging and Practical yet Harmful. *Innovative Technologies and Learning. ICITL 2022. Lecture Notes in Computer Science, vol 13449*. Springer, Cham. https://doi.org/10.1007/978-3-031-15273-3_27
- Rahmati, J., Izadpanah, S., & Shahnavaz, A. (2021). A meta-analysis on educational technology in English language teaching. *Language Testing in Asia, 11*(1), 7.
- Rizk, J., & Davies, S. (2021). Can digital technology bridge the classroom engagement gap? Findings from a qualitative study of k-8 classrooms in 10 ontario school boards. *Social Sciences, 10*(1), 12.
- Ruggiero, D., & Mong, C. J. (2015). The teacher technology integration experience: Practice and reflection in the classroom. *Journal of Information Technology Education: Research, 14*, 161-178. Retrieved from <http://www.jite.org/documents/Vol14/JITEv14ResearchP161-178Ruggiero0958.pdf>
- Singh, R. (2019). Barriers of technology integration in teaching English. *International Journal of Academic Research, 1*(2), 24-37.
- Williams, C. (2023). Hype, or the future of teaching and learning? 3 Limits to AI's ability to write student essays. *LSE Impact Blog*. Retrieved from <https://blogs.lse.ac.uk/impactofsocialsciences/2023/01/12/hype-or-the-future-of-teaching-and-learning-3-limits-to-ais-ability-to-write-students-essays/>
- Zhai, X. (2022). ChatGPT user experience: Implications for education. Available at SSRN 4312418. Retrieved from <https://ssrn.com/abstract=4312418>

THE EFFECT OF BANK IMAGE ON CUSTOMER PERCEPTION TRNC EXAMPLE

Murat ASLAN

220609464@std.akun.edu.tr

Prof. Dr. Mehmet ÇAĞLAR

mcaglar-lau@eul.edu.tr

Yrd. Doç.Dr. Azmiye YINAL

azmiye.yinal@akun.edu.tr

ABSTRACT

This study was conducted to determine the customer image of a bank operating in the Turkish Republic of Northern Cyprus. The study was conducted within the framework of a relational survey model using a quantitative approach and included 369 respondents from a population of 2000 bank customers. As a data collection tool, the scale developed by Kalyoncuoğlu and Faiz (2016) was used to measure service quality and corporate image. According to the findings of the study, customer evaluations show that service quality has a positive effect on corporate image, especially in the dimensions of Physical Assets, Reliability, Responsiveness, Assurance and Identification. In the Physical Assets dimension, customer evaluations are generally high and consistent. However, a wider variation was observed in the Reliability dimension. Customer evaluations in the dimensions of Responsiveness, Assurance and Identification show moderate consistency. Correlation analysis reveals that there are positive and significant relationships between the Physical Assets, Reliability, Responsiveness and Identification dimensions and Corporate Image. However, the relationship between the Assurance dimension and Corporate Image shows a weaker link. The regression analysis results show that each service quality dimension (Physical Assets, Reliability, Responsiveness, Assurance and Identification) has a positive effect on corporate image. This emphasizes the importance of focusing on service quality for banks to strengthen their corporate image by increasing customer satisfaction.

Keywords: Responsiveness, Physical assets, Reliability, Assurance, Corporate image, Self-relevance.

1. INTRODUCTION

1.1. Problem Status

Bank image is the overall perception, reputation and public perception of a financial institution. This perception includes the thoughts, feelings, and perceptions that occur among customers, potential customers, and the general public. Bank image is shaped by a number of factors such as gaining customers' trust, service quality, product diversity, technological infrastructure, social responsibility projects and marketing activities (Oralhan and Özlü, 2019) . The image of a reliable bank may cause customers to be more willing to carry out their financial transactions at that bank. Service quality affects customer satisfaction, which forms the basis of the bank's image (Dayı and Yıldız, 2020). Banks develop strategies to strengthen the bank image to gain customer loyalty and competitive advantage. These strategies include elements such as technological innovations, social responsibility projects and effective marketing activities. A strong bank image can provide a significant advantage in the competitive environment in the financial sector (Kalyoncuoğlu and Faiz, 2016).

Customer perception refers to the thoughts, feelings and impressions that a customer creates in his own mind about a product, service, brand or company (Biçer and Yurtsal, 2021). These perceptions may be based on factors such as the customer's experiences, expectations, emotional responses, and level of knowledge. Customer perception is often an important factor that shapes a customer's relationship with a brand or company and can affect purchasing decisions, loyalty and overall customer satisfaction (Gönen and Gökçen, 2017) .

Bank image is a factor that significantly affects customer perception. The overall reputation of a bank determines customers' thoughts, feelings and impressions about that bank. Customers feel more safe and reliable when a positive image of a bank is created (Bozoklu, 2019). This trust can lead to customers being more inclined to establish financial relationships with the bank, benefit from its products and services, and become long-term customers. The effect of bank image on customer perception is based on various factors (Tekeli and Paşaoğlu, 2012). First of all, the service quality, reliability and customer satisfaction offered by the bank enable customers to create a positive perception. Customers want to be associated with a bank where they can carry out their financial transactions safely and find products and services that suit their needs. In addition, the bank's communication strategies, advertising and marketing activities also affect customer perception. A positive bank image emphasizes the values provided to customers and leaves a positive impression of how the bank helps customers (Dayı and Yıldız, 2020) .

The impact of bank image on customer perception plays a critical role in determining customers' preferences, purchasing decisions and long-term relationships with the bank. Banks must develop customer-focused strategies

to create and maintain a positive image. Customer satisfaction and trust can help them gain competitive advantage by contributing to the positive shaping of the bank's image (Utkutuğ, 2021).

1.2. Purpose and Importance of the Research

The main purpose of this study is to investigate the effects of bank image on customer perception. Bank image includes factors such as a financial institution's overall reputation, quality of service it offers, and reliability, and these factors influence customers' relationship with a bank. The research is carried out to understand the role of bank image on customer perception, to determine customer preferences and to analyze the competitive environment in the financial sector.

The importance of this study emerges in terms of banks developing customer-focused strategies, gaining competitive advantage and creating sustainable customer satisfaction. Understanding the effects of bank image on customer perception can provide guidance in optimizing marketing and communication strategies. This study examines in detail an issue that is of critical importance for banks in the financial sector to strengthen customer relations, meet customer expectations and maintain their sectoral success.

1.3. Hypotheses

The hypotheses of this research are as follows:

H0 : There is a significant relationship between banks' service quality dimensions and corporate image .

H1 : There is no significant relationship between banks' service quality dimensions and corporate image.

H0 : Service quality dimensions of banks have an effect on corporate image.

H2 : Service quality dimensions of banks have no effect on corporate image.

1.4. Assumptions

research participants gave their answers to the scale questions sincerely.

1.5. Limitations

Research;

- With research participants,
- With the resources used,
- With the scale questions used in the research,
- It is limited to bank customers in TRNC.

1.6. Definitions

Bank image: The general understanding, reputation and public impression of a financial institution (Oralhan and Özlü, 2019).

Customer perception: It refers to the thoughts, feelings and impressions that a customer creates in his mind about a product, service, brand or company (Gönen and Gökçen, 2017).

2. THEORETICAL FRAMEWORK

2.1. Image Concept

Image is a concept that expresses the general impression and perception about a person, a brand, an organization or something. This impression and perception is a whole that is generally formed in the public eye and is based on emotional, aesthetic and symbolic values. Image refers to how an entity or concept is perceived in terms of its overall reputation, reliability, quality, prestige, style, or other characteristic. Image is generally shaped by a combination of various elements such as appearance, communication strategies, product quality and customer service. A positive image of a person, brand or organization can often build trust among consumers, increase loyalty and provide a competitive advantage. Creating and managing the image is closely related to marketing, communication and brand strategies. Carefully planned strategies and consistent communication are important to create a good image. At the same time, social media, media relations and other communication channels can also affect the image of a person or organization. Image management involves actively working to create and maintain the desired impression of an entity (Tikveş, 2003).

Image is a word of French origin, which was translated into Turkish in the same way and is a term used as a synonym for "image". The word image is often used as a term that expresses people's correct or incorrect impressions on a subject. This topic could be another person, business, product, service, opinion or similar topic. From a customer perspective, image refers specifically to the impression that consumers form before purchasing a product, and this impression can have a guiding effect on the purchasing decision. In this context, creating and managing the image aims to shape the perception of a person, business or product in society and to create the desired impression. Image management is a process often intertwined with issues such as marketing, communication strategies and brand management. By creating a good image, it may be possible to ensure that people perceive it positively, build trust and achieve long-term success (Yüksel and Mermod , 2004).

Individuals' impressions and evaluations about a subject, person, institution or object create and shape their images about that item. These evaluations vary from person to person depending on factors such as the

individual's personality, values, perspective on life, perception of events, expectations, and environmental conditions. Each individual's life experiences are different, and these experiences about the person, institution or object they encounter significantly affect the impressions that form the image. In this context, in understanding the concept of image, it should be understood that the impressions and evaluations in the minds of individuals are subjective and personalized. Because everyone has a unique life experience, the images that emerge about the same subject or object may differ between different individuals. Ovaloğlu puts it, the image in the mind may not always match reality, and these images are shaped depending on individuals' perspectives, experiences and perceptions (Ovaloğlu, 2007).

2.2. Corporate Image

Corporate image is of great importance in today's business world. This concept, which covers the impressions and perceptions that businesses leave on target audiences, is a critical factor that determines the success of the institution. A positive corporate image brings with it a number of advantages such as ensuring customer trust, gaining competitive advantage, increasing employee satisfaction and attracting investors. Customers no longer focus only on product or service quality, but also pay attention to factors such as businesses' values, social responsibilities, degree of transparency and ethical standards. In this context, businesses need to manage their corporate image in a positive way and proceed in harmony not only with their marketing strategies but also with ethical business practices and social responsibility projects. A strong corporate image can contribute to businesses achieving sustainable success, creating customer loyalty and standing out in a competitive market. Therefore, investing in the corporate image of businesses is seen as a critical strategic step to support their long-term success (Tikveş, 2003).

Corporate image is a result of the effects an institution has on its target audience. These effects shape the attitudes and behaviors of individuals in the target audience towards the institution. The target audience's thoughts, perceptions and feelings towards the institution contribute to the formation of a positive or negative corporate image. For this reason, institutions should aim to create a positive corporate image by systematically conveying the messages they want to convey to their target audiences. As Avşar stated, systematic messages to be delivered to the target audience create positive thoughts about the institution and lay the foundation of a good corporate image. These messages may emphasize elements such as the organization's values, mission, product or service quality, and social responsibility projects. A positive corporate image can build trust in the target audience, ensure customer loyalty and help gain a competitive advantage. The effects of the corporate image on the target audience determine the way the institution is perceived and the attitude of the target audience towards the institution. A good corporate image can make a significant contribution to the success of the institution by creating a positive impression in the target audience. For this reason, institutions should take care to convey positive messages to their target audiences and create a strong corporate image by using effective communication strategies (Avşar, 2002).

Positive One organisation of your image As the advantages are realized , institutions image to their work more care to show And This on the subject programs to create has started . Some businesses, financial resources important one part directly image to create they separated (Aksoy, Gökboro & Yinal, 2023). Good One image , just with competition start over emergence about institutions by protecting does not remain the same in time goods offered and services of the quality continually to happen to ensure It is also important in terms of Güzelcik's stated like , image of creating basis purpose of the institution in relationship is located to groups positive , strong And durable One image is to give . Customers Generally introductions in line with One drying to trust And him-her-it to accept they work . Therefore, new introductions institution institutional your image to reinforce helper to be is expected (Hofsoos, 1994). Good One organisation of your image advantages are: (Ceritoğlu, 2020):

- Rivalry advantage provision : Positive One image , competitors between to get away And customer your preferences of winning One your way can create .
- Customer confidence : good One image , customers drying the one which... your trust can increase customer your loyalty can strengthen it .
- Worker satisfaction : Institution of your image positive to be , available your employees your motivation can increase and new talents to withdraw helper it could be .
- Investor Tensile: Strong One organization image, investors' attention can pull and financial support providing about advantage can provide.

businesses positive One organization image creation efforts , only customer your satisfaction by increasing does not remain the same in time rivalry advantage get their reliability , to strengthen And sustainable to their success contribute can be found . According to Cerit (2006) , the institution image One of the business activities various aspects affected One is the concept . This interaction enables the business product from the quality worker relations , buildings from view in your correspondence paper of titles spelling to the shape much wide One on the spectrum emerge interest . In this context, the institution image only external customers on not the same in time drink aim mass the one which employees and other stakeholders it is also effective on. Organization image,

interior and external aim the masses on persuasiveness And trust create this trust to continue and to protect like important to functions has. of a business activities transparent , honest And ethic One basically execution , institution your image can strengthen it . Customers of the business product and to your services the one which... trust of employees work your morality and of the business general aspect carries values eyelash in front keeping they shape it. Cerit's emphasized like, institution image of the business out from every element it reflects is affected. Therefore businesses only marketing to their strategies focus instead of all activities their images will strengthen way to manage It is important. Thus, businesses communicate with both their customers and internal aim with their masses durable One trust and belief relationship they can establish (Cerit, 2006).

3. METHOD

3.1. Research Method

This study is a quantitative research. Quantitative research is a type of research that examines a problem or issue using numerical data. In this context, the relational screening model was used in the study. Relational screening model is a research model that examines the relationship between two or more variables. In this model, the researcher tries to determine whether the variables change together or whether one variable has an effect on the other variable (Gürbuz and Şahin, 2014) .

3.2. Population and Sample

The population of the study consists of 2000 bank customers in TRNC. The population of the study was selected by simple random sampling method. Simple random sampling is a method of creating a sample from a universe in which each unit has an equal probability of being selected for the sample. This means that all units in the universe have an equal and independent chance of being selected into the sample. Simple random sampling is one of the most common sampling methods used to obtain an accurate representation of the universe (Demir and Özcan, 2023) . In this context, 369 people were included in the study.

3.3. Data Collection Tools

The survey used as the data collection tool of the research consists of two main parts. In the first part, Kalyoncuoğlu and Faiz (2016) The validity and reliability of the scale expressions for the service quality and corporate image variables tested within the scope of the application were tested. These scales were selected and made suitable for the study as a result of a detailed review of the literature. The validity of the scales was tested through translation and retranslation processes. The SERVPERF scale developed by Cronin and Taylor (1992) was used to measure the service quality variable . This scale consists of twenty-two questions that measure the customer's evaluation of service quality based on their experience after receiving service. Among these questions, the concept of service quality was discussed through five dimensions called "physical assets, reliability, responsiveness, assurance and identification". The scale consisting of five questions used for the corporate image variable was developed by Bayol et al. Taken from a study conducted by (2000). All questions in this section were presented to respondents on a seven-point Likert type scale (1) Strongly Disagree (7) Strongly Agree). In the second part of the survey form, the respondents In order to determine socio - demographic characteristics, there are questions regarding gender, age, marital status, education level and monthly personal income.

According to the reliability analysis results, Cronbach's Alpha value was found to be 0.765. This value indicates that Cronbach's Alpha, a statistic that measures the internal consistency of the survey used, is at an adequate level.

3.4. Analysis of Data

Research data was analyzed using SPSS 28.00 program. First of all, normal distribution test was performed. As a result of the normal distribution test for the variables, it was determined that not all variables exhibited normal distribution. ($p < 0.05$). For this reason, non-parametric analysis techniques were used. Nonparametric analysis techniques are statistical methods used when the data distribution does not meet a certain parametric assumption. These techniques are especially preferred when the data are not normally distributed or do not have homogeneous variance . In this context, in the study; Mann -Whitney U Test. Kruskal -Wallis H Test was performed. The Mann -Whitney U Test is used to evaluate differences between two independent groups. The Kruskal -Wallis H Test is used to evaluate differences between three or more independent groups. It may be preferred when assumptions are not met. Correlation and regression analysis was also performed. Correlation analysis is a statistical method for measuring the strength and direction of the relationship between two variables. Regression analysis is a statistical method that examines the effect of one or more independent variables on a dependent variable (Cevahir, 2020).

4. FINDINGS

4.1. Demographic features

Demographic variables of the participants are given in Table 1.

Table 1. Demographic Information of Participants

		N	%
Gender	Woman	173	46.9
	Male	196	53.1
marital status	Married	220	59.6
	Single	149	40.4
Age	22-30 years old	99	26.8
	31-40 years old	93	25.2
	41-50 years old	96	26.0
	51 and over	81	22.0
Educational background	Middle/High School	84	22.8
	Associate Degree (2-Year Faculty or College)	91	24.7
	Undergraduate (4-Year Faculty)	143	38.8
	Doctorate	51	13.8
Income status	Bad	103	27.9
	Middle	185	50.1
	Good	81	22.0
	Total	369	100.0

When the gender distribution of the participants was examined, 46.9% were determined to be female and 53.1% were male. In the marital status category, 59.6% of the participants are married and 40.4% are single. Looking at the distribution by age groups, it is seen that the most participants are between the ages of 22-30 (26.8%). Other age groups have participation rates of 25.2%, 26.0% and 22.0%, respectively. In terms of educational status, 22.8% of the participants are secondary school/high school graduates, 24.7% are associate degree graduates, 38.8% are undergraduate graduates and 13.8% are doctoral graduates. Income status was determined as 27.9%, 50.1% and 22.0% as poor, medium and good, respectively.

4.2. Descriptive Analysis of Service Quality Dimensions and Corporate Image in Banks

Table 2. Mean and Standard Deviation Values of Service Quality Dimensions and Corporate Image of Banks

	Minimum	Maximum	Cover.	ss
Physical Assets	12.00	28.00	18.1274	3.18412
Reliability	14.00	35.00	22.0298	4.51046
Responsiveness	11.00	28.00	16.3496	3.24703
Assurance	9.00	28.00	18.7398	3.32114
identification	14.00	35.00	22.2493	4.43463
Corporate Image	16.00	35.00	23.1355	3.49193

In the Physical Assets dimension, customers' evaluations are on average over 18.13 points, varying between a minimum of 12 points and a maximum of 28 points. The observed standard deviation in this dimension is 3.18 points, indicating limited variation. In the reliability dimension, the average score of customer evaluations is 22.03, the lowest value is 14 and the highest value is 35. The standard deviation on this dimension was determined as 4.51 points, which indicates that customer opinions can vary more widely. Mean scores of 16.35, 18.74, and 22.25 were observed for the Responsiveness, Assurance, and Identification dimensions, respectively.

The standard deviations in these dimensions were determined as 3.25, 3.32 and 4.43 points, respectively. Finally, the average evaluation of customers in the Corporate Image dimension is 23.14 points, varying between a minimum of 16 and a maximum of 35 points. The standard deviation was determined as 3.49 points. This data can be used to understand the strengths and weaknesses in the bank's customer satisfaction and corporate image. Lower standard deviations indicate that customer opinions are more consistent, while higher standard deviations indicate that customer opinions may vary more widely.

4.3. The Relationship Between Service Quality Dimensions and Corporate Image for Banks

H0 : There is a significant relationship between banks' service quality dimensions and corporate image .

H1 : There is no significant relationship between banks' service quality dimensions and corporate image.

Table 3. The Relationship Between Service Quality Dimensions and Corporate Image of Banks (Correlation Analysis)

		Corporate Image
Physical Assets	r	.258 **
	p.	0.000
Reliability	r	.237 **
	p.	0.000
Responsiveness	r	.274 **
	p.	0.000
Assurance	r	.106 *
	p.	0.042
identification	r	.269 **
	p.	0.000

The correlation coefficient (r) between Physical Assets and Corporate Image is 0.258. This relationship is statistically significant (p=0.000), meaning that increasing physical assets is associated with increasing corporate image. The correlation coefficient (r) between Reliability and Corporate Image is 0.237. This relationship is statistically significant (p=0.000), meaning that as reliability increases, corporate image also increases. The correlation coefficient (r) between Responsiveness and Corporate Image is 0.274. This relationship is statistically significant (p=0.000), meaning that as responsiveness increases, corporate image also increases. The correlation coefficient (r) between Assurance and Corporate Image is 0.106. This relationship is statistically significant (p=0.042), but since the correlation coefficient is low, this relationship can be considered weak. The correlation coefficient (r) between Identification and Corporate Image is 0.269. This relationship is statistically significant (p=0.000), meaning that as identification increases, corporate image also increases.

These analysis results show that there is a generally positive and significant relationship between service quality dimensions and corporate image. That is, there is a strong connection between customers' perceptions of service quality and corporate image.

4.4. The Effect of Banks' Service Quality Dimensions on Their Corporate Images

H0 : Service quality dimensions of banks have an effect on corporate image.

H2 : Service quality dimensions of banks have no effect on corporate image.

Table 4. Regression Analysis Results for Investigating the Effect of Banks' Service Quality Dimensions on Their Corporate Images

Variables	β	t	p	F
FV → KI	0.258	5,121	0.000	26,223
GK → KI	0.237	4,669	0.000	21,802
CV → KI	0.274	5,454	0.000	29,747
G → KI	0.106	2,045	0.042	4,182
Ö → KI	0.269	5,342	0.000	28,532

The results of the analysis show that each service quality dimension (Physical Assets, Reliability, Responsiveness, Assurance and Identification) has a positive impact on corporate image. Each regression coefficient is positive and statistically significant, meaning that as these service quality dimensions increase,

corporate image also increases. Additionally, F statistics values show that the model is statistically significant in general. This analysis highlights the importance of service quality dimensions in shaping banks' corporate image.

CONCLUSION AND RECOMMENDATIONS

According to the results of this study, it has been determined that customer evaluations on service quality dimensions, especially Physical Assets, Reliability, Responsiveness, Assurance and Identification dimensions, have a positive impact on corporate image. While it was observed that customer evaluations were generally high and consistent in the Physical Assets dimension, it was determined that there was a wider variety in the Reliability dimension. Customer evaluations in the dimensions of Responsiveness, Assurance and Identification show a moderate level of consistency. According to the correlation analysis, a positive and significant relationship was found between Physical Assets and Corporate Image. Likewise, the relationships between the dimensions of Reliability, Responsiveness and Identification and Corporate Image are also positive and significant. However, the relationship between the Assurance dimension and Corporate Image can be considered weaker. Regression analysis reveals that each service quality dimension (Physical Assets, Reliability, Responsiveness, Assurance and Identification) has a positive impact on corporate image. This highlights the importance of banks focusing on service quality to strengthen their corporate image by increasing customer satisfaction. In general, the analyzes show that service quality dimensions play a critical role in shaping the corporate image.

Based on the results of this study, we can make the following recommendations:

- **Service Quality Improvement:** Customer evaluations show wider variation, especially in the Reliability dimension. Therefore, the bank should review and improve its operational processes to provide more reliable services to customers.
- **Training and Development:** High customer evaluations in the Physical Assets dimension indicate that the bank manages its physical environment effectively. In order to maintain this success in other service quality dimensions, importance should be given to personnel training and development.
- **Strengthening Communication Strategies:** The relationship between the Responsiveness dimension and Corporate Image is at a medium level. The bank should strengthen its communication strategies and be more sensitive to customer feedback in order to respond quickly and effectively to customer demands .
- **Improving the Assurance Dimension:** The relationship between the Assurance dimension and Corporate Image may be weak, so the bank should review and update its security protocols to provide greater assurance to customers.
- **Customer Feedback System:** Customer reviews should be constantly monitored and analyzed. Customer feedback systems should be strengthened and this data should be used to determine bank strategies.
- **Marketing Positive Image:** Marketing positive relationships in the Corporate Image dimension should be emphasized in advertising campaigns and other communication strategies. The bank must create an image that emphasizes customer satisfaction and reliability.

REFERANCE

- Avşar, A. (2002). Kurum imajının oluşmasında halkla ilişkiler faaliyetlerinin etkisi ve Türk silahlı kuvvetleri rehabilitasyon ve bakım merkezi uygulaması, Yüksek Lisans Tezi, Gazi Üniversitesi, Sosyal Bilimler Enstitüsü, Ankara.
- Aksoy, E., Gökbörü, M., & Yınal, A. P. D. A. (2023). Public And Private Sector Employees Organisational Loneliness And Its Effect On Job Satisfaction. *The Online Journal of New Horizons in Education-July*, 13(3).
- Bayol, M.P., Foye, A., Tellier, C. ve Tenenhaus, M., (2000). Use of PLS Path Modeling to Estimate the European Consumer Satisfaction Index (ECSI) Model. *Statistica Applicata*, 12 (3), 361-375.
- Biçer, E. B., & Yurtsal, K. (2021). Hastanelerde hizmet kalitesi ve müşteri memnuniyeti algısı. *Atatürk Üniversitesi Sosyal Bilimler Enstitüsü Dergisi*, 25(2), 751-773.
- Bozoklu, C. P. (2019). Bankacılık sektöründe işveren marka imajı: fonksiyonel fayda, müşteri odaklılık ve güvenilir finansal imajın etkileri. *İşletme Araştırmaları Dergisi*, 11(2), 1103-1117.
- Cerit, Y. (2006). Eğitim fakültesi öğrencilerinin üniversitenin örgütsel imaj düzeyine ilişkin algıları, *Kuram ve Uygulamada Eğitim Yönetimi* (47), 343-365.
- Ceritoğlu, A. B. (2020). Kurumsal sosyal sorumluluk: ve işletmelerin çevre bilinci eksenindeki uygulamalarının tüketici satın alma davranışı ve kurum imajı algısına etkisi. Ankara: Yalın Yayıncılık.
- Cronin, J.J. & Taylor, S.A. (1992). Measuring service quality: a reexamination and extension. *Journal of Marketing*, 56, 55-68
- Dayı, F., & Yıldız, B. (2020). Banka hizmet kalitesinin kurumsal imaj, müşteri tatmini ve tekrar satın alma davranışı üzerindeki etkisinin yapısal eşitlik modeli ile analizi. *İşletme Araştırmaları Dergisi*, 12(1), 1-17.
- Demir, T., & Özcan, A. (2023). 2014-2023 yılları arasında türkiye’de sağlıkta dijitalleşmeyle ilgili yayımlanmış araştırmaların sistematik derlemesi. *Eurasian Academy of Sciences Social Sciences Journal*, (51), 1-25.

- Gönen, İ., & Gökçen, G. (2017). Katılım bankalarının finans sektörü içindeki yeri ve katılım bankalarına yönelik müşteri algısı. *Finans Ekonomi ve Sosyal Araştırmalar Dergisi*, 2(1), 61-77.
- Gürbüz, S., & Şahin, F. (2014). *Sosyal bilimlerde araştırma yöntemleri*. Ankara: Seçkin Yayıncılık.
- Güzelcik, E. (1999). *Küreselleşme ve işletmelerde değişen kurum imajı*, İstanbul: Sistem.
- Kalyoncuoğlu, S., & Faiz, E. (2016). Hizmet kalitesinin kurumsal imaja etkisi: kamu ve özel mevduat bankaları üzerinde bir araştırma. *Sosyal Ekonomik Araştırmalar Dergisi*, 17(1), 67-103.
- Oralhan, B., & Özlü, N. M. (2019). Tüketicilerin banka tercihlerinde marka denkliği ve marka imajı arasındaki ilişkinin değerlendirilmesi. *OPUS International Journal of Society Researches*, 13(19), 1255-1282.
- Ovalıoğlu, N. (2007). *Kurumlarda kimlik ve imaj değişim süreci: arçelik firması örneği*, Yüksek Lisans Tezi, Ankara Üniversitesi Sosyal Bilimler Enstitüsü, Ankara
- Tekeli, S., & Paşaoğlu, D. (2012). Türkiye’de banka çalışanlarının performansını etkileyen faktörler: eskişehir ili kamu ve özel banka örneği. *Organizasyon ve Yönetim Bilimleri Dergisi*, 4(2), 177-189.
- Tikveş, Ö. (2003). *Halkla İlişkiler ve Reklamcılık: Temel Bilgiler – Uygulamalar*, İstanbul: Beta Yayıncılık.
- Utkutug, Ç. P. (2021). Müşteri odaklılığının iyi işveren algısı ve güvenilir finansal imaj üzerine etkisi: ürünün konfor ve güvenlik özelliklerinin paralel aracılık rolü. *Uluslararası Yönetim İktisat ve İşletme Dergisi*, 17(1), 206-221.
- Yüksel, Ü. & Mermod, A. (2004). *Hizmet pazarlaması- turizm pazarlaması, bankacılık pazarlaması*, İstanbul: Beta Basım.

THE EFFECT OF BURNOUT LEVELS ON JOB SATISFACTION: TRNC EXAMPLE

Mustafa VURUCU
mvurcu@gmail.com

Yrd. Doç. Dr. Azmiye YINAL
azmiye.yinal@akun.edu.tr

ABSTRACT

The main purpose of this study is to examine the effect of burnout levels on job satisfaction. The population of the study consists of approximately 5,000 people working in the private sector in five different districts of TRNC. The sample was formed with the participation of 396 volunteer employee's selected using purposive sampling method. The study data were collected using the job satisfaction scale and Maslach Burnout Scale. According to the results obtained from the analysis with SPSS 28.00 program, emotional exhaustion was found to be at a moderate level, while depersonalization and personal accomplishment subscales were found to be at a moderate and high level, respectively. The level of job satisfaction was generally at a medium level. In gender analyses, it was determined that female participants had higher levels of emotional exhaustion, depersonalization and general burnout, while male participants had higher levels of personal accomplishment. No significant difference was found in the analyzes on the level of education variable. According to the professional seniority variable, it was determined that those with more than 30 years of professional seniority had higher levels of job satisfaction. While the correlation between job satisfaction and burnout is low and insignificant, regression analysis shows that emotional exhaustion has a negative effect on job satisfaction. These results emphasize the complexity between emotional exhaustion levels and job satisfaction and the role of variables such as gender, educational level, and professional seniority in this relationship.

Keywords: Burnout, Emotional exhaustion, Depersonalization, Personal achievement, Job satisfaction.

1. INTRODUCTION

1.1. Problem Status

Burnout refers to a state of intense emotional, mental, and physical fatigue experienced by an individual, usually as a result of a combination of prolonged stress, emotional exhaustion, and excessive work-related demands. Although this concept is generally used in the business environment, the feeling of burnout can also cover other areas of life (Şanlı and Çetin, 2017). Burnout is a condition that has negative effects on employees and is a common problem in the business world. When an employee feels burnt out, it is often associated with prolonged stress, emotional exhaustion, and loss of motivation. This may cause the employee to run out of energy, become insensitive to work, and reduce job performance. Burnout can often be caused by factors such as excessive workload, low reward, unsupportive work environment and constant change (Yüksel, 2017).

Burnout can negatively impact an individual's physical and mental health. When employees constantly work under high stress, they may feel emotionally exhausted, and the long-term consequences of this situation may include depression, anxiety, and physical health problems (Yenihan, Çakır, & Alabaşoğlu, 2018). Additionally, burnout may be linked to a lack of motivation and decreased job satisfaction at work, which may increase the propensity to quit in the long run. Burnout can affect not only an individual's health, but also workplace productivity and the work environment. Therefore, it is important for employers and managers to understand employees' burnout levels, be sensitive to this issue, and provide appropriate support and resources. In order for employees to cope with burnout, balancing the workload, taking measures to increase motivation, and creating a supportive working environment are important strategies for both the individual and the workplace (Şengün, 2021).

Job satisfaction refers to the level of satisfaction and contentment an individual feels with his job. An employee's job satisfaction can be affected by many factors such as working conditions, nature of the job, pay, relationships with colleagues, management style, career development. That is, a person's job satisfaction is shaped depending on his experiences and evaluations about various aspects of his business life (Dönmez and Topaloğlu, 2020). Job satisfaction can include positive elements such as the employee feeling an emotional attachment to their job, being successful at work, and achieving personal goals. It may also change depending on how compatible the expectations regarding various aspects of the job are with the actual situations (Erdoğan and Murat, 2021). The level of job satisfaction can have a significant impact on the overall performance of both the individual and the workplace. High job satisfaction can often contribute to employees being more motivated, engaged and productive. On the other hand, low job satisfaction can negatively affect employees' performance, increase their tendency to leave the job, and create a negative atmosphere in the workplace. Understanding job satisfaction is important for managers and workplaces in order to increase employee satisfaction and optimize productivity in workplaces (Sınlık, 2022). Therefore, various research, surveys and feedback mechanisms are used to evaluate

the level of job satisfaction and improve it if necessary. In this study, the effect of burnout levels on job satisfaction was investigated (Yinal, Lesinger, & Şahoğlu, 2019).

1.2. Purpose and Importance of the Research

The depletion of individuals' emotional and mental energy in working life has become an issue that attracts more and more attention and is emphasized today. Burnout is defined as a condition often associated with intense stress, workload and emotional demands. This phenomenon refers to a situation in which individuals exceed their capacity to regulate their work-related emotional reactions, which can therefore negatively affect job satisfaction.

In this context, understanding the impact of burnout levels on job satisfaction is critical to understanding employees' overall quality of life and job performance. Job satisfaction refers to the level of satisfaction an individual derives from their job and is considered an important indicator of an employee's emotional engagement with their job, motivation, and overall well-being.

Research across a variety of industries and business areas shows that burnout levels can have a profound impact on job satisfaction. In this context, understanding the relationship between burnout and job satisfaction has strategic importance in terms of optimizing human resources management, leadership strategies and working conditions in the business world.

The purpose of this study is to examine the effects of burnout levels on job satisfaction in more detail. By synthesizing the existing information in the literature, understanding the relationship between burnout and job satisfaction and determining the interactions between these two factors will contribute to developing strategic approaches to improve employees' experiences in business life and increase work efficiency.

1.3. Hypotheses

The hypotheses of this research are as follows:

1. H₁: There is a significant difference between the Maslach burnout scale and job satisfaction scale and the gender variable.
H₀: There is no significant difference between the Maslach burnout scale and job satisfaction scale and the gender variable.
2. H₁: There is a significant difference between the Maslach burnout scale and job satisfaction scale and the educational background variable.
H₀: There is no significant difference between the Maslach burnout scale and job satisfaction scale and the educational background variable.
3. H₁: There is a significant difference between the Maslach burnout scale and job satisfaction scale and the professional seniority variable.
H₀: There is no significant difference between the Maslach burnout scale and job satisfaction scale and the professional seniority variable.
4. H₁: There is a significant difference between the Maslach burnout scale and the job satisfaction scale.
H₀: There is no significant difference between the Maslach burnout scale and the job satisfaction scale.
5. H₁: The level of burnout has an effect on job satisfaction.
H₀: Burnout level has no effect on job satisfaction.

1.4. Assumptions

research participants gave their answers to the scale questions sincerely.

1.5. Limitations

Research;

- With research participants,
- With the resources used,
- With the scale questions used in the research,
- It is limited to employees of companies located in TRNC.

1.6. Definitions

Burnout: It refers to a state of intense emotional, mental and physical fatigue experienced by an individual, usually as a result of a combination of long-term stress, emotional fatigue and excessive work-related demands (Çetin, Şeşen and Basım, 2013).

Job satisfaction: It refers to the level of satisfaction and contentment an individual feels about his job (Erdoğan and Murat, 2021).

2. THEORETICAL FRAMEWORK

2.1. Burnout

Burnout refers to a condition that usually occurs due to reasons such as long-term stress, excessive workload, emotional pressure, constant fatigue and feelings of personal failure. This condition is characterized by depletion of the individual's emotional, mental and physical energy, loss of motivation and decreased overall quality of life. Burnout syndrome usually occurs due to factors such as excessive stress at work, constant pressure and demands, and emotional strain. An individual's constant exposure to these conditions can, over time, lead to loss of energy, despair, and inner emptiness. Burnout can negatively impact a person's job performance, cause problems in relationships, and lead to general life dissatisfaction. Burnout is generally examined in three main dimensions (Yüksel, 2017):

Emotional Exhaustion

Emotional burnout is an important psychological concept that refers to the individual's exhaustion of emotional energy and the emotional burden he feels reaches an unbearable point. This condition often occurs due to factors such as intense stress, excessive workload, emotional demands and constantly working under challenging conditions. Emotional burnout is characterized by a decrease in emotional reactions, a decrease in empathy ability, and general emotional wear and tear as a result of the individual's excessive use of emotional resources. Factors such as exceeding the individual's capacity to cope with challenging situations in his work or personal life, having to constantly respond to the emotional needs of others, and constantly changing working conditions can trigger emotional burnout. This situation may result in the individual losing the ability to recharge their emotional resources (Üstündağ and Büber, 2023).

Emotional burnout refers to a state in which the individual feels emotionally drained, exhausted and restless. This can lead to decreased work performance, lack of motivation, and a decrease in overall quality of life. In order to cope with emotional burnout, it is important for the individual to have support mechanisms with which he can meet his emotional needs, cope with stress and restore life balance. Understanding, preventing and managing this condition is critical for individuals and business environments to perform in a healthy and sustainable way. Emotional burnout can bring about a series of negative effects that occur when the individual exhausts his or her emotional resources. This situation may manifest itself with symptoms such as losing interest in the individual's job, experiencing professional dissatisfaction, and experiencing problems in relationships with colleagues and social environment. Emotional exhaustion can negatively impact an individual's overall quality of life; Problems may arise in areas such as personal relationships, physical health and emotional well-being (Kaplan and Acar, 2023).

Depersonalization

Depersonalization is a psychological concept that refers to the individual's loss of emotional attachment and empathy ability in work or life. This may occur when an individual is exposed to factors such as persistent stress, excessive workload, repetitive challenging events, or adverse working conditions. Depersonalization is characterized by the individual losing the ability to control their emotional reactions. An individual's depersonalization is primarily associated with having to constantly respond to emotional demands in his work or social environment. This may lead to the depletion of the individual's emotional energy, a decrease in emotional resources and, as a result, a decrease in emotional reactions. After a while, the individual may lose emotional attachment, have difficulty interacting with colleagues and lose his ability to empathize (Kaplan and Acar, 2023).

Lack of Personal Achievement

Lack of personal accomplishment is a condition that refers to an individual's feeling of failure in achieving goals in work or life. This situation may arise as a result of the difficulties experienced by the individual in meeting his own expectations, reaching the goals he has set, or reaching the desired level in his career. Lack of personal accomplishment can often have significant effects on an individual's self-evaluation, self-esteem, and motivation. When an individual experiences a lack of personal accomplishment, they often feel inadequate and may have difficulty coping with the feeling of failure. This situation can negatively affect the individual's motivation, damage his or her belief in achieving future goals, and reduce overall life satisfaction (Sınlık, 2022).

2.2. Job satisfaction

Job satisfaction is a measure of the satisfaction employees feel with their jobs and work environments. Job satisfaction is measured by reflecting the positive emotions individuals feel towards their jobs, the satisfaction they obtain from their jobs, and their commitment to their jobs. Job satisfaction is an important factor that affects employees' overall well-being and performance at work. Job satisfaction can be affected by many factors. These

factors include working conditions, pay and benefits, nature of the job, relationships with colleagues, leadership style and career development opportunities. Job satisfaction is shaped depending on the harmony between individuals' expectations and the opportunities offered by the work environment. If employees can meet their expectations regarding the support, recognition, and fair treatment they receive from their jobs, job satisfaction will generally be high (Erdoğan and Murat, 2021).

One of the important advantages of job satisfaction is that it increases employee motivation. Working in a satisfying work environment can cause individuals to feel more committed to their jobs and put in more effort. Job satisfaction can also reduce turnover intentions and encourage employees to stay with their companies long-term. Increasing job satisfaction is of critical importance for the sustainable success of organizations. Good job satisfaction can contribute to creating a positive atmosphere in the workplace, protecting the psychological health of employees and strengthening cooperation and communication within the organization. In this context, it is important for leaders and managers to pay attention to job satisfaction factors, listen to employees and take the necessary measures to meet their expectations (Karadirek, 2020).

Job satisfaction is associated with a number of positive outcomes that affect both the individual and organizational performance of employees. Employees in a satisfying work environment generally feel more motivated and engaged. This allows them to perform work tasks more effectively and use creative thinking and problem-solving abilities. Job satisfaction may also reduce turnover intentions. Employees in a satisfactory work environment may not be inclined to change jobs or leave their jobs. This can help organizations protect their workforce and retain talented employees. Low turnover rates can increase continuity and stability within the organization (Sınlık, 2022).

3. METHOD

3.1. Research Method

This research is a quantitative study. Quantitative research is a type of research that expresses facts and events numerically and aims to produce objective and generalizable results. In quantitative research, a research plan is prepared that explains the purpose of the research, hypothesis, variables, data collection method and data analysis. Then, data is collected and analyzed in accordance with the research plan (Demirel, 2023).

3.2. Population and Sample

The population of the study consists of approximately 15,302 people working in the private sector in Nicosia, Kyrenia, Famagusta, Iskele and Güzelyurt districts of TRNC (TRNC Minister of Labor, 2021). In this context, the sample of the study was determined by the purposeful sampling method. Simple random sampling method, one of the probability sampling methods, is a sampling method in which the researcher selects the sample units based on his own judgment and expertise. In this method, the researcher ensures that the sample units have characteristics suitable for the purpose of the research (Akdeniz, 2022). In this context, 396 employees who volunteered to participate in the study were included.

3.3. Data Collection Tools

Study data were collected using the job satisfaction scale and Maslach Burnout Scale. Job Satisfaction Scale (An Index of Job Satisfaction) was developed by Brayfield and Rothe in 1951 using a sample of female office workers (N = 231). The original form of the scale contains 18 items. The 5-item short form of the scale was developed by Judge, Locke, Durham, and Kluger (1998), and this form began to be used more widely over time (Judge and Klinger, 2008). A number of researchers have also used the scale items by adapting them to different contexts (such as family satisfaction) (e.g. Aryee, Fields, & Luk, 1999).

Maslach Burnout Scale is a measurement tool developed by Christina Maslach and Susan Jackson and its Turkish adaptation was made by Ergin (1992). This scale is used to evaluate the burnout level of employees. Cronbach in the Turkish adaptation Alpha coefficients are 0.83 for emotional exhaustion, 0.72 for depersonalization, and 0.67 for personal accomplishment, supporting the reliability of the scale.

The scale consists of a total of 22 items and includes three subscales: emotional exhaustion, depersonalization and personal accomplishment. Each dimension consists of specific items. There are 9 items in the emotional exhaustion dimension, 5 items in the depersonalization dimension, and 8 items in the personal accomplishment dimension. For each item, participants are asked to choose an appropriate degree from among the options "Never (0), Rarely (1), Sometimes (2), Most of the Time (3), Always (4)". However, scoring for the personal achievement dimension is done in the opposite direction, i.e. higher scores are given for lower personal achievement. Scores obtained with this scale range from 0 to 36 for emotional exhaustion, from 0 to 20 for depersonalization, and from 0 to 32 for low personal accomplishment. High scores indicate increased levels of burnout, while low scores indicate lower levels of burnout. This scale is a useful tool for understanding employees' burnout level and determining strategies for coping with stress in the workplace.

Cronbach's Alpha value obtained for the Maslach Burnout Scale is 0.875. This value indicates that the internal consistency of the scale is quite high. A high Cronbach's Alpha indicates that the items of the scale are

compatible with each other and that it is a reliable measurement tool. Cronbach's Alpha value obtained for the Job Satisfaction Scale is 0.856. This value also indicates a high internal consistency. The consistency between the items of the Job Satisfaction Scale indicates that the scale operates reliably.

3. 4. Analysis of Data

The data collected in the study was analyzed using SPSS 28.00 program. First, normal distribution test was performed. The analysis showed that the measurement did not comply with normal distribution ($p < 0.01$). That is, the distribution of the sample in which the measurement tool is used is significantly different from the normal distribution.

Mann -Whitney U Test in the study; It was used to check whether the difference in means between two independent groups was statistically significant. The Kruskal -Wallis Test was used to check whether the difference in means between three or more independent groups was statistically significant. Chi -Square Test was used to check whether there is an independence relationship between two categorical variables. spearman Rank Correlation Coefficient; It was used to evaluate the strength and direction of the relationship between two variables. Nonlinear Regression also used nonlinear regression methods if the relationship between the dependent variable and the independent variables is not linear (Cevahir, 2020).

4. FINDINGS

4.1. Demographic features

Demographic variables of the participants are given in Table 1:

Table 1. Demographic Information

		N	%
Gender	Woman	137	40.4
	Male	202	59.6
marital status	Married	198	58.4
	Single	141	41.6
Age	22-30 years old	98	28.9
	31-40 years old	146	43.1
	41-50 years old	80	23.6
	51 and over	15	4.4
Education status	Middle/High School	90	26.5
	Associate Degree	94	27.7
	Licence	104	30.7
	Master's/Ph.D.	51	15.0
Working time in the institution	less than 1 year	95	28.0
	1-5 years	73	21.5
	6-10 years	101	29.8
	11-15 years	21	6.2
	16 years and above	49	14.5
professional seniority	1-10 years	135	39.8
	11-20 years	57	16.8
	21-30 years	120	35.4
	more than 30 years	27	8.0
	Total	339	100.0

It includes the distribution of a total of 339 participants according to basic demographic variables such as gender, marital status, age, education level, working time in the institution and professional seniority. When we look at the gender distribution, 40.4% of the participants were female and 59.6% were male. When examined in terms of marital status, 58.4% of the participants are married and 41.6% are single. The distribution of participants by age

groups is as follows: 28.9% are between the ages of 22-30, 43.1% are between the ages of 31-40, 23.6% are between the ages of 41-50 and 4.4% are between the ages of 51 and over age group. When evaluated in terms of education level, 26.5% of the participants are secondary school/high school graduates, 27.7% are associate degree graduates, 30.7% are undergraduate graduates and 15.0% are master's/doctoral graduates. Based on the duration of employment in the institution, 28.0% of the participants were less than 1 year, 21.5% were 1-5 years, 29.8% were 6-10 years, 6.2% were 11-15 years and 14.5% of them have been working for 16 years or more. In terms of professional seniority, 39.8% have 1-10 years of professional experience, 16.8% have 11-20 years, 35.4% have 21-30 years and 8.0% have more than 30 years of professional experience. .

4.2. Maslach Burnout Scale and Job Satisfaction Scale Values

Table 2. Mean and Standard Deviation Values of the Scales

	Min.	Max .	mean	ss
Maslach Burnout Scale	38.00	104.00	61.1268	13.02360
emotional exhaustion	12.00	44.00	22.7345	6.51037
Depersonalization	7.00	24.00	13.6401	3.45131
personal success	16.00	36.00	24.7522	4.33070
Job Satisfaction Scale	10.00	20.00	15.5811	1.55236

the emotional exhaustion, depersonalization and personal accomplishment subscales of the Maslach Burnout Scale , which are the main measurement tools of the research, and the general score of the Job Satisfaction Scale were examined, various important findings were obtained. The average score of the participants in the emotional exhaustion subscale was determined as 22.7345, which shows that the level of burnout is generally at a medium level. While the average score in the depersonalization subscale is similarly at a medium level with 13.6401, the average score in the personal accomplishment subscale is 24.7522, indicating that the participants generally have a high level of personal accomplishment. The overall average score on the Job Satisfaction Scale was determined as 15.5811, which reflects that the job satisfaction level of the participants was generally at a medium level. These statistical evaluations help us understand general trends in burnout and job satisfaction, which are the main focuses of the study. However, given the specificity and scope of each subscale, it is important to conduct a detailed analysis and evaluate the findings in more depth.

4.3. Difference Analyzes Between Demographic Variables and Scales

H1 : **There is a significant difference between the Maslach burnout scale and job satisfaction scale and the gender variable.**

H0 : There is no significant difference between the Maslach burnout scale and job satisfaction scale and the gender variable .

Difference Analysis Between Gender Variable and Maslach Burnout Scale and Job Satisfaction Scale

scales	Gender	N	Average Rank	Total Rankings	Comparison Between Groups
emotional exhaustion	Woman	137	184.00	25207.50	Z=1.22; p = 0.030
	Male	202	160.51	32422.50	
Depersonalization	Woman	137	185.73	25445.50	Z=1.089; p = 0.014
	Male	202	159.33	32184.50	
personal success	Woman	137	186.77	25587.00	Z=1.460, p= 0.009
	Male	202	158.63	32043.00	
Burnout (General)	Woman	137	187.58	25699.00	Z=1.359; p = 0.006
	Male	202	158.07	31931.00	
Job satisfaction	Woman	137	160.38	21972.50	Z=0.745; p=0.122
	Male	202	176.52	35657.50	

p <0.05

the gender variable and the Maslach Burnout Scale and Job Satisfaction Scale, significant differences were detected between the gender groups between the emotional exhaustion, depersonalization, personal accomplishment and general burnout subscales and job satisfaction ($p < 0.05$). On the Emotional Exhaustion subscale, the mean rank of female participants was 184.00, while the mean rank of male participants was 160.51. This difference is significant with statistical values of $Z = 1.22$ and $p = 0.030$. Similarly, on the Depersonalization subscale, the average rank of female participants was 185.73 and that of male participants was 159.33. Statistical values of $Z = 1.089$ and $p = 0.014$ show that this difference is significant. In the Personal Success subscale, the average rank of female participants is 186.77, while the average rank of male participants is 158.63. This difference is significant with statistical values of $Z = 1.460$ and $p = 0.009$. In the General Burnout score, the average rank of female participants is 187.58 and that of male participants is 158.07. This difference is significant with statistical values of $Z = 1.359$ and $p = 0.006$. However, no significant difference was detected between male and female participants in the Job Satisfaction Scale ($Z = 0.745$; $p = 0.122$, $p > 0.05$). This shows that gender does not have a significant effect on the level of job satisfaction. These analysis results suggest that gender is particularly effective on emotional exhaustion, depersonalization, personal accomplishment and general burnout, but does not affect the level of job satisfaction.

H2 : **There is a significant difference between the Maslach burnout scale and job satisfaction scale and the educational background variable.**

H0 : There is no significant difference between the Maslach burnout scale and job satisfaction scale and the educational background variable.

By Education Variable Difference Analysis Between Maslach Burnout Scale and Job Satisfaction Scale

scales	Education status	N	Average Rank	Kruskal - Wallis H	Comparison Between Groups
Emotional exhaustion	Middle/High School	90	151.98	4,297	$\chi^2 = 4.855$; $p = 0.183$
	Associate Degree	94	179.49		
	Licence	104	174.73		
	Master's/Ph.D.	51	174.67		
Depersonalization	Middle/High School	90	148.89	6,023	$\chi^2 = 7.313$; $p = \mathbf{0.043}$
	Associate Degree	94	181.65		
	Licence	104	176.15		
	Master's/Ph.D.	51	173.24		
Personal success	Middle/High School	90	161.44	1,095	$\chi^2 = .700$; $p = 0.873$
	Associate Degree	94	174.33		
	Licence	104	174.34		
	Master's/Ph.D.	51	168.26		
Burnout (General)	Middle/High School	90	153.13	3,713	$\chi^2 = 5.741$; $p = 0.125$
	Associate Degree	94	177.26		
	Licence	104	176.74		
	Master's/Ph.D.	51	172.66		
Job satisfaction	Middle/High School	90	168.56	0.552	$\chi^2 = .789$; $p = 0.852$
	Associate Degree	94	170.43		
	Licence	104	166.74		
	Master's/Ph.D.	51	178.40		

$p < 0.05$

the education level variable and the Maslach Burnout Scale and Job Satisfaction Scale, no statistically significant difference was detected between the education level groups for both scales ($p>0.05$). When the average rankings of participants with different education levels are examined for the Emotional Exhaustion subscale (Middle School/High School: 151.98, Associate Degree: 179.49, Bachelor's Degree: 174.73, Master's/Ph.D.: 174.67), Kruskal -Wallis H According to the test result ($H=4.297$), there is no significant difference between the education level groups in terms of emotional exhaustion level ($\chi^2=4.855$; $p=0.183$, $p>0.05$). For the depersonalization subscale, when the average rankings of participants with different education levels are examined (Middle School/High School: 148.89, Associate Degree: 181.65, Bachelor's Degree: 176.15, Master's/Ph.D.: 173.24), Kruskal -Wallis H According to the test results ($H=6.023$), a significant difference was detected between education level groups in terms of depersonalization level ($\chi^2=7.313$; $p=0.043$, $p<0.05$). A similar situation exists for the Personal Achievement subscale. When the averages of participants with different education levels are examined (Middle School/High School: 161.44, Associate Degree: 174.33, Bachelor's Degree: 174.34, Master's/PhD: 168.26), there is a significant difference in terms of personal success level between education level groups. There is no ($H=1.095$; $p=0.873$, $p>0.05$). Similarly, no statistically significant difference was detected between education level groups for Burnout (General) scores and Job Satisfaction Scale scores ($p>0.05$). These results show that education level has no significant effect on Maslach Burnout Scale and Job Satisfaction Scale scores. There is no significant difference in scale scores between education level groups.

H3 : **There is a significant difference between** the Maslach burnout scale and job satisfaction scale and the professional seniority variable.

H0 : There is no significant difference between the Maslach burnout scale and job satisfaction scale and the professional seniority variable.

Table 5. Professional Seniority With Variable Difference Analysis Between Maslach Burnout Scale and Job Satisfaction Scale

scales	professional seniority	N	Average Rank	Kruskal -Wallis H	Comparison Groups	Between
emotional exhaustion	1-10 years	135	158.47	6,162	$\chi^2=3.812$; $p=0.282$	
	11-20 years	57	169.9			
	21-30 years	120	186.74			
	more than 30 years	27	153.44			
Depersonalization	1-10 years	135	160.65	5,843	$\chi^2=8.230$; $p = \mathbf{0.042}$ 21-30 years >11-20 years	
	11-20 years	57	155.95			
	21-30 years	120	186.38			
	more than 30 years	27	173.61			
personal success	1-10 years	135	162.74	1,584	$\chi^2=2.128$; $p=0.546$	
	11-20 years	57	168.34			
	21-30 years	120	177.18			
	more than 30 years	27	177.87			
Burnout (General)	1-10 years	135	159.31	5,067	$\chi^2=2.734$; $p=0.434$	
	11-20 years	57	163.77			
	21-30 years	120	185.94			
	more than 30 years	27	165.76			
Job satisfaction	1-10 years	135	176.07	2,744	$\chi^2=9.015$; $p = \mathbf{0.044}$	

11-20 years	57	160.35	30 years > others
21-30 years	120	163.6	
more than 30 years	27	188.46	

p < 0.05

the professional seniority variable and the Maslach Burnout Scale and Job Satisfaction Scale, a statistically significant difference was detected between professional seniority groups for the Job Satisfaction Scale (p < 0.05). However, no significant difference was found between professional seniority groups for the emotional exhaustion, depersonalization, personal accomplishment and general burnout subscales of the Maslach Burnout Scale (p > 0.05). For the Emotional Exhaustion subscale, when the average rankings of participants with different professional seniority are examined (1-10 years: 158.47, 11-20 years: 169.90, 21-30 years: 186.74, more than 30 years: 153.44) According to the results of the Kruskal -Wallis H test (H=6.162), there is no significant difference between professional seniority groups in terms of emotional exhaustion level ($\chi^2=3.812$; p=0.282, p > 0.05) .

When the average rankings of the participants with different professional seniority were examined for the Depersonalization subscale, it was stated that the averages of the participants, especially those with 21-30 years of professional seniority, were higher than the other seniority groups. This shows that, according to the Kruskal -Wallis H test result (H=5.843), there is a significant difference in the level of depersonalization between professional seniority groups ($\chi^2=8.230$; p=0.042, p < 0.05). This significant difference shows that the depersonalization level of participants with professional seniority between 21-30 years is higher than other seniority groups. In other words, it can be said that employees in this group show a more pronounced tendency in the depersonalization subscale.

A similar situation exists for the Personal Achievement subscale. When the averages of participants with different professional seniority are examined (1-10 years: 162.74, 11-20 years: 168.34, 21-30 years: 177.18, more than 30 years: 177.87), personal success among professional seniority groups There is no significant difference in terms of level (H=1.584; p=0.546, p > 0.05). Similarly, no statistically significant difference was detected between professional seniority groups for Burnout (General) scores and other Maslach Burnout Scale subscales (p > 0.05).

A significant difference was detected between professional seniority groups for Job Satisfaction Scale scores (H=2.744; p=0.044, p < 0.05). According to these results, it was stated that those with more than 30 years of professional seniority had a higher average job satisfaction score than other professional seniority groups. This shows that professional seniority has a significant effect on job satisfaction. That is, a long-term professional seniority can positively affect employees' job satisfaction.

4.4. The Relationship Between Burnout Levels and Job Satisfaction

H4 : **There is a significant difference between** the Maslach burnout scale and the job satisfaction scale.

H0 : There is no significant difference between the Maslach burnout scale and the job satisfaction scale .

Table 6. Relationship Between Burnout Levels and Job Satisfaction (Spearman Correlation Analysis)

	Work satisfaction	Burnout (General)	Emotional exhaustion	Depersonalization	Personal success	
Work _ satisfaction	r	1,000	-0.023	-0.060	0.009	0.020
	p.		0.677	0.272	0.866	0.715
Burnout (General)	r	-0.023	1,000	.942 **	.810 **	.893 **
	p.	0.677		0.000	0.000	0.000
Emotional exhaustion	r	-0.060	.942 **	1,000	.660 **	.791 **
	p.	0.272	0.000		0.000	0.000
Depersonalization	r	0.009	.810 **	.660 **	1,000	.600 **
	p.	0.866	0.000	0.000		0.000
Personal success	r	0.020	.893 **	.791 **	.600 **	1,000
	p.	0.715	0.000	0.000	0.000	

Spearman Correlation Analysis, a low and statistically insignificant negative relationship was detected between Job Satisfaction and Burnout (General) ($r=-0.023$, $p=0.677$). That is, there is no significant relationship between job satisfaction and general burnout level. However, strong and statistically significant relationships were found between Burnout (General) and its subscales: Emotional Exhaustion, Depersonalization, and Personal Achievement. There is a high positive relationship between general burnout level and Emotional Exhaustion ($r=0.942$, $p<0.001$). Likewise, a high positive relationship was found between Burnout (General) and Depersonalization ($r=0.810$, $p<0.001$). A high positive relationship was also found between Burnout (General) and Personal Success ($r=0.893$, $p<0.001$). A high positive relationship was also found between Emotional Exhaustion and Depersonalization ($r=0.660$, $p<0.001$). A high positive relationship was also detected between Emotional Exhaustion and Personal Success ($r=0.791$, $p<0.001$). A high positive relationship was also found between Depersonalization and Personal Achievement ($r=0.600$, $p<0.001$). These results show that although there is no significant relationship between the general burnout level and job satisfaction, there are strong and significant relationships between the general burnout level and its sub-dimensions.

4.5. The Effect of Burnout Levels on Job Satisfaction

H5 : The level of burnout has an effect on job satisfaction.

H0 : Burnout level has no effect on job satisfaction.

Table 7. Effect of Burnout Levels on Job Satisfaction (Regression Analysis)

		Unstandardized Coefficients	std B.	Standardized Coefficients Beta	t	p.
Burnout (General)	Still	65,067	7,153		9,097	0.000
	Work satisfaction	-0.253	0.457	-0.030	-0.554	0.580
Emotional Exhaustion	Still	27,052	3,569		7,579	0.000
	Work satisfaction	-0.277	0.228	-0.066	-1.216	0.225
Depersonalization	Still	13,833	1,896		7,295	0.000
	Work satisfaction	-0.012	0.121	-0.006	-0.102	0.918
personal success	Still	24,182	2,379		10,163	0.000
	Work satisfaction	0.037	0.152	0.013	0.241	0.810

According to the regression analysis results, the effects of emotional exhaustion, depersonalization and personal accomplishment variables on the dependent variable of job satisfaction were examined. In the first regression model, the relationship between the dependent variable of job satisfaction and the variable of emotional exhaustion was evaluated. The effect of the emotional exhaustion variable on job satisfaction is significant and the standardized beta coefficient is - 0.233 ($p = 0.018$). This result shows that job satisfaction decreases as emotional exhaustion increases. In the second regression model, the relationship between the dependent variable of job satisfaction and the depersonalization variable was examined. The effect of the depersonalization variable on job satisfaction is not statistically significant ($p=0.448$). This shows that the level of depersonalization does not have a significant effect on job satisfaction. In the third regression model, the relationship between the dependent variable of job satisfaction and the personal achievement variable was evaluated. The effect of the personal achievement variable on job satisfaction is significant and the standardized beta coefficient is 0.156 ($p=0.082$). This result shows that job satisfaction can increase with increasing personal success. Overall, the regression analysis results show that emotional exhaustion has a negative impact on job satisfaction.

CONCLUSION AND RECOMMENDATIONS

The evaluations made within the scope of the research reveal important findings between the emotional exhaustion, depersonalization and personal accomplishment subscales of the Maslach Burnout Scale and the overall score of the Job Satisfaction Scale . While the emotional exhaustion level was found to be at a moderate level, the depersonalization and personal accomplishment subscales were found to be at a moderate and high level, respectively. The job satisfaction level is generally at a medium level. In the analyzes made according to

the gender variable, significant differences were detected between gender groups in emotional exhaustion, depersonalization, personal accomplishment and general burnout subscales and job satisfaction. Emotional exhaustion, depersonalization and general burnout levels were found to be significantly higher in female participants, while personal accomplishment levels were significantly higher in male participants. In the analyzes performed on the education level variable, no significant difference was found between education level groups in terms of Maslach Burnout Scale and Job Satisfaction Scale scores. A significant difference was detected between job satisfaction scores according to the professional seniority variable, and it was determined that especially those with more than 30 years of professional seniority had a higher level of job satisfaction. While the correlation between job satisfaction and burnout is low and insignificant, regression analysis reveals that emotional exhaustion has a negative impact on job satisfaction. These results highlight the complexity between employees' emotional exhaustion levels and job satisfaction and the role of variables such as gender, education level, and professional seniority in this relationship. Based on the research results, the following suggestions can be taken into consideration in order to understand the relationship between employees' burnout levels and job satisfaction and to improve their working conditions:

- Significant differences between gender in levels of emotional exhaustion, depersonalization, and general burnout suggest the implementation of support programs that are sensitive to gender differences in the workplace. These programs should include strategies to cope with emotional exhaustion and methods to increase job satisfaction, especially for female employees.
- There may not have been a significant relationship between education level and burnout levels, but training programs and higher education opportunities that focus on the general development of employees can increase motivation and job satisfaction.
- It has been observed that professional seniority has a significant effect on job satisfaction. Therefore, in order to increase the job satisfaction of employees with long-term professional seniority, support and motivation programs can be organized specifically for this group.
- In order to alleviate the negative relationship between emotional exhaustion levels and job satisfaction, emotional support programs and workload balancing measures can be implemented in the workplace. Managers can create a supportive environment by paying more attention to employees' emotional needs.
- Strengthening communication between employees can reduce the level of depersonalization. By organizing events that encourage teamwork and collaboration, employees can be encouraged to interact more with each other.
- In order to emphasize the positive relationship between personal success and job satisfaction, programs that reward achievements and encourage performance can be developed. This can increase employee motivation and increase job satisfaction.
- Managers should provide regular feedback to employees about job satisfaction, highlight positive contributions, and provide support by identifying areas for development.

These suggestions can be a starting point for reducing workplace burnout levels and increasing job satisfaction. However, each recommendation should be customized according to the company's specific needs and employee profile.

REFERENCES

- Çetin, F., Şeşen, H., & Basım, H. N. (2013). Örgütsel Psikolojik Sermayenin Tükenmişlik Sürecine Etkileri: Kamu Sektöründe Bir Araştırma. *Anadolu University Journal of Social Sciences*, 13(3).
- Dönmez, F. G., & Topaloğlu, C. (2020). Otel çalışanlarında algılanan örgütsel destek, iş yeri yalnızlığı ve iş tatmini ilişkisi. *İş ve İnsan Dergisi*, 7(2), 311-324.
- Erdoğan, P., & Murat, A. K. (2021). Örgütsel stres ve iş tatmini arasında psikolojik dayanıklılığın aracı rolü: Akademisyenler üzerine bir araştırma. *Anemon Muş Alparslan Üniversitesi Sosyal Bilimler Dergisi*, 9(2), 433-442.
- Erdoğan, P., & Murat, A. K. (2021). Örgütsel stres ve iş tatmini arasında psikolojik dayanıklılığın aracı rolü: Akademisyenler üzerine bir araştırma. *Anemon Muş Alparslan Üniversitesi Sosyal Bilimler Dergisi*, 9(2), 433-442.
- Kaplan, N., & Acar, O. K. (2023). Duygusal emek ve tükenmişlik: hekimler üzerine nitel bir araştırma. *İşletme Araştırmaları Dergisi*, 15(3), 1647-1664.
- Karadirek, G. (2020). Çalışanların algıladıkları örgütsel desteğin motivasyon, iş tatmini ve örgütsel bağlılıkla ilişkisi: bir tekstil işletmesi örneği. *Nevşehir Hacı Bektaş Veli Üniversitesi SBE Dergisi*, 10(1), 203-220.
- Sınlık, Ö. (2022). Okul müdürlerinin liderlik stilleri ile öğretmenlerin mesleki tükenmişlikleri arasındaki ilişki, Yüksek Lisans Tezi, Gelişim Üniversitesi Eğitim Bilimleri Enstitüsü .
- Şanlı, Ö., ve Çetin, T. (2017). Öğretmenlerin tükenmişlik düzeylerinin çeşitli değişkenler açısından incelenmesi. *Fırat Üniversitesi Sosyal Bilimler Dergisi*, 27(2), 131-142.

- Şengün, C. (2021). Dijital Tükenmişlik: Başa Çıkmak İçin 5 Yöntem, *Yönetim ve Ekonomi Dergisi*, 5(13), 33-50.
- Üstündağ, S., & Büber, H. (2023). Aile işletmelerinde tükenmişlik sendromunun iş tatminine etkisi: Kütahya çini-seramik sanayinde bir uygulama. *Sosyal, Beşeri Ve İdari Bilimler Dergisi*, 6(9), 1104-1122.
- Yenihan, B., Çakır, N. N., ve Alabaşoğlu, B. (2018). Cinsiyet farklılığının tükenmişlik ve yaşam doyumuna etkisi: Kırklareli üniversitesinde görev yapan araştırma görevlileri üzerine bir araştırma. *Kırklareli Üniversitesi İktisadi ve İdari Bilimler Fakültesi Dergisi*, 7(1), 47-58.
- Yüksel, E. (2017). Sağlık çalışanlarında tükenmişlik sendromunun kişilik özellikleriyle ilişkisi: Tunceli örneği. Yüksek lisans tezi. Tunceli Üniversitesi Sosyal Bilimler Enstitüsü, Tunceli.
- Yüksel, E. (2017). Sağlık çalışanlarında tükenmişlik sendromunun kişilik özellikleriyle ilişkisi: Tunceli örneği. Yüksek lisans tezi. Tunceli Üniversitesi Sosyal Bilimler Enstitüsü, Tunceli.
- Yinal, A., Lesinger, F. Y., & Şahoğlu, G. P. (2019). Sınıf Öğretmeni Adaylarının Velilerle İletişim Kurma Yöntemlerinin Kullanımının Gerçekleştirilmesi. *Folklor/Edebiyat*, (97-1), 256.

THE EFFECT OF LEADERSHIP STRUCTURE ON EMPLOYEE PERFORMANCE

Gülden BOZAT

Yrd. Doç. Dr. Azmiye YINAL
azmiye.yinal@akun.edu.tr

ABSTRACT

The purpose of this study is to examine the effect of leadership structure on employee performance in banks. The study was conducted using the survey technique, which is one of the quantitative research methods. The population of the study consisted of employees working in banks in TRNC and the sample consisted of 247 employees. Data were collected through a scale. The scale used consists of 3 parts. In the first part, personal information form prepared by the researcher, in the second part, Perceived Leadership Style Scale developed by House and Dessler (1974) and in the last part, job performance scale developed by Darwish (2000) were used.

According to the findings of the study, it was observed that men scored higher in the participative leadership dimension and individuals who worked longer in the directive leadership dimension. In addition, it was determined that certain age groups and married individuals obtained higher scores in participative leadership. A significant relationship was found between professional seniority and leadership style. In particular, it was observed that participants with less professional seniority achieved higher scores in certain leadership styles. In terms of job performance, it is noteworthy that certain demographic groups have higher scores. In addition, while participative leadership had a significant effect on job performance, directive leadership and perceived leadership style had no significant effect on job performance. As a result, it was determined that demographic factors and leadership styles, especially participative leadership and professional seniority have an effect on job performance. According to the results, there is a negative relationship between participative leadership and job performance. On the other hand, no relationship was found between perceived leadership style and job performance.

Keywords: Leader, Leadership, Business performance.

1. INTRODUCTION

1.1. Problem Status

A leader is a person who influences and directs others and ensures that they progress towards a certain goal or purpose (Başer and Seçkin, 2023). Leadership is an effective process to direct people to a certain goal, purpose or vision (Maşalı et al., 2023). In this process, leadership refers to a leader's ability to influence, motivate and direct groups or individuals. Leadership requires skills such as decision making, problem solving, effective communication, motivation, guidance, support and vision setting. Leadership can be applied in different styles, and a person's leadership style may vary depending on his personal characteristics, experiences and leadership situation (Yuldashev, 2023).

Participatory leadership style refers to an approach in which the leader includes team members in decision-making processes and values their ideas and opinions. The leader cares about the contributions of team members and encourages them to achieve a common goal by sharing their responsibilities (Maşalı et al., 2023). Directive leadership, on the other hand, takes a more directive approach. In this leadership style, the leader gives instructions, makes decisions, and generally controls work processes. Directive leadership is a leadership style in which the leader is effective and directive in giving instructions, planning and overseeing work, making decisions and determining tasks (Yıldız, 2023). In this leadership style, the leader clearly tells team members what to do, has more control over the decision-making process, and generally provides guidance on how to do the job. This leadership model focuses on providing direction and clear instructions in achieving goals. Directive leaders take direct initiative to motivate team members and organize the flow of work, determining how things will be done and giving detailed instructions when necessary. This leadership style can be especially effective when quick decisions need to be made for a specific job or project and when used with new employees (Ergin, 2023).

Leadership structures can affect employee performance (Güvener and Ayhan, 2023). Performance generally refers to how effectively and efficiently a particular job or task is performed. On a job or individual basis, performance can be evaluated in terms of achieving goals, efficiency, competence, achievement, contribution or results. Job performance often includes elements such as completion of specific tasks, project success, meeting goals, personal development, and achievement (Aung et al., 2023). Performance relates to the quality, quantity and effectiveness of actions taken at a given time, and this concept is often used to evaluate the performance of employees in the work environment. This indicates to what extent the individual contributes to the goals of the team or organization and whether he or she works efficiently and effectively (Chen et al., 2023).

Job performance refers to the ability, effectiveness, efficiency and success an employee demonstrates in performing his/her duties at work. This performance is a measure used to evaluate the quality, quantity, and effectiveness of an employee's work over a specific period of time in a specific work environment. Job performance includes the employee's level of completion of tasks at work, achievement of goals, efficiency, effectiveness, and success. Employees' performance is evaluated by a number of factors such as their ability to perform their duties, work ethics, work discipline, achievement of goals, their contribution and their overall impact in the workplace. This evaluation is important for the development, reward, promotion and continuity of employees in their jobs (Cenk, 2023).

Leaders' behavior patterns and leadership styles can have significant effects on employees' motivation, commitment level, and job performance. A good leadership structure can increase employee productivity, increase job satisfaction and contribute to achieving organizational goals (Yedigöz and Doğrul, 2023). Research has shown that effective leadership approaches have positive effects on employees. For example, participatory leadership can increase employees' motivation and make them feel more valued by encouraging their participation in decisions. Directive leadership, on the other hand, can ensure that employees fulfill their duties by giving specific goals and instructions (Erden, 2023). The impact of leaders on business performance may vary depending on their leadership style, employee characteristics, and the conditions of the work environment. Therefore, it is important for leaders to balance different leadership approaches by better understanding employees and organizational goals and develop appropriate strategies to improve business performance.

1.2. Purpose and Importance of the Research

The aim of this study is to examine the effect of leadership structure in banks on employee performance. A study examining the effect of leadership structures in banks on employee performance is an important research topic for organizational effectiveness and employee productivity in the financial sector. Examining the leadership structure within the scope of participatory and directive leadership dimensions provides the opportunity to understand and analyze different aspects of leadership styles in businesses. While participatory leadership refers to a leadership style that cares about employees' opinions, involves them in business processes and ensures cooperation, directive leadership is a more directive, commanding and organizing leadership style. This study evaluated the effects of both leadership styles on job performance. In this sense, participative leadership can increase employee engagement, motivation, and creativity, while directive leadership may be more efficient or appropriate in certain situations. The leadership structures examined can guide business managers in determining the most effective leadership styles and improving employee performance.

1.2. Hypotheses

The hypotheses of this research are given below:

- H₁ = Perceived leadership style differs according to gender .
- H₂ = Perceived leadership style differs according to age .
- H₃ = Perceived leadership style differs according to marital status.
- H₄ = Perceived leadership style differs according to the length of time working in the institution.
- H₅ = Perceived leadership style differs according to professional seniority.
- H₆ = Job performance differs according to demographic variables.
- H₇ = There is a relationship between leadership structure and performance.
- H₈ = Leadership structure has an effect on performance.

1.3. Assumptions

It is assumed that research participants give their answers to the survey questions sincerely.

1.4. Limitations

Research;

- With research participants,
- With the scale questions used in the research,
- It is limited to the sources used in the research.

1.5. Definitions

Leader: A person who influences and directs others and ensures that they progress towards a certain goal or purpose (Başer and Seçkin, 2023).

Leadership: It is an effective process to direct people to a certain goal, purpose or vision (Maşalı et al., 2023) .

Participatory leadership: It refers to an approach in which the leader includes team members in decision-making processes and values their ideas and opinions (Kurtgöz and Polat, 2023).

Directive Leadership: It is a leadership style in which the leader is effective and directive in giving instructions, planning and supervising work, making decisions and determining tasks (Ergin, 2023) .

Performance: Performance generally refers to how effectively and efficiently a particular job or task is performed (Aung et al., 2023).

Job performance: It refers to the ability, effectiveness, efficiency and success an employee displays while performing his duties at work (Cenk, 2023) .

2. THEORETICAL FRAMEWORK

2.1. Leader and Leadership Concepts

Leadership is perhaps one of the most important concepts for management, the principles of which were formed gradually throughout the historical process and have survived to this day by adapting to changing conditions over time. In particular, leadership, which begins with treating management as a science and has vital importance in the executive function of management, plays an important role in helping organizations achieve their goals (Şahne and Şar, 2015). The root of the word "Leadership" dates back to Latin and later to English. The verb form of the word "lead" means "to direct, to show the way, to pioneer and to guide, etc." It has meaning. The word "leader", which indicates the person who does the action in question, has meanings such as guide, guide, guide and pioneer. Although the word "leader" has been suggested as an equivalent in the Turkish language, the word "leader", which is translated verbatim from English, is used more (Eraslan, 2004).

People tend to live together both because they are social beings and because of their benefits. Leadership emerged from the need to manage groups and communities as a result of individuals living together. This situation is a natural consequence of the need to manage the group and one of the members of the group wanting to manage the group (Erkutlu, 2014). Leadership is a concept as old as the existence of humanity, and the concepts of leadership, leader and follower are represented in 5000-year-old Egyptian inscriptions. It is stated that Caesar expressed his thoughts about leaders and leadership in his speech in front of the Roman Senate, in Homer's Iliad and Odyssey, and in the works written by Plato and Aristotle (Aslan, 2013).

Leadership is a subject that has excited people since ancient times. The term leader conjures up images of the powerful, dynamic individual who commands victorious armies, directs corporate empires from the top of glittering skyscrapers, or changes the course of nations. Leadership's widespread admiration in this way may be due to the fact that it touches the lives of all people, as well as becoming a mysterious process (Yukl, 2011).

Although leadership, which is a concept that has existed throughout history, began to be examined scientifically only in the 1920s, thousands of studies and hundreds of definitions of leadership were made in the 20th century (Bakan and Büyükbeşe, 2010). Kellerman, in an interview with Volckmann; He stated that he heard approximately 1400 different definitions about leader and leadership (Kellerman, 2014). These numbers show that there is no definitive consensus on the definitions of leader and leadership and the search for a better definition continues (Silva, 2016).

It is very difficult to address where leadership comes from and where it is going structurally. Leadership above all else depicts an enlightened mind. When viewed from this perspective, the nature of leadership can be designed just like the rhythmic steps of the universe (Akdemir, 2018). It is difficult to define leadership precisely. Considering the complex nature of leadership, there is no general and widely accepted definition of leadership (Antonakis, Cianciolo, & Sternberg, 2018). The concept of leadership is fully mastered. The concept reappears in different forms due to its complexity. Numerous terms have been produced to deal with this problem, but the concept in question is not sufficiently defined. Scientists have generally defined the concept of leadership according to their own perspectives and with the aspects of the term that concern them most (Salamah, Alzubi, and Yinal, 2023). Dozens of books and thousands of articles about leaders and leadership are published every year, and institutions invest millions of dollars in an effort to develop their future leaders (Volckmann, 2012).

2.2. With Leadership Behavior Style The Relationship Between Employee Performance

There is a strong relationship between leadership behavior style and employee performance. The behaviors exhibited by leaders have a significant impact on employees' motivation, job satisfaction and performance. To understand this relationship, some basic leadership styles and the effects of these styles on employee performance can be taken into consideration (Sarıtaş and Myrvang, 2023):

- **Authoritarian Leadership:** Authoritarian leaders generally act by command, give clear instructions to employees, and play a central role in the decision-making process. This style can enable immediate and rapid decision-making in some cases, but in the long run it can create a lack of motivation and independent thinking skills in employees. Such a leadership style may negatively affect the creativity and performance of employees (Uçar and Gündoğdu, 2023).
- **Democratic Leadership:** Democratic leadership style encourages employee participation, values their opinions, and includes them in the decision-making process. This style can increase employee motivation and encourage cooperation and team spirit. Employees may feel more valued under this style, which can generally increase their performance (Yedigöz and Doğrul, 2023).

- **Laissez-Faire Leadership:** In this style, the leader gives employees wide autonomy and freedom. Employees make their own decisions and manage their own tasks. This style may encourage creativity in some cases, but may lead to a lack of motivation and a decrease in performance in employees due to uncertainty and lack of direction (Onay and Latif, 2023) .

The relationship between leadership styles and employee performance shows that the behaviors exhibited by leaders have a significant impact on employees' motivation, commitment and job performance. Choosing a leadership style that suits employees' needs and business goals can often positively affect employee performance. A good leadership style can help employees motivate, develop and increase their job performance.

2.3. Related Research

The study conducted by Saygılı and Avcı (2023) investigated the relationship between leadership behavior, proactive career commitment and silent resignation. According to the research results: It was found that there is a positive and significant relationship between people-oriented leadership style and proactive career commitment. This shows that leaders' focus on their employees supports employees in developing a proactive approach towards their careers. A negative and significant relationship was found between task-oriented leadership style and silent resignation, that is, silently quitting their jobs. It was stated that proactive career commitment did not have a mediating effect on the relationship between task-oriented leadership style and silent resignation . That is, the effect of task-oriented leadership style on silent resignation was direct, not through proactive career commitment. It was stated that proactive career commitment had a mediating effect on the relationship between people-oriented leadership style and silent resignation . In other words, people-oriented leadership style increases employees' career commitment and reduces their tendency to silent resignation. These results demonstrate the effects of leadership styles on employees' career commitment and resignation tendencies and help us understand how specific leadership styles contribute to specific outcomes. The research results reveal an important finding that a people-oriented leadership style can create a stable working atmosphere and support the career development of employees.

The study conducted by Erkal (2023) concluded that inclusive leadership affects the level of job embeddedness of employees. Additionally, it was determined that leader-member interaction had a significant effect on job embeddedness . According to the results of the study, it was determined that leader-member interaction played a mediating role in the effect of inclusive leadership on job embeddedness . The results of this research show that leaders in organizations being inclusive, that is, being open, accessible and interacting with employees, can contribute to employees' levels of job embeddedness . Leaders interacting with their employees and being open and communicative can increase employees' commitment to their jobs and the organization. Additionally, the finding that leader-member interaction plays a mediating role in the effect of inclusive leadership on job embeddedness emphasizes the importance of leaders' effective communication and interaction skills.

Günaydın et al. (2023) showed that perceived transformational leadership has a positive effect on job performance and that this effect plays a full mediating role through flow at work. However, the study also found that the positive effect of perceived transformational leadership on job performance disappeared when academics experienced flow at work. Research results highlight the importance of experiencing flow at work. In other words, the flow experience at work has obscured the positive impact of perceived transformational leadership on job performance among academics. This suggests that the effect of flow experience on job performance overshadows the effect of transformational leadership.

According to the results of Taşkın's (2023) research, it was determined that there is a strong and positive relationship between the perception of authentic leadership and trust in the manager. It has been stated that the perception of authentic leadership explains the level of trust in the manager by 53%. This result is consistent with other studies in the literature. In the analysis conducted across institution types, it was determined that association employees with more flexible legal regulations had a higher level of authentic leadership perception compared to employees with foundation status. Another finding of the research is that the perceptions of volunteer employees in the dimensions of authentic leadership, trust in the manager and job performance are significantly higher than those of full-time employees. However, research results indicate that there is no significant relationship between the perception of authentic leadership, trust in the manager and job performance.

3. METHOD

3.1. Research Method

This study is carried out using the survey technique, which is one of the quantitative research methods. Survey research is usually conducted with larger samples and provides a broad perspective on the general views, interests, skills, abilities or attitudes of participants. This type of research usually aims to collect information about a large population and generally uses techniques such as surveys or interviews in the data collection process. Participants are generally selected to create a representative sample that allows generalizations to be made about the population. Survey studies are a useful research method to understand general trends and the

general situation on a subject. Such studies generally aim to obtain large data sets and make generalizations (Karasar , 2008).

3.2. Population and Sample

The population of the research consists of employees in banks in TRNC. The sample of the study was selected by quota sampling method. Quota sampling is a sampling technique in which the researcher includes a certain proportion of individuals or items that must meet a certain criterion. In this method, a certain quota in sample selection is determined based on demographic or certain characteristics such as gender, age, professional seniority (Karasar , 2008). The scales distributed and collected via Google Forms between 01.09.2023 and 02.10.2022 were delivered to 350 employees. On the other hand, the forms were received back from 298 people; Due to missing data, 247 of these forms could be included in the study. In this context, the sample of the study consisted of 247 employees.

3.3. Data Collection Tools

In the research, data was collected through a scale. The scale used consists of 3 parts. In the first part, there are questions prepared by the researcher to determine the socio -demographic characteristics of the participants .

To evaluate leadership styles, the Perceived Leadership Style Scale, a 15-item Likert- type scale developed by House and Dessler (1974), was used. This scale is designed to examine participatory and directive leadership styles emphasized in the Path-Goal Model of leadership . In the scale, statements are scored between "1: I never agree" and "5: I always agree". The overall α reliability value of this 15-item scale was calculated as 0.90 by Sari (2022). A scale with a total of 13 items was created, including 8 statements to examine the participatory leadership dimension and 5 statements to evaluate the directive leadership dimension. The α reliability value of this new 13-item scale was calculated as 0.89. The obtained α reliability value is higher than 0.70, indicating that the reliability level of the scale is acceptable (Sari, 2022).

In the third section, there are five questions to determine employees' job performance. The self- appraisal method developed by Darwish (2000) (The job performance of employees was measured using approach). Questions were ranked using a scale from "Strongly Disagree" (1) to "Strongly Agree" (5). In the first scale, the reliability coefficient alpha value was calculated as 0.60. However, after removing the third question, which reduced the reliability of the scale, the reliability level of the scale consisting of four questions was calculated as alpha 0.70 (Tutar, 2008) .

Table 1. Reliability Analyzes for Scales

	Cronbach's Alpha	Article
Perceived Leadership Style Scale	0.80	15
Job Performance Scale	0.77	5

the Cronbach's Alpha value of the perceived leadership style scale is .80; Cronbach's Alpha value of the job performance scale was determined as .77.

3.4. Analysis of Data

SPSS 28 program was used to analyze the data collected in the study and was examined at the reliability level. T -Test, ANOVA and ANOVA Tukey tests were used to examine whether the scale scores differ according to socio -demographic characteristics . T-Test is used to compare means between two groups, while ANOVA is used to compare multiple group means, and the ANOVA Tukey test specifically identifies differences between these group means. These statistical methods are widely used to identify significant differences between groups in research or survey data.

4. RESULTS

4.1. Demographic features

Demographic variables of the participants are given in Table 2:

Table 2. Demographic Information of Participants

		N	%
Gender	Woman	141	57.1
	Male	106	42.9
Age	30 years and under	35	14.2
	31-40 years old	131	53.0

	41-50 years old	81	32.8
marital status	Married	140	56.7
	Single	107	43.3
Working time in the institution	less than 1 year	47	19.0
	1-5 years	106	42.9
	6-10 years	70	28.3
	11-15 years	24	9.7
professional seniority	less than 1 year	35	14.2
	1-5 years	92	37.2
	6-10 years	84	34.0
	11-15 years	36	14.6
	Total	247	100.0

Looking at Table 2, 57.1% of the participants are female and 42.9% are male; 53% were 31-40 years old, 32.8% were 41-50 years old and 14.2% were 30 years old and under; 56.7% were married and 43.3% were single; The working period in the institution is 42.9% between 1-5 years, 28.3% between 6-10 years, 19% less than 1 year and 9.7% between 11-15 years and the distribution of professional seniority is also It is seen that 37.2% are 1-5 years, 34% are 6-10 years, 14.6% are 11-15 years and 14.2% are less than 1 year.

4.2. Findings Regarding the Descriptive Analysis of the Scales

Table 3 shows the descriptive analysis results of the scales.

Table 3. Descriptive Analysis of Scales

	Minimum	Maximum	\bar{X}	SS
participatory leadership	28.00	36.00	31,42	2,008
Directive leadership	12.00	18.00	15.63	1,835
Leadership style scale general	50.00	61.00	55.87	3,403
Performance	19.00	21.00	20.00	0.624

According to the results of the analysis, the general average of the leadership style scale (\bar{X}) is 55.87 (Sd . 3.40); The average performance scale (\bar{X}) was found to be 20 (Sd . 0, 62). Participative leadership (\bar{X} =31.42; Sd . 2.00) has the highest mean among the sub-dimensions of the leadership style scale . This shows that participative leadership is more prominent and higher than directive leadership in the leadership style scale. Measurements indicate that leadership style is high but performance is lower. This may indicate that although the leadership style is effective, performance is below expectations.

4.3. Descriptive Analyzes Between Demographic Variables and Perceived Leadership Style Scale

The T-Test results conducted in the study to test the hypothesis " H_1 = Perceived leadership style differs according to gender " are given below.

Table 4. Comparison of Perceived Leadership Style Scale Sub-Dimension Scores by Gender

	N	\bar{X}	SS	f	p.	
participatory leadership	Woman	141	31,41	1,817	7,201	0.008
	Male	106	31.44	2,247		
Directive leadership	Woman	141	15.43	2,061	29,028	0.000
	Male	106	15.89	1,453		
Perceived leadership style scale general	Woman	141	55.53	3,723	10,491	0.001
	Male	106	56.33	2,878		

$p < 0.05$

When Table 4 is examined, it is seen that perceived leadership style differs significantly according to gender ($p < 0.05$). Accordingly, it was determined that male participants received higher scores than female participants in

the participatory, directive dimensions and the perceived leadership scale. The finding of a difference in the measurements shows that gender is effective in the perception of leadership style. This indicates that gender may be a determining factor in the way one perceives leadership style.

of the ANOVA conducted to test the hypothesis "H₂ = Perceived leadership style differs according to age" and the ANOVA Tukey test results to determine which groups the differences are between are given below.

Table 5. Comparison of Perceived Leadership Style Scale Sub-Dimension Scores by Age

		N	\bar{X}	SS	f	p.	Difference
participatory leadership	30 years and under	35	32.65	0.481	20,877	0.000	30 years and below > 31-40 years 41-50 years old > 31-40 years old
	31-40 years old	131	30.73	1,722			
	41-50 years old	81	32.02	2,382			
Directive leadership	30 years and under	35	15.28	2,407	5,649	0.004	41-50 years old > 30 years old and below, 31-40 years old
	31-40 years old	131	15.38	1,761			
	41-50 years old	81	16,18	1,550			
Perceived leadership style scale general	30 years and under	35	57.31	2,564	14,147	0.000	30 years and below > 31-40 years 41-50 years old > 31-40 years old
	31-40 years old	131	54.85	3,565			
	41-50 years old	81	56.91	2,912			

p < 0.05

When Table 5 is examined, it is seen that there are significant differences between perceived leadership style and age (p < 0.05). Accordingly, the general scores of the participatory leadership dimension and the perceived leadership scale were found to be higher for participants aged 30 and under than for participants aged 31-40, and for participants aged 41-50 than for participants aged 31-40. In the directive leadership dimension, it was determined that participants between the ages of 41-50 received higher scores than both participants aged 30 and under and participants between the ages of 31-40.

The results of the T-Test conducted in the research to test the hypothesis "H₃ = Perceived leadership style differs according to marital status" are given below.

Table 6. Comparison of Perceived Leadership Style Scale Sub-Dimension Scores According to Marital Status

		N	\bar{X}	SS	f	p.	Difference
participatory leadership	Married	140	31.49	1,732	14,917	0.000	
	Single	107	31,34	2,327			
Directive leadership	Married	140	15.75	1,798	3,335	0.069	
	Single	107	15.47	1,880			
Perceived leadership style scale general	Married	140	56.25	2,968	14,698	0.000	
	Single	107	55.38	3,859			

p < 0.05

When Table 6 is examined, it is seen that there are significant differences between perceived leadership style and marital status (p < 0.05). Accordingly, married participants received higher scores than single participants in the participatory and directive leadership dimensions and the perceived leadership style scale. In this case, it seems that marriage status affects the perception of leadership style.

, the ANOVA performed to test the hypothesis "H₄ = Perceived leadership style differs according to the duration of employment in the institution" and the ANOVA Tukey test results to determine which groups the differences are between are given below.

Table 7. Comparison of Perceived Leadership Style Scale Sub-Dimension Scores According to Duration of Working in the Institution

		N	\bar{X}	SS	f	p.	Difference
participatory leadership	less than 1 year	47	31.7660	0.42798	1,934	0.125	No difference
	1-5 years	106	31.0849	2.09815			

	6-10 years	70	31.7000	2.53869			
	11-15 years	24	31.5000	1.53226			
<hr/>							
	less than 1 year	47	15.2766	2.42901			
Directive leadership	1-5 years	106	15.7547	1.63189	2,975	0.032	11-15 years > Less than 1 year
	6-10 years	70	15.4000	1.87586			
	11-15 years	24	16.5000	0.51075			
	less than 1 year	47	56.0426	2.14636			
<hr/>							
Perceived leadership style scale general	1-5 years	106	55.7264	4.11625	1,118	0.343	No difference
	6-10 years	70	55.6143	3.39775			
	11-15 years	24	57.0000	1.02151			
	less than 1 year	47	56.0426	2.14636			

p < 0.05

When Table 7 is examined, no relationship was found between participatory leadership and the overall perceived leadership scale and the length of time working in the institution (p > 0.05). On the other hand, it was observed that there was a significant relationship between directive leadership and working time in the institution (p < 0.05). Participants who have worked in the organization for 11-15 years have higher directive leadership scores than those who have worked for less than 1 year.

The results of the ANOVA Test conducted in the research to test the hypothesis "H₅ = Perceived leadership style differs according to professional seniority" are given below.

Table 8. Comparison of Perceived Leadership Style Scale Sub-Dimension Scores According to Professional Seniority

		N	\bar{X}	SS	f	p.	Difference
participatory _ leadership	less than 1 year	35	31.71	1,250	22,788	0.000	1 year > 6-10 years
	1-5 years	92	32.14	0.932			
	6-10 years	84	30,14	1,736			
	11-15 years	36	32,33	3,346			
<hr/>							
router leadership	less than 1 year	35	15.42	2,500	30,981	0.000	1 year > 6-10 years
	1-5 years	92	16.28	1,385			
	6-10 years	84	14.42	1,507			
	11-15 years	36	17.00	0.828			
<hr/>							
Leadership style scale general	less than 1 year	35	56.17	4,239	34,360	0.000	1 year > 6-10 years
	1-5 years	92	57.04	2,449			
	6-10 years	84	53.42	2,786			
	11-15 years	36	58.33	2,390			

p < 0.05

When Table 8 is examined, it is seen that there is a significant difference between participatory leadership, directive leadership dimensions and perceived leadership style between general and professional seniority (p < 0.05). Accordingly, it was determined that, in terms of participatory leadership and perceived leadership style, those with less than 1 year of professional seniority received higher scores than those with 6-10 years of professional seniority, and those with 1-5 years of professional seniority than those with 6-10 years of professional seniority. Similarly, in the directive leadership dimension, it was determined that those with less than 1 year of professional seniority received higher scores than those with 6-10 years of professional seniority, and those with 1-5 years of professional seniority scored higher than those with both less than 1 year and 6-10 years of professional seniority.

4.4. Descriptive Analyzes Between Demographic Variables and Performance Scale

The results of the analysis conducted to test the hypothesis "H₆ = Job performance differs according to demographic variables" are given below.

Table 9. Comparison of Performance Scale Scores According to Demographic Variables

	N	\bar{X}	SS	f	p.	Difference
Gender						
Woman	141	20.08	0.499	30,241	0.000	Female > Male
Male	106	19.88	0.747			
Age						
30 years and under	35	20.34	0.481	7,006	0.001	30 years old > 31-40 years old; 41 -50 years old
31-40 years old	131	19.9	0.673			
41-50 years old	81	20	0.547			
marital status						
Married	140	20.25	0.604	3,462	0.64	No difference
Single	107	19.66	0.474			
Working time in the institution						
less than 1 year	47	20	0	15,701	0.000	1 year > 11-15
1-5 years	106	19.88	0.747			1-5 years > 11-15 years
6-10 years	70	20.34	0.478			6-10 years > less than 1 year; 1-5 years; 11-15 years
11-15 years	24	19.5	0.51			
professional seniority						
less than 1 year	35	20.34	0.481	34,263	0.000	1 year > 1-5 years, 6- 10 years
1-5 years	92	19.86	0.338			11-15 years > less than 1 year; 1-5 years; 6-10 years
6-10 years	84	19.71	0.704			
11-15 years	36	20.66	0.478			

p < 0.05

When Table 9 is examined, it is seen that there is a significant difference between performance and gender, age, working time in the institution and professional seniority (p < 0.05). Accordingly, in terms of job performance;

- Female participants differ from men;
- Participants under the age of 30 are divided into participants between the ages of 31-40 and 41-50;
- Those who have worked in the institution for less than 1 year are those who have worked between 11-15 years; Those who have been working in the institution for 1-5 years are separated from those who have been working in the institution for 11-15 years, and those who have been working in the institution for 6-10 years are less than 1 year;
- one year of professional seniority are those with 1-5 years of professional seniority and those with 6-10 years of professional seniority; Those with 11-15 years of professional seniority are less than 1 year, 1-5 years and 6-10 years of professional seniority.

higher scores.

4.5. The Relationship Between Leadership Structure and Performance

The results of the correlation analysis conducted to test the hypothesis "H₇ = There is a relationship between leadership structure and performance" are given below.

Table 10. Correlation Analysis on the Relationship Between Leadership Structure and Employee Performance

		Performance Scale
participatory leadership	r	-.194 **
	p.	0.002
Directive leadership	r	.128 *
	p.	0.045
Leadership style scale general	r	-0.023
	p.	0.720

** . The correlation is significant at the 0.01 level.

*. The correlation is significant at the 0.05 level.

When Table 10 is examined, there is a weak and negative relationship between participatory leadership and performance ($r=-.194$; $p=0.002$); While there was a weak and positive relationship ($r=.128$; $p=0.045$) between directive leadership and performance ; It was observed that there was no relationship between perceived leadership style and job performance.

4.6. The Effect of Leadership Structure on Employee Performance

the regression analysis conducted to test the hypothesis "H₈ = Leadership structure has an effect on performance" are given below.

Table 11. Regression Analysis on the Effect of Leadership Structure on Employee Performance

	Unstandardized Coefficients		Standardized Coefficients		
	β	S. Error	β	t	p.
(Still)	20,876	0.687		30,395	0.000
participatory leadership	-0.184	0.055	-0.591	-3.315	0.001
Directive leadership	-0.021	0.055	-0.061	-0.377	0.706
Leadership style scale general	0.094	0.049	0.510	1,914	0.057

a. Dependent variable: Performance Scale

When Table 11 is examined, it is seen that participatory leadership has an effect on business performance ($\beta=-0.591$; $p<0.01$). In other words, participative leadership has been identified as an important factor on business performance. On the other hand, it was observed that directive leadership and perceived leadership style had no effect on job performance .

4. CONCLUSIONS AND RECOMMENDATIONS

examining the effect of leadership structure in banks on employee performance are summarized below.

As a result of the analysis, it was found that the leadership style among the participants varied depending on gender. When the participatory and directive leadership dimensions and the general leadership scale were examined, it was observed that male participants received higher scores than female participants.

It has also been determined that there are certain differences between age and perceived leadership style. Significant differences were determined in the participatory leadership dimension and general leadership scale scores between participants aged 30 and under, 31-40 years and 41-50 years of age. Similarly, participants between the ages of 41-50 received higher scores in the directive leadership dimension than participants in other age groups.

Married individuals received higher scores than single individuals in the participatory and directive leadership dimensions. In this case, it seems that marriage status affects the perception of leadership style. Marriage can lead to an increase in individuals' life experience and responsibilities, which can lead to differences in their perception of leadership style. The fact that married individuals score higher may indicate that leadership style may change in relation to marital status.

In the study, it was determined that there was a relationship between directive leadership and working time. Participants who worked in the organization for 11-15 years received higher directive leadership scores compared to those who worked for less than 1 year. This may indicate that working time has an impact, especially on directive leadership.

A significant relationship was found between participatory leadership, directive leadership dimensions, general leadership perception and professional seniority. The findings showed that individuals with less than 1 year of seniority had higher scores on both participatory leadership and general leadership perception than those with a tenure of 6-10 years. In the directive leadership dimension, individuals with less than 1 year of seniority have higher scores than those with 6-10 years of seniority, and individuals with 1-5 years of seniority have higher scores than individuals with less than 1 year of seniority but also have 6-10 years of seniority. It was determined that he got points.

Significant differences are observed between job performance and gender, age, working time in the institution and professional seniority. In terms of business performance; female participants received higher scores than men, participants under the age of 30 received higher scores than participants between the ages of 31-40 and 41-50, those who worked in the institution for less than 1 year than those who worked in the institution for 11-15 years, and those who worked in the institution for 1-5 years than those who worked in the institution for 11-15 years. In addition, those who have worked in the institution for 6-10 years are less than 1 year, those who have worked for 1-5 years and 11-15 years; those with less than 1.5 years of professional seniority are compared to those with 1-5 years and 6-10 years of professional seniority; Those with 11-15 years of professional seniority also received higher scores than those with less than 1 year, 1-5 years and 6-10 years of professional seniority.

In the study, a negative and weak relationship was found between participatory leadership and performance, and a positive and weak relationship was observed between directive leadership and performance. However, no relationship has been identified between perceived leadership style and job performance. It has also been observed that participatory leadership has a significant effect on business performance. On the other hand, it was determined that directive leadership and perceived leadership style had no effect on job performance.

At the end of the study, the following recommendations were developed.

- Giving More Weight to Leadership Training in Training Programs: More emphasis can be given to training programs aimed at improving leadership skills, especially in the participatory leadership dimension. Training can help effectively develop leadership styles by emphasizing participatory leadership competencies.
- Opportunities for Employee Development: Longer working hours are associated with higher scores on the directive leadership dimension. This indicates that employees can develop directive leadership skills later in their careers. In this context, training and opportunities that support the leadership skills of employees can be offered in parallel with their professional seniority.
- Greater Sensitivity to Diversity and Equity: The impact of demographic factors such as gender and age on leadership styles should be considered. For example, special support programs can be created to improve the participatory leadership skills of women leaders. Diversity and equality can be achieved by organizing trainings focusing on different leadership skills across age groups.
- In-Depth Investigations to Understand the Relationship between Leadership and Performance: A more comprehensive analysis of the research can be done to understand the relationship between job performance and leadership styles. More detailed studies that consider other factors affecting performance may be important in order to understand the relationship between leadership and performance in a more holistic way.

These suggestions can be basic steps for developing leadership skills, providing supports appropriate to employees' needs, and establishing an equitable environment in terms of diversity.

The following suggestions are offered for future studies :

- Studies Examining the Relationship between Leadership and Performance in Depth: Studies using a combination of qualitative and quantitative methods can be conducted in order to understand the relationship between leadership styles and job performance in more detail. More comprehensive results can be obtained by conducting these studies in different sectors and leadership models.
- Diversity and Leadership: Studies focusing on the different leadership styles of leaders with different demographic characteristics can help us better understand the relationship between diversity and leadership. It is especially important to examine female leaders, especially in terms of participatory leadership.
- Studies in Different Industries: Comparative studies in different industries and organizations can be valuable to understand how leadership styles vary in different sectors. For example, comparative research on leadership styles can be conducted between the service sector, the technology sector and the manufacturing sector.

These recommendations can guide future research to better understand the relationship between leadership and performance, examine the relationship between diversity and leadership, understand long-term effects, and understand leadership practices in different sectors.

REFERENCES

- Akdemir, A. (2018). *Liderlik ve vizyon yönetimi*. İstanbul: Beta Yayıncılık
- Antonakis, J. E., Cianciolo, A. T., & Sternberg, R. J. (2004). *The nature of leadership*. Sage Publications Inc.
- Aslan, Ş. (2013). *Geçmişten günümüze liderlik kuramları sağlık yönetimi bakış açısıyla*. Ankara: Eğitim Yayınevi.
- Aung, Z. M., San Santoso, D., & Dodanwala, T. C. (2023). Effects of demotivational managerial practices on job satisfaction and job performance: Empirical evidence from Myanmar's construction industry. *Journal of Engineering and Technology Management*, 67, 101730.
- Bakan, İ., & Büyükebeşe, T. (2010). Liderlik "türleri" ve "güç kaynakları" na ilişkin mevcut-gelecek durum karşılaştırması. *Karamanoğlu Mehmetbey Üniversitesi Sosyal ve Ekonomik Araştırmalar Dergisi*, 10(2), 73-84.
- Başer, S. H., & Seçkin, Z. (2023). Başarıya giden yol: dijitalleşen dünyada bir lider olarak Bill Gates. *Fırat Üniversitesi Sosyal Bilimler Dergisi*, 33(3), 1313-1324.
- Cenk, T. (2023). Çalışanların KSS algıları, iş becerikliliği ve iş performansı arasındaki ilişkileri anlamaya yönelik ampirik bir araştırma. *İktisadi İdari ve Siyasal Araştırmalar Dergisi (İKTİSAD)*, 8(20), 69-86.
- Chen, X., Lee, C., Hui, C., Lin, W., Brown, G., & Liu, J. (2023). Feeling possessive, performing well? Effects of job-based psychological ownership on territoriality, information exchange, and job performance. *Journal of Applied Psychology*, 108(3), 403.
- Eraslan, L. (2004). Liderlik olgusunun tarihsel evrimi, temel kavramlar ve yeni liderlik paradigmasının analizi. *Milli Eğitim Dergisi*, 162(3), 69-95
- Erden, N. S. (2023). Liderlikte lider takipçi ilişkisi odaklı yaklaşımlar. *In Örgütsel Davranış Güncel Konular ve Araştırmalar* (pp. 25-56). Ankara: Özgür Yayın Dağıtım Ltd. Şti..
- Ergin, S. (2023). Eğitim yönetiminde liderlik yaklaşımları bağlamında paternalist liderliğin incelenmesi. *Uluslararası Sosyal Bilimler Dergisi*, 7(30), 104-118.
- Erkal, P. (2023). Kapsayıcı liderliğin işe gömülmürlük üzerine etkisinde lider üye etkileşiminin aracı rolü. *Pamukkale Üniversitesi Sosyal Bilimler Enstitüsü Dergisi*, 5(58), 361-378.
- Erkutlu, H. V. (2014). *Liderlik, kuramlar ve yeni bakış açıları*. İstanbul: Efil Yayınevi.
- Günaydın, S. C., Ünal, Z. & Koçak, Ö. E. (2023). Algılanan dönüştürücü liderlik tarzının iş performansı üzerindeki etkisinde akış deneyiminin aracılık rolü: Akademisyenler Üzerinde bir araştırma. *Uluslararası Sosyal Bilimler ve Eğitim Dergisi*, 5(8), 147-176.
- Güvener, H., & Ayhan, E. (2023). Otantik liderlik, kolektif etkinlik ve performans ilişkisi. *Avrasya Uluslararası Araştırmalar Dergisi*, 11(36), 393-415.
- Kellerman, B. (2014). *Hard times: leadership in America*. Stanford University Press
- Kurtgöz, N., & Polat, S. (2023). Öğretmenlerin özel eğitime gereksinimi olan öğrencilere yönelik kapsayıcı liderlik davranışlarının incelenmesi. *Mustafa Kemal Üniversitesi Eğitim Fakültesi Dergisi*, 7(11), 42-64.
- Maşalı, N., Yeter, Z., Erdem, E., & Bedir, A. (2023). Okul yöneticilerinin öğretimsel liderlik davranışlarının incelenmesi: literatür taraması. *Avrasya Sosyal ve Ekonomi Araştırmaları Dergisi*, 10(2), 177-199.
- Onay, Ö. A., & Latif, H. (2023). Çalışanlar perspektifinden liderlik stilleri ile narsisizm arasındaki ilişki üzerine bir araştırma. *Journal of Business and Trade*, 4(1), 51-62.
- Sarı, S. (2022). *Algılanan liderlik tarzının görev performansı üzerindeki etkisinde işe tutulmanın ve otelik kişiliğin rolü*, Doktora Tezi, Başkent Üniversitesi Sosyal Bilimler Enstitüsü.
- Sarıtaş, T. T., & Myrvang, N. A. (2023). Sağlık sektöründe lider-üye etkileşimi ve iş performansı arasındaki ilişkide pelz etkisinin aracı rolü. *Eurasian Academy of Sciences Social Sciences Journal*, 4(46), 1-22.
- Saygılı ve Avcı (2023)
- Silva, A. (2016). What is leadership?. *Journal of business studies quarterly*, 8(1), 1.
- Salamah, E., Alzubi, A., & Yinal, A. (2023). Unveiling the Impact of Digitalization on Supply Chain Performance in the Post-COVID-19 Era: The Mediating Role of Supply Chain Integration and Efficiency. *Sustainability*, 16(1), 304.
- Şahne, B. S. & Şar, S. (2015). Liderlik kavramının tarihçesi ve Türkiye'de ilaç endüstrisinde liderliğin önemi. *Marmara Pharmaceutical Journal*, 19(2), 109- 115
- Taşkın, A. (2023). *Otantik liderliğin yöneticiye güven ve iş performansına etkisi: Sivil toplum kuruluşları üzerine alan araştırması*, Yüksek Lisans Tezi, Sakarya Üniversitesi Sosyal Bilimleri Enstitüsü.
- Uçar., Z. & Gündoğdu, B. (2023). İşgörenler tarafından algılanan açık liderliğin yenilikçi iş davranışına etkisinde yönetici destek algısının aracılık rolü. *Dokuz Eylül Üniversitesi Sosyal Bilimler Enstitüsü Dergisi*, 25(2), 740-765.

- Volckmann, R. (2012). Integral leadership and diversity—definitions, distinctions and implications. *Integral Leadership Review*, 12(3), 1-21
- Yedigöz, A., & Doğrul, B. Ş. (2023). Lider-üye etkileşiminin iş performansına etkisinde yenilikçi iş davranışının aracılık rolü: bir liman işletmesinde saha araştırması. *Dicle Üniversitesi İktisadi ve İdari Bilimler Fakültesi Dergisi*, 13(25), 170-195.
- Yıldız, D. (2023). Örgütlerde işgören ve işverenlerin güncel sorunu sessiz istifa. *Sosyal Bilimler Araştırma Dergisi*, 12(6), 795-802.
- Yukl, G., & Mahsud, R. (2010). Why flexible and adaptive leadership is essential. *Consulting Psychology Journal: Practice and Research*, 62(2), 81.
- Yuldashev, S. (2023). Liderlik sıfatlarını şekillendirishda sınıf rahbarınının О ‘Rnı. *Журнал Педагогики и психологии в современном образовании*, 3(1).

THE EFFECT OF MOBBING ON EMPLOYEE PERFORMANCE: A RESEARCH ON BANK EMPLOYEES

Hakan AŞIK

ashikhakan416@gmail.com

Yrd. Doç. Dr. Azmiye YINAL

azmiye.yinal@akun.edu.tr

ABSTRACT

The aim of this study is to examine the effect of mobbing on employee performance. In this context, the study was conducted using the survey technique from quantitative research methods. The population of the study consisted of bank employees in TRNC and the sample consisted of 247 bank employees. The data were collected using the Psychological Violence Inventory (LIPT) developed by Davenport et al. (2003) and the Performance Scale used by Çorbacıoğlu (2018) and analyzed using SPSS 28 software.

The study showed that male respondents generally scored higher than female respondents on certain dimensions of psychological violence. This suggests that men may be more likely to experience psychological violence in dimensions such as self-expression, restriction of communication opportunities, attack on social reputation and attack on professional status. Analyses between different age groups at the end of the study showed that there were significant differences in certain dimensions of psychological violence. For example, while 20-30 year olds may be affected in a different dimension than 31-42 year olds, the 31-42 age range was more affected than other age groups. Also, participants aged 43 years and older were more affected than those aged 31-42 years. Differences between married and single participants are particularly evident in the dimension of "Restriction of self-expression and communication opportunities". Single participants scored higher in this dimension, while married participants scored higher in other specific dimensions. The study showed that mobbing differs in various dimensions of psychological violence according to professional seniority. The study reveals that there is no direct relationship between employee performance and gender, age and marital status, but professional seniority has a significant impact on performance.

The research shows that there is a certain relationship between employee performance and psychological violence inventory and its sub-dimensions. "Restriction of opportunities for self-expression and communication", "Attack on social reputation" and "Psychological Violence Inventory (General)" dimensions have a positive and strong relationship with performance, while "Attack on quality of life and professional status", "Attack on social relationships" and "Direct attack on health" dimensions have a moderate positive relationship with performance. Research results show that different psychological violence sub-dimensions have varying effects on employee performance. The dimension of "Assault in social relationships" was found to negatively affect performance, suggesting that aggressive behaviors that employees are exposed to in their social relationships may negatively affect their performance. Another finding is that the "Psychological Violence Inventory" has a positive effect on performance. It is suggested that individuals who experience general psychological violence may show higher performance.

Keywords: Mobbing, Performance, Job performance.

1. INTRODUCTION

1.1. Problem Status

Mobbing refers to systematic, continuous and repetitive aggressive behavior towards individuals in a work environment (Çavuş, 2009). Such behavior damages people's reputation, creates psychological stress and can negatively affect work performance. People exposed to mobbing may experience intense stress. Constant exposure to aggressive behavior can lead to psychological problems such as anxiety, depression, and sleep problems. This situation may reduce people's concentration and motivation, they may have difficulty in performing work-related tasks, and productivity may decrease (Yıldız et al., 2018).

Mobbing can damage an individual's self-confidence. A person who is exposed to aggressive behavior may lose faith in his own abilities. This loss of self-confidence can negatively impact job performance and lead a person to be less entrepreneurial, avoid taking risks, and act out of fear of failure. Mobbing may lead the person to move away from the work environment (Mercanlıoğlu, 2010). The individual may exhibit behaviors such as changing jobs, not asking for promotions, or not fulfilling their duties in order to escape aggressive behavior. This situation can reduce work performance and create job dissatisfaction (Göymen, 2020).

Mobbing is common, communication and cooperation between people may become difficult. Victims of mobbing may avoid interacting with other employees or have trust issues. This situation can negatively affect teamwork, reduce information sharing, and lead to failure in projects that require collaboration (Cevher and Öztürk, 2015). This shows that mobbing can negatively affect work performance (Aslan and Yinal, 2023).

Effects such as psychological stress, loss of self-confidence, thoughts of withdrawal from work and communication problems can reduce a person's productivity and cause a decrease in work performance. Therefore, it is very important to prevent mobbing in work environments and provide support to victims (Karcioğlu and Çelik, 2012).

1.2. Purpose and Importance of the Research

The purpose of this research is to examine the effect of mobbing on employee performance. This study is very important in terms of understanding and evaluating the effects of mobbing on employees. The research reveals that mobbing can have an impact on the overall performance of employees. It will contribute to the literature, especially in terms of investigating the direct relationship of gender, age, marital status and professional seniority with performance.

This study is an important step in determining the effects of different dimensions of psychological violence in workplaces on employee performance. The findings provide valuable clues to improve the working environment in workplaces and increase employee performance. Therefore, the results of such research are important for creating a healthier and more productive working environment in workplaces and can contribute to the revision of workplace policies and management strategies in the light of this information.

1.3. Hypotheses

The hypotheses of this research are as follows:

H₁ : Exposure to mobbing differs according to gender.

H₂ : Exposure to mobbing varies according to age.

H₃ : Exposure to mobbing varies according to marital status.

H₄ : Exposure to mobbing varies according to professional seniority.

H₅ : Employee performance varies according to demographic characteristics.

H₆ : There is a relationship between exposure to bullying and performance.

H₇ : Mobbing has an effect on employee performance.

1.4. Assumptions

It is assumed that research participants give their answers to the survey questions sincerely.

1.5. Limitations

Research;

- With research participants,
- With the scale questions used in the research,
- It is limited to the sources used in the research.

1.6. Definitions

Mobbing: It is a set of aggressive behaviors that are constantly and systematically applied against a person in a business or working environment (Çavuş, 2009).

Performance: It refers to the extent to which a person or an organization effectively performs or completes a certain job (Tunçer, 2013).

2. THEORETICAL FRAMEWORK

2.1. Definition and Scope of the Concept of Mobbing

Mobbing is one of the concepts that has had a significant negative impact on working life in recent years. In simpler terms, it can be defined as a systematic and deliberate emotional attack, psychological violence and attrition targeting one or more employees in the workplace. Mobbing is defined as repeated humiliation, slander, persistent criticism, exclusion from the work environment and regular aggression. It is considered a case that at least one person in the institution is constantly exposed to negative situations for a minimum of six months (Vaclavíkova and Kozakova, 2022). The main aim of the perpetrators in these attacks is to ensure that the targeted person leaves the workplace. However, it is observed that those who are exposed to mobbing attacks leave the workplace at the end of the process and sometimes experience serious negative consequences such as suicide. Mobbing, work in your life often encountered one person sources problem the one which... psychological abuse or psychological violence also called one is the concept. Mobbing, a person at the workplace continually aspect aim taking, discrimination to be attacked, to be attacked to suffer or psychological aspect uncomfortable to be status expression it does. These situations generally at work other employees, managers or employer by is applied.

Mobbing events have negative effects on employees at the family, organizational and social levels as well as at the individual level. Negative effects that may occur at the family level due to mobbing include loss of family income, separation and divorce due to domestic unrest, and risks to children's mental and physical health. For

organizations, economic losses caused by compensation cases filed due to mobbing, increased employee turnover rate, and productivity costs caused by significant loss of motivation in the workplace come to the fore (Dutour et al., 2022). At the social level, a social structure in which health expenses imposed on the social security system due to health problems, tax losses due to unemployment and working below capacity, increases in social aid demands and the financial burden of the social security system, early or disabled retirement and unhappy individuals increases can be considered (Ghiasee, 2022). For this reason, mobbing needs to be carefully considered and the necessary steps must be taken to analyze it. Mobbing is also considered as repeated attack or psychological pressure/terror by the employee or employer in the workplace. Mobbing in the workplace is implemented systematically and with bad intentions, through pressure elements such as unfair accusations, humiliation, and harassment, to force a person to leave the institution where he/she works (Çınar, Korkmaz, & Yılmaz, 2016).

2.2. Definition and Scope of Performance

Performance is a concept used to evaluate how effectively a person or organization achieves certain goals or objectives. Performance can be used in a variety of contexts, such as the performance of employees in the workplace, the performance of athletes, or the performance of an organization. The scope of performance is quite broad and includes the degree of achievement of objectives, quality, efficiency and effectiveness. Performance evaluation is frequently used in workplaces to determine how effectively employees are performing their duties. This is important to increase business efficiency, reduce costs, improve service quality or achieve the overall goals of the organization (Ertaş and Atalay, 2016) .

At the organizational level, performance is evaluated based on factors such as the financial results of a business or organization, customer satisfaction, market share and the effectiveness of business processes. Performance management is used to help organizations achieve their goals and direct them in line with strategic goals. The concept of performance has a wide range of applications for measuring, improving and guiding success and can be defined and evaluated in different ways in different contexts. In the broad field of Management, the use of terminology is a sensitive material because each term defines a specific concept and concepts can be developed according to their definitions and used in other fields (Öztaş and Gürcüoğlu, 2018) .

Samsonowa (2012) argues that all the different definitions he had to examine in the performance measurement literature have a common feature; they are all related to two terms. These terms are effectiveness and efficiency. Achieving a level of activities and achievements that will be an indication of the level of attainment of a goal is efficiency, which is an indicator of the resources spent. In his study, he uses the term “performance” as the level/degree of achieving goals of an organization/department rather than individuals. Andersen and Fagerhaug (2002) acknowledge that it is sufficient to have reached a point where performance replaces productivity and that it generally covers a wide range of aspects of an organization, from legacy productivity to the ability to innovate. According to Krause (2005), performance means the degree to which an organization achieves or potentially achieves goals regarding its important characteristics for its relevant stakeholders.

3. METHOD

3.1. Research Method

This study was conducted using the scanning technique, one of the quantitative research methods. Survey research is usually conducted with larger samples and provides a broad perspective to understand the general views, interests, skills, abilities or attitudes of the participants. This research method generally aims to collect information about a broad population, and data is often collected through techniques such as surveys or interviews. Participants are usually selected to be representative of the population so that generalizations can be made. Survey studies are useful for understanding general trends and the general situation on a topic. This type of research generally aims to obtain large data sets and make generalizations. (Karasar , 2008).

3.2. Population and Sample

The population of the research consists of bank employees in TRNC. The sample of the study was selected by purposeful sampling method. Purposeful sampling method is the sampling of participants selected for a specific purpose during a research or investigation. This method allows researchers to focus their work on a specific goal or purpose. Depending on the particular goal or topic of study, researchers may focus on specific qualities, characteristics, or a specific sample group. For example, if a researcher wants to study employees in a certain sector, he can select a certain group of people who represent employees in this sector as a purposeful sample (Karasar , 2008). In this context, bank employees were included in the study. Between 01.09.2023 and 02.10.2022, 400 scale forms were distributed via Google Forms and feedback was received from 300 employees. Of the forms returned, the forms of 247 people were determined as the sample.

3.3. Data Collection Tools

in the research consists of three parts. The first part includes questions prepared by the researcher to determine the demographic characteristics of the participants. In the second part, the Psychological Violence Inventory (LIPT) was used. In the study conducted by Çorbacioğlu (2018), two different surveys were used as mobbing and performance scales. Leymann's "Psychological Violence Inventory (LIPT)", which includes 45 different mobbing behaviors, was preferred as the mobbing scale. In this scale, mobbing is examined in five different dimensions: "Restriction of self-expression and communication opportunities", "Attack on social relations", "Attack on social reputation", "Attack on quality of life and professional status" and "Direct attack on health". The original source of the survey is German, and its Turkish translation was taken from the book "Mobbing Emotional Harassment in the Workplace" by ÖnerToy (Davenport et al., 2003).

In the third part, Performance Scale was used. A 7-question scale was used to measure performance. A 5-point Likert scale was used for the statements in the survey form and participants were asked to determine their judgments. In this scale, evaluation was made between 1 "Strongly Disagree" and 5 "Strongly Agree". In previous studies, the internal consistency coefficient of the mobbing scale was found to be Cronbach's The alpha value was found to be 0.93 and the performance scale was found to be 0.80, and both scales were determined to be reliable.

Table 1. Reliability Analyzes for Scales

	Cronbach's Alpha	Article
Inventory of Psychological Severity (LIPT)	0.938	45
Performance scale	0.746	7

In this study, the Inventory of Psychological Severity (LIPT) Cronbach's Alpha value of 0.938 is quite reliable; The Cronbach's Alpha value of the performance scale was found to be reliable at 0.746.

3.4. Analysis of Data

In the research, the reliability of the data obtained using SPSS 28 software was examined. T-Test, ANOVA and ANOVA Tukey tests were used to understand whether the scale scores differ according to demographic characteristics. T-Test was used to compare mean scores between two different groups, while ANOVA was used to compare means of more than one group. ANOVA Tukey test was used specifically to determine the differences between these groups. These statistical methods are frequently used to identify significant differences between groups in research or survey data.

4. FINDINGS

4.1. Demographic features

Demographic variables of the participants are given in Table 2.

Table 2. Percentage and Frequency Values of Demographic Information of Participants

		N	%
Gender	Woman	90	36.4
	Male	157	63.6
Age	20-30 years old	101	40.9
	31-42 years old	95	38.5
	age 43 and over	51	20.6
marital status	Married	175	70.9
	Single	72	29.1
professional seniority	Less than 1 year	21	8.5
	1-5 Years	80	32.4
	6-10 Years	62	25.1
	11-15 Years	44	17.8
	more than 15 years	40	16.2
	Total	247	100.0

When Table 2 is examined, it is seen that 63.6% of the participants are male and 36.4% are female. Considering the age distribution, 40.9% of the participants are 20-30 years old; It is seen that 38.5% are between the ages of 31-42 and 20.6% are between the ages of 43 and over. While 70.9% of the participants were married and 29.1% were single, 32.4% of the professional seniority distributions were 1-5 years, 25.1% were 6-10 years, and 17.8% were 11 years. -15 years, 16.2% are more than 15 years and 8.5% are less than 1 year.

4.2. Participants' Exposure to Mobbing and Performance Levels

the participants' exposure to mobbing and their performance perceptions is given in Table 3.

Table 3. Distribution of Participants' Exposure to Mobbing and Performance Perceptions

	Minimum	Maximum	\bar{X}	Ss .
Restriction of self-expression and communication opportunities	40.00	54.00	48.54	3,736
Attack on social relations	10.00	21.00	16.47	2,625
Attack on social reputation	45.00	66.00	53.50	5,221
Attack on quality of life and occupational status	32.00	43.00	38.16	3,157
Direct attack on health	10.00	20.00	16,19	2,239
Psychological Violence Inventory (General)	148.00	201.00	172.87	14,085
Performance Scale	19.00	28.00	23.54	2,457

When Table 3 is examined, it is seen that the Performance Scale total score is 23.54, while the Psychological Violence Inventory (General) score is 172.87. In this case, it can be said that the person's performance is low but the level of psychological violence is quite high. It was determined that the highest score among the sub-dimensions of the Psychological Violence Inventory belonged to the Attack on Social Reputation ($\bar{X} = 53.50$; $SD = 5.221$) and the lowest score belonged to the Direct Attack on Health dimension. This may indicate that aggressive behavior towards the person's social reputation is evident. It means that the person may have aggressive or harmful behavior in social relations, in society or in relationships with people around him. Additionally, the lowest score was found to belong to the Direct Attack on Health dimension. This may indicate that the person has fewer aggressive behaviors directly related to health or that the factors measured in this dimension are less decisive for the person.

4.3. The Relationship Between Demographic Variables and Exposure to Mobbing

In the study to test the hypothesis " H_1 : Exposure to mobbing differs according to gender" are given in Table 4.

Table 4. Comparison of Exposure to Mobbing by Gender

	N	\bar{X}	Ss .	f	p.	
Restriction of self-expression and communication opportunities	Woman	90	46,40	4,315	44,028	0.000
	Male	157	49.77	2,688		
Attack on social relations	Woman	90	14.31	2,175	0.051	0.821
	Male	157	17.71	1,980		
Attack on social reputation	Woman	90	50.96	5,0267	5,222	0.023
	Male	157	54.95	4,768		
Attack on quality of life and occupational status	Woman	90	35.81	3,408	42,967	0.000
	Male	157	39.51	2,014		
Direct attack on health	Woman	90	14.66	2,049	0.007	0.932
	Male	157	17.06	1,845		

Psychological Inventory (General)	Violence	Woman	90	162.15	13,146	13,877	0.000
		Male	157	179.01	10,487		

p<0.05

When Table 4 is examined, it was determined that the dimensions of restriction of self-expression and communication opportunities, attack on social reputation, attack on quality of life and professional status, and Psychological Violence Inventory (General) showed significant differences according to gender ($p < 0.05$). Accordingly, male participants received higher scores than females in the dimensions of restriction of self-expression and communication opportunities, attack on social reputation, attack on quality of life and professional status, and Psychological Violence Inventory (General). This may indicate that men may be more exposed to or are more exposed to the effects of such violence in dimensions such as restriction of self-expression and communication opportunities, attack on social reputation, attack on quality of life and professional status.

In the study, the results of the ANOVA test performed to test the hypothesis "H₂: Exposure to mobbing varies according to age" and the ANOVA Tukey test results performed to determine which groups the difference is between are given in Table 5.

Table 5. Comparison of Exposure to Mobbing by Age

		N	\bar{X}	ss	f	p.	Difference
Restriction of self-expression and communication opportunities	20-30 years old	101	49.10	3,376	5,327	0.005	20-30 years old > 31-42 years old
	31-42 years old	95	47.57	3,998			
	age 43 and over	51	49.21	3,601			
Attack on social relations	20-30 years old	101	15.30	2,918	20,421	0.000	31-42 years old > 20-30 years old
	31-42 years old	95	17.08	2,171			
	age 43 and over	51	17.64	1,775			
Attack on social reputation	20-30 years old	101	51.17	4,271	46,846	0.000	31-42 years old > 20-30 years old
	31-42 years old	95	53.25	4,397			
	age 43 and over	51	58.56	4,904			
Attack on quality of life and occupational status	20-30 years old	101	38.36	3,071	4,661	0.010	43 and over > 31-42 years old
	31-42 years old	95	37.47	2,988			
	age 43 and over	51	39.05	3,402			
Direct attack on health	20-30 years old	101	15.12	2,500	23,900	0.000	31-42 years old > 20-30 years old
	31-42 years old	95	16.73	1,769			
	age 43 and over	51	17.27	1,497			
Psychological Violence Inventory (General)	20-30 years old	101	169.08	12,772	15,593	0.000	43 years and above > 20-30 years; 31-42 years old
	31-42 years old	95	172.12	13,855			
	age 43 and over	51	181.76	13,354			

p<0.05

When Table 5 is examined, it is seen that exposure to mobbing varies significantly according to age ($p < 0.05$). According to this

- In the dimension of restricting self-expression and communication opportunities, participants between the ages of 20-30 are more likely than those between the ages of 31-42;
- In terms of attack on social relations, participants aged 31-42 are more likely than those aged 20-30, and participants aged 43 and over are more likely than those aged 20-30;
- In terms of attacks on social reputation, participants between the ages of 31-42 are more likely than those between the ages of 20-30, and participants aged 43 and over are more likely than those between the ages of 20-30 and 31-42;
- In terms of attack on quality of life and occupational status, participants aged 43 and over are more likely than those aged 31-42;
- In terms of direct attack on health, participants aged 31-42 are more likely than those aged 20-30, and participants aged 43 and over are more likely than those aged 20-30;
- In the Psychological Violence Inventory (General), it was observed that participants aged 43 and over scored higher than those aged 20-30 and 31-42.

The T-test results conducted in the study to test the hypothesis "H₃ : Exposure to mobbing varies according to marital status" are given in Table 6.

Table 6. Comparison of Exposure to Mobbing by Marital Status

			N	\bar{X}	Ss .	f	p.
Restriction of self-expression and communication opportunities	Married		175	47.81	3,938		
	Single		72	50,31	2,419	11,484	0.001
Attack on social relations			Married	175	17.09	2,015	
			Single	72	14.97	3,271	
Attack on social reputation			Married	175	53.66	5,105	
			Single	72	53.09	5,508	2,005
Attack on quality of life and occupational status			Married	175	37.90	3,241	
			Single	72	38.79	2,867	0.548
Direct attack on health			Married	175	16.76	1,638	
			Single	72	14.79	2,828	39,313
Psychological Violence Inventory (General)	Married		175	173.24	13,607		
	Single		72	171.97	15,247	5,430	0.021

p<0.05

When Table 6 is examined, it is seen that the dimensions of Restriction of self-expression and communication opportunities, Attack on social relations, Direct attack on health and Psychological Violence Inventory (General) differ significantly according to marital status ($p < 0.05$). Accordingly, while it was seen that single participants scored higher than married participants in the dimension of self-expression and restriction of communication opportunities; It was determined that married participants scored higher than single participants in the dimensions of attack on social relations, direct attack on health and Psychological Violence Inventory (General).

In the study, the results of the ANOVA test performed to test the hypothesis "H₄ : Exposure to mobbing varies according to professional seniority" and the ANOVA Tukey test results performed to determine which groups the difference is between are given in Table 7.

Table 7. Comparison of Exposure to Mobbing According to Professional Seniority

		N	\bar{X}	ss	f	p.	Difference
Restriction of self-expression and communication opportunities	Less than 1 year	21	48.00	0.000	4,959	0.001	1-5 years > 11-15 years
	1-5 Years	80	49.40	3,743			
	6-10 Years	62	48.77	3,522			
	11-15 Years	44	46.50	3,950			
	more than 15 years	40	49.00	4,050			
Attack on social relations	Less than 1 year	21	11.90	2,047	36,410	0.000	1-5 years > Less than 1 year 6-10 years > Less than 1 year More than 15 years > Less than 1 year
	1-5 Years	80	16.20	2,415			
	6-10 Years	62	16.59	2,264			
	11-15 Years	44	18.50	1,677			
	more than 15 years	40	17.00	1,432			
Attack on social reputation	Less than 1 year	21	45.00	0.000	44,132	0.000	6-10 years > less than 1 year; 11-15 years > less than 1 year; More than 15 years > Less than 1 year, 1-5 years, 6-10 years, 11-15 years
	1-5 Years	80	52.80	3,207			
	6-10 Years	62	54.27	3,644			
	11-15 Years	44	52.75	5,026			
	more than 15 years	40	59.00	5,472			
Attack on quality of life and occupational status	Less than 1 year	21	35.95	1,023	6,412	0.000	1-5 years > less than 1 year; 6-10 years > less than 1 year; 11-15 years > Less than 1 year; More than 15 years > Less than 1 year
	1-5 Years	80	39.00	3,117			
	6-10 Years	62	38.25	2,763			
	11-15 Years	44	37.00	3,034			
	more than 15 years	40	38.80	3,810			
Direct attack on health	Less than 1 year	21	11.42	1,535	64,326	0.000	1-5 years > less than 1 year; 6-10 years > less than 1 year; 11-15 years > Less than 1 year; More than 15 years > Less than 1 year
	1-5 Years	80	16.10	1,650			
	6-10 Years	62	16.24	1,807			
	11-15 Years	44	18.00	1,238			
	more than 15 years	40	16.80	1,343			
Psychological Violence Inventory (General)	Less than 1 year	21	152.28	4,605	18,482	0.000	1-5 years > less than 1 year; 6-10 years > less than 1 year; 11-15 years > Less than 1 year; More than 15 years > Less than 1 year
	1-5 Years	80	173.50	10,314			
	6-10 Years	62	174.14	13,332			
	11-15 Years	44	172.75	14,507			
	more than 15 years	40	180.60	14,906			

p<0.05

When Table 7 is examined, it is seen that exposure to mobbing differs significantly according to professional seniority (p<0.05). According to this;

- In the dimension of limitation of self-expression and communication opportunities, those with 1-5 years of professional seniority are more likely than those with 11-15 years of professional seniority;

- In terms of attack on social relations, those with 1-5 years of professional seniority are more likely than those with less than 1 year; Those with 6-10 years of professional seniority are those with less than 1 year, and those with more than 15 years of professional seniority are those with less than 1 year;
- In terms of attack on social reputation, those with 6-10 years, 11-15 years and more than 15 years of professional seniority are more likely to have a seniority than those with less than 1 year, and those with more than 15 years of professional seniority are more likely to have a professional seniority of 1-5 years, 6-10 years and 11-15 years. from those with professional seniority;
- Of quality of life and attack on occupational status, direct attack on health and Psychological Violence Inventory (General)..

4.4. The Relationship Between Demographic Variables and Employee Performance

The results of the analysis conducted to test the hypothesis "H₅ : Employee performance varies according to demographic characteristics" are given in Table 8.

Table 8. Comparison of Demographic Variables and Employee Performance

		N	\bar{X}	ss	f	p.	Difference
Gender	Woman	90	22.41	2,485	6,159	0.014	No difference
	Male	157	24.19	2,198			
Age	20-30 years old	101	23,28	2,006	1,444	0.239	No difference
	31-42 years old	95	23.56	2,628			
	age 43 and over	51	24.00	2,884			
marital status	Married	175	23.48	2,456	0.052	0.819	No difference
	Single	72	23.68	2,471			
professional seniority	Less than 1 year	21	20.57	1,535	11.62	0.000	1-5 years, 6, 10 years, 11-15 years, more than 15 years > Less than 1 year
	1-5 Years	80	24.00	1,423			
	6-10 Years	62	24.04	2,019			
	11-15 Years	44	23.00	2,949			
	more than 15 years	40	24.00	3,265			

p<0.05

When Table 8 is examined, it is seen that there is no relationship between employee performance and gender, age and marital status; There is a significant difference according to professional seniority (p<0.05). Accordingly, it was determined that the performance scores of those with 1-5 years, 6, 10 years, 11-15 years and more than 15 years of professional seniority were higher than those with less than 1 year of professional seniority.

4.5. The Relationship Between Exposure to Mobbing and Performance

"H₆ : There is a relationship between exposure to mobbing and performance" are given in Table 9.

Table 9. Correlation Analysis for the Relationship Between Exposure to Mobbing and Performance

	Restriction of self-expression and communication opportunities	Attack on social relations	Attack on social reputation	Attack on life and occupational status	Direct attack on health	Psychological Violence Inventory (General)
r.	.615 **	.481 **	.798 **	.618 **	.517 **	.769 **
p.	0.000	0.000	0.000	0.000	0.000	0.000

** . Correlation is significant at the 0.01 level

When Table 9 is examined, it is seen that there is a relationship between performance and the Psychological Violence Inventory and all its sub-dimensions. Accordingly, your performance; Restriction of self-expression and communication opportunities (r=.615; p=0.000), Attack on social reputation (r= .798; p=0.000); and Psychological Violence Inventory (General) (r=.769; p=0.000) dimensions are positive and strong; In the dimensions of quality of life and attack on professional status (r = .618; p = 0.000), attack on social relations (r =

.481; $p = 0.000$) and direct attack on health ($r = .571$; $p = 0.000$), positive and moderate levels were observed. There is a relationship.

3.2.6. The Effect of Mobbing on Employee Performance

The results of the regression analysis conducted to test the hypothesis "H₇: Mobbing has an effect on employee performance" are given in Table 10.

Table 10. Regression Analysis on the Effect of Mobbing on Employee Performance

	Unstandardized Coefficients		Standardized Coefficients		
	β	Q. Error	β	t	p.
(Still)	-1,370	1,384		-0.990	0.323
Attack on social relations	-0.544	0.183	-0.581	-2.963	0.003
Attack on social reputation	-0.033	0.124	-0.070	-0.266	0.790
Attack on quality of life and occupational status	-0.470	0.235	-0.603	-2,000	0.047
Direct attack on health	0.207	0.189	0.188	1,094	0.275
Psychological Violence Inventory (General)	0.291	0.107	1,665	2,705	0.007

a. Dependent Variable: performance

When Table 10 is examined, aggression in social relations has a negative effect on performance ($\beta = -0.581$); It appears that the Psychological Violence Inventory has a positive effect on performance ($\beta = 1.665$). It was observed that other sub-dimensions had no effect on performance. This shows that the aggressive behavior that employees are exposed to in their social relationships may negatively affect their performance and that individuals who experience general psychological violence may show higher performance.

4. CONCLUSION AND RECOMMENDATIONS

As a result of the analysis, male participants generally received higher scores than females in these specific psychological violence dimensions. This situation shows that men may be more exposed to or are more exposed to the effects of such violence in dimensions such as restriction of self-expression and communication opportunities, attack on social reputation, attack on quality of life and professional status.

According to the research results, there are significant differences in various psychological violence dimensions between different age groups. It was determined that participants between the ages of 20-30 were more exposed to the dimension of restricting self-expression and communication opportunities than those between the ages of 31-42. It was observed that participants between the ages of 31-42 were more affected than those in other age groups in terms of attack on social relations and attack on social reputation. It was determined that participants aged 43 and over were more exposed to attacks on quality of life and occupational status than those aged 31-42.

In the study, it was observed that the dimensions of psychological violence differed according to marital status and that there were significant differences between married and single participants. In particular, it is seen that single participants received higher scores than married participants in the "Restriction of self-expression and communication opportunities" dimension, which means that single participants feel more restricted or their communication opportunities are more blocked. On the other hand, it was stated that married participants scored higher than single participants in the dimensions of "Attack on social relations", "Direct attack on health" and "Psychological Violence Inventory (General)". This may indicate that married individuals are more affected by these specific psychological violence dimensions or are exposed to higher levels of violence.

The research reveals that exposure to mobbing varies according to professional seniority. This difference shows that there are clear differences between groups with professional seniority in various dimensions of psychological violence. In the "restriction of self-expression and communication opportunities" dimension, it was observed that those with 1-5 years of professional seniority were more affected than those with 11-15 years of professional seniority. In the "attack on social relations" dimension, those with 1-5 years of professional

seniority were more affected than those with less than 1 year of seniority, while those with 6-10 years of professional seniority and more than 15 years of seniority were more affected than those with less than 1 year of seniority. has been found to be highly affected.

In the dimension of "attack on social reputation", those with 6-10 years, 11-15 years and more than 15 years of professional seniority are more likely to have professional seniority than those with less than 1 year of seniority and those with more than 15 years of seniority are more likely to have 1-5 years, 6-10 years of seniority. and it was observed that those with 11-15 years of professional seniority were more affected. In other dimensions, namely "Attack on quality of life and occupational status", "Direct attack on health" and "Psychological Violence Inventory (General)", professional seniority of 1-5 years, 6-10 years, 11-15 years and more than 15 years was also evaluated. It was determined that those with less than 1 year of seniority received higher scores than those with less than 1 year of seniority.

The study found that there was no relationship between employee performance and gender, age and marital status, but professional seniority was a significant difference. In particular, it is stated that performance is not directly related to gender, age and marital status, while it is emphasized that professional seniority has a significant effect on performance. It has been stated that the performance scores of employees with 1-5 years, 6-10 years, 11-15 years and more than 15 years of professional seniority are higher than those with lower seniority, that is, those who have been at work for less than 1 year.

In the study, it was observed that there was a relationship between performance and the Psychological Violence Inventory and its sub-dimensions. There is a positive and strong relationship between performance and the dimensions of "Restriction of self-expression and communication opportunities", "Attack on social reputation" and "Psychological Violence Inventory (General)"; It has been determined that there is a positive and moderate relationship with performance in the dimensions of "Attack on quality of life and professional status", "Attack on social relations" and "Direct attack on health".

The research results show that different sub-dimensions of psychological violence have varying effects on employee performance. It has been determined that the "attack in social relations" dimension negatively affects performance. This shows that the aggressive behavior that employees are exposed to in their social relationships may negatively affect their performance. Another finding is that the "Psychological Severity Inventory" has a positive effect on performance. This indicates that general psychological violence has a positive relationship with employee performance. This result suggests that individuals who experience general psychological violence may show higher performance.

The following recommendations have been prepared in the light of the research findings:

- It is understood that psychological violence in the workplace varies depending on gender and age. In this context, gender and age-based training programs should be organized and awareness-raising activities should be carried out. Especially for male employees, programs to strengthen their communication skills and improve their emotional intelligence can be recommended.
- Significant differences have been observed in different dimensions of psychological violence between married and single individuals. This shows that marital status has an impact on the experience of psychological violence. Emotional support mechanisms should be established in workplaces, especially for married employees, and strategies for coping with marriage-related stress should be offered.
- It has been understood that exposure to mobbing varies according to professional seniority. In this regard, training should be organized for new employees and less senior employees to improve the work adaptation process and strengthen their stress coping and communication skills. At the same time, programs that will develop leadership skills for senior employees are important.
- Research results have shown that psychological violence dimensions affect performance at different levels. In this context, when developing strategies to increase performance in workplaces, the effects of assault and general psychological violence dimensions, especially in social relations, on job performance should be taken into consideration. Supporting policies should be created by taking these factors into account in performance management processes.
- In light of all these findings, comprehensive training and awareness-raising activities should be carried out to prevent psychological violence in workplaces. These trainings should raise awareness of the workforce about the symptoms of psychological violence and contribute to taking precautions to create a positive work environment.

These recommendations aim to help create a healthier and more supportive environment in workplaces by taking into account the effects of different dimensions of psychological violence on working life.

REFERENCE

- Andersen, B. & Fagerhaug, T. (2002). Eight steps to a new performance measurement system. *Qual*, 35, 1125.
- ASLAN, M., & YINAL, A. P. D. A. (2023). The Effect Of Transformational Leadership On Strategic Management. *The Online Journal of New Horizons in Education-July*, 13(3).
- Cavus, N., (2009). m-Learning: An experiment in using SMS to support learning new English language words. *British journal of educational technology*, 40(1), 78-91.
- Cevher, E., & Öztürk, U. C. (2015). İş yaşamında kadınların kadınlara yaptığı mobbing üzerine bir araştırma. *İnsan ve Toplum Bilimleri Araştırmaları Dergisi*, 4(4), 860-876.
- Çınar, H. Korkmaz, A. & Yılmaz, D. (2016). Hemşirelerde mobbing, *Jhumrhythm – June*, 2(2), 89-93.
- Çorbacıoğlu, F. F. (2018). *İşyerinde mobbingin çalışan performansına etkisi üzerine bir araştırma*, Yüksek Lisans Tezi, Ufuk Üniversitesi Sosyal Bilimler Enstitüsü.
- Davenport, N., Schwartz, R., & Elliott, G. (2003) *Mobbing emotional abuse in the american workplace*, İstanbul: Sistem Yayıncılık.
- Dutour, M., Fernandez, G. J., & Randler, C. (2022). How great tits respond to urgency-based information in allopatric Southern house wren mobbing calls. *Ethology*, 128(10-11), 676-683.
- Ertaş, H., & Atalay, İ. (2016). Yerel yönetimlerde performans yönetimi. *Selçuk Üniversitesi Sosyal ve Teknik Araştırmalar Dergisi*, (12), 70-82.
- Ghiasee, A. (2022). The Effect of communication skills and mobbing living levels of healthcare professionals on employee silence. *Hacettepe Sağlık İdaresi Dergisi*, 25(3), 465-484.
- Göymen, Y. (2020). İş hayatında mobbing ve mobbinge başa çıkma yolları. *Toros Üniversitesi İİSBF Sosyal Bilimler Dergisi*, 7(13), 31-60.
- Karasar, N., 2008. *Bilimsel Araştırma Yöntemi*. Ankara: Nobel.
- Karcioğlu, F., & Çelik, Ü. (2012). Mobbing (Yıldırma) Ve Örgütsel Bağlılığa Etkisi. *Atatürk üniversitesi iktisadi ve idari bilimler dergisi*, 26(1), 59-75.
- Krause, D.R. (2005). Toward a measure of competitive priorities for purchasing. *Journal of Operations Management*, 19(4), 497-512.
- Mercanlıoğlu, Ç. (2010). Çalışma hayatında psikolojik tacizin (mobbing) nedenleri, sonuçları ve Türkiye'deki hukuksal gelişimi. *Organizasyon ve Yönetim Bilimleri Dergisi*, 2(2), 37-46.
- Öztaş, N., & Gürcüoğlu, S. (2018). Türk kamu yönetiminde performans yönetimi: Milli Eğitim Bakanlığı örneği. *Gazi Üniversitesi Sosyal Bilimler Dergisi*, 5(14), 537-549.
- Samsonowa T. (2012). *Industrial research performance management key performance, Indicators in the ICT Industry*, New York: Physica-Verlag.
- Tunçer, P. (2013). Örgütlerde performans değerlendirme ve motivasyon. *Sayıştay dergisi*, (88), 87-108.
- Václavíková, K., & Kozáková, R. (2022). Mobbing and its effects on the health of a selected sample of nurses in the Czech Republic. *Pielegniarstwo XXI wieku/Nursing in the 21st Century*, 21(1), 29-33.
- Yıldız, S. M., Yıldız, B. S., & Kopoğlu, A. (2018). Mobbing davranışlarının amatör futbolcuların tükenmişliğine etkisi. *CBÜ Beden Eğitimi ve Spor Bilimleri Dergisi*, 13(2), 231-246.

THE EFFECT OF SOCIAL MEDIA ON COMMUNICATION BARRIERS IN HIGHER EDUCATION (CASE STUDY CYPRUS INTERNATIONAL UNIVERSITY CIU)

Saeideh SHAKIBI
CIU, Master Student
shakibis87@gmail.com

Prof. Dr. Aytakin İŞMAN
SAU, Faculty of Communication
isman@sakarya.edu.tr

ABSTRACT

Social media has revolutionized communication among students, instructors, and institutions in higher education. This study explores how social media enhances communication while addressing communication challenges in higher education. Employing a quantitative approach, the study gathered data from 136 participants, including academic staff, administrators, and students from higher education institutions. Both descriptive and correlational analyses were conducted. The findings reveal a positive correlation between the frequency of social media use for academic purposes and concerns related to language interpretation, information overload, privacy, and security. However, no significant association was found between social media usage frequency and technical issues. It is crucial to consider the complex interplay of variables contributing to communication challenges across various contexts, including workplaces and educational settings. Institutions must strive to establish effective communication channels in learning environments. This entails developing strategies that foster transparent, inclusive, and empathetic interactions. Moreover, institutions need to recognize and address the diverse challenges associated with communication in order to facilitate a conducive learning environment.

Keywords: social media, Communication, Higher Education.

INTRODUCTION

This research investigates the impact of social media on communication challenges in higher education, with a focus on Cyprus International University (CIU). As social media platforms become increasingly integrated into the academic environment, they offer unique opportunities for enhanced connectivity and collaboration among students, teachers, and institutions. However, these digital platforms also pose potential drawbacks, including information overload, privacy and security concerns, and difficulties with language interpretation.

Through quantitative analysis of data collected from 136 participants comprising administrators, students, and academic staff—this study aims to elucidate the intricate relationship between academic social media usage and its influence on the communication dynamics in higher education. By doing so, it seeks to facilitate the development of more effective communication strategies within educational institutions that leverage the benefits of social media while addressing its challenges.

Higher education has recently experienced a significant shift, principally driven by the extensive integration of social media platforms. The dramatic movement described here goes beyond the conventional boundaries of academia, fundamentally altering the nature of communication among students, teachers, and educational institutions. The teaching and learning process is effective when communication is passed from the teacher to the students who understand the message fully (Harran,2014).

Media

Media refers to a vehicle or means of message delivery system to carry and message to a target audience. Media such as TV, Radio, Print, Out-of-Home, and Internet are instruments to convey the advertising message to the public (Pantograph Support, 2020).

The term "media" refers to a wide range of platforms and tools utilized for the entertainment, information dissemination, and communication. It encompasses various media platforms, including digital and social media such as websites, blogs, and social networking sites, as well as traditional forms like radio, television, newspapers, and magazines. Acting as a conduit for news, information, advertising, and cultural expressions, the media serves to connect individuals with the broader world. In today's globalized society, the media plays a crucial role in shaping social norms, influencing public opinion, and catalysing social and political change. It serves as a powerful tool for the transmission and reception of information, both reflecting and shaping the realities of the modern world due to its ability to quickly reach a vast audience.

Social media

Social media are therefore associated with an increased tendency for young people to multitask, to rely on a 'digital juggling' of daily activities and commitments (Subrahmanyam & Šmahel, 2011).

The term "social media" refers to a set of online programs and services that allow users to create, share, and engage with information, as well as participate in social networking. These platforms build upon the conceptual and technological foundations of Web 2.0, facilitating online collaboration, interoperability, and interactive information exchange. Social networking platforms enable users to perform various activities, such as creating and joining groups based on shared interests, sharing links, photos, and videos, and posting updates.

As online tools and technologies have developed, social media has become regarded as a key tool for supporting applied learning activities. Social media technologies provide tutors with the means to engage learners with valuable time-on-task learning (Purvis, 2016). The main significance of social media for higher education lies in the noticeable shift in the demographics of university students. Social media platforms are thought to mirror and sometimes even enhance more adaptable, dynamic, and effective ways of living due to their collaborative, interconnected, and creative nature.

Communication

Communication involves the exchange of information, ideas, emotions, and feelings among individuals and groups. It enables the expression and understanding of intentions and emotions through various methods, including written messages, non-verbal cues, vocal exchanges, and digital communications. Effective communication is essential for building relationships, fostering learning and teamwork, resolving conflicts, and excelling in professional settings. It relies on clear communication between a sender and a receiver, where comprehension is achieved through active listening, providing feedback, and interpreting both verbal and nonverbal signals. The capacity to communicate effectively across various channels and cultural contexts is essential for both individual and social advancement in today's globalized society. Communication shapes interactions among individuals, and several factors can affect the transmission of a message from the sender to the recipient.

These include the location, medium used to communicate, the cultural situation, and the emotions involved. However, communication helps people to interact and share various aspects of life (Ntara, 2023). The general view of communication is that it is an interaction within a social context. Communication usually involves a sender (source) and a receiver. It involves the interlocutors' exchanging signals. These signals could be verbal or graphic, it could be gestural or visual photographic (Fatimayin, 2018).

Barrier

It's crucial to consider the complex interplay of factors that lead to challenges across various contexts, including professional and educational settings. Beyond linguistic, psychological, emotional, physical, and cultural barriers, advancements in technology and social media have introduced new opportunities and challenges for communication. The digital divide, information overload, and nuances in online engagement styles can complicate communication processes further. In educational settings like distance learning, an institution's maturity and capability in utilizing digital platforms are critical in overcoming these barriers. Achieving effective communication in these environments requires not just an awareness of the diverse obstacles but also a commitment to developing strategies that promote clear, inclusive, and empathetic interactions. This involves enhancing digital literacy, fostering a culture of active listening and feedback, and creating environments that support diverse communication needs and styles.

The process of communication has multiple barriers. The intended communicate will often be disturbed and distorted leading to a condition of misunderstanding and failure of communication. The Barriers to effective communication could be of many types like linguistic, psychological, emotional, physical, and cultural etc (Toppr, n.d). Effective communication is hindered by different barriers, which can be classified into four main types: psychological, process, physical, and semantic barriers. Communication impacts how people interact, and the conveyance of a message from sender to receiver is influenced by multiple elements that can impact its delivery.

To improve the effectiveness of communications, schools must develop an awareness of the importance of sender's and receiver's responsibilities and adhere to active listening skills (Lunenburg, 2010). This is true of distance education, and it is especially true when the individual's organization is at a low stage of maturity or capabilities regarding distance education (Berge, 2007)

Communication barrier

Communication barriers are factors that hinder people from engaging in productive interpersonal conversations. To comprehend these obstacles properly, one must grasp the elements that facilitate effective communication. Effective communication occurs when the recipient accurately understands the sender's intended message. Achieving effective communication necessitates strong listening skills from both the sender and the recipient. This is because feedback is integral to communication, rendering the roles of sender and recipient interchangeable.

The literature is replete with discussion of the various barriers to distance education. These can be categorized several ways such as psychological, pedagogical, technical, social, cultural and so forth. (Berge, 1998) Likewise, as increased communication allows for collaborative activities within the distance education course, more complex communication barriers come into existence, too (Berge, 2013).

Education-related communication barriers impact students, teachers, and institutions. They can be caused by various psychological, pedagogical, technological, social, cultural, emotional, temporal, and feedback-related problems. These barriers exacerbate the complex communication dynamics that exist in educational environments. Psychological barriers include things like disparate attitudes and perspectives. Pedagogical obstacles are a result of curriculum

design and instructional strategies. Technical barriers to smooth communication arise from difficulties utilizing tools or technology. Power relations and cultural differences produce social obstacles. Cultural barriers can lead to miscommunication due to differences in cultural backgrounds. Temporal barriers are time problems that affect real-time communication, particularly in online learning. Emotional walls draw attention to the lack of emotional ties, essential in a few in-person encounters. The absence of prompt feedback is associated with feedback-related hurdles, which can impact the quality of communication. To create inclusive and productive learning environments, it is imperative to remove these obstacles. This calls for the development of clear, culturally aware, and technologically advanced communication tools in the classroom, particularly in the context of online and digital learning.

A communication barrier is anything that prevents us from receiving and understanding the messages others use to convey their information, ideas and thoughts. (Rani,2016). difficulties communicating with others in online classes can happened because of time zone variations, the absence of a sense of emotional connection with each other, or the lack of the kind of real-time feedback that happens in an in-person classroom (Kim, Liu, & Bonk, 2005)

Higher education

Higher education has now become a part of the wider globalization process. Due to globalization, the internationalization of higher education is regarded as one of the leading trends that determine the value foundations of the functioning of modern universities (Sharipov, 2020). The term "higher education" refers to the level of schooling provided by colleges, universities, and other institutions that confer degrees and certificates upon students who have completed secondary education. It encompasses a wide array of subjects and fields of study, including arts, sciences, engineering, humanities, business, and health sciences, among others. Higher education leads to the attainment of certifications, certificates, and academic degrees such as bachelor's, master's, and doctorate degrees.

Higher education serves various purposes, including fostering personal growth, cultivating critical thinking skills, promoting research and innovation, and preparing students for professional careers. It provides students with specialized knowledge and skills, encourages lifelong learning and intellectual curiosity, and plays a crucial role in both individual advancement and societal development.

The term "modern higher education" refers to organized educational activities and institutions beyond secondary schooling, encompassing specialized universities in areas such as agriculture, engineering, science, and technology, as well as traditional universities offering programs in arts, humanities, and sciences.

The concept of higher education also includes such post-secondary institutions like polytechnics, colleges of education, and "grandees école." Under the umbrella of higher education come all forms of professional institutions. Even this wide spectrum does not exhaust the possibilities of forms of higher education (AssiéLumumba, 2007).

Importance of study

In light of current educational practices, this research is highly noteworthy. In light of the increasing use of social media, it tackles the urgent need to comprehend the changing communication dynamics within academic institutions.

provide educators and institutions with a lens to view the evolving communication patterns between professors and students in the digital age, where social media platforms are integral to daily interactions. Comprehending this is essential to modify instructional strategies, student engagement tactics, and general educational procedures to conform to the tastes and actions influenced by social media.

The study explores social media's opportunities and problems in higher education. It tackles possible obstacles, including information, overload and privacy concerns, allowing instructors to take these challenges head-on. The research also identifies positive effects, including dismantling conventional barriers and encouraging international collaboration, which enable educators to use social media to provide students with richer educational experiences. Assessing how social media affects student-teacher interactions includes information about upholding moral principles and academic integrity in an online learning environment. The study's overall importance rests in providing a comprehensive understanding of how social media affects communication dynamics in higher education, enabling institutions and teachers to meet obstacles and seize possibilities in the digital era of learning.

Research goal

The study titled "The Effect of Social Media on Communication Barriers in Higher Education" aims to investigate the influence of social media on communication dynamics within higher education institutions. By examining traditional modes of communication among students, professors, and academic institutions, the research seeks to uncover the nuanced impacts of social media integration. Its objective is to identify and categorize potential communication obstacles arising from the increasing use of social media platforms. Additionally, the paper suggests that clarifying the definition of education, which is fundamental for a well-organized society, could enhance the quality of communication and its impact on individuals' lives.

Clarifying the significance of education, the central idea supporting an organised society, would also help enhance the standard of communication and its impact on people's lives. Communication barriers come in the form of linear, interactive, and transactional viewpoints from various angles (Işman,2004).

The research's ultimate objective is to recognize and comprehend the communication difficulties brought on by social media and offer insightful analysis and helpful suggestions.

This study's problem statement is based on how higher education is changing and how social media is becoming increasingly common. While using social media in academic settings has many advantages—such as improved connectivity and opportunities for collaboration—it has also raised some possible issues that should be carefully considered. A thorough grasp of the complex effects of social media on communication dynamics in higher education is lacking in the body of current knowledge in higher education, communication barriers can be broadly classified based on issues that affect students, faculty, and institutions. This is especially true in light of the rise in social media usage.

Theoretical framework and hypotheses development

To comprehend how social media affects communication dynamics in higher education, the theoretical framework for this study incorporates elements of both communication accommodation theory and social presence theory.

The Social Presence Theory, first put forth by Short, Williams, and Christie in 1976, asserts that the level of social presence in a mediated setting affects the effectiveness of communication.

Short et al. (1976) formulated the social presence hypothesis to elucidate interpersonal communication and relationship development within corporate environments utilizing telecommunication media. This hypothesis explores how such communication mediums influence the social influence exerted by communication partners on each other. According to them, each telecommunication medium is characterized by the degree to which it can communicate verbal and nonverbal cues conveying socio-emotional information in such a way that the other persons involved in the communication are perceived as physical “real” and present. Accordingly, they defined social presence as the “degree of salience of the other person in the interaction and the consequent salience of the interpersonal relationships” (Kreijns,2022).

Social presence is associated with the use of computer-mediated communication (CMC) tools and electronic platforms for OGL in terms of the degree to which these CMC tools and electronic platforms can transfer the same face-to-face interpersonal communication, group learning, and group dynamics when learning and working together in an online setting. Social presence influences the way how the social interaction in OGL groups unfolds online, which, in turn, affects the learning outcomes (Zhao, 2014).

In Communication Accommodation Theory (CAT) the main focus is based on three types of adjustments, convergence, divergence and maintenance. (Gallois,2005). Communication Accommodation Theory (CAT) provides a wide-ranging framework aimed at predicting and explaining many of the adjustments individuals make to create, maintain, or decrease social distance in interaction. It explores the different ways in which we accommodate our communication, our motivations for doing so, and the consequences. CAT addresses interpersonal communication issues, yet also links it with the larger context of the intergroup stakes of an encounter (Giles, 2007).

The proposition by Short, Williams, and Christie (1976) that social media platforms create a virtual presence aligns seamlessly with the exploration of global collaboration and intergenerational relationships in higher education. This theory serves as a foundation for understanding how social media transcends physical barriers, fostering a sense of presence in the digital realm (Short, 1976).

This theory, when applied to the context of higher education, aids in understanding how the incorporation of social media may cause changes in the ways that institutions, teachers, and students communicate with one another. The study's examination of the advantages and disadvantages of social media use and its possible effects on face-to-face communication abilities is pertinent, given the theory's emphasis on convergence and divergence in communication behaviours.

The combination of CAT and Social Presence Theory offers a thorough framework for comprehending the intricate relationship between communication dynamics and social media in higher education. They cover social media's virtual presence and people's adaptable communication techniques in reaction to technological advancements.

Scholars have devoted considerable attention to the integration of social media in higher education, resulting in extensive research aimed at identifying potential benefits and challenges. Several notable studies have examined the intricate relationship between academic communication dynamics and social media, contributing to a deeper understanding of this evolving landscape.

Research by Muilenburg and Berge (2003) highlights organizational, technological, and expertise barriers in educational contexts. These findings are relevant to comprehending comparable barriers in higher education's usage of social media for communication. This link emphasizes the wider effects of obstacles to technology adoption at all educational levels. This research offers a fundamental understanding of the challenges faced in educational settings while implementing new technology, which makes it directly relevant to the current study. Insights into the possible difficulties and factors to be taken into account for higher education institutions utilizing social media as a strategy for overcoming communication barriers can be obtained by looking at the barriers found in the K–12 setting.

Berge's (2013) extensive research scrutinized education as a communication process, with a focal point on distance education. The study provided insights into the nuanced communication processes within both traditional in-person and remote teaching and learning settings, shedding light on the unique dynamics facilitated by technology. Providing a comparison of communication across traditional and remote learning environments, this study sheds light on the intricacies of communication in education, highlighting the revolutionary impact of technology on the dynamics of teaching and learning. It is understanding of the subtle communication facilitated by technology in remote learning offers a strong basis for comprehending how social media can affect communication barriers in higher education.

Bash (2009) explored the problematic aspects of intercultural communication within the internationalized higher education market. The research delved into the impact of globalization on knowledge dissemination, the compatibility of distinct national higher education cultures, and the potential for successful cross-cultural cooperation. Providing a comparison of communication across traditional and remote learning environments, this study sheds light on the intricacies of communication in education, highlighting the revolutionary impact of technology on the dynamics of teaching and learning. Its understanding of the subtle communication facilitated by technology in remote learning offers a strong basis for comprehending how social media can affect communication barriers in higher education.

Rani (2016) investigated the intricacies of communication barriers, underscoring the fundamental concept that effective communication necessitates shared meaning. The study emphasized the critical role of shared understanding in overcoming communication challenges within an academic context. The necessity of effective communication through shared meaning and comprehension of the communication environment is emphasized in this essay. It lists and examines the five main obstacles that prevent effective message transmission: behavioural, cultural, linguistic, attitude, and environmental barriers. The essay emphasizes how disparities in beliefs, attitudes, and discrimination lead to breakdowns in workplace communication and emphasizes the significance of appreciating diversity for a more comprehensive understanding.

Gikas & Grant (2013) Examine the effects of using mobile computers, smartphones and cell phones—in higher education. The study offers findings from student focus group interviews, focusing on students from three US institutions where teachers integrated these devices into courses for at least two semesters. Two main themes came to light: (a) the benefits of mobile computing devices for education, emphasizing the chances for social media and Web 2.0 tools to foster interaction, collaboration, content creation, and communication, and (b) the difficulties students encountered when using these devices to further their education. Their study, which focuses on the integration of cell phones and smartphones into coursework, demonstrates that these devices can enhance learning environments by fostering communication, teamwork, and content development through Web 2.0 and social media platforms. However, the report also underscores the challenges students face in using these gadgets for educational purposes. This study provides valuable insights into how social media can either alleviate or exacerbate communication obstacles in higher education environments. Hence, the following hypotheses were developed:

H1: Technical problems that users experience is positively correlated with how often they use social media for educational purposes.

H2: There is a positive correlation between the frequency of social media use for learning and experiencing information overload.

H3: There is a positive correlation between the frequency of social media use for educational purposes and concerns regarding privacy and security.

H4: There is a positive correlation between the frequency of social media use for educational purposes and experiencing language and interpretation issues.

METHODOLOGY

This survey was conducted in two phases. the first phase was termed the 'pilot study' and the second phase was designated as the 'main study'. The objective of the pilot study conducted for our research, titled "The Effect of Social Media on Communication Barriers in Higher Education: A Case Study of Cyprus International University (CIU)", was to test and validate our research instruments and methodology. To achieve this, students present in the university library were provided access to an online survey comprising 33 Likert-scale questions via a designated link. Subsequently, insights gained from this pilot study were instrumental in refining our survey questionnaire to better capture the nuances of social media's influence on facilitating or hindering communication between students and professors within a higher education context.

Measurement

The research measurement includes frequency of using social media for education purposes 13 items, technical issue 5 items, privacy and security 4 items, language interpretation issues 5 items and information overload 3 items. The completion of the online questionnaire by the participants enabled the researchers to gather the data utilized in this study. The questionnaire was randomly distributed to 30 individuals for the pilot study and 137 individuals for the final study, comprising students and professors.

Analysis

SPSS was employed to analyse the data. Exploratory Factor Analysis (EFA) was utilized to uncover the underlying structures within the dataset and determine the factors contributing to characteristics associated with social media use and communication barriers. This approach facilitates a structured analysis of the data and helps identify the significant variables pertinent to our study.

A questionnaire with 33 standard questions was used to gather data. The lowest level of agreement, or negative valuation, is represented by 1 in this instance, and the maximum level of agreement, or positive valuation, is represented by 5. By using the Likert scale, researchers can more accurately gauge participant attitudes, assessments, and reactions. They can then utilize this data for statistical analysis and gain a deeper comprehension of the topic being studied.

In evaluating the internal consistency of our questionnaire, we employed Cronbach's alpha, a widely used measure of scale reliability. This statistic gauges the extent to which a set of items are inter-related and thus collectively measure an underlying construct (Cronbach, 1951). A Cronbach's alpha coefficient of 0.70 or above is traditionally deemed acceptable, indicating that the scale items have a reasonable level of consistency (Nunnally, 1978).

RESULT

Information about gender, age and academic status, was obtained and reported. The male respondents were the majority, representing 69 (50.7%), while the female respondents represent 65 (47.8%), Not listed 2 (1.5%). Most of the respondents were within the age group of 18-25 67(49.3%), while 48 (35.3%) were within the age group 25–35, also, 17 (12.5%) were within 36–45, and 4 (2.9%) were above 45 years. As regards the Academic status of the respondents, the result indicates that the majority were students 95 (69.9%), graduates 30 (22.1%), professor 9 (6.6%), and University staff 2 (1.5%).

Table 1: Demographic Information

		Frequency	Percent
Gender	female	65	47.8
	Male	69	50.7
	Not listed	2	1.5
Age	18-25years	67	49.3
	26-35years	48	35.3
	36-45years	17	12.5
	More than 45	4	2.9
Academic status	student	95	69.9
	professor	9	6.6
	University staff	2	1.5
	graduate	30	22.1

Table 2 shows the descriptive statistics and correlation matrix. The Frequency of using social media for education purposes variable has mean value 4.5158, Technical issues, 4.5368, and privacy and security 4.7040, Language and Interpretation issues 4.5515, and information overload 4.4951 standard deviation .86797, .55868, .57991, .59752 and .53516 respectively.

Table 2: Descriptive Statistics

	Minimum	Maximum	Mean	Std. Deviation
Frequency of using social media for Education purposes	1.92	5.92	4.5158	.86797
Technical Issues	4.00	6.00	4.5368	.55868
Privacy and Security	4.00	6.00	4.7040	.57991
Language and Interpretation Issues	4.00	6.00	4.5515	.59752
Information Overload	4.00	6.00	4.4951	.53516

Exploratory factor analysis (EFA) was employed to uncover the factorial structure of the study instrument. Given that the data did not follow a normal distribution, primary axis factoring with varimax rotation was utilized as the extraction technique. Items with a loading ≥ 0.5 were retained based on this criterion.

Additionally, confirmatory factor analysis (CFA) was conducted to assess the factorial structure of the research tool utilized in this thesis, which was adopted from prior research. The results of this analysis are presented in Table 3.

Table 3: Factor Loading

		Component	
FSME1	.538		
FSME2	.741		
FSME3	.695		
FSME4	.771		
FSME5	.692		
FSME6	.736		
FSME7	.805		
FSME8	.765		
FSME9	.753		
FSME10	.791		
FSME11	.723		
FSME12	.623		
FSME13	.567		
TI1			
TI2		.752	
TI3		.843	
TI4		.830	
TI5		.732	
PS1			.702
PS2			.863
PS3			.638
PS4			.548
LII1	.701		
LII2	.823		
LII3	.800		
LII4	.752		
LII5	.654		
IOL1			.716
IOL2			.538
IOL3			.588

Reliability and validity

When measuring a phenomenon, reliability refers to the extent to which the results are consistent and dependable, indicating repeatability. Cronbach's alpha value is commonly utilized to assess or confirm the reliability of a test.

Cronbach's alpha is a measure of internal consistency that tells us how closely related a set of items are as a group. The general rule is that a Cronbach's alpha of 0.70 and above is good, 80 and above is better, and .90 and above is best (Jacobs & Richardson, 2017). From the reliability test results, the Cronbach's alpha ranges from .797 to .934 which shows that the data is reliable as shown in Table 4 below.

Table 4: Reliability

Variable	Item	Cronbach
Frequency of using social media for academic purposes	13	.934
Technical Issue	5	.870
Privacy and security	4	.797
Language Interpretation Issues	5	.901
Information Overload	3	.760

Correlation analysis

Correlation is a statistical tool for quantifying the link between two or more variables (Akoglu, 2018). It explains how variations in one variable impact variations in another. The measurement of correlation is frequently used to determine the strength and direction of a link between variables, showing if they are correlated in any way, or not at all associated (Schober et al., 2018).

The correlation coefficient, commonly denoted as "r," is a number that indicates the degree and direction of the association between two variables. The correlation coefficient lies within the -1 to +1 range (Coccia, 2020).

A perfect positive correlation occurs when all variables move in the same direction, resulting in a correlation coefficient of +1. The second variable increases in direct proportion to the first variable. A perfect negative correlation is indicated by a correlation coefficient of -1, where the variables move in opposing directions. The second variable decreases proportionally as the first variable increases. There is no association between the variables, as shown by a

correlation coefficient of 0. There is no consistent correlation between changes in one variable and changes in the other.

The correlations values are positively and significantly associated which indicates that the values are significant at $p < 0.05$ (2-tailed) except for variable technical issues. Frequency of using social media for Education purposes has a positive correlation with Privacy and security $r = .174^*$, Language and interpretation issues $r = .349^{**}$ and Information overload with $r = .231^{**}$. However, the association between Frequency of using social media for Education purposes and technical issues was insignificant $r = .167, p > 0.05$. See Table 5.

Table 5: Correlations

		Social media for Education	Technical Issues	Privacy and Security	Language and Interpretation Issues	Information Overload
Social media for Education	Pearson Correlation	1				
	Sig. (2-tailed)					
Technical Issue	Pearson Correlation	.167	1			
	Sig. (2-tailed)	.052				
Privacy and Security	Pearson Correlation	.174*	.585**	1		
	Sig. (2-tailed)	.042	.000			
Language Interpretation Issues	Pearson Correlation	.349**	.523**	.423**	1	
	Sig. (2-tailed)	.000	.000	.000		
Information Overload	Pearson Correlation	.231**	.451**	.498**	.604**	1
	Sig. (2-tailed)	.007	.000	.000	.000	

** . Correlation is significant at the 0.01 level (2-tailed).

* . Correlation is significant at the 0.05 level (2-tailed).

An analysis of which social media platforms are used for academic purposes across female and male was conducted and result indicates that Facebook observed to be the most used social media platform across gender. The result is presented in Table 6.

Table 6: Which social media platforms do you regularly use for educational purposes?

	telegram	Facebook	WhatsApp	YouTube	Instagram	google meet	LinkedIn	Pinterest	Total
Female	4	20	12	8	7	5	7	2	65
Male	3	20	15	7	7	8	7	2	69
Not listed	0	0	1	0	0	1	0	0	2
Total	7	40	28	15	14	14	14	4	136

An analysis of social media features considered most effective in terms of academic communication was conducted. The result shows that discussion forums were observed to be the most effective social media features used across gender. See Table 7.

Table 7: For academic communication, which social media features do you find most effective?

		Integration							Total
	Groups/Communities	Polls and Surveys	Discussion Forums	Collaborative Editing	Messaging and Direct Communication	with Research Tools	File Sharing	Notifications and Alerts	
female	3	4	30	15	5	5	2	1	65
Male	7	8	29	16	6	2	0	1	69
Not listed	0	1	1	0	0	0	0	0	2
Total	10	13	60	31	11	7	2	2	136

An analysis of the most effective mode of communication for academic discussion and collaboration was conducted. The result shows that face-face meeting was observed to be the most effective mode of communication across gender. See Table 8.

Table 8: In your opinion, what is the most effective mode of communication for academic discussions and collaborations?

	Face-to-face meetings	Online collaboration tools (e.g., Slack, Microsoft Teams)	Email communication	Video conferencing (e.g., Zoom, Skype)	Messaging and Direct Communication	Social media platforms (e.g., Facebook, Twitter)	Total
female	48	4	1	3	6	3	65
Male	47	8	4	2	2	6	69
Not listed	2	0	0	0	0	0	2
Total	97	12	5	5	8	9	136

DISCUSSION

The study examined the association between frequency of using social media for academic purpose and technical issues. The result shows that there is no correlation between using social media for education purposes and encountering technical issues $r = 167$. This suggests that as students use social media more for educational purposes, they may occasionally face technical challenges related to the platform but it will not demotivate their academic activities. Social presence is associated with the use of computer-mediated communication (CMC) tools and

electronic platforms in online group learning (OGL), particularly in terms of their ability to replicate face-to-face interpersonal communication, group learning, and dynamics in an online setting.

Social presence influences the way how the social interaction in OGL groups unfolds online, which, in turn, affects the learning outcomes. (Briones,2018), which found that Integrating ICT in teaching and learning process at present remains a challenging task which includes lack of confidence and competence in ICT, lack of technical support and lack of accessibility to ICT resources.

Similarly, there is a weak positive correlation between social media use for education purposes and privacy/security concerns $r = .174$. As students engage in educational activities on social media, they might become more aware of privacy risks and security measures. The CAT explores the different ways in which we accommodate our communication, our motivations for doing so, and the consequences. This finding is inline with Staddon et al (2012) they argued that risks of privacy and security may lead to poor social media engagement. A moderate positive correlation between using social media for education purposes and encountering language or interpretation issues was observed $r = .349$. Students who actively participate in educational discussions on social media may encounter language barriers or struggle with interpreting content. Lastly, there is a moderate positive correlation between social media use for education purposes and information overload $r = .231$. As students consume educational content on social media, they may sometimes feel overwhelmed by the sheer volume of information available. according to social presence theory in the context of social media, the platforms used in the of higher education can, while being digital, help create a sense of presence and meaningful relationships between students, teachers, and institutions.

CONCLUSION

This research examines the various ways that social media affects communication obstacles in higher education, with a focus on Cyprus International University. The study finds that social media use is positively correlated with concerns about privacy, security, and information overload. However, it is not significantly correlated with technological problems, according to the data. These results underscore the importance of educational institutions in properly balancing the dual effects of social media. They must harness its potential to enhance academic collaboration while also addressing the challenges it poses. The study advocates for a thoughtful strategy for integrating social media into learning environments, emphasizing the importance of digital literacy, as well as privacy and security precautions, to enhance teaching and learning in higher education.

RECOMMENDATION

It is advisable for educational institutions, especially Cyprus International University, to adopt a proactive approach to integrating social media into their curricula based on the study's findings. To ensure that both teachers and students are equipped to navigate the complexities of social media use, including understanding privacy settings, implementing security measures, and managing information effectively to mitigate overload, comprehensive digital literacy classes should be implemented. Furthermore, offering specialized workshops or courses on the best practices for social media communication can address language and interpretation issues, thereby enhancing the overall academic experience. Additionally, institutions should consider establishing explicit policies and procedures for social media use in educational settings to foster a secure, welcoming, and efficient virtual learning environment. By implementing these measures, universities can minimize communication obstacles associated with social media while maximizing its potential as an educational tool.

REFERENCES

- Assié-Lumumba, T. (2007). *Higher Education in Africa. Crises, Reforms and Transformation*. African Books Collective.
- Bash, L. (2009). *Engaging with cross-cultural communication barriers in globalized higher education: the case of research-degree students*. *Intercultural Education*, 20(5), 475-483
- Berge, Z. L. (1998). Barriers to online teaching in post-secondary institutions: Can policy changes fix it. *Online Journal of Distance Learning Administration*, 1(2), 2.
- Berge, Z. L. (2007). Barriers and the organization's capabilities for distance education. *Distance Learning*, 4(4), 1.
- Berge, Z. L. (2013). *Barriers to communication in distance education*. *Turkish Online Journal of Distance Education*, 14(1), 374-388.
- Briones, C. B. (2018). Teachers' competency on the use of ICT in teaching Physics in the Junior High School. *KnE Social Sciences*, 177-204.
- Cronbach, L. J. (1951). Coefficient alpha and the internal structure of tests. *psychometrika*, 16(3), 297-334.
- Coccia, M. (2020). An index to quantify environmental risk of exposure to future epidemics of the COVID-19 and similar viral agents: Theory and practice. *Environmental research*, 191, 110155.
- Fatimayin, F. (2018). *What is communication*. National Open University of Nigeria.
- Gallois, C., Ogay, T., & Giles, H. (2005). Communication accommodation theory: A look back and a look ahead. In *Theorizing about intercultural communication* (pp. 121-148). Thousand Oaks: Sage.
- Giles, H., & Ogay, T. (2007). Communication accommodation theory.
- Gikas, J., & Grant, M. M. (2013). Mobile computing devices in higher education: Student perspectives on learning with cellphones, smartphones & social media. *The Internet and Higher Education*, 19, 18-26.

- Harran, M., & Olamijulo, C. (2014). Social media communication spaces to develop literacies in a higher education language classroom context. *South African Journal of Higher Education*, 28(2), 410-435.
- Işman, A., & Altınay, F. (2005). *Communication barriers: A study of Eastern Mediterranean University students' and teachers of online program and courses*. Turkish Online Journal of Distance Education, 6(4), 138-160
- Işman, A., & Dabaj, F. (2004). *Communication barriers in distance education*. In *Society for Information Technology & Teacher Education International Conference* (pp. 491-496). Association for the Advancement of Computing in Education (AACE).
- Kim, K. J., Liu, S., & Bonk, C. J. (2005). *Online MBA students' perceptions of online learning: Benefits, challenges, and suggestions*. The Internet and Higher Education, 8(4), 335-344.
- Krejins, K., Xu, K., & Weidlich, J. (2022). Social presence: Conceptualization and measurement. *Educational Psychology Review*, 34(1), 139-170.
- Muilenburg, L., & Berge, Z. (2003). Barriers to distance education: Perceptions of K-12 educators. In *Society for Information Technology & Teacher Education International Conference* (pp. 256-259). Association for the Advancement of Computing in Education (AACE).
- Ntara, C. (2023). *What Is Communication? - Definition & Importance*. Study.com. <https://study.com/academy/lesson/what-is-communication-definition-importance.html>
- Nunnally, J. C. (1978). *Psychometric Theory: 2d Ed*. McGraw-Hill.
- Pantograph Support. (2020, November 11). *Blockchain Tutorial*. Pantograph. <https://pantograph.io/what-are-the-4-types-of-media>
- Purvis, A., Rodger, H., & Beckingham, S. (2016). *Engagement or distraction: The use of social media for learning in higher education*. Student Engagement and Experience Journal, 5(1).
- Rani, K. U. (2016). *Communication barriers*. *Journal of English Language and Literature*, 3(2), 74-76.
- Schober, P., Boer, C., & Schwarte, L. A. (2018). Correlation coefficients: appropriate use and interpretation. *Anesthesia & analgesia*, 126(5), 1763-1768.
- Sharipov, F. (2020). *Internationalization of higher education: definition and description*. Mental Enlightenment Scientific-Methodological Journal, 127-138.
- Short, J., Williams, E., & Christie, B. (1976). The social psychology of telecommunications. (*No Title*).
- Subrahmanyam, K., Smahel, D., Subrahmanyam, K., & Šmahel, D. (2011). *When is It Too Much? Excessive Internet Use and Addictive Behavior*. Digital Youth: The Role of Media in Development, 157-178.
- Staddon, J., Huffaker, D., Brown, L., & Sedley, A. (2012, July). Are privacy concerns a turn-off? Engagement and privacy in social networks. In *Proceedings of the eighth symposium on usable privacy and security* (pp. 1-13).
- Toppr. (n.d.). *Communication Barriers in Communication*. Toppr. <https://www.toppr.com/guides/business-correspondence-and-reporting/communication/barriers-in-communication/>
- Zhao, H., Sullivan, K. P., & Mellenius, I. (2014). Participation, interaction and social presence: An exploratory study of collaboration in online peer review groups. *British Journal of Educational Technology*, 45(5), 807-819.

THE EFFECTS OF TRANSFORMATIONAL LEADERSHIP FEATURES ON BUSINESS PERFORMANCE (TRNC)

Assist. Prof. Dr. Azmiye YINAL
Azmiye.yinal@akun.edu.tr

Faith Umene BANJE
faith.banje@akun.edu.tr

Assist. Prof. Dr. Kolawole IYIOLA
kolawole.iyiola@akun.edu.tr
University of Mediterranean Karpasia

Beril ÖZAY
Şahit Yalçın İlkokulu, Ministry of Education, TRNC
berilozay04@gmail.com

ABSTRACT

Businesses often need leaders who will contribute to their development in order to maintain significant existence and make profits. In this contemporary era where technological developments increase, change and transformation becomes necessary, there is the need for visionary and future-oriented leaders who can manage the group they work with. In this article, the concept of leadership, the importance of leadership and its purpose are expounded, also leadership approaches are duly emphasized. Transformational leadership characteristics and their sub-dimensions are emphasized alongside their effects on business performance. In this study, the effects of transformational leadership characteristics on business performance were investigated through the lens of 5-star hotels operating in the the tourism sector of Kyrenia region TRNC. The data of 311 questionnaires collected within the scope of the research were analyzed and their details were surveyed.

Keywords: Leadership, Transformational Leadership, Business Performance.

INTRODUCTION

In the detailed literature study on transformational leadership, many studies have been carried out by transferring the personnel to the tourism sector in areas such as turnover intention, organizational commitment, organizational silence, job satisfaction, employee performance and psychological well-being. However, there has not been very much research as to the effects of transformational leadership characteristics on business performance. Business performance is the criterion that measures how well the organizations are compared to their competitors in the market. Businesses measure their performance with both financial and non-financial methods. Financial performances includes profit, efficiency, effectiveness etc. These are the criteria that enable the enterprises to be evaluated financially. Non-financial performances has to do with the quality of the products produced as well as delivering them to the customer in an appropriate way and responding to the wishes and demands of the customers at the desired level. Today, businesses have to wholly consider both the financial and non-financial aspects while evaluating their performance (Yukl, 2018). Transformational leadership characteristics can have positive effects on the tourism sector performance in the Turkish Republic of Northern Cyprus (TRNC). Here are some of the effects of transformational leadership characteristics on performance in the tourism sector:

Inspire: Transformational leaders inspire team members with vision and goals. This increases employee motivation and improves business performance. Inspirational leaders help employees discover their potential and drive them to higher performance levels (Yılmaz, 2016).

Supporting individual development: Transformational leaders encourage and support the individual development of employees. Performance in businesses is directly related to development of talent and skill of employees. Transformational leaders reveal the talent and potentials of team members and enable them to constantly improve themselves (Yakışır, 2020).

Build trust: Transformational leaders build trust and confidence in their team members. Trust is critical to a business because it fosters transparency, collaboration and effective communication among team members. An environment of trust helps employees take risks and produce creative solutions, which increases business performance (Ünal, 2012).

Managing change: Transformational leaders have the ability to manage change effectively. Businesses operate in a constantly changing environment, and transformational leaders encourage team members to adapt to this change and take advantage of opportunities. The ability to manage change helps the business maintain its competitive advantage and increase its performance (Baykara and Yinal, 2023).

Encourage collaboration and teamwork: Transformational leaders encourage teamwork and collaboration. Business performance increases with effective communication and harmonious performance among team members. Transformational leaders bring team members together, combine their strengths and allowing them to focus on their goals. Thus, the performance of the business increases and better results are achieved.

Communication and effective feedback: Transformational leaders have communication skills and communicate effectively with team members. Open and honest communication is essential for improving the performance of the business. Transformational leaders provide feedback to team members and encourage them to improve. This increases the performance of employees and contributes positively to business performance (Tuncer, 2008).

Encourage innovation: Transformational leaders encourage and support innovation. Business performance is enhanced by the development of innovative ideas and solutions. Transformational leaders provide an environment for team members to think creatively, encourage risk-taking, and encourage new ideas. This strengthens the competitive advantage of the enterprise and increases its performance (Yakışır, 2020).

As a result, transformational leadership characteristics can positively affect business performance. Features such as inspiring, supporting individual development, building trust, managing change, encouraging cooperation and teamwork, communication, encouraging innovation, and feedback increase the motivation of employees, develop their skills, create an environment of trust, adapt to change, strengthen cooperation. Also communication encourages innovation and ultimately improves business performance.

Kyrenia is an important region in the tourism sector in the Turkish Republic of Northern Cyprus and is home to many tourism businesses. Transformational leadership is an approach in which the leadership role in these businesses varies. This approach involves different leaders assuming the leadership role for a period of time and then taking over by other leaders. In this way, leadership responsibility and competencies are shared and different perspectives are utilized. Rotational leadership can be applied in tourism businesses in Kyrenia in the following ways: (Atar, 2018).

Rotational leadership: Different leaders take the leadership position alternately over a period of time. For example, in a tourism business, department managers or project leaders take over the leadership role for a certain period of time and then another leader takes over. In this way, the experiences and abilities of different leaders can affect different aspects of the business.

Team-based leadership: Transformational leadership can also be applied as a team-based leadership approach. A leadership role in a tourism business can shift from one leader to another and share leadership responsibility among team members. In this way, leaders with different skills and expertise can increase the performance of the business by using the strengths of everyone in the team (Bakan, 2004).

Project-based leadership: In tourism businesses, rotational leadership can also be associated with a project-based leadership approach. Different leaders may take part in different stages of a project or in different projects. In this way, each leader can have the appropriate skills and experience for the project and bring different perspectives for project success (Santora, 2001).

Rotational leadership is an approach that has the potential to share leadership responsibility and increase the performance of the business in tourism businesses in Kyrenia. The different experiences and skills of different leaders can add value to different aspects of the business and provide a broader leadership perspective (Bakan, 2004).

Transformational leaders act in line with everyone's shared expectations and always look ahead. These leaders include others in decision-making processes within the organization and will give the people around them the opportunity to develop and learn as individuals. They have the ability to develop different perspectives and instill self-respect in their subordinates while trying to solve an emerging problem. Transformational leaders take time to train their employees (Stralser, 2015).

One of the important features for transformational leaders is that their employees have the ability to think innovatively, have a vision, and adapt to changes. Because transformational leaders expect their employees to adapt to these situations easily during the changes and innovations in the organization and to maintain organizational continuity by evaluating and solving the problems with a creative perspective. In this respect, they are different from transformational leaders and they are more preferred leaders in the functioning of the organization. In addition to having the characteristics of transformational leaders, the fact that they act as a bridge between the present and the future, and their focus on innovation and change is another factor in their preference. Also, leaders can have both transformational leadership traits at the same time; these are not mutually exclusive systems, they are systems that complement each other (Koçel, 2018).

Purpose of the research

The aim of this study is to investigate the effects of leaders with Transformational Leadership characteristics on business performance. In the study; Hotels in the Kyrenia region operating in the Tourism Sector in the TRNC were examined; how the transformational leadership characteristics are perceived by the business employees and how the transformational leadership characteristics affect the business performance were examined. In this

direction; As a result of the scales determined, the data obtained as a result of the questions given to the participants will be analyzed through the SPSS statistical program. As a result of the analysis; The effect of transformational leadership characteristics on business performance will be explained.

Importance of Research

For businesses, leadership and business performance are two important issues. Successful managers and employees with the same vision as the business are needed in order for business performance to reach the goals set by the business. Businesses have to continue their activities in an increasingly competitive environment, adapt to innovations and achieve the targeted profit. In the age we live in, where change and transformation are necessary, businesses need visionary, innovative leaders who will keep them up with the transformation. As a result of this study; In order to increase the performance of the enterprises, it will be researched whether they prefer leaders who are innovative leaders who will develop them, who have transformational characteristics.

Scope, Population and Sample of the Research

This research covers the managers and staff working in five-star hotels operating in the tourism sector in the TRNC under the title of "The Effects of Transformational Leadership on Business Performance and a Research in the Tourism Sector". The universe of the research consists of five-star hotels in Kyrenia. However, the exact number of personnel working in hotels is not known. However, in the study of Ertaş and Unur (2017), the number of employees per room in five-star hotels operating all year was calculated as 0.9. In this research, the number of rooms has been reached by searching the hotels in which this method has been applied to reach the number of employees and checking their websites. As a result, it was concluded that the number of hotels operating all year in the TRNC is 128, and the total number of rooms is 902. Based on the equation of 0.9 personnel per room, it can be said that there are 811 employees.

The Problem of Research

The main problem of the research; Do transformational leadership characteristics affect business performance?

Research Limitations

1. This research is limited to the title of 'The Effects of Transformational Leadership Traits on Business Performance and a Study in the Tourism Sector'.
2. The research is limited to the data obtained from the Transformational Leadership Scale and the Business Performance Scales.
3. The research is limited to Five Star Hotels operating in the tourism sector in the Kyrenia region of TRNC.

Hypothesis

- H1: Support motivation, idealized influence, leadership allowing full freedom, management by exceptions (active/passive), non-financial performance, financial performance do not differ by gender.
- H2: Support motivation, idealized influence, leadership allowing full freedom, management by exceptions (active/passive), non-financial performance, financial performance do not differ according to age.
- H3: Support motivation, idealized influence, leadership allowing full freedom, management with exceptions (active/passive), non-financial performance, financial performance do not differ according to education level.
- H4: Support motivation, idealized influence, leadership allowing full freedom, management with exceptions (active/passive), non-financial performance, financial performance do not differ according to occupation status.

Data Collection Tool and Method

In order to obtain and analyze the research data, the data obtained from the determined scales and 311 questionnaires applied to the personnel working in the five-star hotels operating in the tourism sector in Istanbul were transferred to an excel table and analyzed with the SPSS.

Transformational and Transactional Leadership Scale

In this study, 'Multifactor Leadership Questionnaire - MLQ', which determines interactionist and transformational leadership behaviors developed by Bass and Reggio in 2006, was used. The scale is a scale that has been used in many studies in the world and in Turkey and its validity has been proven. In his study, Cinnioğlu (2018) calculated the Cronbach alpha value of 0.78 in the expressions determining transformational leadership, and the Cronbach's alpha value of 0.76 that determines transactional leadership. There are 36 statements in total in the scale. 20 of these statements determine transformational leadership, while 16 statements determine transactional leadership. Transformational leadership within itself; It consists of four sub-dimensions: ideal effect, intellectual stimulation, inspiring motivation and individual level. Transactional leadership is; conditional reward, management with exceptions (active-passive), leadership with full freedom consists of four sub-dimensions (Cinnioğlu, 2008, p. 83-84).

Business Performance Scale

In the research, the business performance scale prepared by Özer (2011, p.105) by using the article of Haktanır and Harris (2005, p. 41) was used to measure business performance. The scale consists of ten items, five of which are 'occupancy rate, sales, market share, costs and profits of the hotel' and non-financial performance five items are 'customer satisfaction, customer loyalty, workforce satisfaction in the hotel, corporate image of the hotel and employee turnover'. consists of. The reliability coefficient of the enterprise performance scale was calculated as 0.86.

RESULTS

Demographic Findings

In the study, frequency analysis was used to examine the distribution of the answers given by the participants to the survey questions. Demographic findings of the participants; gender, age, education level, marital status, occupation, working years in the sector, working years in the institution and monthly income.

Table 1. Demographic Findings of Individuals

Variable	N	%
Gender		
Male	145	40.4
Female	166	59.6
Age		
18-25	43	17.0
26-35	127	43.1
36-45	101	29.4
46 And above	40	10.5
Education level		
Primary education	26	6.3
High school	78	19.0
University	92	46.7
High Licence	85	20.7
Doctorate	30	7.3
Civil status		
Divorced	9	0.2
Single	168	58.9
Married	134	40.9
Job		
Advice officer	52	17.5
Security	47	14.4
Manager	34	13.1
Manager assistant	66	18.2
Office officer	112	36.7
In the industry study year		
one from year Little	2	0.5
1-2 Year	21	2.7
3-5 Year	67	20.9
6-10	108	40.9
11-16	77	26.3
16 And over	36	8.8

Table 1. shows the frequency analysis results according to the demographic findings of the individuals. According to the frequency analysis findings, 40.4% of the individuals are male and 59.6% are female. When the age levels of these individuals are examined; It is seen that 17.0% are 18-25 years old, 43.1% are 26-35 years old, 29.4% are 36-45 years old, 10.5% are 46 and over. According to their education level, 6.3% of the individuals are primary school graduates, 19.0% are high school graduates, 46.7% are university graduates, 20.7% are graduates, and 7.3% are doctoral graduates. According to their marital status, 0.2% of the individuals were separated, 58.9% were single and 40.9% were married. 17.5% of these individuals are consulting officers, 14.4% are security officers, 13.1% are managers, 18.2% are assistant managers, and 36.7% are office clerks. When the working years of individuals in the sector are examined; 0.5% less than 1 year, 2.7% 1-2 years, 20.9% 3-5 years, 40.9% 6-10 years, 26.3% 11-16 years, 8.8% 16 years and more years of work were determined.

According to the years of service in the institution, 59.9% of the individuals worked for 1-5 years, 28.7% for 6-10 years, 6.3% for 11-15 years, and 5.1% for 16-20 years.

Table 2. Result of Reliability Analysis of Individuals' Business Performance Scale

Dimension	Article	Cover	SS	DK	MSA	Alpha
Financial non-performance	PE1	3.443	1,534	0.793	0.893	0.914
	PE2	3,465	1.712	0.820	0.887	
	PE3	3.238	1.604	0.817	0.888	
	PE4	3.207	1,523	0.629	0.924	
	PE5	3.173	1,680	0.854	0.880	
Financial performance	PE6	3.178	1.698	0.867	0.914	0.936
	PE7	3.236	1,726	0.871	0.914	
	PE8	3,085	1.639	0.869	0.914	
	PE9	3.051	1,524	0.657	0.951	
	PE10	3.012	1,694	0.889	0.910	

Cover: Average, SS: Standard deflection, DK: adjusted correlation, MSA: Article when deleted Alpha

Table 2. shows the descriptive statistics and Cronbach Alpha reliability analysis results obtained from the subscales of the business performance scale of the individuals participating in the research. When the results of the reliability analysis are examined, it is seen that there is no significant increase in the reliability coefficient when the items are removed from the subscales of the business performance scale of the individuals. In addition, the corrected correlation values of the subscale items of the individuals' business performance scale are positive. In the light of these findings, the Cronbach's Alpha coefficients for the general and sub-dimensions of the individuals' business performance scale are 0.962, 0.914 and 0.936, respectively .

Table 3. Comparison of Individuals' Total Scores and Sub-Dimension Scores of Transformational Leadership and Business Performance Scales by Gender

Dimension	Gender	Cover	SS	t	P
DM	Male	53,645	9,668	0.851	0.395
	Female	52,776	10,478		
IE	Male	17,970	3,228	2.349	0.019
	Female	17,171	3,482		
TSTL	Male	18,620	3,622	0.828	0.408
	Female	18,322	3,554		
IRP	Male	15,090	2,748	0.552	0.581
	Female	14,922	3,199		
UAV	Male	7,705	2.161	-0.262	0.794
	Female	7,767	2,512		
DLO	Male	113.030	15,253	1,274	0.203
	Female	110,959	16,755		
FOP	Male	17,410	6,987	2,129	0.034
	Female	15,927	6,889		
FP	Male	16,434	7,380	1.972	0.049
	Female	14,971	7.371		
IPO	Male	33,843	14.149	2,085	0.038
	Female	30,898	13,991		

($p < 0.05$)

Table 3. shows the t-test results of the total scores of the transformational leadership and business performance scales and sub-dimension scores of the individuals participating in the research by gender. When the test results are examined, it is seen that the idealized effect sub-dimension scores of individuals differ statistically significantly according to gender ($p < 0.05$). In the light of this finding, the idealized effect subscale scores of men are higher than women. In addition, it was determined that the total scores of the individuals' business performance scale and sub-dimension scores differed statistically significantly according to gender ($p < 0.05$). H1: Support motivation, idealized influence, leadership allowing full freedom, management by exceptions (active/passive), non-financial performance, financial performance do not differ by gender.

Table 4. Comparison of Individuals' Total Scores and Sub-Dimension Scores of Transformational and Business Performance Scales by Age Levels

Dimension	Age	Cover	SS	F	P
DM	18-25	51,400	10,626	1,813	0.144
	26-35	52,571	10,785		
	36-45	54,413	9,675		
	46 and over	54,605	7,287		
IE	18-25	16,871	3,045	2.104	0.099
	26-35	17,305	3,562		
	36-45	18,041	3,518		
	46 and over	17,744	2,718		
TSTL	18-25	17,400	3,160	2,463	0.062
	26-35	18,729	3,692		
	36-45	18,570	3,304		
	46 and over	18,605	4,266		
IRP	18-25	14,486	2,982	1.304	0.273
	26-35	14,898	3,114		
	36-45	15,289	3,083		
	46 and over	15,349	2,439		
UAV	18-25	7,271	2,296	2,038	0.108
	26-35	7,972	2,480		
	36-45	7,835	2,413		
	46 and over	7,302	1,767		
DLO	18-25 ^B	107,429	15,710	2,792	0.040
	26-35 ^{EU}	111,475	16,743		
	36-45 ^A	114,149	15,962		
	46 And above ^{EU}	113,605	13,978		

Cover: Average, SS: Standard deflection, DM: Support, motivation, IE: idealized effect, TSTL: Full freedom recognizing leadership, IRP: with exceptions management (passive), IA: with exceptions management (active), DLO: transformative And interactionist leadership scale, FOP: Financial non- performance, FP: financial performance,

IPO: Business performance scale, EU: Same letter owner groups between significant One differenceno

Table 4. shows the total scores of the transformational leadership and business performance scales of the individuals participating in the research and the Anova test results according to the age levels of the sub-dimension scores. When the test results are examined, it is seen that the total scores of the individuals' transformational leadership scale differ statistically according to their age levels ($p < 0.05$). When the post hoc test results are examined, the total scores of the transformational leadership scale of the individuals aged 36-45 are higher than the individuals aged 18-25. Although there is a significant difference in the business performance scale, the absence of differences in the scale sub-dimensions supports the H2 hypothesis. Support motivation, idealized influence, leadership with full freedom, management by exceptions (active/passive), non-financial performance, financial performance differ according to age. When the other analysis findings were examined, it was determined that there was no statistically significant difference between individuals' transformational leadership scale sub-dimension scores and business performance scale total scores and sub-dimension scores according to age levels ($p > 0.05$). Although there is a significant difference in the business performance scale, the absence of differences in the scale sub-dimensions supports the H1 hypothesis and the averages should be examined. H2 : Support motivation, idealized influence, leadership allowing full freedom, management by exceptions (active/passive), non-financial performance, financial performance do not differ according to age.

Table 5. Comparison of Individuals' Total Scores and Sub-Dimension Scores of Transformational Leadership and Business Performance Scales by Educational Levels

Dimension	Education level	Median	min	Max	chi-square	P
DM	Primary education	55,500	25,000	63,000	1,070	0.899
	High school	56,000	20,000	70,000		
	University	56,000	19,000	70,000		
	High Licence	55,000	14,000	70,000		
	Doctorate	57,000	21,000	65,000		
IE	Primary education	18,000	12,000	25,000	3,794	0.435
	High school	18,000	10,000	25,000		
	University	18,000	6,000	25,000		
	High Licence	18,000	5,000	25,000		
	Doctorate	18,000	12,000	22,000		
TSTL	Primary education	19,500	13,000	24,000	5,197	0.268
	High school	18,000	10,000	28,000		
	University	18,000	9,000	28,000		
	High Licence	18,000	9,000	28,000		
	Doctorate	20,000	13,000	28,000		
IRP	Primary Education ^{EU}	14,000	4,000	18,000	10,792	0.029
	High School ^B	14,500	5,000	20,000		
	University ^{EU}	15,000	4,000	20,000		
	High Bachelor ^A	16,000	4,000	20,000		
	PhD ^{AB}	14,000	4,000	20,000		
UAV	Primary education	8,000	3,000	12,000	9.102	0.057
	High school	7,000	3,000	15,000		
	University	8,000	3,000	15,000		
	High Licence	7,000	3,000	15,000		
	Doctorate	7,500	4,000	12,000		
DLO	Primary education	115,000	74,000	131,000	3.335	0.503
	High school	112,500	65,000	145,000		

In Table 5. the Kruskal-Wallis H test results of the individuals participating in the research according to the total scores of the transformational leadership and business performance scales and the education levels of the sub-dimension scores are shown. When the test results were examined, it was determined that the individuals' management with exceptions (passive) sub-dimension scores differed statistically significantly according to their education level ($p < 0.05$). When the post hoc test results are examined, the management (passive) sub-dimension scores of high school graduates are lower than those with a master's degree. When the other analysis findings were examined, it was determined that there was no statistically significant difference between the total scores of the enterprise performance scale and the sub-dimension scores of the individuals according to their education level ($p > 0.05$). In addition, it is seen that there is no statistically significant difference in the transformational leadership total scores of individuals and sub-dimension scores of support, motivation, idealized influence, leadership with complete freedom and management with exceptions (active) according to their education levels ($p > 0.05$). Hypothesis H3 cannot be rejected. Support motivation, idealized influence, leadership with full freedom, management with exceptions (active/passive), non-financial performance, financial performance do not differ according to education level.

Table 6. Comparison of Individuals' Total Scores and Sub-Dimension Scores of Transformational Leadership and Business Performance Scales by Occupation

Dimension	Job	Cover	SS	F	P
DM	Advice Officer ^{AB}	52,694	10,679		
	Security ^{EU}	53,525	8,188		
	Manager ^A	56,296	9,452	2,761	0.027
	Manager Deputy ^{EU}	54,373	9,872		
	Office Officer ^B	51,424	10,718		
IE	Advice Officer ^{AB}	17,375	3,409		
	Security ^{EU}	17,271	3,231		
	Director ^{AB}	18,167	3,484	2.661	0.032
	Manager Assistant ^{A.}	18,333	3,215		
	Office Officer ^B	16,980	3,446		
TSTL	Advice officer	19,361	3,073		
	Security	17,831	3,114		
	Manager	18,407	4,114	1,721	0.144
	Manager assistant	18,213	4,137		
	Office officer	18,371	3,436		
IRP	Advice Officer ^{AB}	14,819	3,110		
	Security ^B	14,508	2,501		
	Manager ^A	16,204	2,955	2,796	0.026
	Manager Deputy ^{EU}	15,027	2,936		
	Office Officer ^B	14,808	3,157		
UAV	Advice Officer ^{AB}	8,056	2,089		
	Security ^B	6,932	1,990		
	Director ^{AB}	7,648	2,420	2.616	0.035
	Manager Deputy ^{EU}	7,613	2,353		
	Office Clerk ^A	8,007	2,573		
DLO	Advice officer	112,306	16,623	2,395	0.050
	Security	110,068	12,751		
	Manager	116,722	17,438		
FOP	Manager assistant	113,560	16,830		
	Office officer	109,589	16,065		
	Advice Officer ^{AB}	15,653	6,372		
	Security ^B	14,712	5,219		
	Director ^{AB}	18,241	7,680	3,624	0.006
FP	Manager Assistant ^{A.}	18,360	8,314		
	Office Officer ^{AB}	16,126	6,565		
	Advice Officer ^{AB}	14,264	6,433		
	Security ^B	13,542	6,032		
	Manager ^A	17,611	7,851	3,698	0.006
IPO	Manager Assistant ^{A.}	17,187	8,572		
	Office Officer ^{AB}	15,430	7,263		
	Advice Officer ^{AB}	29,917	12,603		
IPO	Security ^B	28,254	11,026		
	Manager ^A	35,852	15,144	3,753	0.005

Manager Assistant ^A .	35,547	16,682
Office Officer ^{AB}	31,556	13,581

Table 6. shows the total scores of the transformational leadership and business performance scales and the sub-dimension scores of the individuals participating in the research according to their occupations in the Anova test. When the test results were examined, it was determined that the support and motivation sub-dimension scores of the individuals differed statistically significantly according to their occupations ($p < 0.05$). When the results of the post hoc test are examined, the support and motivation sub-dimension scores of the individuals who are managers are higher than those who are office clerks.

CONCLUSION AND RECOMMENDATION

When the research is compared according to gender, 166 (40.4%) of the participants are male and 245 (59.6%) are female. People's reactions to the events they encounter and their emotional approaches differ according to their gender. Employees react differently to the same events because they use different brain cells. While men are more business-oriented individuals who act with their logic, women are more human-oriented and have developed empathy skills. The fact that women are in business life will cause them to compete with men and increase productivity in the business. The fact that transformational leaders act by treating all employees equally, regardless of gender, will also increase business efficiency. When compared according to age, 70 of the participants (17,0%) were in the range of 18-28, 177 (43,10%) were in the range of 26-35, 121 (29.4%) were in the range of 36-45, 43 (10,5) 46 and above. When compared by education level, 26 (6.3) of the participants are primary school, 78 (19.0%) high school, 192 (46.7) university, 85 (20.7%) graduate, 30' u (7.3%) have a doctorate degree. Employees' expectations from business life are directly proportional to their education levels. As the level of education increases, the expectation and income level of the job also increases. The financial and social conditions of people with higher education levels increase compared to other people.

When compared by occupation, 72 (17.5%) of the participants were advisory officers, 59 (14.40%) security, 54 (13.10%) managers, 75 (18.20%) assistant managers. , 151 (36.70) of them are office clerks. Expectations and needs differ according to the occupation status of the enterprises. Different professions have different expectations and requirements. When hiring employees, suitable personnel should be recruited according to the conditions and expectations of the work, appropriate training should be given in case of deficiencies detected, and employees should be encouraged to be more productive. When compared according to the years of employment in the sector, 2 (0.5%) of the participants are less than 1 year, 11 (2.7%) 1-2 years, 86 (20.09) 3-5 years, 168 (40.9%) 6-10 years, 108 (26.30%) 11-16 years, 36 (8.8%) work in 16 or more sectors. Employees who are more senior than working years in the enterprises have more information about the internal functioning of the enterprise and the structure of the sector. Their expertise in this field brings them to higher positions and causes a positive increase in their income. In addition, the opportunities offered to the employees according to the years of service (premium, private health insurance, nutrition applications, vacation, etc.) motivate them more and increase operational efficiency.

It is suggested that the relationship between transformational leadership characteristics and business performance in the field of tourism should be examined in different tourism enterprises. Thus, the obtained data can be compared with other results and different results can be obtained. Transformational leadership characteristics; organizational silence, organizational cynicism, psychological well-being, etc. Researching them by associating them with the subjects will provide different findings.

REFERENCES

- Atar, A. (2018). Etkileşimci ve Dönüşümcü Liderliğin Örgütsel Sessizlik, Örgütsel Sinizm ve Psikolojik İyi Oluş Üzerindeki Etkisi. (Doktora Tezi).
- Bakan, İ. (2004). İnsan Kaynaklarının Geliştirilmesi Yönünde Atılan Yeni Bir Adım: İşletmelerde Çalışanların Yetkilendirilmesi, Hacettepe Üniversitesi İİBF Dergisi, 22(1), 181-207.
- Bass, B.M. & Riggio, R.E. (2006). Transformational Leadership. Second Edition Lawrence Erlbaum Associates, New Jersey London: Publishers Mahwah.
- Baykara, F., & Yinal, A. (2023). Use of Social Media for Promotional Purposes in Tourism: The Example of The Ministry of Tourism and Environment of The Turkish Republic of Northern Cyprus. The Online Journal of New Horizons in Education-January, 13(1).
- Cinnioğlu, H. (2018). Etkileşimci Liderlik, Dönüşümcü Liderlik, Hizmetkâr Liderlik, İş Tatmini ve İşten Ayrılma Niyeti İlişkisi: Yiyecek İçecek İşletmelerinde Bir Araştırma. (Doktora Tezi).
- Ertaş, Ç. ve Unur, K. (2017). The impact of cultural values of hotel employees on organizational culture. Journal of Current Researches on Business and Economics, 7(2), 229-256.
- Koçel, T. (2018). İşletme Yöneticiliği, Genişletilmiş 17. Baskı. İstanbul: Beta Basım Yayım.

- Santora J, C. (2001). The transformational-transactional leadership model in practice. *Leadership & Organisational Development Journal*. 22(8), 383-393.
- Stralser, S. (2015). Bir Günde Mba (A. Özer, Çev.). *Kapital Medya Hizmetleri*
- Tuncer D. (2008). *Genel İşletmecilik Bilgileri*. Ankara: Siyasal Yayınevi,.
- Ünal, M. (2012). 21. YY'da Değişim, Yönetim ve Liderlik Beta Basım A.Ş.
- Yakışır, C. (2020). Etkileşimci ve Karizmatik Liderliğin Çalışan Memnuniyeti Üzerine Etkilerinin İncelenmesi: Ankara İl Sınırları İçersindeki Beş Yıldızlı Oteller Üzerine Bir Araştırma.
- Yılmaz, R. (2016). Yöneticilerin Dönüştürücü Liderlik Düzeylerinin Psikolojik İyi Oluş ve Bazı Değişkenlere Göre Yordanması, (Yüksek Lisans Tezi).Erişim Adresi: <https://tez.yok.gov.tr/UlusalTezMerkezi/>
- Yukl, G. (2018). *Örgütlerde Liderlik* (Ş. Çetin ve R. Baltacı Çev.) Atlas Akademik Basım Yayın Dağ. Ltd. Şti.

THE EFFECTS OF WORK STRESS ON THE PERFORMANCE OF PERSONNEL WORKING IN BANKS IN THE TURKISH REPUBLIC OF NORTHERN CYPRUS

Zeynep BURUK
zeynepbrk84@gmail.com

Yrd. Doç. Dr. Azmiye YINAL
azmiye.yinal@gmail.com

ABSTRACT

This study was conducted using the relational survey technique, which is one of the quantitative research methods. The population of the study consists of employees working in banks operating in the Turkish Republic of Northern Cyprus. The sample group consisted of 312 participants in total and these participants were included in the study. In the data collection process, a set of questionnaires including demographic information, the Job Stress Scale, which assesses job stress perceptions, and the Performance Scale, which measures performance, were used. The data obtained were subjected to statistical analysis using SPSS 28.00 program. According to the results of the study, demographic factors such as gender, age groups, marital status, educational level and length of service do not have a significant effect on the participants' perceptions of job stress. However, a significant difference was found between married and single participants in the area of decision latitude. The performance analysis shows that while there is no significant difference between gender and age groups in the task and contextual performance categories, there is a significant difference between genders in the total performance category. This indicates that male participants have higher total performance scores than female participants. In the analysis evaluating the relationship between job stress and performance, a negative relationship was found between workload and task performance, while a positive relationship was found between decision latitude and task performance. However, it was observed that the effect of job stress on overall performance is limited and other factors may also be effective in this relationship.

Keywords: Performance, Stress, Work stress.

1. INTRODUCTION

1.1. Problem Status

Stress can be defined as a response that occurs physically, mentally or emotionally in an individual. Stress often occurs in the process of coping with various challenges, pressures or changes a person faces. These challenging factors may be work-related, but they may also be personal, family or social factors. Stress can trigger a biological reaction known as the body's "fight or flight" response, which is often manifested by symptoms such as increased heart rate, increased breathing, and tense muscles (Özgen and Aydın, 1999).

Work stress is the type of stress specifically associated with the work environment. Work stress can be caused by factors such as intensity of tasks at work, time pressure, work relationships, role ambiguity, concern about job security and balance between work and family life. Work stress can affect an individual's performance, reduce his motivation, and have negative effects on his general health (Şahin, 2005). Coping with work stress can be improved depending on factors such as effective management strategies, workload balance and the creation of a supportive work environment. In order to reduce the effects of work stress and maintain a healthy work life, it is important for individuals and organizations to make a conscious effort on this issue (İştar, 2012).

Performance is an important concept that often evaluates how effectively individuals, groups or organizations achieve certain goals. Individual performance measures how effectively an employee performs his duties at work and is often evaluated with criteria such as achieving certain goals, completing tasks on time, and complying with quality standards (Karaman, 2009). Group performance represents the achievements of a team as a result of working together and coordinating (Bayram, 2006). Performance at the organizational level is often measured based on a variety of factors such as financial results, customer satisfaction, market share and sustainability. Performance evaluation is an important management tool used to ensure the continuous development of individuals, groups and organizations, highlight strengths and identify areas of development. These evaluation processes are applied regularly to determine strategies to achieve goals and improve performance (Aslan and Doğan, 2020).

Work stress includes the emotional and physical reactions employees feel to various pressures and challenges in their work environments. These stress factors may include various elements such as intensity of demands at work, time pressure, role ambiguity, work relationships, competitive environment and job security concerns (Turunç and Çelik, 2010). The impact of job stress on performance is often considered in a complex relationship. Increased work stress can reduce employees' motivation and negatively affect their performance at work. An intense workload, constantly changing work conditions or job-related uncertainty can challenge employees' ability to focus and reduce their productivity (Dülgeroğlu and Başol, 2017). Additionally, if work stress continues for a long time, it can have negative effects on individuals' physical and mental health, which can

further negatively impact their performance. However, the impact of job stress on performance may vary depending on personal and organizational factors. Establishing appropriate support mechanisms in the workplace can help employees improve their ability to cope with stress. Additionally, open communication in the workplace, fair management practices, and respect for employees' emotional needs can reduce the negative effects of job stress and positively affect performance (Önbıçak et al., 2016) .

In conclusion, the impact of job stress on performance is a complex issue and varies depending on a variety of factors. A well-managed work stress environment can allow employees to perform more effectively, but excessive and persistent stress can negatively impact performance. Therefore, it is important to develop effective strategies to understand, manage and reduce job stress in workplaces.

1.2. Purpose and Importance of the Research

Today, the business world is constantly evolving in parallel with rapidly changing economic, technological and social dynamics. This evolution brings job stress to the fore by increasing the challenges faced by employees. Especially the financial sector is one of the areas where work stress is felt intensely. Banks operating in the Turkish Republic of Northern Cyprus are at the center of economic activities and the personnel working in this sector have to cope with work stress.

In this context, this study aims to examine the potential effects of job stress on the performance of personnel working in banks in the Turkish Republic of Northern Cyprus. Understanding the coping mechanisms of personnel in the financial sector with work stress and the possible effects of this stress on performance will be an important step both in improving practices in the business world and in increasing employees' job satisfaction and performance.

The focus of the study is to explain the relationships between job stress perceptions of employees working in banks and task performance, contextual performance and total performance. In this context, the findings will contribute to our understanding of how job stress affects the performance of employees in the financial sector and will bring a new perspective to the literature in this field.

1.3. Hypotheses

In this research, answers were sought to the following questions:

H1 : There is a significant difference between the demographic information of the participants and their perception of job stress.

H2 : There is a significant difference between the demographic information of the participants and their performance perceptions.

H3 : Work stress has an effect on performance.

1.4. Assumptions

research participants gave their answers to the scale questions sincerely.

1.5. Limitations

Research;

- With research participants,
- With the scale questions used in the research,
- It is limited to bank employees in TRNC.

1.6. Definitions

Stress: . It is a physical and mental reaction that occurs when an individual feels the need to adapt to changes or events in his or her environment (Güçlü, 2001).

Performance: It is a concept that shows how effectively an individual, a group or an organization performs a certain task (Işığışok , 2008).

2. THEORETICAL FRAMEWORK

2.1. Concept of Stress and Work Stress

Stress is a result of physical, emotional and mental reactions that occur in the process of coping with challenging situations or demands that an individual encounters. This is usually related to environmental pressures, expectations or changes perceived by the individual. Work stress is the type of stress that arises from factors such as uncertainty, time pressure, performance expectations, relational problems and workload that the individual is exposed to in the work environment . Work stress is a frequently encountered phenomenon in the competitive, fast-changing and demanding environment of the modern business world. Work stress is associated with situations that challenge an employee's ability to cope with work tasks. This can affect the employee's performance, reduce motivation and negatively affect his or her physical health (Ishtar, 2012). Sources of job stress may include workload, low autonomy, uncertainty, constant change, low levels of support, and interpersonal relationships. Work stress can affect not only an individual's health but also workplace productivity

and employee satisfaction. Therefore, it is important to develop stress coping strategies and provide a supportive work environment in the workplace. Policies and resources to reduce the effects of work stress can increase the overall well-being of both employees and workplaces (Bakan, et al. 2015).

Work stress is an inevitable reality of today's modern working life. Stress levels may increase as employees face challenges such as coping with workplace demands, meeting performance expectations, and adapting to an ever-changing work environment. This stress can negatively impact an individual's physical, mental and emotional health. Factors such as busy work schedules, a competitive environment, high expectations, low autonomy, managerial pressures and disruption of work-life balance may contribute to increased work stress (Güçlü, 2001) . Work stress is a condition that can often become chronic and can cause a number of health problems in the long term. Therefore, it is important to effectively deal with stress at work. Employers providing policies and support systems to help employees manage their stress levels can help employees reduce work stress. In this part of this study, starting from the concept of stress, we focus on the definition and effects of stress, work stress and its symptoms, factors affecting work stress, and finally the possible consequences of work stress. This information can serve as an important basis for raising awareness and developing effective strategies to combat stress in the workplace (Efeoğlu , 2006).

2.2. Performance Concept

Performance generally refers to how effectively an individual or a system performs a certain task or function. This concept is a metric that measures the degree to which a person, an organization or a process achieves certain goals. Performance is often used to evaluate results achieved over a specific period of time. At the individual level, performance is based on factors such as a person's ability to perform job duties, success at work, abilities, and contributions (Işığışok, 2008) . This performance plays a fundamental role in the processes of evaluating, rewarding and developing employees by reflecting how effective an individual is in a particular job role . At the organizational level, performance indicates how successfully a company achieves certain goals, strategies, or industry standards. Financial performance can be evaluated by various measures such as customer satisfaction, innovation capacity and employee engagement. The concept of performance is also used in fields such as arts, sports and entertainment. It is used in a variety of contexts, such as a stage performance by an artist, a competition by an athlete, a concert by a band, or a film performance by an actor. In summary, the concept of performance is a multifaceted concept that evaluates the ability of individuals, organizations and systems to achieve certain goals. Performance, which is of critical importance for success and effectiveness, forms part of continuous evaluation, feedback and development processes (Nabiyeva , 2021).

Performance evaluation Generally set your goals , your expectations or What are your criteria ? has been achieved after being evaluated later makes . This evaluation is based on the employees' strong aspects determination , development areas describing And reward or performance improvement processes manage your purpose carries . Your performance measurement, specific of indicators and performance of metrics to use Contains. These metrics are usually of the business to their goals and strategic to your priorities connected aspect determines. For example, a of the company financial performance to evaluate for income increase, profit margin and cost control like financial indicators can be used (Oğrak, Ataman and Ataman, 2019).

Individual performance evaluation Generally work duties , responsibilities , work success , team study And personal development areas Contains . Employees Generally designated how much to the goals contribution how much they provide , how much effective One way in its place what they brought And organization general goals in line with How One role they played about are evaluated . Performance management processes Generally organised back notification , performance evaluations , target determination , development plans And reward like elements Contains . These processes allow employees to continually aspect their development to ensure And organization to their success contribute to be found incentive to do for It is designed . Performance the concept of a of an individual organization or One of the system set to goals access your ability measuring And evaluator One process Contains . Performance management , success measure , constantly development incentive to do And strategic to goals to reach for important One management It is an intermediary (Oğrak , Ataman and Ataman, 2019).

3. METHOD

3.1. Research Method

This study was conducted using the relational screening technique, which is one of the quantitative research methods. Relational scanning technique is a research method used to understand and discover the relationships between a topic or topics. This technique aims to gain in-depth understanding by examining the connections between concepts, themes, or factors found around a particular topic. Relational scanning technique is generally included in qualitative research methods and is used to understand complex relationships (Karasar, 2008).

3.2. Population and Sample

The population of the study consists of bank employees in TRNC. The sample was determined by the quota sampling method. Quota sampling is a sampling method used to ensure balanced representation of subgroups with a certain characteristic or qualifications in a research. It is used to maintain the proportions of individuals with certain characteristics within the research population. This method is useful for representing different groups in the population and making generalizations (Yagar and Dökme, 2008) . In this context, a sample group was created without questioning the study participants' duties in the bank and 312 people were included in the study.

3.3. Data Collection Tools

Data demographic information form, Work stress scale and Performance scale were used in the study.

The Work Stress Scale is a measure that covers three main subsections. The workload, job control, and social support subsections contain 5, 6, and 6 questions, respectively. Cronbach's alpha coefficients reported for the workload, control and social support subsections of the scale vary between 0.51 and 0.72 (26). Four of the 6 questions used in job control measurement consist of skill use subheadings and two of them consist of decision freedom subheadings (Table 1). Response options for the workload, skill use and decision freedom subsections consist of "often, sometimes, rarely and never" responses. For social support, there are options such as "completely agree, partially agree, partially disagree and completely disagree". In evaluating the scale, response options are coded between 1-4 and the total score of the relevant subsection is obtained by summing the scores of each subsection. The job control total score is obtained by summing the scores obtained for skill use and decision freedom. High scores indicate high workload, high job control, and high levels of social support . Job stress has been evaluated as the ratio of workload to job control (8, 16, 17, 26-29).

In this study, employee performance was evaluated in two dimensions, namely task and contextual performance. Performance Scale developed by Karakurum (2005) was used to measure performance . Task performance includes six questions, four of which were taken from the Turkish translated version of the task performance scale developed by Beffort and Hatturp . The remaining two questions were added originally by Karakurum (Karakurum , 2005). Contextual performance was measured with a scale containing five questions developed by Borman and Motowidlo (1993). In total, the performance scale includes nine questions.

The reliability analysis results of the scales used in this study are given in Table 1:

Table 1. Reliability Analysis

	Cronbach's Alpha	Article
Work Stress Scale	0.750	17
Performance Scale	0.956	7

Cronbach's Alpha coefficient is a statistical measure that evaluates the internal consistency of a measurement instrument. This coefficient measures whether the items in a scale are compatible with each other. Cronbach's Alpha coefficient calculated for the Job Stress Scale was found to be 0.750, while for the Performance Scale this value was calculated to be 0.956. The high Cronbach's Alpha values of both scales indicate that the measurement tools are reliable and robust in terms of internal consistency. This indicates that the items contained in the scales are compatible with each other and suitable for the measurement purpose. High Cronbach's Alpha values indicate that the scales perform reliably and consistently.

3.4. Analysis of Data

In this study, the data obtained was analyzed using SPSS 28.00 program. Analyzes performed include T-Test, Anova Test, ANOVA Tukey test, correlation and regression analysis. T-Test was used to evaluate the differences in means between two groups, and ANOVA Test was used to evaluate the differences between three or more groups. Group average differences were determined with the ANOVA Tukey test, relationships between variables were examined with correlation analysis, and relationships between the dependent variable and independent variables were modeled with regression analysis. These analyzes show that the study was conducted on statistical grounds and the results were examined in depth.

4. FINDINGS

4.1. Demographic features

Demographic variables of the participants are given in Table 1.

		N	%
Gender	Woman	191	61.2
	Male	121	38.8
Age	21-29 years old	29	9.3
	30-39 years old	125	40.1
	40-49 years old	129	41.3
	50 and above	29	9.3
marital status	Married	241	77.2
	Single	71	22.8
Educational background	Primary education	25	8.0
	High school	71	22.8
	associate degree	41	13.1
	Licence	155	49.7
	Degree	20	6.4
Service time	less than 1 year	22	7.1
	1-3 years	15	4.8
	4-6 years	46	14.7
	7-9 years	52	16.7
	10 years and above	177	56.7
Total		312	one hundred

According to the table, it is seen that women are the majority in the gender distribution of the participants with a rate of 61.2%. According to age distribution, most of the participants are between the ages of 30-49, and people in this age range constitute 81.7% of the total participants. In terms of marital status, it is observed that the majority of participants are married; married participants constitute 77.2% of the total. When we focus on length of service, it becomes clear that the majority of participants have served for a long period of time. In particular, participants who have been serving for 10 years or more constitute 56.7% of the total. This shows that employees often establish a long-term bond or gain experience with their organizations. As a result, this group of participants generally consists of individuals who are married, middle-aged, and have long-term service periods.

4.2. Work Stress and Performance Perceptions of Participants

Table 3. Participants' Job Stress and Performance Perception Levels

	Min.	Max .	Cover.	ss
Task Performance	4.00	16.00	10.3718	3.44403
Contextual Performance	5.00	20.00	13.5353	4.43300
Performance total	9.00	36.00	23.9071	7.62681
Workload	8.00	20.00	15.3333	2.62766
Skill Usage	6.00	16.00	11.5737	2.30636
Freedom of Decision	2.00	8.00	5.9519	1.87579
Social support	10.00	24.00	18.4519	3.60211
Work Stress Total	35.00	68.00	51.3109	6.07479

The average score for task performance was 10.3718, while for contextual performance it was 13.5353. The total performance score is the sum of these two components and the average score is 23.9071. Contextual performance has a higher mean score than task performance. **When** the "Workload" (isyuku) factor is examined, it is seen that the participants' workload scores are minimum 8.00, maximum 20.00, average 15.3333 and standard deviation 2.62766. Workload scores generally have a moderate distribution. Secondly, when the "Skill Usage" factor is evaluated, it is seen that the minimum is 6.00, the maximum is 16.00, the average is 11.5737 and the standard deviation is 2.30636. Scores on this factor generally reflect a moderate level of variability. Third, considering the "Freedom of Decision" factor, it has minimum values of 2.00, maximum of 8.00, mean of 5.9519, and standard deviation of 1.87579. Decision freedom scores generally have a lower mean and less variability. Fourthly, when the "Social Support" factor is evaluated, it is seen that the minimum is 10.00, the maximum is 24.00, the mean is 18.4519 and the standard deviation is 3.60211. Social support scores generally indicate a higher mean and lower variability. Finally, when the "Total Stress" factor is examined, it has a minimum of 35.00, a maximum of 68.00, a mean of 51.3109 and a standard deviation of 6.07479. Total stress scores generally have a wider distribution and a moderate mean.

4.3. Comparison of Participants' Demographic Information and Perceptions of Work Stress

Table 4. By Gender Comparison of Job Stress Perceptions

		N	Cover.	Ss .	f	p.
Workload	Woman	191	15.2775	2.57753	0.222	0.638
	Male	121	15.4215	2.71340		
Skill Usage	Woman	191	11.5026	2.35277	0.244	0.621
	Male	121	11.6860	2.23619		
Freedom of Decision	Woman	191	5.8743	1.92078	1,474	0.226
	Male	121	6.0744	1.80354		
Social support	Woman	191	18.4450	3.69578	0.830	0.363
	Male	121	18.4628	3.46420		
stress total	Woman	191	51.0995	6.11689	0.013	0.911
	Male	121	51.6446	6.01783		

$p > 0.05$

According to the results of the analysis, no significant difference was detected between genders in terms of job stress perceptions ($p > 0.05$). This shows that there is no statistically significant difference between male and female participants in terms of workload, skill use, decision freedom, social support and total stress perceptions.

Table 5. By Age Comparison of Job Stress Perceptions

		N	cover .	Ss .	f	p.
Workload	21-29 years old	29	15.3793	2.80833	0.613	0.607
	30-39 years old	125	15.1680	2.80189		
	40-49 years old	129	15.3566	2.52735		
	50 and over	29	15.8966	2.09327		
Skill Use	21-29 years old	29	11.8966	2.56828	0.458	0.712
	30-39 years old	125	11.6160	2.50736		
	40-49 years old	129	11.4186	2.05281		

	50 and above	29		11.7586	2.26235		
Decision freedom	21-29 years old	29		6.3103	1.77489		
	30-39 years old	125		5.8320	1.90812		
	40-49 years old	129		5.9690	1.87474	0.543	0.653
	50 and above	29		6.0345	1.88002		
Social Support	21-29 years old	29		19.0345	3.38571		
	30-39 years old	125		18.5600	3.49746		
	40-49 years old	129		18.3643	3.86680	0.637	0.592
	50 and above	29		17.7931	3.03996		
stress _ total	21-29 years old	29		52.6207	6.00246		
	30-39 years old	125		51.1760	6.28755		
	40-49 years old	129		51.1085	6.10998	0.523	0.667
	50 and over	29		51.4828	5.10337		

p > 0.05

According to the analysis results, no significant difference was detected between age groups in terms of job stress perceptions (p > 0.05). This shows that there is no statistically significant difference between individuals in different age groups in terms of workload, skill use, decision freedom, social support and total stress perceptions.

Table 6. By Marital Status Comparison of Job Stress Perceptions

		N	Cover.	ss	f	p.
Workload	Married	241	15.2905	2.56065	1,508	0.220
	Single	71	15.4789	2.85787		
Skill Usage	Married	241	11.6307	2.27682	0.851	0.357
	Single	71	11.3803	2.41049		
Freedom of Decision	Married	241	6.0456	1.81257	4,031	0.046
	Single	71	5.6338	2.05801		
Social support	Married	241	18.4896	3.58133	0.070	0.792
	Single	71	18.3239	3.69469		
stress total	Married	241	51.4564	5.86152	1,185	0.277
	Single	71	50.8169	6.77033		

p > 0.05

According to the analysis results, no significant difference was detected between marital status and job stress perceptions (p > 0.05). However, since the p value in the area of decision freedom is below the 0.05 significance level, it can be said that there is a significant difference between married and single participants in this area.

Table 7. By Educational Status Comparison of Job Stress Perceptions

		N	mean	ss	f	p.
Workload	Primary education	25	15.1200	2.90574	0.760	0.552

	High school	71	15.4225	2.37042		
	associate degree	41	15.3415	2.91213		
	Licence	155	15.4452	2.64119		
	Degree	20	14.4000	2.47939		
	Primary education	25	12.2000	2.06155		
Skill Usage	High school	71	11.7606	2.25810		
	associate degree	41	11.2439	2.21111	1,698	0.150
	Licence	155	11.6000	2.38393		
	Degree	20	10.6000	2.16187		
	Primary education	25	5.8000	2.10159		
Freedom of Decision	High school	71	6.1549	1.96867		
	associate degree	41	5.7317	1.84424	1,685	0.153
	Licence	155	6.0581	1.79190		
	Degree	20	5.0500	1.82021		
	Primary education	25	18.6400	4.25127		
Social support	High school	71	18.6338	4.01867		
	associate degree	41	17.7073	3.40767	0.715	0.582
	Licence	155	18.6129	3.33301		
	Degree	20	17.8500	3.68889		
	Primary education	25	51.7600	6.83910		
stress total	High school	71	51.9718	5.61114		
	associate degree	41	50.0244	6.25495	0.043	
	Licence	155	51.7161	6.11657	2,500	Primary Education > Master's Degree High School > Master's Degree
	Degree	20	47.9000	4.93004		

p <0.05

According to the results of the analysis, no significant difference was detected between educational status and the sub-dimensions of workload, skill use, freedom of decision and social support (p>0.05). In the analysis carried out to evaluate the significant differences in the total stress between primary school, high school, associate degree, undergraduate and master's degree groups, it was concluded that the differences between the groups were statistically significant. Especially since the p value between the Primary and High School groups and the Master's degree group is below the 0.05 significance level, it can be said that there is a significant difference in the total stress levels between these two groups. This may be an indication that the perception of stress decreases or increases as the level of education increases.

Table 8. By Service Duration Comparison of Job Stress Perceptions

		N	mean	ss	f	p.
Workload	less than 1 year	22	15.2273	2.77629		
	1-3 years	15	15.2667	3.28344		
	4-6 years	46	15.1522	2.72411	0.376	0.826
	7-9 years	52	15.0385	2.91690		
	10 years and above	177	15.4859	2.44974		
Skill Usage	less than 1 year	22	12.4545	2.48284		
	1-3 years	15	11.3333	2.52605	3,665	0.006
	4-6 years	46	12.3478	2.14183		
	7-9 years	52	10.8269	2.32397		

	10 years and above	177	11.5028	2.23384		
Freedom of Decision	less than 1 year	22	6.1818	1.96726		
	1-3 years	15	4.9333	2.18654		
	4-6 years	46	6.1522	1.86151	1,964	0.100
	7-9 years	52	5.5962	1.84985		
	10 years and above	177	6.0621	1.82831		
Social support	less than 1 year	22	19.0909	3.70211		
	1-3 years	15	18,2000	3.80225		
	4-6 years	46	18.9130	3.34549	0.659	0.621
	7-9 years	52	17.9231	3.49142		
	10 years and above	177	18.4294	3.68147		
stress total	less than 1 year	22	52.9545	7.22744		
	1-3 years	15	49.7333	6.58425		
	4-6 years	46	52.5652	5.22665	2,536	0.040
	7-9 years	52	49.3846	5.77403		
	10 years and above	177	51.4802	6.06601		

p <0.05

In this analysis, the relationship between length of service and perceptions of job stress was examined. When the participants were grouped according to their service period, no statistically significant difference was found between different service periods in terms of workload, decision -making freedom and social support dimensions . However, a different result was obtained in the analysis made in terms of skill use. Participants' perceptions on skill use showed a significant difference according to their length of service ($F=3.665$, $p=0.006$). This shows that the participants' level of perception of skill use at work varies depending on the length of service. When the effects on the total stress were evaluated, a significant difference was detected between the groups according to the length of service ($F = 2.536$, $p = 0.040$). This shows that there is a significant change in participants' stress perceptions as their length of service increases.

4.4. Comparison of Participants' Demographic Information and Performance Perceptions

Table 9. By Gender Comparison of Performance Perceptions

		N	Cover.	ss	f	p
Task Performance	Woman	191	10.3298	3.59694		
	Male	121	10.4380	3.20128	3,325	0.069
Contextual Performance	Woman	191	13.4136	4.62278		
	Male	121	13.7273	4.12715	3,757	0.054
Performance total	Woman	191	23.7435	8.00869		
	Male	121	24.1653	7.00636	4,271	0.040

p <0.05

According to the statistical analysis based on the data, no significant difference could be detected between gender in the task performance category (F value: 3.325, p value: 0.069). This shows that there is no statistically significant difference between the task performance scores of male and female participants. Similarly, no significant difference was detected between gender in the contextual performance category (F value: 3.757, p value: 0.054). This indicates that there is no statistically significant difference between the contextual performance scores of male and female participants . However, in the analysis made in the total performance category, a significant difference was detected between gender (F value: 4.271, p value: 0.040). This shows that there is a statistically significant difference between the total performance scores of male and female participants. Accordingly, it is seen that the total performance averages of male participants are higher than

female participants. As a result, while there is no significant difference between gender in the task performance and contextual performance categories, there is a statistically significant difference in the total performance category.

Table 10. By Age Comparison of Performance Perceptions

		N	Cover.	Ss .	f	p.
Task Performance	21-29 years old	29	10.5862	3.55083	0.632	0.595
	30-39 years old	125	10.0800	3.74510		
	40-49 years old	129	10.4806	3.24302		
	50 and above	29	10.9310	2.85271		
Contextual Performance	21-29 years old	29	13.4138	4.84412	0.521	0.668
	30-39 years old	125	13,1920	4.62583		
	40-49 years old	129	13.7752	4.27610		
	50 and over	29	14.0690	3.91819		
Performance total	21-29 years old	29	24,0000	8.12404	0.576	0.631
	30-39 years old	125	23.2720	8.13037		
	40-49 years old	129	24.2558	7.24168		
	50 and above	29	25,0000	6.63325		

$p > 0.05$

According to the analysis results, no significant difference was detected between age groups in all three performance categories ($p > 0.05$). This may indicate that there is no significant difference in performance perceptions between individuals in different age groups.

By Marital Status Comparison of Performance Perceptions

		N	Cover.	ss	f	p.
Task Performance	Married	241	10.4108	3.41829	0.070	0.791
	Single	71	10.2394	3.55152		
Contextual Performance	Married	241	13.5519	4.42606	0.003	0.954
	Single	71	13.4789	4.48763		
Performance total	Married	241	23.9627	7.58635	0.080	0.778
	Single	71	23.7183	7.81424		

$p > 0.05$

According to the analysis results, no significant difference was detected between married and single participants in terms of task performance, contextual performance and total performance perceptions ($p > 0.05$). This indicates that marital status does not have a statistically significant effect on performance perceptions.

Table 12. By Educational Status Comparison of Performance Perceptions

		N	Cover.	Ss .	f	p.
Task Performance	Primary education	25	10.8400	2.99555	0.619	0.649
	High school	71	10.3239	3.48783		
	associate degree	41	10.4634	2.74861		
	Licence	155	10.4323	3.66985		
	Degree	20	9.3000	3.37327		
Contextual Performance	Primary education	25	14.2000	3.55903	0.398	0.810

	High school	71	13.4648	4.28229		
	associate degree	41	13.4878	4.02568		
	Licence	155	13.6000	4.76132		
	Degree	20	12.5500	4.31003		
Performance total	Primary education	25	25.0400	6.30132	0.513	0.726
	High school	71	23.7887	7.52124		
	associate degree	41	23.9512	6.54198		
	Licence	155	24.0323	8.18727		
	Degree	20	21.8500	7.33610		

p > 0.05

According to the results of the analysis, no significant difference was detected between participants with different education levels in terms of task performance, contextual performance and total performance perceptions (p > 0.05). This shows that education level does not have a statistically significant effect on performance perceptions.

Table 13. By Service Duration Comparison of Performance Perceptions

		N	Cover.	Ss .	f	p.
Task Performance	less than 1 year	22	10.6364	3.10982	0.346	0.847
	1-3 years	15	10.2000	4.36218		
	4-6 years	46	10.4783	3.55740		
	7-9 years	52	10.7885	3.13948		
	10 years and above	177	10,2034	3.47939		
Contextual Performance	less than 1 year	22	13.2273	4.25309	0.337	0.853
	1-3 years	15	13.8000	4.91644		
	4-6 years	46	13.9565	3.93252		
	7-9 years	52	13.9231	4.35145		
	10 years and above	177	13.3277	4.58815		
Performance total	less than 1 year	22	23.8636	7.03931	0.305	0.874
	1-3 years	15	24,0000	9.10259		
	4-6 years	46	24.4348	7.10447		
	7-9 years	52	24.7115	7.25539		
	10 years and above	177	23.5311	7.85598		

p > 0.05

According to the results of the analysis, no significant difference was detected in terms of task performance, contextual performance and total performance perceptions among participants with different lengths of service (p > 0.05). This shows that length of service does not have a statistically significant effect on performance perceptions.

4.5. The Relationship Between Job Stress and Performance

Table 14. Relationship Between Job Stress and Performance (Correlation Analysis)

		Workload	Skill Usage	Freedom of Decision	Social support	stress total
Task Performance	r.	-.121 *	0.001	.144 *	0.098	0.051

	p.	0.032	0.986	0.011	0.083	0.372
	r.	-0.094	-0.037	.133 *	0.073	0.030
Contextual Performance						
	p.	0.098	0.518	0.019	0.200	0.602
	r.	-0.109	-0.021	.142 *	0.087	0.040
Performance total						
	p.	0.054	0.713	0.012	0.126	0.480

This correlation analysis was conducted to understand the relationship between job stress factors and performance. First of all, when we look at the relationships between task performance and job stress factors, a negative correlation was detected with workload ($r = 0.0121$; $p = 0.032$), meaning that as workload increased, task performance decreased. However, this relationship is not statistically significant. Decision freedom showed a positive correlation ($r=.144$; $p=0.011$), meaning that as participants' decision freedom increased, their task performance increased, and this relationship was statistically significant. In the analyzes conducted in terms of contextual performance and performance total, no statistically significant relationship was detected with workload and skill use. However, a positive correlation was found with decision latitude, indicating that as participants' perceptions of decision latitude increased, their contextual performance and overall performance also increased.

4.6. Effects of Work Stress on Performance

Table 15. Effects of Job Stress on Performance (Regression Analysis)

	Unstandardized Coefficients		Standardized Coefficients		
	B.	std . Mistake	Beta	t	p
Still	21,323	3,681		5,792	0.000
stresstotal	0.050	0.071	0.040	0.707	0.480

R=0.040 F=500

This regression analysis was conducted to evaluate the potential effects of job stress on performance. According to the results of the analysis, the constant value representing the main impact on performance is 21.323. This constant expresses the expected impact of factors other than job stress on performance. The prominent independent variable in the analysis is stresstotal, which measures job stress. However, the standardized coefficient (Beta) of the stresstotal variable on performance was found to be 0.040 and the p value was 0.707. This indicates that there is no strong evidence of a significant relationship between job stress and performance. The overall result of the analysis shows that the effects of job stress on performance are limited and other factors may also have an impact on this relationship. The R value was found to be 0.040 and the F statistic was 500, indicating that the overall explanatory power of the model was low. Therefore, more comprehensive analyzes that consider additional factors may be needed to gain a more comprehensive understanding of the relationship between job stress and performance.

4. CONCLUSION AND RECOMMENDATIONS

According to the results of the study, the effects of demographic factors on job stress perceptions and performance were examined. Demographic variables such as gender, age groups, marital status, education level and length of service generally do not have a significant effect on the participants' perceptions of job stress. However, a significant difference was detected between married and single participants in the area of decision freedom, indicating that marital status may have a certain impact on perceptions of work stress.

In terms of performance, no significant differences were detected between gender and age groups in task and contextual performance categories. However, a significant difference was detected between gender in the total performance category, and the total performance scores of male participants were higher than female participants. This suggests that gender has a certain effect on overall performance.

In the analysis evaluating the relationship between job stress and performance, a negative relationship was found between workload and task performance. That is, it has been observed that task performance decreases as workload increases, but this relationship is not statistically significant. On the other hand, a positive relationship was found between decision freedom and task performance. This shows that as participants' perception of decision freedom increases, their task performance also increases, and this relationship is statistically significant. In conclusion, the study evaluates the effects of demographic factors on job stress perceptions and performance, revealing that variables such as gender and marital status lead to significant differences in certain areas. However, it indicates that further analyzes are needed to provide a more in-depth understanding of the relationship between job stress and performance.

Based on the research results, it is possible to make various suggestions to understand the interactions between bank employees' job stress perceptions and performance:

- Organizing regular stress management training for bank employees can increase their ability to cope with work stress. These trainings can help them understand and apply stress coping strategies.
- Improving the work environment can be effective in reducing work stress. For example, applicable policies and practices can be developed to balance workload, strengthen social support systems, and increase decision freedom.
- Fair, transparent and measurable performance evaluation systems can increase employee motivation. Promoting a sense of fairness among employees can increase the overall level of performance.
- In recruitment processes and position placements, more effective policies can be created by taking into account individuals' abilities, experiences and their capacity to cope with work stress.
- : Initiatives can be taken to increase employees' participation in decision-making processes. Participation makes employees feel more involved in work processes and can increase their motivation.

These suggestions may positively affect the relationship between job stress and performance of bank employees and make the working environment more sustainable. However, each recommendation should be customized to the needs and dynamics of the organization.

REFERENCES

- Aslan, M., & Doğan, S. (2020). Dışsal motivasyon, içsel motivasyon ve performans etkileşimine kuramsal bir bakış. *Süleyman Demirel Üniversitesi Vizyoner Dergisi*, 11(26), 291-301.
- Bakan, İ., Erşahan, B., Sezer, B., & Sünbül, Ş. (2015). Bankacılıkta mesai, hedef ve güven olgularının performans ve mobbing üzerindeki etkisi. *Kahramanmaraş Sütçü İmam Üniversitesi İktisadi ve İdari Bilimler Fakültesi Dergisi*, 5(1), 159- 172.
- Dülgeroğlu, İ., & Başol, O. (2017). İş stresi ve çalışma yaşamı kalitesi algısının yansımaları: satış temsilcileri üzerine bir araştırma. *İşletme ve Ekonomi Araştırmaları Dergisi*, 1(21), 83-106.
- Efeoğlu, İ. E. (2006). *İş-aile yaşam çatışmasının iş stresi, iş doyumu ve örgütsel bağlılık üzerindeki etkileri: ilaç sektöründe bir araştırma*, Doktora Tezi, Çukurova Üniversitesi Sosyal Bilimler Enstitüsü, Adana
- Güçlü, N. (2001). Stres yönetimi. *Gazi Üniversitesi Gazi Eğitim Fakültesi Dergisi*, 21(1).
- Işığışık, E. (2008). Performans ölçümü, yönetimi ve istatistiksel analizi. *Istanbul University Econometrics and Statistics e-Journal*, (7), 1-23.
- İştar, E. (2012). Stres ve verimlilik ilişkisi. *Akademik Bakış Dergisi*, 33(1), 1-21.
- Karaman, R. (2009). İşletmelerde performans ölçümünün önemi ve modern bir performans ölçme aracı olarak Balanced Scorecard. *Sosyal Ekonomik Araştırmalar Dergisi*, 8(16), 410-427.
- Nabiyeva, G., (2021). *Aile işletmelerinin kurumsallaşma düzeyi ile iş görenlerin bağlılık düzeyleri arasındaki ilişkide iş stresinin rolü*, Doktora Tezi, Gazi Üniversitesi Sosyal Bilimler Enstitüsü.
- Oğrak, A., Ataman, S., & Ataman, F. (2019). Bankacılık Sektöründe Hedef Baskısı Algısı: Van İlinde Faaliyet Gösteren Bankalar Üzerine Bir Uygulama. *İksad Dergisi*, 5(19), 259-267.
- Önbiçak, A. E., Kazançoğlu, İ., & Küçükaltan, B. (2019). İş stresi, iş tatmini, örgütsel kıvanç ve işten ayrılma niyeti etkileşiminin iş performansıyla ilintisi. *Yaşar Üniversitesi E-Dergisi*, 14, 101-114.
- Özgen, F., & Aydın, H. (1999). Travma sonrası stres bozukluğu. *Klinik Psikiyatri*, 1(34-41).
- Şahin, H. (2005). Örgütsel stres. *Maden Mühendisleri Odası (TMMOB) Madencilik Bülteni*, 1, 54-56.
- Turunç, Ö., & Çelik, M. (2010). Çalışanların algıladıkları örgütsel destek ve iş stresinin örgütsel özdeşleşme ve iş performansına etkisi. *Yönetim ve Ekonomi Dergisi*, 17(2), 183-206.
- Yağar, F., & Dökme, S. (2018). Niteliksel araştırmaların planlanması: Araştırma soruları, örneklem seçimi, geçerlik ve güvenilirlik. *Gazi Sağlık Bilimleri Dergisi*, 3(3), 1-9.

THE EVALUATION OF STUDENTS' PERCEPTION OF E-LEARNING IN HIGHER EDUCATION

Hon Keung YAU

City University of Hong Kong, Department of Systems Engineering, Kowloon Tong,
Kowloon, Hong Kong.
honkyau@cityu.edu.hk

Liubaoqian QIAN

City University of Hong Kong, Department of Systems Engineering,
Kowloon Tong, Kowloon, Hong Kong
Liubaoqian2-c@my.cityu.edu.hk

ABSTRACT

Nowadays, with the progress of society, especially in recent years with the emergence and development of artificial intelligence, technology and the Internet have been integrated into every aspect of people's lives. In the education industry, there are also the emergence of products combining these technologies, such as webcasting classes, e-libraries, e-learning videos, e-learning APPs and so on, and E-learning system is the collective name of these products.

Since the COVID-19 outbreak, students across the globe have had to be quarantined at home, which has resulted in no way for them to get to the classroom and learn as they used to. However, it is this situation that has led to the rapid development of e-learning systems. Teachers are using live webcasts to deliver lessons to their students, schools are developing apps specifically designed to aid learning, posting e-learning videos on the web, simulating experiments on the web, and so on. Undoubtedly, e-learning systems are a good solution to the problem of geographical restrictions. However, because there is no way for teachers to grasp the learning status of students in real time as they can in the classroom, e-learning systems have still aroused the concern of many people.

Therefore, this project was to investigate the perceptions of university students who have been exposed to e-learning systems about e-learning systems. The project was able to examine the perceptions of e-learning systems among different groups of students by gender, age, year of study and study mode. At the same time, the project categorized the factors affecting e-learning systems into five factors: Autonomy Factor, Problem-solving Factor, Multimedia Factor, Teacher Factor and Student Factor. In this study, questionnaire was used to collect data. 120 questionnaires were received. Based on the results of the survey, the project will analyze the correlation between these factors and the relationship between these factors and demographic information. These results will be useful for educational institutions or individuals to improve e-learning systems in the future.

Keywords: e-learning; Autonomy Factor; Problem-solving Factor; Multimedia Factor; Teacher Factor; Student Factor.

INTRODUCTION

Nowadays, with the development of technologies such as Internet and artificial intelligence, our lives have been raised to a new level. The technology has affected perspective of our society, and one of the most important perspectives is the field of education. Moreover, after the COVID 19 pandemic, online learning has grown tremendously. The students under higher education at this time are the first bench of students who can benefit

from the convenient of technology in our study since we are in our early stage of education. During our educational period, we will encounter different educational technologies, such as educational software, course management software, the Internet and video, which we call E-learning system. This E-learning system can provide an effective learning environment for students. In E-learning system, learning activities are based on learner autonomy and interactive learning actions; in addition, learning instruction is based on multiple media. Furthermore, E-learning also offers cooperative learning opportunities. Based on activity theory, the purpose of this study is to examine learners' attitudes toward E-learning systems. Indeed, understanding learners' attitudes toward E-learning systems is necessary to ensure that E-learning stands the best possible chance to succeed.

The objective of this study is to examine the cognitive characteristic of the university students, as well as to investigate the relationship among autonomy factors, problem-solving factors, multimedia learning factors, teacher factors and student factors, in order to find out students' perception towards E-learning in higher education.

LITERATURE REVIEW

1 Concept of E-learning

E-learning refers to the delivery of educational content and experiences through electronic devices such as computers, tablets, or smartphones over the internet. It can take various forms, including online courses, video lectures, interactive simulations, and virtual classrooms (Rosenberg, 2003).

E-learning has the following advantages in modern education. E-learning provides access to education for people who may not have been able to attend traditional classes due to geographical, physical, or time constraints. Learners can study at their own pace and at times that are convenient for them, allowing for a more personalized learning experience. E-learning often reduces the need for physical resources, making it a cost-effective alternative to traditional education. With advancements in technology, E-learning platforms can offer immersive and interactive learning experiences, enhancing engagement and retention (Moore, 2006). E-learning allows educators to reach a global audience, breaking down geographical barriers and enabling collaboration across borders. E-learning supports the concept of lifelong learning by providing opportunities for continuous skill development and updating knowledge.

2 Evolution of E-learning

The roots of E-learning can be traced back to the early development of computer-based training and instructional design theories in 1960s-1970s (Bakhouyi, 2017). In 1980s-1990s, the emergence of personal computers and the internet laid the groundwork for the delivery of educational content electronically. In the 1990s, CD-ROMs allowed for interactive multimedia learning experiences, paving the way for more engaging educational materials (Smothers et al, 2009). Also, LMS software such as Blackboard and Moodle began to streamline the administration and delivery of online courses. With the popularity of smartphones and tablets, E-learning has been extended to mobile devices, enabling mobile learning. MOOC platforms have democratized access to high-quality education from top institutions. Nowadays, advanced algorithms and AI are being used to personalize learning paths based on individual student performance and preferences. Virtual Reality and Augmented Reality are being integrated into E-learning to create immersive and interactive learning experiences (Cui et al, 2008).

3 Effectiveness of E-learning

There are a lot of studies and research exploring the effectiveness of E-learning compared to traditional classroom instruction. Here are some key findings:

1. A study published in the Journal of Educational Psychology found that students in online courses performed better than those in face-to-face classes, with higher test scores and retention rates (Whitman et al, 2005).
2. The U.S. Department of Education conducted a meta-analysis of 51 independent studies and found that on average, students who engaged in online learning outperformed those receiving face-to-face instruction.
3. Research published in the Journal of Computer Assisted Learning revealed that E-learning can lead to improved student satisfaction and engagement compared to traditional classroom methods (Tirziu & Vrabie, 2015).
4. The American Journal of Distance Education published a review indicating that E-learning is particularly beneficial for learners who are self-directed and motivated, as it allows them to take control of their learning journey (Miller et al, 2017).

While these studies highlight the benefits of E-learning, it is important to note that the effectiveness of any instructional method depends on various factors. Here are some key factors influencing the effectiveness of E-learning:

1. **Learner Characteristics:** Self-directed learners who are able to manage their time effectively tend to reap the benefits of e-learning environments. Learners' comfort and proficiency with technology affects their engagement and success in e-learning.
2. **Instructional Design:** Clear learning objectives help guide the design of e-learning materials and assessments and contribute to effective learning outcomes. Interactive and multimedia content can increase learner engagement and promote understanding of complex concepts. Providing timely and constructive feedback and designing effective assessment methods are essential to measuring and enhancing learning.
3. **Technological Aspects:** Ensuring that e-learning platforms are accessible from a variety of devices and have user-friendly interfaces will promote a positive learning experience. A stable internet connection and reliable hardware are key to E-learning delivery. Protecting learners' data and maintaining secure communication channels are key to building trust in E-learning environments.
4. **Social and Collaborative Elements:** Opportunities for peer co-operation and discussion can enrich the learning experience by facilitating knowledge sharing and the exchange of different perspectives. Active participation and feedback from the instructor contribute to a sense of community and support in the E-learning environment.
5. **Support Systems:** Access to timely technical assistance and troubleshooting resources can minimize disruption and frustration for learners. Providing instruction in learning strategies, time management, and self-directed learning skills can empower learners to succeed in e-learning.

4 Technology Integration in E-Learning

With the growth of the Internet, more and more technology is being used in e-learning systems. These technological tools and platforms play a crucial role in facilitating e-learning by offering diverse content delivery models, facilitating interactive and immersive learning experiences, and enabling personalized teaching and learning, ultimately increasing the effectiveness and accessibility of online education. Here are some key technologies:

1. **Learning Management Systems (LMS):** The LMS platform simplifies the management of online courses, including content delivery, student enrolment and assessment tracking. The LMS provides a centralized hub for hosting and delivering course materials, making them easily accessible to learners wherever they have an internet connection. Forum, chat and messaging features in the LMS can facilitate interaction between students and teachers (Konstantina et al, 2015).
2. **VR and AR:** VR and AR technologies provide immersive simulations and visualizations to deepen

understanding of complex disciplines such as science, engineering and medical training. VR and AR can provide hands-on training experiences in virtual environments, allowing learners to practice their skills in realistic scenarios.

3. AI: Artificial intelligence algorithms can analyze learners' performance data and provide personalized learning paths based on their strengths, weaknesses and learning preferences. Artificial intelligence-powered chatbots and virtual assistants can provide instant support to learners, answering questions and guiding them through course material.

4. Video Conferencing and Webinars: Platforms for video conferencing and webinars enable live lectures, discussions, and Q&A sessions, fostering real-time interaction between instructors and students. Through these platforms, guest speakers and experts can contribute to the learning experience regardless of geographical constraints.

5. Mobile Learning Apps: Mobile apps provide learners with the flexibility to access course materials and engage in learning activities from smartphones and tablets, supporting mobility and accessibility.

5 Challenges and Barriers in E-Learning Implementation

Common challenges and barriers in implementing e-learning (Goyal, 2012) include:

1. Access to technology and internet connectivity: Many learners may not have access to reliable technology or high-speed internet, limiting their ability to fully participate in E-learning.
2. Lack of technical skills: Some learners and educators may struggle with using the necessary E-learning platforms and tools effectively, leading to frustration and disengagement.
3. Motivation and engagement: Without face-to-face interaction, some learners may struggle to stay motivated and engaged in E-learning environments.
4. Quality of content and instructional design: Ensuring that E-learning materials are engaging, effective, and well-organized can be a challenge for educators and content creators.

Potential solutions to address these challenges include:

1. Providing access to technology and internet: Schools and organizations could consider providing equipment and subsidizing the cost of access to the Internet for learners who do not have access to the Internet. They could also explore offline learning programs and distribute educational materials in physical form.
2. Offering technical support and training: Providing training sessions and resources to help learners and educators become proficient in using E-learning platforms and tools can improve their confidence and effectiveness.
3. Implementing interactive and personalized learning experiences: Incorporating interactive elements such as quizzes, discussions and multimedia content can increase learner engagement. In addition, personalized learning paths based on individual interests and abilities can help to maintain motivation.
4. Investing in professional instructional design: Employing skilled instructional designers and educators to create high-quality E-learning content ensures that materials are well-structured, engaging and aligned with learning objectives.

6 Future Directions and Emerging Trends in E-Learning

AI in E-learning: Integrating AI technologies such as personalized recommendations, adaptive learning algorithms and natural language processing has great potential to improve the efficiency and effectiveness of E-learning experiences (Elizabeth et al, 2003).

Immersive Technologies: VR and AR hold the promise of transforming e-learning by providing immersive and

interactive learning environments. Future research may delve into the pedagogical implications and best practices of integrating these technologies into E-learning programs.

Data-Driven Instructional Design: Leveraging learning analytics and big data, future E-learning research could focus on using data-driven insights to inform instructional design, personalize learning pathways, and predict student performance (Verbert et al, 2012).

Workforce Development and Lifelong Learning: Research into the role of E-learning in meeting the needs of adult learners, upskilling and re-skilling the labor force and supporting lifelong learning initiatives can contribute to the development of E-learning with wider societal impact.

These future directions and emerging trends in e-learning have the potential to shape the next generation of educational technology and pedagogy, ultimately redefining the way we learn and teach in the digital age.

RESEARCH METHODOLOGY

In this project, a questionnaire survey has been conducted to collect the data in order to evaluate students' perception of E-learning in higher education. Previous studies have also used questionnaire survey to collect users' perception on technology with different scales, which were found to be effective, whereas the measurement scale used in this project has been adopted in previous research to measure students' perception on E-learning. Moreover, the method of using survey is very effective because of being widely distributed to the students and spending less time to distribute and collect data. Thus, questionnaire survey has been chosen to collect data in this project.

1 Designing a questionnaire

The questionnaire was divided into 3 parts. For the first part, it contained the questions inquiring the personal information of the respondents, including their age, gender, the universities they attended, their current grade level and major, their mode of study and their GPA. This information was required as comparison between different age, and study mode in their perception in E-learning.

In the second part, there were questions inquiring the previous experience of using technology for learning of the respondents. This information was required as comparison between the respondents with different experience in using computer. There were 5 items in total, 1 of which was about the computer accessibility and 4 were about the quantity of their prior experience on using computer for both educational and non-educational purpose.

The third part contained the questions inquiring university students' perceptions to E-learning. There were 25 questions in this part, 6 of which are related to the Autonomy Factors (AF), 3 of which are for the Problem-solving Factors (PF), 3 for the Multimedia learning Factors (MF), 3 for the Teacher Factors (TF), and the last 10 for the Students' Attitude Factors (SF). Those items were rated from a 5-point Likert type scale, ranging from 1 "strongly disagree" to 5 "strongly agree".

2 Distribution and collection of questionnaires

After the questionnaire has been finalized, a pilot study has been done before distribution in a large scale. 5 questionnaires were distributed out to my friends from various universities, for a pilot study. Piloting the questions on a small group of people could certainly save time in the case that any problems about the questions, wording and design of the questionnaire should be discovered at this stage. They were asked to complete the questionnaires without any explanation or assistance in order to find out whether they could understand the questions by themselves. After the questionnaires have been completed and collected, they were asked to give feedback about the questionnaire individually. It was found that the questionnaire could be understood by all of the participants in this pilot study and the length of the questionnaire was found to be moderate as well.

As soon as the pilot study finished, distribution of questionnaires started. The targets of this survey were

university students. They have all experienced with different extent of E-learning systems in university or in high school. So, the information about university students' perception on E-learning and the factors affecting their perception can be collected for this target group. Finally, 120 questionnaires were collected.

3 Data Preparation

After the completion of the distribution and collection of the questionnaires, questionnaire checking has to be done so as to ensure all the questionnaires were fully completed without any missing items.

All the questionnaires collected were only the raw data in this stage. The raw data will be inputted into the data-sheet so as to facilitate data analysis process. Once there was any missing item in any questionnaire, that questionnaire would be discarded.

4 Data Analysis

The statistical tool used in this project was the "Statistical Package for the Social Science" (SPSS). SPSS is a sophisticated piece of software used by many scientists and related professionals for statistical analysis. Moreover, it is user-friendly and basically capable to provide every information output we needed.

Items included in the questionnaire must be valid and reliable in order to collect useful and relevant data. The validation of the measurement scales would be evaluated so as to confirm the psychometric property of this scale is reliable and valid.

Factor analysis is used to identify groups of similar and related items, create and validate scales, ensure that items are associated with the scales, and reduce the number of variables so as to facilitate further analysis. Items should be eliminated if the factor loading or corrected item-total correlation value of the item was lower than 0.3.

The reliability of the scales would be evaluated by the Cronbach's alpha which is a measure of internal consistency indicated how close do the items related to each other. All the scales should exceed the recommended cutoff criteria, i.e. Cronbach's alpha > 0.7, then all the scales could say to be reliable.

After validating the measurement scales, the independent t-test were used for testing the differences between the means of two independent groups while one-way analysis of variance (ANOVA) was used for testing the differences between the means of several groups (more than two groups). In this study, comparison would be made between gender; full-time students and part-time students, more experience and less experience, among different age groups and among grade level.

5 Validation of Measurement Scale

As mention in last section, the validation of the measurement scale would be evaluated in order to confirm its psychometric property. Factor loading and item-total correlations of the items were found out to test for their validity. Table 1 shows the result of factor analysis.

5.1 Factor Analysis

Item	Factor Loading
AF1	.802
AF2	.817
AF3	.813
AF4	.723
AF5	.773
AF6	.510
PF1	.825
PF2	.732
PF3	.851
MF1	.834

MF2	.880
MF3	.824
TF1	.695
TF2	.788
TF3	.776
SF1	.720
SF2	.680
SF3	.765
SF4	.425
SF5	.564
SF6	.642
SF7	.708
SF8	.602
SF9	.763
SF10	.656

Table 1: Factor Loading of the Measurement Scale

The general accepted values of the factor loading and item-total correlation was 0.3. According to Table 3.0, the factor loading of all the 25 items in the questionnaire were larger than 0.3. Thus, this scale was reliable and all the items above had large variance for factor analysis.

5.2 Reliability Analysis

Item	Cronbach's Alpha	N of Items
AF	.929	6
PF	.877	3
MF	.909	3
TF	.836	3
SF	.940	10

Table 2: Reliability Statistics for Factors

The Cronbach's Alphas for each Factor are 0.929, 0.877, 0.909, 0.836, 0.940, which are all higher than the acceptable value 0.7, means that the scale was reliable. Table 2 shows the reliability of factors.

ANALYSIS OF RESULT & DISCUSSION

1 Introduction

This section analyzes the results of the survey. The demographics of the respondents are first discussed to provide some background information about the respondents such as gender, age, university attended, grade attended, major, mode of study, use of computers, and previous experiences. Based on personal information, respondents will be divided into groups for comparison purposes. Then, the descriptive statistics of the scale would be presented and gives the summary of each motivational factor. Independent samples t-test would be presented to give the comparison between gender, mode of study and prior experience. One-way ANOVA would be presented to compare between age, grade levels and access to computer.

2 Demographic Information of Respondents

A total of 120 questionnaires were collected. Among the respondents, 57.5% of the respondents are male and

42.5% are female (Table 3). Participants were with 1.7% aged <18, with 45.0% aged 18-22, with 37.5% aged 23-27, with 15% aged 28-31, and with 0.8% aged >31 (Table 4). Also, 36.7% were CityU students, 14.2% were HKU students, 20.8% were CU students, 16.7% were PolyU students, and 11.7% were from other universities (Table 5). 13.3% were Year 1 students, 17.5% were year 2 students, 15.0% were year 3 students, 34.2% was year 4 or above students, 19.2% were postgraduates, and 0.8% are under other level (Table 6). 27.5% were majored in Art/Social Science/Education, 15.0% were majored in Business, 32.5% were majored in Engineering, 9.2% were majored in Law, 14.2% were majored in Pharmacy/Medicine and another 1.7% were majored in others (Table 7). About the respondents' mode of study, 80.8% were full time students and 19.2% were part time students (Table 8). Finally, 46.6% were more experienced students and 53.4% were less experienced students. The respondent's background was summarized below.

Gender

	Frequency	Percent	Valid Percent	Cumulative Percent
Male	69	57.5	57.5	57.5
Female	51	42.5	42.5	100.0
Total	120	100.0	100.0	

Table 3: Percentage of Respondents' Gender

Age

	Frequency	Percent	Valid Percent	Cumulative Percent
<18	2	1.7	1.7	1.7
18-22	54	45.0	45.0	46.7
23-27	45	37.5	37.5	84.2
28-31	18	15.0	15.0	99.2
>31	1	0.8	0.8	100.0
Total	120	100.0	100.0	

Table 4: Percentage of Respondents' Age

University

	Frequency	Percent	Valid Percent	Cumulative Percent
CityU	44	36.7	36.7	36.7
HKU	17	14.2	14.2	50.8
CU	25	20.8	20.8	71.7
PolyU	20	16.7	16.7	88.3
Others	14	11.7	11.7	100.0
Total	120	100.0	100.0	

Table 5 Percentage of Respondents' Studying University

Grade

	Frequency	Percent	Valid Percent	Cumulative Percent
Year 1	16	13.3	13.3	13.3
Year 2	21	17.5	17.5	30.8
Year 3	18	15.0	15.0	45.8
Year 4 or above	41	34.2	34.2	80.0
Postgraduate	23	19.2	19.2	99.2
Others	1	0.8	0.8	100.0
Total	120	100.0	100.0	

Table 6 Percentage of Respondents' Grade Level**Major**

	Frequency	Percent	Valid Percent	Cumulative Percent
Art/Social Science/Education	33	27.5	27.5	27.5
Business	18	15.0	15.0	42.5
Engineering	39	32.5	32.5	75.0
Law	11	9.2	9.2	84.2
Pharmacy/Medicine	17	14.2	14.2	98.3
Others	2	1.7	1.7	100.0
Total	120	100.0	100.0	

Table 7 Percentage of Respondents' Major**Mode of Study**

	Frequency	Percent	Valid Percent	Cumulative Percent
Full time	97	80.8	80.8	80.8
Part time	23	19.2	19.2	100.0
Total	120	100.0	100.0	

Table 8 Percentage of Respondents' Mode of Study**3 Descriptive Statistics****3.1 Autonomy Factors**

The overall mean of Autonomy Factors (AF) was around 3.25. It means that the respondents rated AF positively. From the five-point scale in the questions of AF, point 3 indicated "NEUTRAL", therefore the respondents tend to agree that they are well able to make active use of e-learning systems to assist their learning. They rated item AF6 "I can find information actively in the e-learning system." the highest. It indicated that university students were confident that make fully use of E-learning systems to search the information they need.

3.2 Problem-solving Factors

The overall mean of Problem-solving Factors (PF) was around 3.17. It means that the respondents rated PF positively. From the five-point scale in the questions of PF, point 3 indicated "NEUTRAL", therefore the

respondents tend to agree that E-learning systems are really effective in helping them solve problems. They rated item PF2 “The e-learning system enhances my problem-solving skills.” the highest. It indicated that university students were confident that E-learning system can enhance their problem-solving skills.

3.3 Multimedia Factors

The overall mean of Multimedia Factors (MF) was around 3.15. It means that the respondents rated MF positively. From the five-point scale in the questions of MF, point 3 indicated “NEUTRAL”, therefore the respondents tend to agree that the multimedia elements of the current E-learning system are welcome. They rated item MF1 “I like colorful pictures in e-learning instruction.” the highest. It indicated that university students found the colorful pictures in the e-learning system very useful.

3.4 Teacher Factors

The overall mean of Teacher Factors (TF) was 3.2. It means that the respondents rated TF positively. From the five-point scale in the questions of TF, point 3 indicated “NEUTRAL”, therefore the respondents tend to agree that teachers’ guidance and advice in E-learning systems went a long way. They rated item TF1 “I like the teacher’s help and suggestions in the e-learning system.” the highest. It indicated that university students were very willing to get guidance and advice from teachers in the E-learning systems.

4.3.5 Student Factors

The overall mean of Student Factors (SF) was around 3.25. It means that the respondents rated SF positively. From the five-point scale in the questions of SF, point 3 indicated “NEUTRAL”, therefore the respondents tend to agree that the E-learning system has been very helpful and they would recommend it to others. They rated item SF4 “Time flies when I am using educational technologies.” the highest. It indicated that university students were well immersed in the use of E-learning systems.

5. Independent Samples T-test

The independent samples T-test is designed to find out whether two groups of factors are statistically different. The test consists of two parts which are “Levene’s Test for Equality of Variances” and “t-test for Equality of Means”. The Levene test is used to test whether the variances of the two groups are the same and to determine which t-value is more appropriate. If the significance level of the Levene test is greater than 0.05, i.e., the variances of the two groups are equal, the result assuming that the variances of the two groups are equal is used. Otherwise, use results that do not assume that the two groups have equal variances. Meanwhile, “t-test for Equality of Means” can be used to determine whether there is a significant difference between the two groups. If the level of significance (two-tailed) is equal to or less than 0.05, there is a significant difference between the mean scores of the two groups. Otherwise, there is no significant difference between the two groups.

5.1 Comparison of Distribution of Computer Usage between Gender

The significance value under Levene’s Test was 0.877, which was greater than 0.05. It means that we can assume that male and female had equal variances and thus the results in the row of “Equal variances assumed” was used. Hence, the value of significance (2-tailed) under “t-test for Equality of Mean” was <0.001, which was less than 0.05. Therefore, there was statistically significant gender difference about Computer Usage Experience.

The mean value for male students was 2.5362 while the mean value for females was 3.8382, which means females had more computer experience than males did.

The above phenomenon may be attributed to the fact that men use computers more for recreational activities such as video games, whereas women use computers more for solving practical problems, and in the process,

women accumulate more experience in using computers than men.

5.2 Comparison of Autonomy Factors between Genders

The significance value under Levene's Test was <0.001 , which was less than 0.05. It means that we can assume that male and female had no equal variances and thus the values in the row of "Equal variances not assumed" was used. Hence, the value of significance (2-tailed) under "t-test for Equality of Mean" was <0.001 , which was less than 0.05. Therefore, there was statistically significant gender difference about Autonomy Factors.

The mean value for male students was 2.7005 while the mean value for females was 3.9967, which means females were more self-directed learners than males in E-learning systems.

The above phenomenon may be attributed to the fact that women are naturally more stable and down-to-earth than men, and are able to immerse themselves in e-learning systems and actively explore knowledge more readily than men.

5.3 Comparison of Student Factors between Genders

The significance value under Levene's Test was <0.001 , which was less than 0.05. It means that we can assume that male and female had no equal variances and thus the values in the row of "Equal variances not assumed" was used. Hence, the value of significance (2-tailed) under "t-test for Equality of Mean" was <0.001 , which was less than 0.05. Therefore, there was statistically significant gender difference about Student Factors.

The mean value for male students was 2.7058 while the mean value for females was 3.9843, which means female students were more suited to learning with E-learning systems than their male counterparts.

5.4 Comparison of Students' Prior Experience between Study Modes

The significance value under Levene's Test was <0.001 , which was less than 0.05. It means that we can assume that full-time and part-time students had no equal variances and thus the values in the row of "Equal variances not assumed" was used. Hence, the value of significance (2-tailed) under "t-test for Equality of Mean" was <0.001 , which was less than 0.05. Therefore, there was statistically significant study mode difference about Prior Experience.

The mean value for full-time students was 3.3763 while the mean value for part-time students was 1.8804, which means full-time students had more experience with computers than part-time students.

The reason for this may be that full-time students have more computer time than part-time students and can spend more energy researching computer use.

6 One-way ANOVA

One-way ANOVA is used to find out if there is a significant difference between the means of two or more independent groups. If the ANOVA significance level is equal to or less than 0.05, then there is a significant difference between the mean scores of the different groups. Otherwise, there is no significant difference between the mean scores of different groups.

6.1 Comparison of Students' Prior Experience between Ages

The significance level under ANOVA was <0.001 ($F=11.154$, $p<0.05$). This indicated that the age groups had significant difference in Students' Prior Experience of computer. From Table 4.25, it showed the mean values for five age groups, which were 1.5000 for aged <18 , 3.0926 for aged 18-22, 3.6556 for aged 23-27, 1.7917 for 28-31, and 4.0000 for aged >31 . It implied that students aged 18-27 had more experience with computers than any other age group. This is because most undergraduate and postgraduate students are in this age group and

will have more opportunities to utilize computers in their academic lives to aid their learning. Therefore, students in this age group are naturally more experienced in computer use than students in other age groups.

6.2 Comparison of Autonomy Factors between Study Years

The significance level under ANOVA was <0.001 ($F=53.001$, $p<0.05$). This indicated that the study years had significant difference in Autonomy Factors. From Table 4.27, it showed the mean values for six study year groups, which were 1.8646 for Year 1, 1.9841 for Year 2, 2.3796 for Year 3, 4.2114 for Year 4, 4.2681 for Postgraduates, and 5.0000 for Others. The mean values increased while the study year increased. It implied that students in the upper grades were able to learn more consciously and actively in the E-learning system than those in the lower grades. This may be due to the fact that more emphasis is placed on student autonomy in acquiring knowledge at the university level than passively receiving knowledge output from teachers. As a result, as the academic year progresses, students become more capable of independent learning.

7. Pearson Correlation among Motivational Components

Pearson Correlation measures the strength of the relationship between two variables and the direction of the relationship between two variables, i.e., positive and negative correlations. If the Pearson's correlation coefficient (r) is positive (+), it means that the value of one variable increases as the value of the other increases and vice versa. If the Pearson correlation coefficient (r) is negative (-), it means that as the value of one variable increases, the value of the other variable decreases. The Pearson correlation coefficient (r) ranges from -1 to +1. If the Pearson's correlation coefficient (r) is close to +1 or -1, the relationship between the two variables is strong and changes in one variable are closely related to changes in the second variable. If the Pearson's correlation coefficient (r) is close to 0, the relationship between the two variables is weak and changes in one variable are not correlated with changes in the second variable. If the significance (2-tailed) value is less than or equal to 0.05, there is a statistically significant correlation between the two variables. If the significance (2-tailed) value is greater than 0.05, there is no significant correlation between the two variables.

7.1 Relationship between Exp and AF

For the relationship between Students' Experience of Computers (Exp) and Autonomy Factors (AF), the Pearson correlation coefficient was 0.782 ($p<0.01$) and the impact of Exp and AF was positive and significant as predicted. Since the Pearson correlation coefficient between Exp and AF was +0.782, the relationship between them was positive and significant. As mentioned by Cohen, the value of r ranging above 0.5 would be classified as a strong correlation. There was a strong positive correlation between Exp and AF. The reason for the above phenomenon may be that proficiency in operating electronic devices such as computers and mobile phones may affect the students' experience of using the e-learning system for learning. Students who are proficient in operating computers will have a better learning experience in the process of e-learning, which will stimulate their enthusiasm for active learning. On the contrary, if they are not proficient in the operation of electronic devices, students need to spend more energy on learning to use the e-learning system, which will weaken their enthusiasm for learning.

7.2 Relationship between AF and PF

For the relationship between Autonomy Factors (AF) and Problem-solving Factors (PF), the Pearson correlation coefficient was 0.893 ($p<0.01$) and the impact of AF and PF was positive and significant as predicted. Since the Pearson correlation coefficient between AF and PF was +0.893, the relationship between them was positive and significant. As mentioned by Cohen, the value of r ranging above 0.5 would be classified as a strong correlation.

There was a strong positive correlation between AF and PF. This is because for students who are more proactive in using e-learning systems, they are more adept at utilizing e-learning systems to help them when solving problems. This virtuous circle makes these proactive students perceive the e-learning system as a powerful tool for solving problems encountered in their daily studies and vice versa.

7.3 Relationship between PF and TF

For the relationship between Problem-solving Factors (PF) and Teacher Factors (TF), the Pearson correlation coefficient was 0.842 ($p < 0.01$) and the impact of PF and TF was positive and significant as predicted. Since the Pearson correlation coefficient between AF and PF was +0.842, the relationship between them was positive and significant. As mentioned by Cohen, the value of r ranging above 0.5 would be classified as a strong correlation. There was a strong positive correlation between PF and TF.

CONCLUSION

This project has gathered the perceptions of students from different universities on E-learning systems. All collected data were imported into SPSS software for data collation and analysis. This report is a study of students' perceptions of E-learning systems based on the results of data analysis.

The study found that respondents' gender, age, study year, and study mode had an impact on students' perceptions of e-learning systems. This is demonstrated by the following:

1. Female respondents were more favorable to E-learning systems than Male.
2. Respondents aged 18-27 had the best perceptions of E-learning systems.
3. The more advanced the college student, the more favorably he or she viewed the e-learning system.
4. Full-time students were more favorable to E-learning systems than part-time students.

Also, this project has examined the relationship between some of the factors that influence the E-learning systems and demographic information. The following are the conclusions reached:

1. Female respondents had more experience with computers than male respondents.
2. Females were more self-directed learners than males in E-learning systems.
3. Full-time students had more experience with computers than part-time students.
4. Students in the upper grades were able to learn more consciously and actively in the E-learning system than those in the lower grades.

Finally, the study found that there is also a correlation between the different factors affecting the E-learning system. Here are the conclusions:

1. There was a strong positive correlation between students' experience of computers and autonomy factors.
2. There was a strong positive correlation between autonomy factors and problem-solving factors.
3. There was a strong positive correlation between problem-solving factors and teacher factors.

These are all the conclusions drawn from this project. This information is very useful for organizations or individuals who want to use E-learning systems to aid teaching and learning. This is because they can use this information to optimize the e-learning system and the way it is used to get the most out of the e-learning system.

REFERENCE

- Bakhouyi, A. , Dehbi, R. , Lti, M. T. , & Hajoui, O. . (2017). Evolution of standardization and interoperability on E-learning systems: An overview. *Information Technology Based Higher Education and Training*. IEEE.
- Cui, G. , Yang, G. , Chen, H. , Chen, F. , & Guo, J. . (2008). E-learning Evolution: From M-learning to Educational Semantic Web and Beyond. *Learning by Effective Utilization of Technologies: Facilitating*

- Intercultural Understanding, Proceeding of the 14th International Conference on Computers in Education, ICCE 2006, November 30 - December 4, 2006, Beijing, China. DBLP.
- Elizabeth, T., Welsh, Connie, R., & Wanberg, et al. (2003). E-learning: emerging uses, empirical results and future directions. *International Journal of Training & Development*.
- Goyal, S. . (2012). E-learning: future of education. *Journal of Education and Learning (EduLearn)*, 6(4), 239.
- Konstantina, O. , Nikolaos, T. , & Christos, K. . (2015). Perceived usability evaluation of learning management systems: empirical evaluation of the system usability scale. *International Review of Research in Open & Distributed Learning*, 16(2), 227-246.
- Miller, G. , Benke, M. , Chaloux, B. , Ragan, L. C. , Schroeder, R. , & Smutz, W. , et al. *american journal of distance education leading the e-learning transformation of higher education: meeting the challenges of technology and distance education*.
- Moore, D. R. . (2006). E-learning and the science of instruction: proven guidelines for consumers and designers of multimedia learning. *Educational Technology Research & Development*, 54(2), 197-200.
- Rosenberg, M. J. . (2003). E-learning: strategies for delivering knowledge in the digital age. *Journal of Educational Technology & Society*, 6(3), 80-81.
- Smothers, V. , Ellaway, R. , & Greene, P. . (2009). The e-learning evolution—leveraging new technology approaches to advance healthcare education. *Medical Teacher*.
- Tirziu, A. M. , & Vrabie, C. . (2015). *Education 2.0: universities' e-learning methods*. Social Science Electronic Publishing.
- Verbert, K. , Manouselis, N. , Ochoa, X. , Wolpers, M. , Drachsler, H. , & Bosnic, I. , et al. (2012). Context-aware recommender systems for learning: a survey and future challenges. *IEEE Transactions on Learning Technologies*, 5(4).
- Whitman, L. E. , Malzahn, D. E. , Chaparro, B. S. , Russell, M. , Langrall, R. , & Mohler, B. A. . (2005). A comparison of group processes, performance, and satisfaction in face-to-face versus computer-mediated engineering student design teams. *Journal of Engineering Education*, 94(3).

THE IMPORTANCE AND USE OF TYPOGRAPHY IN PRINT AND DIGITAL DESIGN

Gülhan ACAR BÜYÜKPEHLİVAN

Marmara University, Vocational School of Technical Sciences
Department of Audiovisual Techniques and Media Productions
gulacar@marmara.edu.tr

ABSTRACT

The main element of design on print and digital platforms is typography. Typography in designs; It is the process in which features such as the font to be used, print-size, color, and spacing are determined and applied. Making a good design attractive, attractive and understandable is achieved by using the right typography in all printed and digital designs.

Typography emerged with the letterpress printing applied by Gutenberg in the 1440s. In the early years, it was accepted as a book article. It has become a part of visual design with the increase in competition with the industrial revolution, the importance of recognition and the invention of photography. Nowadays, we encounter it not only in printed communication tools but also in digital media that affect all areas of our lives. Application of typography for digital environments; Font selection is very important for the readability of the text and its best delivery to the target audience, as well as for its functionality and aesthetics. Choosing the right font directly affects the user experience in a positive way.

In this study, typographic elements in printed materials and digital environments were compared on examples and the more preferred fonts in designs were determined. As printed material; newspaper, magazine, brochure, book, catalog and packaging printing, digitally; Websites, social media and e-book platforms and mobile applications were examined and their typographic applications were compared.

As a result, in the use of typography in printed material designs; Serif fonts such as Times New Roman, Garamond, Cambria, Georgia, which do not tire the eyes and provide faster perception and understandability, and serif fonts on digital platforms, on the contrary, make it difficult to read, therefore Arial, Helvetica, Open Sans are available on all digital platforms examined. It has been determined that sans serif fonts such as , Montserrat are more preferred.

Keywords: Typography, Font, Digital Typography, Typographic Design

INTRODUCTION

The term “typography” refers to the mechanical composition of letters, words and scripts in texts (McCarthy, 2020). Today, typography is an applied art branch that is concentrated within the graphic arts, and a technical subject directly related to printing and the typesetting branch of printing (Strizver, 2013). It is a visual phenomenon that all people face all the time. Read magazines, newspapers, advertisements, announcements, books, calendars, business cards, catalogs, posters, and all kinds of contact information in the digital environment are the product of typographic design. Today, we see its use not only in printing but also in all areas of life and in many sectors. Typography is the art of placing text for print or on screens for aesthetics and readability (Kelly, et al., 2011; Van Leeuwen, 2005; Moholy-Nagy, 2001).

It is the name of the high printing technique we know as letterpress printing, which Gutenberg managed to develop between 1450 and 1455. Typography is a combination of two Greek words: "typos" and "graphein". Typos means “form, shape”. It is also explained as type, trace, mark, example, genus, model, something unique. What is meant by these is, in short, a typical shape and it is accepted that it is rooted in the Greek word "typtein". Later, the utterance of this action gave rise to the name of the object that emerged from the action, that is, it turned into the name that defines the name pressure. Metal printing elements are called "type" in English and German, and as it is known, the letter form in these elements is like a stamp. Therefore, what is meant by "typos" is a typeface element with a typical form. The second word “graphein” means to write and draw. As a result, when these two words are combined, the word expansion of typography is determined as "writing with printing letters".

More broadly, typography is explained as an applied art form that includes selecting typefaces, arranging them for a purpose, and determining their position on the page. The art of book printing in a broad sense since the 17th century, today it is more the artistic shaping of a work. Selection of letter characters and sizes, determination of the typesetting area and their position on the page, font shape and size, punctuation marks, separator marks and special symbols, letter, word and margins, line length, title and subheading selection, page appearance such as color and message. Efficiency is also included in typography. In addition, strengthening the message and structuring the information planned to be conveyed with the message in a consistent manner, the message to be given must attract the attention and interest of the reader, as well as being easy to read are the expected features of typography (Dursun, 2023).

For the letters to be used in printing, Gutenberg and his contemporaries took as a model the handwritten characters that they knew well and were suitable for the Letterpress printing technique. They prepared the plates, cast them, and did the typesetting and printing themselves. In other words, all typographic production was carried out from a single source. With this technical process, the design problem also came to the fore. The printer had to carry out mental activities such as determining typefaces and their size, typesetting width and their location on the page. Undoubtedly, in hand-written books, the artist was previously designing for a certain order, but according to the new situation, the design activity in question had to be carried out in parallel with the conditions of the typography technique. With technical development, the phenomenon of typographic design also developed (Mohd Rezan, 2020).

Since the beginning of the 16th century, prints were designed and produced in independent type casting houses outside the printing workplace, and this is considered the beginning of the branching out of printing. In the 1900s, the increasing need for competition in parallel with industrialization brought advertising to the agenda. The most effective announcement tools of those days were printed products such as newspapers, posters, catalogues, and packaging. However, designs for advertising purposes must primarily have qualities such as attention-grabbing, memorability, and rapid conveyance of the message. This could be achieved by people with good graphics training. In parallel with this need, schools providing education especially in applied arts were opened.

In the Bauhaus school, which was established in Germany between 1919 and 1933, the importance of written communication was understood and importance was given to typographic design within the branch of graphics. Artists such as László Moholy Nagy, Herbert Bayer, J. Tschichold have guided modern typography with both the contemporary typographic designs and print characters they produced and the new ideas they conveyed in various magazines and books. While technical developments in the fields of photography, reproduction, typesetting and printing after World War II facilitated the production of written communication tools, the need for typographic design gradually increased, and in parallel, graphic and typography education also gained importance. The principles that the Bauhaus school introduced to typography at the beginning of our era have evolved until today with the acceptance and additions of new designers, and the education has been in this direction (Rössler, 2022; Toschi, 2020).

As the main principles of typography; The most important features such as "experimental and creative work in education and real applications, asymmetrical design suitable for the age and content, priority in the readability function and providing fast communication, benefiting from traditional rules" are accepted.

Print Text Features

The most important feature of print inscriptions is their immutability. In order for us to call it a printing character, all the elements that make up an alphabet must be structured with similar features and have a typical feature spread throughout the alphabet that makes it different from others. A print script can be designed by preserving similarities in wall thickness, serifs, letter proportions, and characters inside and outside the letters, and the image they reflect on the whole alphabet determines the written character. Almost all of the facts used in the design of the characters emerged during the historical development process, and based on these, prints with similar characteristics were grouped and classified.

From past to present, standard fonts are divided into two categories: Serif and Sans Serif. Today, ancient serif and sans serif characters constitute the most used group compared to others. Gothic scripts are rarely used. This is primarily due to the international spread of ancient characters, as their readability is superior to Gothic characters. Serifs are the protrusions at the beginning, end and corners of letters in ancient characters (Daxer, et al., 2022) (Figure 1). Serif was the first typeface created before the era of metal type printing. Serifs, which appear crudely on stone-engraved structures in Greece, appear carefully crafted in Roman stone inscriptions.

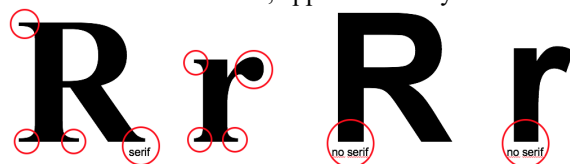


Figure 1: Serif (Times New Roman) and Sans Serif (Arial) Form Features

Historically, serif fonts such as Humanist (Venetian), Old Style (Old Face, Garamond), Transitional, Modern (Didone), and Egyptian are the most comprehensive and widely used fonts (Figure 2). While serif fonts have small strokes at the end of the letters, sans serif fonts do not (Ali, et al., 2013) (Figure 1).



Figure 2: Font Examples (URL 1, 2, 3, 5, 6, 7)

Typography In Printed Material

The primary goal and most important feature of typography in printed materials is readability and accessibility. Reading is a complex cognitive process that involves deciphering what meanings are represented by a set of symbols in a writing system such as the Latin alphabet. Readability refers to the qualities of a text that make it easier to read. This includes content decisions or formatting decisions that help the reader easily comprehend and understand the author's intended message. Indicates that the text can be seen clearly. Making texts more readable makes them easier for a motivated person to read. The text should be legible, clear enough for people to see, and attractive. Poor readability can lead the reader to never engage with the author's message. The most important criterion for readability is the font used. How the fonts used make the reader feel and how they affect them. When the reader first sees the text, they have an emotional response to the shape of the letterforms, a very personal experience. Font selection in typography is very important for this (Figure 2).

Typography In Digital Design

The development process of text and typography has progressed very rapidly with the development of printing techniques and the introduction of digital technology into our lives in the last thirty years. Today, with the developing technology, the usage areas and possibilities have also expanded considerably. It is used in many areas of our lives, from books to web page design, posters, brochures, and e-books for digital media (Figure 3). In fact, thanks to its experimentation in all these areas, it constantly maintains its current status and shows itself more in these areas. While the role of typography, that is, the art of writing, in human life is undeniable, the introduction of computers into our lives and the fact that our age is the computer age has increased the importance of typography. In our age, it has become possible to see typography in many materials we use or in every part of the advertising industry.

While the dynamic development of information and communication technologies causes changes in almost every aspect of social and economic life, the digitalization process that emerges as a result of these developments has become the determinant of both progress and modernity. Recent developments in web-based technologies have enabled the production of vast amounts of online data, from social media posts to digitized libraries (Dursun, 2023).

The book industry, which showed great development in the middle of the last century and the 1950s with the invention of the printing press by Johann Gutenberg, is in a constant change in parallel with communication and information technologies. The last link of this change is electronic books, which are revolutionary in the book industry and publishing sector (Pehlivan, 2015).

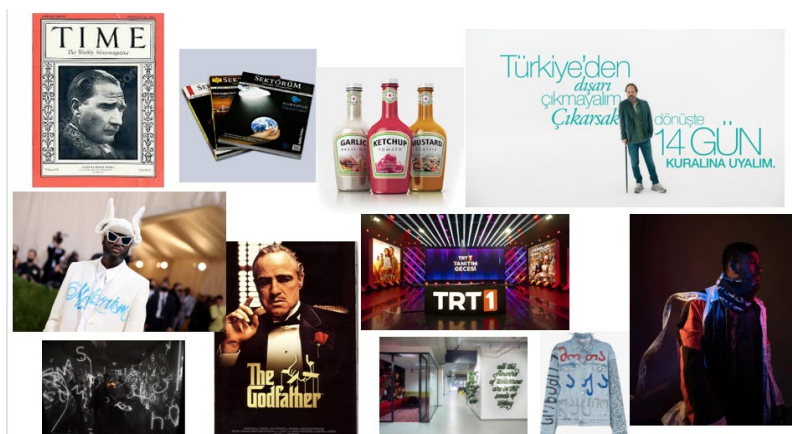


Figure 3: Typographic Examples Used in Different Areas

Reading on the web has become a daily habit these days. This has led to a trend for readers to be more interested in material on the Internet rather than in print media. Considering these developments, it is important for web-based instructional designers to choose the appropriate font, especially for long text blocks, in order to increase the level of readability. Readability of text on computer screens is essential to ensure effective interaction with the media. Choosing the appropriate font in computer-assisted instruction design increases readability.

A rapidly increasing amount of information is consumed through digital devices, and more time is spent on screens than ever before. Time spent online has increased steadily in recent years, and users have become increasingly selective about their website activities. Statistics showed that users spent an average of 6 hours and 58 minutes surfing the internet in the third quarter of 2021. This means that the typical internet user spends more than 40 percent of his waking life online, assuming the average person sleeps approximately 7 to 8 hours per day (Vecino, 2022; URL 4).

Reading quickly and understanding this ever-growing body of information is integral to social interaction and personal advancement. Through purposeful use of layout and typography, the reader can be engaged as an active participant in a creative reading process. This also means using a typographic system designed to help the reader navigate the source. When designing digital resources, attention should be paid to numerous components such as color, typography, navigation and search, input controls and information components (Dursun, 2023; McCarthy, 2020).

Today, the application of typography in digitality is also encountered on large and small screens, television, online, smartphones, e-books, tablets and iPads (Archer-Parré, 2019). In digital technologies, writing applications and font designs are mostly made through relevant programs developed in the digital environment instead of traditional methods (Yazar, 2020).

Font selection; It is a process that must be carried out by taking into consideration many elements such as the purpose of the text, the structure of the text, the use of brackets and other alphabetical symbols, and the media in which the text will be published. While the entire body of the book is usually written in the same character, headings, subheadings and the first letters of each section may contain one or two different fonts. When choosing a font, the choice should be made in accordance with the target audience as well as the subject (Pehlivan, 2015).

While typography in printed areas highlights the readability and aesthetics of the text, in digital areas a balance is tried to be established between the readability of the text and the aesthetics of the user interface. While there is more use in printed areas in terms of elements such as font and point size, in digital uses fonts and point sizes are limited by screen resolution and other technological restrictions. Typography in print spaces is often aimed at a specific audience. In digital areas, it appeals to a wide audience using different devices and different screen sizes. Choosing a font appropriate for the intended use of the text and the target audience also positively affects the user experience (Chatrangsang, et al., 2019). To meet future research goals, any work in this area that attempts to both address mobile device user concerns and incorporate recommendations from previous research will need to be designed to utilize the smaller, limited-resolution displays common in today's mobile devices (Kelly, et al., 2011; Aksaray, 2024).

The Study

Nowadays, when digitality has entered our lives very quickly, effective communication in areas such as social media, company web pages and mobile applications can be achieved by using digital literacy correctly. Digital literacy includes the attitude and ability of individuals to identify, access, manage, integrate, evaluate, analyze and synthesize digital resources, such as increasing awareness of using digital tools and opportunities appropriately to create new knowledge (Whiteside, 2022). Common usage purposes are one of the undeniable similarities in both print media and digital usage. The increasingly widespread use of digital media today is an

important area where printed media and digital platforms intersect for readers. The digital platform, which has entered the lives of designers interested in printing and publishing as well as readers, creates a new design medium; However, although the typographic design elements that designers can use in this new medium are based on those in traditional printing and publishing organs, their use is more restrictive. Typographic features such as readability, font features, point values, color and spacing are important in both environments.

As the model of the research; Qualitative research method, which is a process in which techniques such as observation, interview and document analysis are used to reveal the events in a realistic and holistic way, was used (Baltacı, 2019; Karataş, 2015). In the scope of the research; Document analysis, one of the qualitative research methods, was preferred to examine typographic designs. In the study; The most preferred print and digital platforms were examined and information was given about the more preferred writing funds. As printed material, twenty examples of daily newspapers, sectoral magazines, brochures, books, catalogs and packaging prints; Fifteen platforms, including websites, social media and e-book platforms and mobile applications, were examined as digital media, and typographic applications were compared and interpreted. In the evaluation, the use of fonts with and without serifs, which is the most important factor in readability, especially in typographic use, was analyzed.

FINDINGS

In both printed and digital environments, 83% of the information learned is realized through the sense of sight. Therefore, in order to convey the content to the target audience in a healthy and effective way, visual use and appropriate typographic elements should be preferred (Dursun, 2023). For this purpose, the most preferred print and digital platforms were examined and information was given about the more preferred writing funds. In the study; Printed samples from twenty different areas and fonts of designs on fifteen different digital platforms were examined and evaluated.

In the results of working; It has been determined that in printed daily newspapers, sans serif fonts are used in headlines and subheadlines, but serif fonts are preferred in descriptions and long texts. It has been observed that in sectoral magazines, serif fonts are mostly preferred in both magazine names, subject headings and subtext descriptions. In brochure designs; It was determined that sans-serif fonts were used in the main headings, where emphasis was more perceptible, but serif fonts were used in the explanations and details throughout the brochure (Figure 4).



Figure 4: Newspaper, Magazine and Brochure Typographic Examples (URL 8-9-10)



Figure 5: Book and Packaging Typographic Examples (URL 11, 12)

When both novels and scientific books are examined; It has been observed that different fonts (with or without serifs) were used on the cover, chosen according to the subject of the book or novel and the audience it addressed, but serifs were definitely used in the long texts on the inner pages. In catalogues, sans serif fonts are generally used in titles and serif fonts are used in short and long text descriptions. In the packaging samples, it was determined that serif and sans serif fonts were used in logos and emblems depending on the packaging type (Figure 5).

When websites, social media and e-books, e-commerce platforms and mobile applications in digital environments are examined; It was observed that in the majority of cases, sans serif linear group fonts were used (Figure 6-a, 7, 8), and in only a few examples, emphasized serif fonts were preferred to better ensure emphasis and attention and to be remembered (Figure 6-b).



Figure 6: Typographic Usage in Digital News Headlines (Sans Serif example-a and Serif Examples-b)

Comparing serif and sans serif fonts used in digital environments, Bernard et al. (2003) found that there was no objective difference between Times New Roman and Arial, but that Times New Roman, a serif font, was perceived as more difficult to read by the participants in user perception. They concluded that participants read sans serif font faster and more accurately. These results; It was also stated that it was limited due to the small sample size.

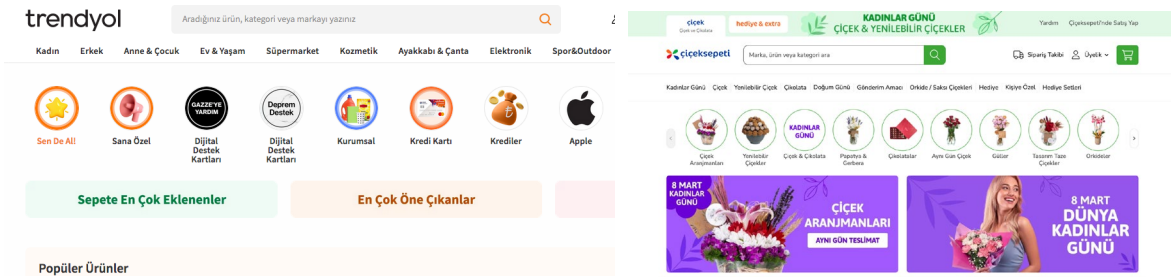


Figure 7: Typographic Use on e-Commerce Sites

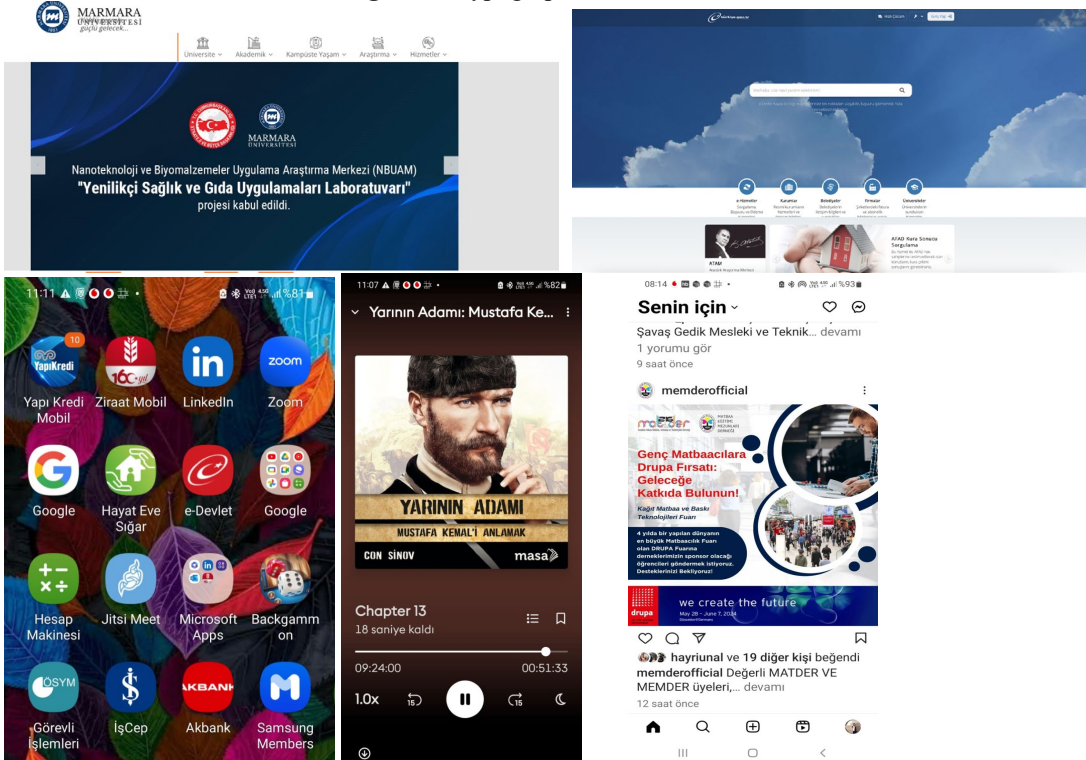


Figure 8: Typographic Use on Web Pages, Social Media, e-Book Platforms and Mobile Applications

CONCLUSIONS

With digitalization, traditional material designs have also undergone a transformation and efforts are being made to reach an optimal result on designs through different experiments in order to reach information consumers through electronic devices. For six centuries, typographers have striven to protect the beautiful appearance and readability of books against all kinds of technological and industrial threats.

In this study; The most preferred printed and digital platforms were examined and information was given about the more preferred fonts.

- ◆ In the sample printed material designs examined; It was observed that serif fonts such as Times New Roman, Garamond, Cambria and Georgia, which do not tire the eyes and provide faster perception and understandability, are preferred. The reason for this is; This can be explained by the findings that these forms with serified structures provide ease of reading and do not tire the eyes when transitioning from one letter to another. This finding; It also overlaps with the studies of Rello and Baeza-Yates, (2016) and Doğusoy (2016).
- ◆ The largest and most used sites such as university and government institutions web pages (e-government, etc.), e-book platforms (Storytel, etc.), e-commerce sites (Amazon, Çiçek Sepeti, Trendyol, Ebay, etc.) It has been observed that unlike serif fonts, sans serif fonts such as Arial, Helvetica, Open Sans, Lato, Roboto, Montserrat are preferred on all digital platform sites. The reason for this is; This is due to the fact that Sans-serif fonts appear clearer and more readable on screens in digital environments where readability is the most important priority. This finding is also supported by other academic studies. In the study conducted by Josephson, (2008); found that the sans-serif Verdana font performed better in digital page readings than the serif Times New Roman.

Contrary to the findings detected in our study, in some studies conducted; It has been determined that the serif and sans serif features do not have any effect on reading speed and user preference, and do not affect the usability on the website. It has been stated that it is not clear whether serif or sans serif is more preferred, and both types of fonts can vary depending on user preference, age range, etc. (Sasidharan and Dhanesh, 2008; Poulton, 1965; Vecino, et al. . al., 2022; Bernard et al., 2003; Vecino, et al., 2022). All these studies and developments show us that typography will be in constant change and development, today and tomorrow, as it was yesterday. With the introduction of computers into our lives, developments in the field of typography will continue. In support of this study, it should be examined whether different font styles, font sizes, line length, screen resolution and other variables affect readability.

REFERENCES

- Ali, A. Z. M., Wahid, R., Samsudin, K., & Idris, M. Z. (2013). Reading on the Computer Screen: Does Font Type Have Effects on Web Text Readability?. *International Education Studies*, 6(3), 26-35.
- Aksaray, M. E., & Dartar, S. (2024). Sayfa tasarımının tanımı ve temel unsurları. *Akademik Sanat*, (21), 16-26.
- Archer-Parré, C. (2019). Type, Typography, and the Typographer. *A Companion to the History of the Book*, 81-94.
- Baltacı, A. (2019). Nitel araştırma süreci: Nitel bir araştırma nasıl yapılır? *Ahi Evran Üniversitesi Sosyal Bilimler Enstitüsü Dergisi*, 5(2), 368-388.
- Bernard, M. L., Chaparro, B. S., Mills, M. M., & Halcomb, C. G. (2003). Comparing the effects of text size and format on the readability of computer-displayed Times New Roman and Arial text. *International Journal of Human-Computer Studies*, 59(6), 823-835.
- Chatrangsan, M., & Petrie, H. (2019, May). The effect of typeface and font size on reading text on a tablet computer for older and younger people. In Proceedings of the 16th International Web for All Conference (pp. 1-10).
- Daxer, B., Radner, W., Radner, M., Benesch, T., & Ettl, A. (2022). Towards a standardisation of reading charts: Font effects on reading performance—Times New Roman with serifs versus the sans serif font Helvetica. *Ophthalmic and Physiological Optics*, 42(6), 1180-1186.
- Dogusoy, B., Cicek, F., & Cagiltay, K. (2016). How serif and sans serif typefaces influence reading on screen: An eye tracking study. In *Design, User Experience, and Usability: Novel User Experiences: 5th International Conference, DUXU 2016, Held as Part of HCI International 2016, Toronto, Canada, July 17–22, 2016, Proceedings, Part II 5* (pp. 578-586). Springer International Publishing.
- Dursun, F. (2023). Dijital kaynak tasarımlarının tipografik özellikleri ve dijital okuryazarlık. *Erciyes Journal of Education*, 7(2), 79-104.
- Josephson, S. (2008). Keeping your readers' eyes on the screen: An eye-tracking study comparing sans serif and serif typefaces. *Visual communication quarterly*, 15(1-2), 67-79.
- Karataş, Z. (2015). Sosyal bilimlerde nitel araştırma yöntemleri. *Manevi temelli sosyal hizmet araştırmaları dergisi*, 1(1), 62-80.
- Kelly, S., & Gregory, T. (2011). Typography in human-computer interaction. *Group*.

- McCarthy, S. (2020). Digital typography at Stanford. *She Ji: The Journal of Design, Economics, and Innovation*, 6(4), 546-560.
- Mohd Rezan, N. E. K. (2020). The important of typography in publication. *Journal of Art and Design (REKA)*, 2, 32-34.
- Moholy-Nagy, L. (2001). The new typography. *Looking Closer 3, Classic Writings on Graphic Design*, 20-22.
- Pehlivan, Z. (2015). E-kitaplarda tipografik tasarım önerileri. *Sanat ve Tasarım Dergisi*, 1(15), 91-101.
- Poulton, E. C. (1965). Letter differentiation and rate of comprehension in reading. *Journal of Applied Psychology*, 49(5), 358
- Rello, L., & Baeza-Yates, R. (2016). The effect of font type on screen readability by people with dyslexia. *ACM Transactions on Accessible Computing (TACCESS)*, 8(4), 1-33.
- Rössler, P. (2022). New Typography, the Bauhaus, and its Impact on Graphic Design. In *Bauhaus Effects in Art, Architecture, and Design* (pp. 25-43). Routledge.
- Sasidharan, S., & Dhanesh, G. (2008). Font personality and b2c e-commerce trust. *AMCIS 2008 Proceedings*, 215.
- Strizver, I. (2013). *Type rules: the designer's guide to professional typography*. John Wiley & Sons.
- Toschi, C. (2020). Futurism and the Birth of Modern Typography. *International Yearbook of Futurism Studies*, 200.
- Vecino, S., Mehtali, J., de Andrés, J., Gonzalez-Rodriguez, M., & Fernandez-Lanvin, D. (2022). How does serif vs sans serif typeface impact the usability of e-commerce websites?. *PeerJ Computer Science*, 8, e1139.
- Van Leeuwen, T. (2005). Typographic meaning. *Visual communication*, 4(2), 137-143.
- Whiteside, N., Cooper, C., Vo-Tran, H., Tait, E. ve Bachmann, B. (2022). Digital literacy programs in support of diverse communities – an Australian public library approach. *Journal of the Australian Library and Information Association*, 388-407.
- Yazar, T. (2020). Sanat ve teknoloji ilişkisinde görsel iletişim aracı olarak tipografi ve eğitim sürecindeki uygulama yaklaşımları. *Uluslararası Disiplinlerarası ve Kültürlerarası Sanat*, 5(11), 255-269.

INTERNET RESOURCES

- URL 1 Palmen, H. (2024). How type influences readability, https://fonts.google.com/knowledge/readability_and_accessibility/how_type_influences_readability, Retrieved 02 April 2024
- URL 2 Stocks, E. (2024). Emotive considerations for choosing typefaces. https://fonts.google.com/knowledge/choosing_type/emotive_considerations_for_choosing_typefaces, Retrieved 10 April 2024
- URL 3 Stocks, E. (2024). Making sense of typographic classifications. https://fonts.google.com/knowledge/introducing_type/making_sense_of_typographic_classifications. Retrieved 10 April 2024
- URL 4 Kemp, S. (2022). Digital 2022: Global Overview Report. [https://datareportal.com/reports/digital-2022-global-overview-report?utm_source=Global Digital Reports&utm_medium=Article&utm_campaign=Digital 2022](https://datareportal.com/reports/digital-2022-global-overview-report?utm_source=Global%20Digital%20Reports&utm_medium=Article&utm_campaign=Digital%2022). Retrieved 25 April 2024
- URL 5 Anonymous. Google Fonts: <https://fonts.google.com/> Retrieved 27 April 2024
- URL 6 Anonymous. Adobe Typekit: <https://fonts.adobe.com/> Retrieved 27 April 2024
- URL 7 Anonymous. Font Squirrel: <https://www.fontsquirrel.com/> Retrieved 21 April 2024
- URL 8 Anonymous. <http://egmedya.com/yurtdisi-sektorel-dergiler/> Retrieved 22 April 2024
- URL 9 Anonymous. <https://baskistore.com/restoran-brosur-2-kirimli> Retrieved 23 April 2024
- URL 10 Anonymous. <https://journo.com.tr/gazete-birinci-sayfalari>, Retrieved 20 April 2024
- URL 11 Anonymous. <https://www.hepsiburada.com/> Retrieved 20 April 2024
- URL 12 Anonymous. <https://www.bakambalaj.com.tr/urun-gruplarimiz/ekmek-ve-taze-sebze-ambalaji>, Retrieved 25 April 2024

THE INFLUENCE OF VIDEO LESSONS IN AN ONLINE INTRODUCTORY PROGRAMMING MODULE: COMPARING PASSING STUDENTS WITH THOSE THAT FAIL

Dalize VAN HEERDEN

University of South Africa, Pretoria, South Africa

Jeanne KRIEK

University of South Africa, Pretoria, South Africa

ABSTRACT

Researchers and educators are concerned about student success in tertiary programming courses, a situation that is even more pronounced in open and distance e-learning institutions. The aim of this study was to integrate 60 video lessons and compare passing and failing student in terms of their performance in JavaScript with three broad online learning factors: course clarity, student connectedness, and task relevance. For example, student connectedness includes, accessibility, self-directed learning, communication and active engagement. In the quantitative survey research, a closed-ended questionnaire with 13 questions, was distributed to 534 students, yielding a response rate of 26%. Among the respondents, 76 passed the module, while 63 failed. The cognitive theory of multimedia learning is used as theoretical framework. The findings reveal that students who passed the online introductory programming modules interacted more with the video lectures, indicating a noticeable impact on their learning experience, consistent with previous research.

Keywords: Video lessons, Programming, Online Learning, Learning outcomes, Active Engagement, Self-directed Learning

INTRODUCTION

Research on the poor throughput and high dropout rates in programming courses has been conducted for many years, particularly at the first-year level (Bennedsen & Caspersen, 2019). This has led to the publication of studies on various approaches to teaching, learning, and assessment that may be applied to programming courses (Scherer et al., 2020). However, there are challenges associated with implementing these recommended strategies into practice in the Open Distance e-Learning space (Goosen & van Heerden, 2019).

Video lessons are a supplemental resource that helps struggling students, and they were incorporated into the module under discussion in this study in order to address some of the challenges in an online context (Insorio et al., 2023). Studies indicate that the integration of video classes enhances students' comprehension and involvement, especially in complex disciplines like programming (Timbreza, 2022).

The aim of the module under discussion in this study, Introduction to Interactive Programming, is to equip students with the skills to develop an operational computer-based program using object-oriented programming language. Among the resources available to the students are 60 video lessons that cover both theoretical concepts and practical applications. The initial videos outline the module's content, including learning outcomes, required software, prescribed textbook, assessment criteria and more. Various teaching approaches are employed such as online simulations, multimedia presentations, and discussion forums, to engage students in the learning process. The strategies aim to foster collaboration and interaction among students, even in the virtual learning environment.

Every chapter in the prescribed book has a lesson plan that includes quick tests, open educational resources for further reading, and video lessons that address the theoretical and practical parts of the chapter. The lecturer used Camtasia to create a total of sixty video lessons. Every lesson begins with a video that outlines the specific chapter's goals before going on to talk about some of the chapter's theoretical concepts. Students can see how to write the sample code in the prescribed book by watching the next video. In these videos, the lecturer explains what is being done, where it is being done, and why it is being done while providing a live demonstration of practical principles. The code's structure, operation, and interactions with other software components are all visible to the students. To help students who have hearing impairments, the videos additionally include a speech bubble with text that replicates the spoken words.

Aim of the Study

The study reported on in this paper is aimed at investigating perceptions of video lessons in a programming module presented online by seeking to answer the following research question:

- Do video lessons in an online introductory programming module have an influence when comparing students who pass the module with those who fail?

LITERATURE REVIEW

Research has indicated that the appropriate integration of video classes can enhance students' performance, knowledge, self-worth and autonomy (Karaca, 2023). Multimedia learning tools, like video lectures, modules, and other resources, increase the efficiency of online course delivery and facilitate students' access to learning resources whenever they need them (Arranz et al., 2022). Video lectures are crucial for promoting social presence and course satisfaction in online learning environments. Research has demonstrated that integrating video discussion posts into fully online, asynchronous courses improves students' sense of social presence and overall course satisfaction (Xiu & Thompson, 2020). In order to improve learning outcomes in online courses, Ou et al. (2019) stressed the significance of creating video lessons based on instructional design theories. This is particularly relevant to the teaching of programming languages. Research has shown that the integration of peer coaching and video-based lesson study enhances lecturers' understanding of successful teaching strategies and promotes their professional development (Suh et al., 2021).

Including video lessons in online programming courses is also in keeping with how education is changing. Researchers are looking into innovative teaching methods to enhance training across disciplinary boundaries as a result of the shift to fully online models, such as scaffolding, just-in-time instruction, and streaming video content (Larson et al., 2021). According to Reina et al. (2021), video courses can be used as additional learning resources. This is especially helpful for students who struggle to understand ideas related to difficult programming languages. According to Hadijah et al. (2022), learning programming languages requires the ability to solve problems and comprehend concepts, both of which are greatly enhanced by watching instructional YouTube channels.

Videos help improve language abilities by offering simultaneous visual and auditory stimuli, which can help in understanding and applying the syntax and rules of programming languages (Ilesanmi, 2023). Timbreza (2022) emphasized the usefulness of instructional videos for teaching language and culture, videos may successfully communicate subtle details, which are essential for understanding the complexities of programming languages. A comparison of the two shows that students usually choose recorded video lectures over live online ones due to their convenience and flexibility (Aulakh et al., 2022).

Despite their accessibility and adaptability, employing video lessons has disadvantages. Research has shown that one of the main factors affecting the success of video lectures is how motivated students are to study (Islam et al., 2020). A reliance on video-based learning could lead to problems such as students being less engaged and focused. (Pi et al., 2022). Studies have also indicated that the planning and production of instructional video classes significantly impact students' performance (Rickleby & Kemp, 2021). Unprofessionally made videos have been shown to reduce student interest and satisfaction (Kurzweil et al., 2020). The absence of best practices in video design concepts raises the question of whether videos can effectively replace traditional lectures in educational contexts (Yiu et al., 2019).

THEORETICAL FRAMEWORK

The theoretical framework used in this study is the cognitive theory of multimedia learning, developed by Mayer (2014), which is grounded in cognitive processes and the ways in which individuals learn from multimedia presentations. The theory focuses on how the human mind processes information through various modalities (Muller et al., 2008; Plass et al., 2009; Liu et al., 2008).

Firstly, visual and auditory information is processed in different channels. Although there are two different coding systems, that is, verbal and visual, they operate independently yet are interconnected. When information is presented both through text and words or images and narration, multiple cognitive processes are used potentially leading to improved learning outcomes. Secondly, the processing capacity of each channel is limited, allowing only a small part of the information to be processed at a time. However, using both visual and verbal modalities can enhance processing efficiency, although it may lead to overloading the cognitive system. Finally, learning is an active process, involving the construction of mental representations and the integration into existing knowledge structures. Therefore, it is important that when presenting the same content using different modalities (verbal and visual), the elements need to complement each other to foster coherence and reduce cognitive load.

METHODOLOGY

In a case study method, a quantitative survey research design was used (Gable, 1994) to get deeper insights into a specific group of students, namely those enrolled in the introductory programming module at an open and distance learning institution. The participants were students who had registered for a module, Introduction to Interactive Programming, in 2023. A research instrument was distributed to 534 students, yet only 139 students responded. Among these respondents, 76 successfully passed the module, while 63 students did not meet the passing criteria.

The students enrolled in this module come from diverse backgrounds, comprising individuals employed full-time, part-time, or not all, and representing rural, urban and township areas. Furthermore, they speak eleven different languages. English, the language used for presenting videos and study materials, is often their second, third or even fourth language. Given the high failure rate observed in this module, it becomes imperative to explore the influence of videos on a module introducing them to JavaScript.

The research instrument uses a questionnaire comprising closed-ended questions as a survey tool. The questionnaire is structured into four sections: effectiveness (three questions), visual and verbal communication (three questions), processing time (three questions), and active process (three questions).

Data was collected following the release of the module results to the students. Each student's answer to a particular question was documented, clearly stating whether they were part of the passing or failing group. The average response for each question for the passing and failing groups was determined separately. The performance of both groups was compared directly as a result of the average response to each question. The use of visual representations helps draw attention to any notable variations between the groups.

RESULTS

The students were asked how many of the provided videos they watched. From the feedback, it is apparent that those students who passed the module watched more of the videos.

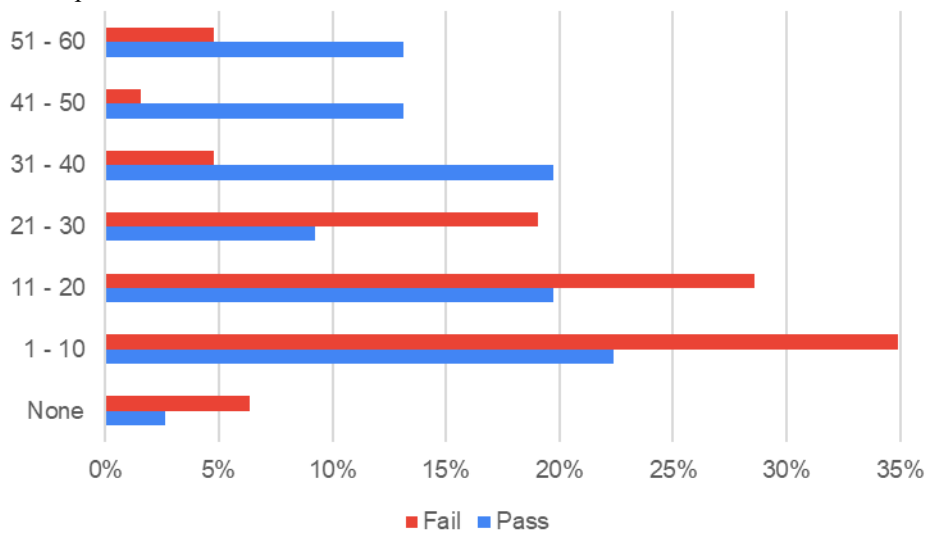


Figure 1: Number of video lessons viewed

Effectiveness

Students who passed had a higher level of confidence in the thoroughness and worth of the video courses than did those who failed. Although both groups' general opinion is favorable, a somewhat smaller proportion of students in the "Fail" group than in the "Pass" group think that the video classes offered a thorough and worthwhile learning experience. This may suggest that the two groups' perceptions or experiences differ in some way.

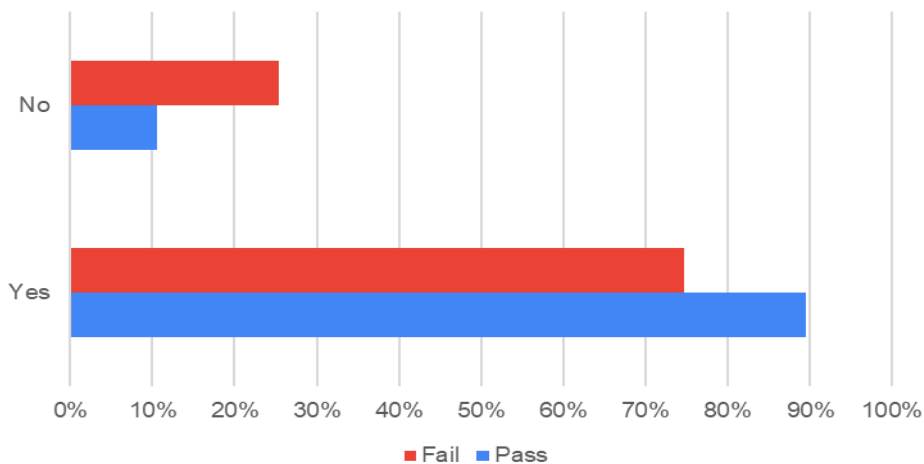


Figure 2: Overall, do you believe that the video lessons provided a comprehensive and valuable learning experience for acquiring JavaScript skills?

In comparison to students who failed, those who passed generally thought the video lectures covered a wider range of JavaScript topics more effectively. Although both groups' general opinion is good, there are more neutral comments (37%) in the "Fail" group than in the "Pass" group (22%). This suggests that students who did not pass felt uncertain or conflicted about the value of the video courses.

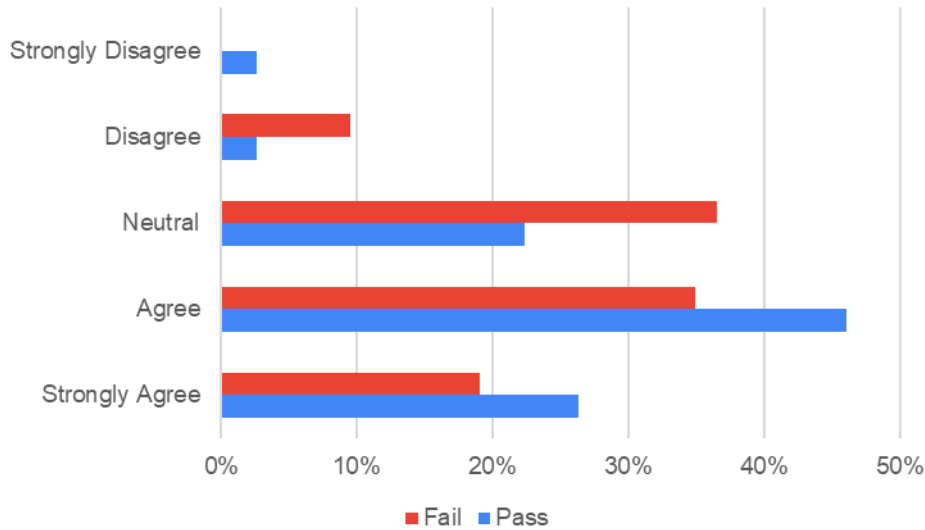


Figure 3: The video lessons effectively covered a wide range of JavaScript topics.

Students who passed had a higher level of confidence than those who failed that the video lectures met expectations. The "Fail" group had a higher number of neutral and negative replies (Disagree and Strongly Disagree) than the "Pass" group, despite the fact that both groups' overall attitude is positive. This shows that students who did not pass had more doubts or discontent about whether the video lectures lived up to their expectations.

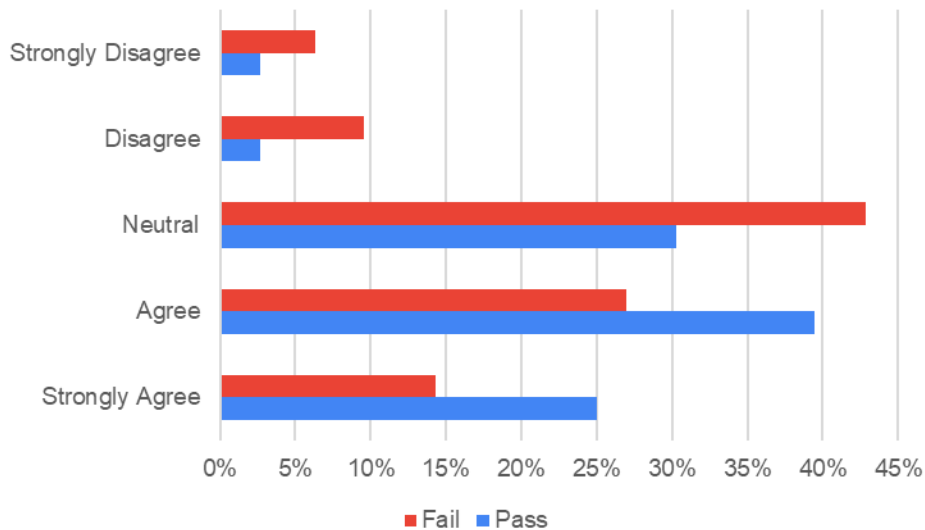


Figure 4: The video lessons met my expectations for effectively learning JavaScript.

Visual and verbal communication

Students who passed believed the instructions were more detailed and clear than those who failed. Although both groups' general opinion is good, a somewhat smaller proportion of students in the "Fail" group than in the "Pass" group think that the instructions were clear and detailed. This can point to certain perception or experience gaps between the two groups.

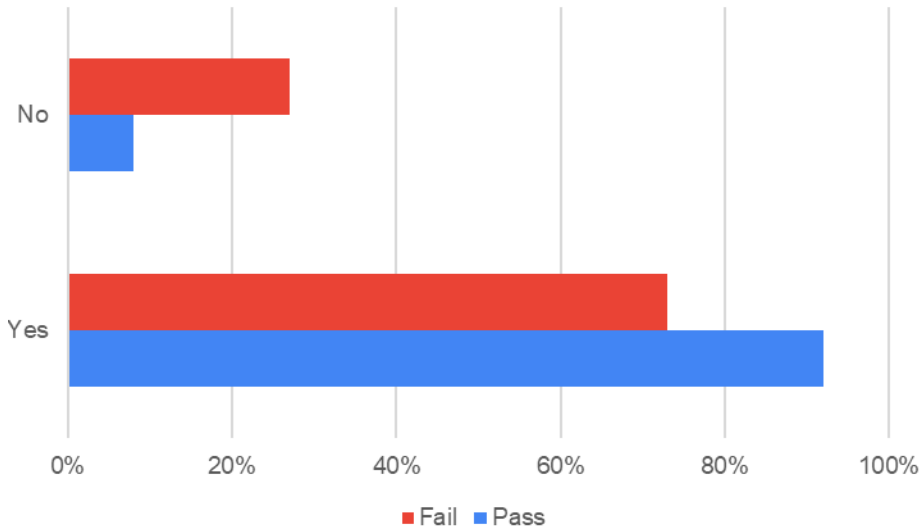


Figure 5: Did the video lessons provide clear and detailed instructions on how to set up the development environment for practicing JavaScript coding?

Students who passed had more confidence in the lessons' organization and simplicity of application than did those who failed. Although both groups' sentiments are generally positive, the "Fail" group had a marginally higher number of neutral comments than the "Pass" group. This implies that students who did not pass had more doubts or conflicting emotions about the organization and simplicity of the teachings.

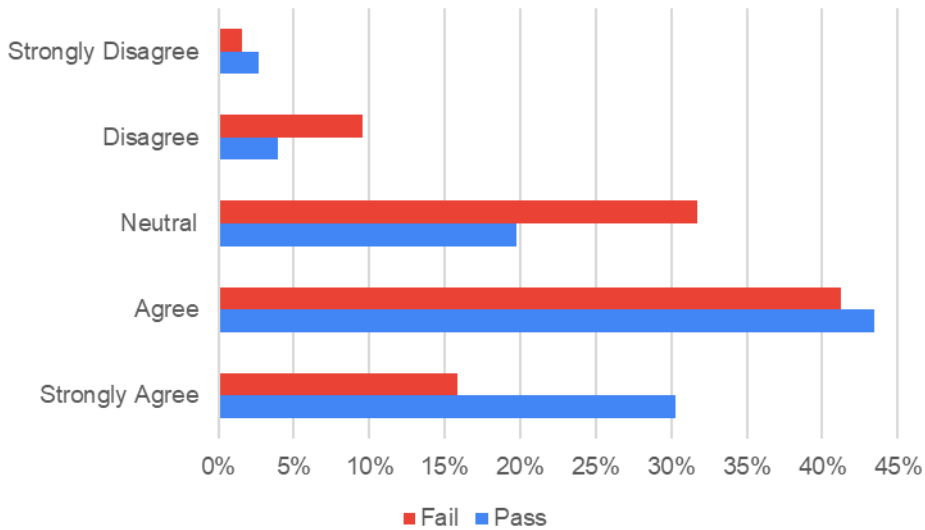


Figure 6: The video lessons were well-structured and easy to follow.

A rather positive attitude on the improvement of communication skills in JavaScript development through the video lectures is indicated by the computed average answer for the "Pass" group. Most of the passing students agreed, or strongly agreed, that they had improved their communication skills. The "Fail" group points to a generally positive attitude, with most failing students claiming some improvement in their communication abilities.

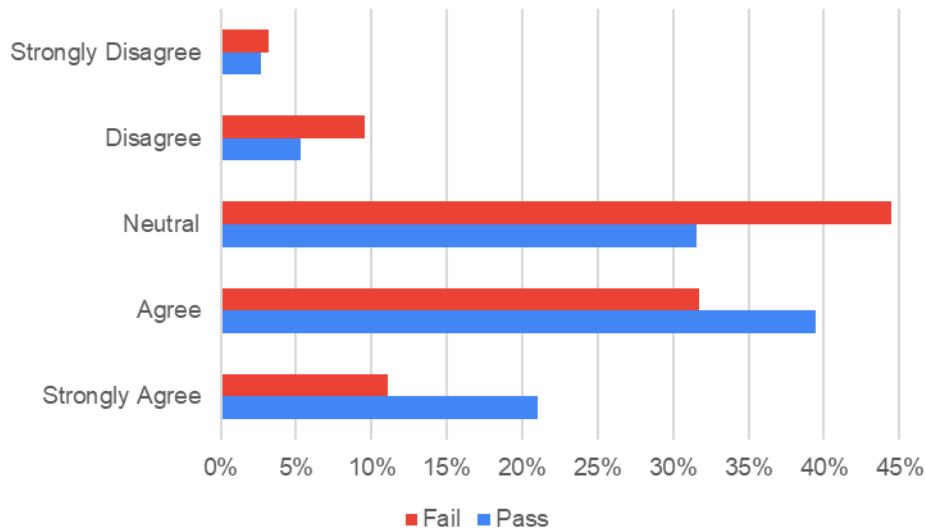


Figure 7: The video lessons enhanced my communication skills in JavaScript development.

Processing time

The "Fail" group had a higher number of neutral and negative replies than the "Pass" group, suggesting more uncertainty or disagreement even though the majority of both groups agree or somewhat agree with that they found it more difficult to focus during recorded sessions. Additionally, compared to the "Pass" group, a larger percentage of respondents in the "Fail" group chose "Disagree" and "Strongly Disagree," indicating that a higher proportion of failing students found it more difficult to focus during recorded sessions.

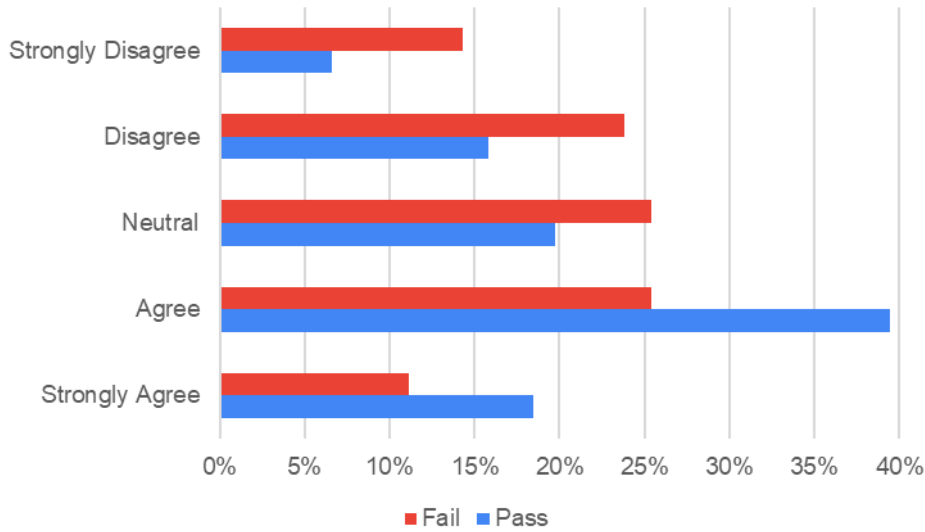


Figure 8: I find it easier to concentrate for long periods when I am watching recorded lessons.

The "Pass" group had a much higher favourable response than the "Fail" group when comparing the averages. This suggests that, in contrast to students who failed, those who passed are more likely to believe that the instructor's pace is suitable for learning JavaScript. Additionally, compared to the "Pass" group, a larger percentage of respondents in the "Fail" group chose "Disagree" and "Strongly Disagree," suggesting that a bigger percentage of students who failed thought the instructor's speed was unsuitable for learning JavaScript.

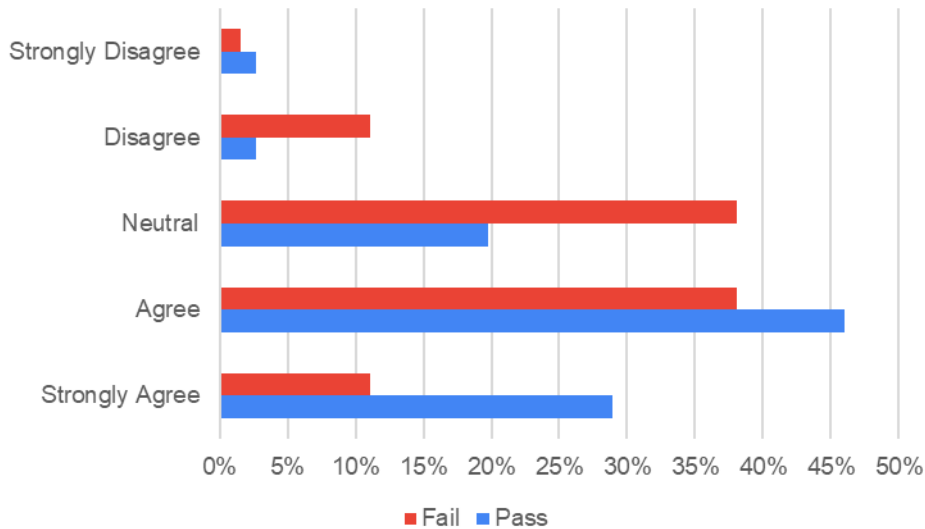


Figure 9: The instructor's pace in the video lessons was appropriate for learning JavaScript.

In comparison to students who failed, those who passed are more likely to recognize that the video lectures are inclusive and accessible for learners with different backgrounds or skill levels. The majority of respondents in both groups agree or partly agree with the statement, but the "Fail" group has a higher proportion of neutral and negative comments than the "Pass" group.

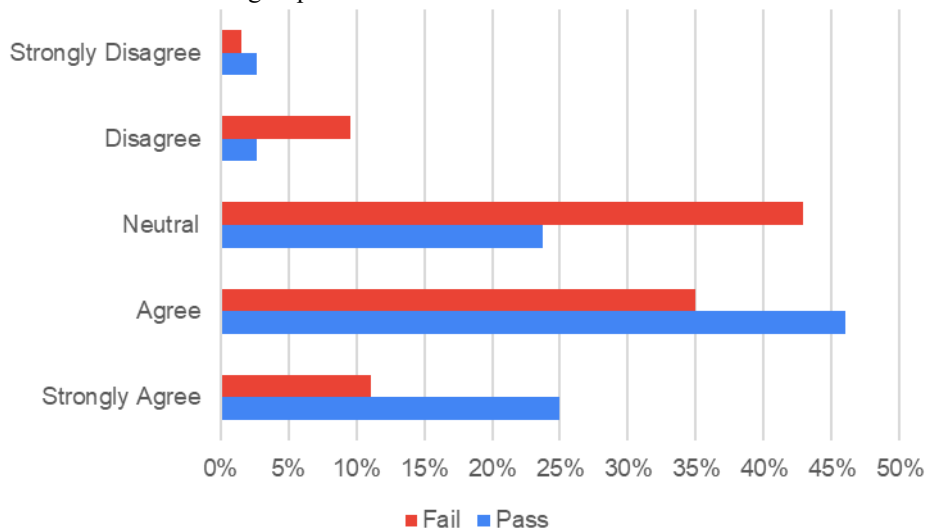


Figure 10: The video lessons were accessible and inclusive for learners with diverse backgrounds or abilities.

Active process

When it comes to the video classes' promotion of active engagement through exercises or practice opportunities, the average response for the "Pass" group reflects a favorable opinion. The majority of respondents in both groups agree or partially agree with the statement, but the "Fail" group had more neutral and negative comments than the "Pass" group, suggesting greater uncertainty or disagreement.

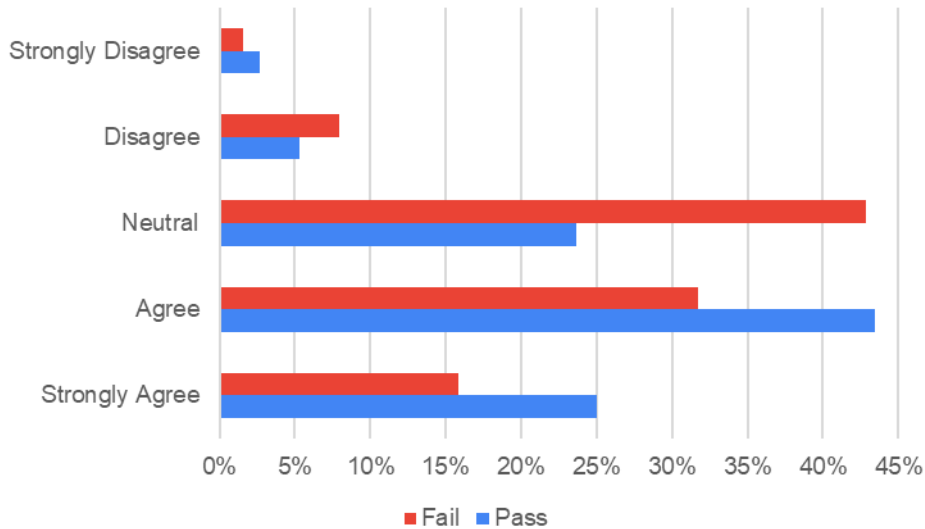


Figure 11: The video lessons encouraged active engagement through exercises or practice opportunities.

Students who succeeded (86%) see more real-world examples or projects in the video courses than those who failed (70%), according to the comparison of the "Pass" and "Fail" groups. The majority of pupils in both groups choose "Yes," although the "Fail" group's proportion is lower. This could mean that even while projects or examples from the real world were given, they weren't necessarily as thorough or useful for students who didn't pass.

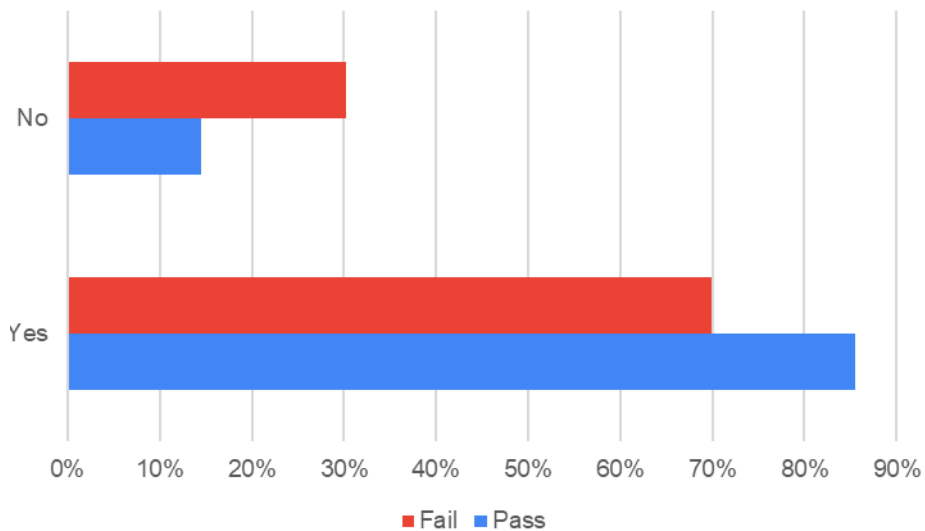


Figure 12: Did the video lessons include real-world examples or projects that helped you apply the JavaScript concepts you learned?

Compared to students who failed, those who passed are more likely to believe that the video lessons promote problem-solving and self-directed learning. While the majority of respondents in both groups agree or partly agree with the statement, there is a greater proportion of neutral and negative responses in the "Fail" group.

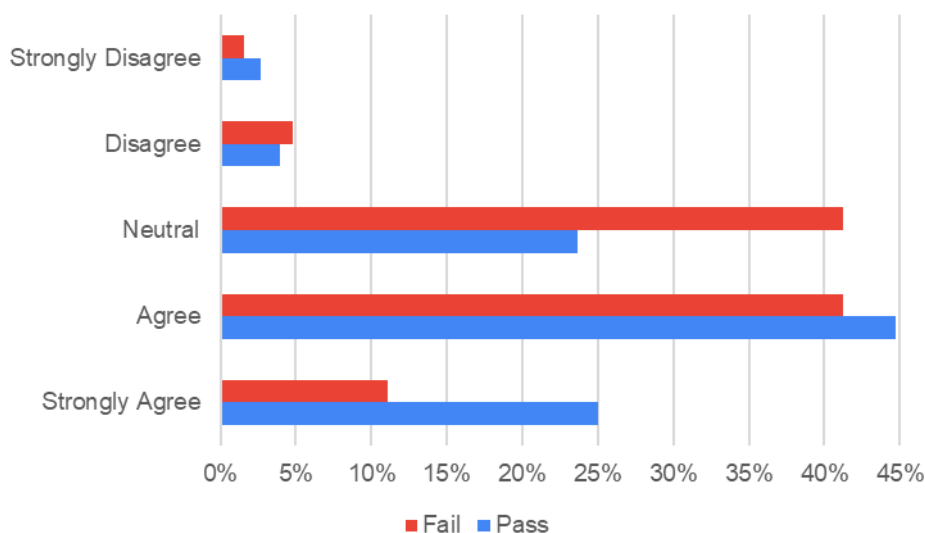


Figure 13: The video lessons encouraged self-directed learning and independent problem-solving.

DISCUSSION

This case study employed a survey research design to explore the influence of video lessons on a specific module within an online environment, using a questionnaire. Notably, passing students tended to watch the videos more frequently compared to failing students.

The impact of video lessons on student performance in JavaScript topics can vary between students who passed and those who failed, with the "Pass" group generally exhibiting a more positive sentiment (Lo & Hew, 2017). However, it's important to interpret these results with caution and take into account other variables that affect student performance, like past knowledge, learning preferences, and outside influences. One aspect of the total learning process is represented by the attitude toward video tutorials. The study by Bellini & Akullian (2007) on video modelling interventions for skill acquisition suggests that such techniques increase skill acquisition and maintenance over time, taking into account the variations in perception between students who passed and those who failed. This shows that the skill acquisition that the video lessons fostered may have benefited passing students more than failing students. Students who passed and those who failed have different opinions about how well the video lessons taught JavaScript; the "Pass" group appears to believe in the lessons' efficacy slightly more. The effectiveness of video lessons in supporting JavaScript learning can be improved by understanding the intricacies of video-based learning and implementing best practices in video creation and delivery (Ou et al., 2019).

The impact of the clarity and detail of video lessons on setting up a development environment for practicing JavaScript coding varied among students who passed and those who failed. The "Pass" group generally had a stronger belief in the clarity and detail of the instructions. This finding is consistent with existing research on the effectiveness of video lessons in improving learning outcomes (Teo et al., 2014). The effectiveness of video lessons as a learning tool has been supported by several studies. Bevilacqua et al. (2019) discovered that, in comparison to other lesson styles, students who favoured video lessons reported increased daily engagement and performed better on quizzes evaluating information retention. This implies that the way in which the video lectures were viewed as effective by students who passed might have been influenced by their format. The effect of video lessons on improving communication abilities in JavaScript programming differed for students passing and failing. The students who passed showed a marginally stronger conviction in the video lessons' effectiveness (Fukkink et al., 2010). Research has indicated that the use of video lessons can improve a variety of abilities, such as peer collaboration, communication, and creativity (Indrawati, 2021).

While Levenberg & Reesh (2023) support the idea that watching recorded lessons can help people concentrate, studies by Lepp et al. (2022) also highlight the importance of acknowledging the diverse experiences and perceptions among students. While students' perception of the instructor's pace in the JavaScript video lessons differed, most agreed that the pace was suitable. It is interesting to note that compared to those who failed the course, those who passed demonstrated a stronger consensus regarding the instructor's pace. Nonetheless, a sizeable fraction of both groups indicated neutrality or disagreement towards the remark, suggesting a range of student experiences and viewpoints (Rhode, 2009). It is crucial to take into account the differences in students' experiences and perspectives when assessing how well video lessons teach JavaScript concepts and applications. There are differences in agreement levels between students who pass and those who fail, despite the fact that video lectures are generally thought of as inclusive and accessible. This highlights the significance of accommodating individual preferences and needs for inclusive and successful learning experiences (Scagnoli et al., 2017).

The perception of active engagement through exercises or practice opportunities in video lessons for learning JavaScript programming varies among students who passed and those who failed. Students who passed tend to agree more with the notion that active engagement is encouraged, even if both groups generally agree on this point. It is noteworthy that a considerable proportion of students in both groups either maintain a neutral position or express disagreement with this assertion, suggesting a range of experiences and viewpoints among the students (Freeman et al., 2014). Both the "Pass" and "Fail" groups have reported that video lessons include real-world examples or projects. The two groups' perceptions of these cases, however, were very different from one another. Compared to students who failed the course, a greater proportion of those who passed acknowledged the inclusion of real-world applications (Dym et al., 2005). This implies that even while both groups acknowledged the existence of such examples, the different results might have been influenced by how well these real-world applications worked. Researchers in education have been interested in how well video lessons might help students become more self-directed learners capable of solving problems on their own. While both the passing and failing groups believe that video lessons encourage these skills, the passing group tends to agree more than the failing group (Insorio & Macandog, 2022).

CONCLUSION

It is clear from the survey research design used in this case study that, when comparing students who pass with those who fail, video lectures in an online introductory programming module do, in fact, have a noticeable impact. Students who passed showed a propensity to interact with the video material more often than those who failed. This result is consistent with previous research showing that passing and failing students had different perceptions about how beneficial video tutorials are for learning JavaScript. The former group tends to feel more positively about the effectiveness of these tutorials.

REFERENCES

- Aulakh, K., Aneja, P., Saha, S., & Bansal, S. (2022). Comparing the effectiveness of live online lectures vs recorded video lectures as means of learning in medical education during covid 19 lockdowns. *International Journal of Current Research and Review*, 14(13), 65-70. <https://doi.org/10.31782/ijcrr.2022.141311>
- Arranz, J., Daligdig, A., Abao, S., & Arcilla, F. (2022). Factors affecting pupils' learning in the new normal at saint michael college of caraga. *Randwick International of Education and Linguistics Science Journal*, 3(4), 685-698. <https://doi.org/10.47175/rielsj.v3i4.616>
- Bellini, S. and Akullian, J. (2007). A meta-analysis of video modeling and video self-modeling interventions for children and adolescents with autism spectrum disorders. *Exceptional Children*, 73(3), 264-287. <https://doi.org/10.1177/001440290707300301>
- Bennedsen, J. and Caspersen, M. (2019). Failure rates in introductory programming. *Acm Inroads*, 10(2), 30-36. <https://doi.org/10.1145/3324888>
- Bevilacqua, D., Davidesco, I., Wan, L., Chaloner, K., Rowland, J., Ding, M., Poeppel, D., & Dikker, S. (2019). Brain-to-brain synchrony and learning outcomes vary by student–teacher dynamics: evidence from a real-world classroom electroencephalography study. *Journal of Cognitive Neuroscience*, 31(3), 401-411. https://doi.org/10.1162/jocn_a_01274
- Dym, C., Agogino, A., Eriş, Ö., Frey, D., & Leifer, L. (2005). Engineering design thinking, teaching, and learning. *Journal of Engineering Education*, 94(1), 103-120. <https://doi.org/10.1002/j.2168-9830.2005.tb00832.x>
- Freeman, S., Eddy, S., McDonough, M., Smith, M., Okoroafor, N., Jordt, H., & Wenderoth, M. (2014). Active learning increases student performance in science, engineering, and mathematics. *Proceedings of the National Academy of Sciences*, 111(23), 8410-8415. <https://doi.org/10.1073/pnas.1319030111>
- Fukkink, R., Trienekens, N., & Kramer, L. (2010). Video feedback in education and training: putting learning in the picture. *Educational Psychology Review*, 23(1), 45-63. <https://doi.org/10.1007/s10648-010-9144-5>
- Gable, G. G. (1994). Integrating case study and survey research methods: an example in information systems. *European journal of information systems*, 3, 112-126. <https://doi.org/10.1057/EJIS.1994.12>
- Goosen, L., & Van Heerden, D. (2019). Student support for information and communication technology modules in open distance environments: towards self-directed learning. In *Student Support Toward Self-Directed Learning in Open and Distributed Environments* (pp. 26-58). IGI Global. <https://doi.org/10.4018/978-1-5225-9316-4.ch002>
- Hadijah, S., Shalawati, S., Astuti, M., & Hidayati, A. (2022). Designing and developing video as an instructional media in english language teaching setting. *Lectura Jurnal Pendidikan*, 13(2), 192-205. <https://doi.org/10.31849/lectura.v13i2.10185>

- Ilesanmi, A. (2023). Teaching and learning with instructional videos: issues and concerns for educational practice. *International Journal of Instructional Technology and Educational Studies*, 4(1), 1-6. <https://doi.org/10.21608/ihites.2022.121271.1110>
- Indrawati, C. (2021). The effectiveness of archiving videos and online learning on student's learning and innovation skills. *International Journal of Instruction*, 14(4), 135-154. <https://doi.org/10.29333/iji.2021.1449a>
- Insorio, A. O., & Insorio, J. E. (2023). Messenger lectures and video lessons as mathematics interventions for modular distance learning. *International Journal of Professional Development, Learners and Learning*, 5(1), ep2306. <https://doi.org/10.30935/ijpdll/13008>
- Insorio, A. and Macandog, D. (2022). Youtube video playlist as mathematics supplementary learning material for blended learning. *European Journal of Interactive Multimedia and Education*, 3(2), e02212. <https://doi.org/10.30935/ejimed/12490>
- Islam, M., Kim, D., & Kwon, M. (2020). A comparison of two forms of instruction: pre-recorded video lectures vs. live zoom lectures for education in the business management field. *Sustainability*, 12(19), 8149. <https://doi.org/10.3390/su12198149>
- Karaca, O. (2023). Impact of fully online flipped classroom on academic achievement in undergraduate dental education: an experimental study. *European Journal of Dental Education*, 28(1), 212-226. <https://doi.org/10.1111/eje.12938>
- Kurzweil, D., Meyer, E., Marcellas, K., & Henry, B. (2020). Evidence-based guidelines for recording slide-based lectures. *Medical Science Educator*, 30(4), 1611-1616. <https://doi.org/10.1007/s40670-020-01032-w>
- Larson, B., Bohler, J., & Krishnamoorthy, A. (2021). Innovative pedagogical strategies of streaming, just-in-time teaching, and scaffolding: a case study of using videos to add business analytics instruction across a curriculum. *Journal of Information Technology Education Innovations in Practice*, 20, 001-019. <https://doi.org/10.28945/4694>
- Lepp, M., Luik, P., & Tark, T. (2022). How can web lessons be taught to reduce screen fatigue, motivational, and concentration problems in different disciplines?. *Frontiers in Sociology*, 7. <https://doi.org/10.3389/fsoc.2022.871770>
- Levenberg, A. and Reesh, S. (2023). Learning from recorded lectures: perceptions of students with adhd. *Journal of Attention Disorders*, 27(9), 960-972. <https://doi.org/10.1177/10870547231171725>
- Liu, HC., Andre, T. & Greenbowe, T. The Impact of Learner's Prior Knowledge on Their Use of Chemistry Computer Simulations: A Case Study. *J Sci Educ Technol* 17, 466-482 (2008). <https://doi.org/10.1007/s10956-008-9115-5>
- Lo, C. and Hew, K. (2017). A critical review of flipped classroom challenges in k-12 education: possible solutions and recommendations for future research. *Research and Practice in Technology Enhanced Learning*, 12(1). <https://doi.org/10.1186/s41039-016-0044-2>
- Mayer, R. E. (2014). Cognitive theory of multimedia learning. In R. E. Mayer (Ed.), *The Cambridge handbook of multimedia learning* (2nd ed., pp. 43-71). Cambridge University Press. <https://doi.org/10.1017/CBO9781139547369.005>
- Muller, D. A., Sharma, M. D., & Reimann, P. (2008). Raising Cognitive Load with Linear Multimedia to Promote Conceptual Change. *Science Education*, 92(1), 278-296. <https://doi.org/10.1002/sce.20244>
- Ou, C., Joyner, D., & Goel, A. (2019). Designing and developing videos for online learning: a seven-principle model. *Online Learning*, 23(2). <https://doi.org/10.24059/olj.v23i2.1449>
- Pi, Z., Liu, C., Meng, Q., & Yang, J. (2022). Co-learner presence and praise alters the effects of learner-generated explanation on learning from video lectures. *International Journal of Educational Technology in Higher Education*, 19(1). <https://doi.org/10.1186/s41239-022-00363-5>
- Plass, J. L., Homer, B. D., & Hayward, E. O. (2009). Design factors for educationally effective animations and simulations. *Journal of Computing in Higher Education*, 21(1), 31-61. <https://doi.org/10.1007/s12528-009-9011-x>
- Reina, A., García-Ortega, H., Hernández-Ayala, L., Guerrero-Ríos, I., Gracia-Mora, J., & Reina, M. (2021). Cadmio: creating and curating an educational youtube channel with chemistry videos. *Journal of Chemical Education*, 98(11), 3593-3599. <https://doi.org/10.1021/acs.jchemed.1c00794>
- Rhode, J. (2009). Interaction equivalency in self-paced online learning environments: an exploration of learner preferences. *The International Review of Research in Open and Distributed Learning*, 10(1). <https://doi.org/10.19173/irrodl.v10i1.603>
- Rickley, M. and Kemp, P. (2021). Effects of video lecture design and production quality on student outcomes: a quasi-experiment exploiting change in online course development principles. *The Electronic Journal of E-Learning*, 19(3), pp170-185. <https://doi.org/10.34190/ejel.19.3.2297>
- Scagnoli, N., Choo, J., & Tian, J. (2017). Students' insights on the use of video lectures in online classes. *British Journal of Educational Technology*, 50(1), 399-414. <https://doi.org/10.1111/bjet.12572>

- Scherer, R., Siddiq, F., & Viveros, B. S. (2020). A meta-analysis of teaching and learning computer programming: Effective instructional approaches and conditions. *Computers in Human Behavior*, 109, <https://doi.org/10.1016/j.chb.2020.106349>
- Suh, J., Gallagher, M., Capen, L., & Birkhead, S. (2021). Enhancing teachers' noticing around mathematics teaching practices through video-based lesson study with peer coaching. *International Journal for Lesson and Learning Studies*, 10(2), 150-167. <https://doi.org/10.1108/ijlls-09-2020-0073>
- Teo, T., Tan, K., Yan, Y., Teo, Y., & Yeo, L. (2014). How flip teaching supports undergraduate chemistry laboratory learning. *Chemistry Education Research and Practice*, 15(4), 550-567. <https://doi.org/10.1039/c4rp00003j>
- Timbreza, J. (2022). Teacher-made video lesson: an intervention for online delivery modality in mathematics. *International Journal of Research Publications*, 106(1). <https://doi.org/10.47119/ijrp1001061820223751>
- Xiu, Y. and Thompson, P. (2020). Effects of video discussion posts on social presence and course satisfaction. *The Electronic Journal of E-Learning*, 18(5). <https://doi.org/10.34190/jel.18.5.007>
- Yiu, S., Spacek, A., Pageau, P., Woo, M., Lee, A., & Frank, J. (2019). Dissecting the contemporary clerkship: theory-based educational trial of videos versus lectures in medical student education. *Aem Education and Training*, 4(1), 10-17. <https://doi.org/10.1002/aet2.10370>

THE RELATIONSHIP BETWEEN EMPLOYEES' BURNOUT LEVELS AND THEIR PERCEPTIONS OF ORGANIZATIONAL JUSTICE

Turgut CENKCİLER
turgut8865@gmail.com

Yrd. Doç. Dr. Azmiye YINAL
azmiye.yinal@akun.edu.tr

ABSTRACT

The purpose of this study is to examine the relationship between employees' burnout levels and their perceptions of organizational justice. In this context, the study was conducted with a quantitative research method called relational survey technique. The population of the study consists of employees working in any institution or organization in the TRNC between 10.08.2023 and 20.08.2023 without making any distinction between sector (private/public) and company; the sample consists of 304 employees. In the study, demographic information form, Organizational Justice Scale translated into Turkish by Yıldırım (2002) and Oldenburg Burnout Scale developed by Demerouti et al. SPSS 28 program was used to analyze the data collected in the study. The results also reveal that there is a weak positive relationship between exhaustion and process justice, a weak negative relationship between alienation and distributive justice, and a weak positive relationship between process justice and general justice. There was a weak negative relationship between general exhaustion and distributive justice and a weak positive relationship with process justice. These findings indicate that the perception of process justice increases with increasing level of exhaustion, the perception of distributive justice decreases with increasing level of alienation, and the perception of general justice increases with increasing level of process justice. However, no significant relationship was found between general justice and general exhaustion.

Keywords: Burnout, Exhaustion, Distancing, Organizational Justice.

1. INTRODUCTION

1.1. Problem Status

Burnout is a mood and behavioral problem that is common among individuals who are exposed to intense stress, overwork, emotional burdens and long-term pressures, especially in business life. Burnout syndrome is characterized by a decrease in a person's energy, motivation and work performance (Bostan and Cebeci, 2023). This situation can manifest itself in three main dimensions: physical, emotional and mental exhaustion. Burnout syndrome is specifically associated with factors such as overwork, work stress, emotional exhaustion, and work-family imbalance. This can negatively impact a person's work performance, health, and quality of life. Strategies such as rest, stress management, work-family balancing and professional help can be used to cope with burnout (Kaplan and Acar, 2023).

Organizational justice is a concept regarding the treatment of employees within an organization and whether their perceptions of this treatment are fair or equitable. This concept plays an important role in business and organizational psychology. Organizational justice includes employees' evaluation of their relationships with their organizations and the factors they take into account when making these evaluations (Macit and Aydoğan, 2023). The concept of organizational justice, which is an important situation affecting employees, is perceived as a person's opinion about the distribution of resources and the mechanism of the reward system. Greenberg (1987) defined organizational justice as the perception about the distribution of reward distribution, resources, interactions among people within the organization, and processes. Organizational justice is divided into three broad dimensions: fair distribution, fair transaction, and fair interaction (Niehoff and Moorman, 1993). Distribution of value and loss are considered elements of distributive justice. The level of fairness in the decision-making process is called procedural fairness, and interactional fairness relates to processes and their social aspects. Organizational justice is very important for a better socially based environment within the organization. In a way, protecting organizational justice is a policy (Aşık and Yinal, 2023). The manager must follow a policy of fair approach between himself and the employee, and between the employee and the employee. A policy of quickly spreading organizational justice within the organization should be followed. A fair approach always maintains communication between employees. It will reduce competition and jealousy among employees. This will increase employees' awareness and provide support in fulfilling their responsibilities. A fair approach will allow employees to act with a team spirit and get the job done faster and more accurately. The problem statement of the research is "Is there a relationship between employees' burnout levels and their perception of organizational justice?" It was determined as .

1.2. Purpose and Importance of the Research

The purpose of the study is to investigate the relationship between employees' burnout levels and their perceptions of organizational justice. The importance of the study is that it carries the potential to develop

strategies to increase the well-being and performance of employees in the workplace by helping us understand the effects of concepts such as job burnout and organizational justice in the workplace. This type of research can contribute to the creation of healthier and fairer working conditions in the business world and the development of policies and practices to increase employee job satisfaction. Therefore, the results of the study can provide guidance for creating better working conditions in workplaces. The sub-objectives of the research are as follows:

- What is the participants' perception of organizational justice?
- What are the burnout levels of the participants?
- Is there a relationship between burnout levels and perceptions of organizational justice?

1.3. Limitations

Research;

- With the resources used in the research,
- With the scale questions used in the research,
- The dates between 10.08.2023 and 20.08.2023 are limited to those working in any institution or organization in TRNC, without distinguishing between sectors (private/public) and companies.

1.3. Definitions

Burnout: It is a mood and behavioral problem that is frequently encountered among individuals who are exposed to intense stress, excessive workload, emotional pressures and long-term difficulties encountered in business life (Kaplan and Acar, 2023) .

Exhaustion : It is a concept that expresses the depletion of the employee's work energy, usually due to factors such as intense work-related demands, stress, long working hours and excessive pressure (Köktürk, 2023) .

Detachment: It refers to the person whose resources are depleted developing negative feelings towards all issues that he generally associates with his job (Köktürk, 2023) .

Organizational Justice: Organizational justice is a concept regarding the treatment of employees in an organization and whether their perceptions of this treatment are fair or equitable (Macit and Aydoğan, 2023) .

Distributive Justice : This type of justice refers to the outcomes that employees obtain in return for the work they do in the organization (Yürür, 2008) .

Process Fairness: It concerns how decisions about these outcomes are made and on what principles they are based (Brockner et al., 2001) .

Interaction Justice: It is related to the behavior of managers towards employees in processes such as taking, implementing and communicating decisions (Yelboğa , 2012) .

2. THEORETICAL FRAMEWORK

2.1. The Concept and Scope of Burnout

Burnout concept, usually study vital or personal of life busy stress , pressure And exhaustion sentimental because of person physical, emotional and mental of energy decrease status expression it does . This concept is health, psychology and social Sciences in the fields important One Subject into has arrived (Balcioglu et al., 2008).

Burnout syndrome, consisting of three main components consists of:

- **Emotional Exhaustion:** Person's emotional aspect exhausted what he feels One is the situation. This job or personal in life difficulties because of formed continually one tiredness and energy lack status expression it does.
- **Emotional Loyalty Decrease:** This component reduces the person's to your job or other life to the fields the one which of your devotion is decreasing and to your job or to their duties the one which of interest is decreasing shows.
- **Emotional Worthlessness:** Person self worthless or insufficient to feel starts. This is your self-esteem decrease and low self-esteem of their situation with the formation is related.

burnout , long periodical stress , work pressure , business burden , human in your relationships problems , extreme working , low control sentimental like with factors is associated . Burnout, both personal and workplace at the level serious to the results path can open. Person efficiency may fall, work satisfaction may decrease and even health to your problems path can open. Burnout syndrome to prevent or treatment to do for work _ in their place stress management, business and special life balance, work of your burden balanced distribution like measures can be obtained. Personal level whereas to rest, to yourself looking, hobby And social to spend time on activities importance to give with burnout in the fight helper it could be. Also, with stress start over emergence skills to develop and emotional support It is also important to call (Kaçmaz, 2005).

2.2. Organizational Justice

Human resources are the most important element that enables organizations to succeed and achieve their goals. Especially having experienced employees is the first element in carrying organizations to success. Focusing on

human resources in organizations, emphasis is placed on interpersonal communication in work areas. With the importance of interpersonal communication, the concept of social justice has begun to gain importance (Yılmaz, 2021). It is known that management and organizational management literature is used even in different fields. It is known that 'Adams' Equity Theory' is used according to the perception of organizational justice. Equality Theory believes that the contribution of employees to their organizations and the expectations they should receive should be equal (Demirel and Seçkin, 2011).

According to Equity Theory, the more the employee benefits the organization and increases his/her performance, the more the organization is expected to benefit the employee (Özdevecioğlu, 2003). The first person to mention the concept of organizational justice is Greenberg (1987) in the literature. Greenberg defined organizational justice in 1987 as follows: organizational justice addresses the events, practices and rules that will occur in the organization according to the principle of justice, and the duties of employees must be clearly expressed (Yılmaz, 2021). It is seen that studies on the concept of organizational justice have increased since the 2000s (Davarcı, 2021).

Organizational justice is a vital concept in shaping employees' behaviors and attitudes and is an intangible unifying element that allows employees to work together effectively and efficiently (Rupp et al., 2017). Organizational justice refers to people's perceptions of justice in organizations, along with behavioral, cognitive and emotional reactions (Greenberg, 2011). Organizational justice refers to the degree to which employees perceive workplace procedures, interactions, and organizational outcomes as inherently fair. There are many examples of injustice perceived by employees in workplaces. Among these, the most common injustices include applying different wages for men and women doing the same job (Yolcu, 2021).

2.3. Related Research

Babaoğlu, Altun, Çakan (2010) tried to determine burnout levels by conducting a survey to 204 school administrators between 2003-2004. According to the results of the research, school administrators are exposed to emotional exhaustion, personal failure and total burnout at low levels. There was a very low level of exposure to depersonalization burnout.

Yorulmaz et al. (2017), the relationship between job satisfaction and burnout was examined in the study. Meta-analysis method was used in the study. As a result of the research, it was concluded that the relationship between job satisfaction and emotional exhaustion was negative, and the relationship between job satisfaction and decrease in personal success was also negative. In the study of Özkan and Özdevecioğlu (2013), an analysis was made regarding the impact of professional accounting on burnout and the meaning of life. The study aims to measure the occupational stress of 217 accountants in Kayseri. As a result of the study, it was concluded that occupational stress is a factor in determining the life satisfaction and burnout levels of accounting professionals. Owens (2013), in the study, examined the relationship between the burnout levels of primary school teachers and the leadership effects of principals. There are 127 teachers in the sample of the study. According to the findings of the study, it was found that they felt moderate emotional exhaustion, low degree of depersonalization and high degree of personal accomplishment. The study revealed that teachers experienced greater depersonalization as they perceived their principals as less effective.

Kalliath, O'driscoll and Gillespie (1998), the link between organizational commitment and organizational burnout was examined. This study group, consisting of 197 nurses, consists of 28 hypotheses. As a result of the research findings, it was determined that organizational commitment is an indicator of organizational burnout. Vermunt and Steensma (2013), in the study, investigated the impact of unfair behavior of managers on employees. In an environment of injustice and stress, people's desire to leave the stressful environment is to seek social support or to explore behaviors related to ways to cope with stress. According to the theory of injustice and stress, reducing or even preventing stress can only be achieved by managers who behave fairly.

3. METHOD

3.1. Research Method

This study was conducted with a quantitative research method called relational screening technique. Relational survey technique is a quantitative research approach used to examine the relationship between two or more specific variables in research. This method is applied to understand and explain the relationships between variables. Researchers generally work with this technique to test hypotheses, investigate connections between variables, or reveal cause-effect relationships (Karasar, 2008).

3.1.1. Population and Sample

Consists of 950 people working in any institution or organization in TRNC between 10.08.2023 and 20.08.2023, without distinguishing between sector (private/public) and company. The sample of the study was determined by the purposeful sampling method in accordance with the purpose of the research. Purposeful sampling is a sample that is specifically selected for a specific research or survey study and created for a specific goal or purpose. Researchers use these types of samples when they want to study or investigate a specific subgroup or feature of

their study. Purposive sampling is designed to address a specific problem or problems and to have a specific focus rather than representing the general characteristics of the population (Karasar , 2008) . From this information, 304 employees were included in the sample of the research.

3.1.2. Data Collection Tools

In the research, data are collected through scale; It was collected via Google forms . Scale forms were distributed on 10.08.2023 and collected on 20.08.2023. Although 340 of the 400 scale forms sent for the study were collected back; 38 forms were not included in the study due to incomplete questions.

Three forms were used to collect data in the study. The first form consists of the demographic information of the participants. In this form, participants were asked about their gender, age, marital status, educational status and professional seniority.

In the second form, the Organizational Justice Scale was used. In order to measure the perception of organizational justice, Niehoff and Moorman's organizational justice perception scale, whose Turkish translation and validity and reliability studies were carried out by Yıldırım (2002), was used. In general, in local and international literature, one of the two most preferred scales, along with the Colquitt Organizational Justice Scale, is Niehoff and Moorman's scale. This scale is widely accepted as a reliable tool to measure organizational justice perception. Burnout measurement results from the use of an inventory that is not very common in the local literature and is even quite new. For this reason, it was deemed appropriate to choose a proven organizational justice scale. The scale consists of three sub-dimensions: distributive justice, process justice and interaction justice, and contains a total of 20 items. The survey provides respondents with five options for each statement: (1) Strongly disagree, (2) Disagree, (3) Neutral, (4) Agree, and (5) Strongly agree. All expressions are positive, and the general perception of organizational justice is calculated by dividing the scores obtained from the sub-dimensions by 20, which is the total number of expressions in the scale. A high score indicates that the participant has a high perception of organizational justice (Köktürk, 2023).

the Oldenburg Burnout Scale developed by Demerouti et al. (1998) was used to determine the burnout levels of employees . Researchers have stated that as a result of the criticisms brought to the Maslach Burnout Scale in foreign literature , different scales began to be preferred and Oldenburg Burnout Scale began to be preferred. They state that the Scale is one of the most striking of these different scales . The scale has two subscales: exhaustion and detachment. Both dimensions contain eight statements each, four positive and four negative statements. Participants are given five options for each statement: (1) Strongly disagree, (2) Disagree, (3) Neutral, (4) Agree, and (5) Strongly agree. The original scale is in German and was translated into English in 2005 . The researchers contacted the developers of the original scale to obtain the English scale and then translated it into Turkish . This scale is a widely used tool to measure burnout (Şeker, 2011).

Table 1. Reliability analysis of the scales

	Cronbach's Alpha	Article
Organizational Justice Scale	0.856	20
Oldenburg Burnout Scale	0.869	16

In this study, the Cronbach's Alpha value of the organizational justice scale was 0.856; Oldenburg Burnout Scale Cronbach's Alpha value was found to be 0.869. This study shows that the scales are reliable.

3.1.3. Analysis of Data

SPSS 28 program was used to analyze the data collected in the study and was examined at the reliability level. Two different statistical tests were used to examine whether the scale scores differ according to socio - demographic characteristics. The T-Test is a test used to determine differences between two groups and is often used for comparisons between two groups. ANOVA test is a test used to determine differences between three or more groups. These tests were used to evaluate whether there were statistically significant differences in scale scores between groups with different socio -demographic characteristics.

4. FINDINGS

4.1. Demographic features

Demographic variables of the participants are given in Table 2.

Table 2. Demographic Characteristics

	N	%
Gender	Woman	63.8
	Male	36.2

Age	18-25 years old	53	17.4
	26-34 years old	47	15.5
	35-44 years old	133	43.8
	45 and over	71	23.4
marital status	Married	116	38.2
	Single	188	61.8
education level	High school	40	13.2
	University	168	55.3
	Degree	68	22.4
	Doctorate	28	9.2
professional seniority	1-5 Years	89	29.3
	6-10 Years	156	51.3
	11-20 Years	49	16.1
	20 and above	10	3.3
Total		304	100.0

When Table 2 is examined, it is seen that 63.8% of the participants are women and 36.2% are men. Age distribution of the participants; 43.8% are 35-44 years old; 23.4% are 45 and over; 17.4% were determined to be 18-25 years old and 15.5% were 26-34 years old. 61.8% of the participants are single and 38.2% are married. 55.3% have university degrees, 22.4% have master's degrees, 13.2% have university degrees and 9.2% have doctoral degrees . Professional seniority: 51.3% is 6-10 years; 29.3% 1-5 years; 16.1% were 11-20 years old and 3.3% were 20 and over.

4.2. Findings Regarding Perceptions of Organizational Justice

The mean and standard deviation values for the perceptions of the employees participating in the research regarding justice in the work environment are shown in Table 3. To determine the level of the averages of the scales used in the research, the range value was calculated as $5 - 1/3 = 1.33$, accordingly the levels are; 1 to 2.33 is low; 2.34 to 3.66 is medium; It was determined that the range between 3.67-5.00 was high (İrdem , 2020).

Table 3. Descriptive Statistics for the Organizational Justice Scale

	mean	Ss .
distributive justice	1,224	0.679
process justice	1,274	0.686
interaction justice	1,821	0.768
general justice	1.43	0.542

When Table 3 is examined, it is understood that the participants' overall perception of organizational justice is 1.43, meaning that they have a low level of justice perception. When justice types are evaluated separately, the average score of distributive justice is 1.224; The average score of process justice is 1.274; The average score of interaction justice is 1.81. In other words, employees' perceptions of distribution, process, and interaction justice are at low levels. When the values are compared among themselves , the lowest perception of justice emerged in distributive justice. The low mean score of distributive justice indicates that employees' perception of justice, especially regarding their earnings and rewards, is lacking. This reflects that employees believe the distribution of their rewards and earnings is unfair. Since the "process justice" and "interaction justice" mean scores are low, employees may think that they do not experience a perception of justice in the decision-making processes and interactions with managers in the organization.

4.3. Findings on Burnout Levels

The mean and standard deviation values for the burnout levels of the employees participating in the research arising from the work environment are shown in Table 4. To determine the level of the averages of the scales used in the research, the range value was calculated as $5-1/3 = 1.33$, accordingly the levels are; 1 to 2.33 is low; 2.34 to 3.66 is medium; It was determined that the range between 3.67-5.00 was high (İrdem , 2020).

Table 4. Descriptive Statistics on Burnout Levels

	mean	std . Deviation
Exhaustion	3,158	0.552
Don't go away	3,186	0.529
General exhaustion	3,172	0.512

When examined in Table 4, it is understood that the average burnout level of the participants is 3.172, meaning that the employees experience a moderate level of burnout. When the dimensions are evaluated separately, the average score of burnout is 3.158; It is seen that the average score of distance is 3.186. In other words, the degree to which employees feel that they have run out of energy to cope with the intense demands arising from their jobs is quite high. This suggests that employees feel burnt out due to job stress, work overload, or other work-related challenges. This may indicate a period when employees' physical, emotional and mental energy decreases and they feel tired. On the other hand, employees do not seem to experience the dimension of detachment as much as they experience burnout. This may indicate that although employees are depleted of energy, they do not exhibit a negative or indifferent attitude towards their work and co-workers. This may indicate that employees are emotionally committed to their jobs and co-workers, or that they care about and maintain their jobs despite burnout.

4.4. The Relationship Between Burnout and Perceptions of Organizational Justice

Table 5. Correlation Analysis for the Relationship Between Burnout and Organizational Justice Perceptions

		distributive justice	process justice	interaction justice	General Justice
Exhaustion	r.	-0.108	.214 **	0.035	0.067
	p.	0.061	0.000	0.547	0.244
Don't go away	r.	-.132 *	.295 **	0.09	.122 *
	p.	0.021	0.000	0.116	0.034
General exhaustion	r.	-.127 *	.269 **	0.066	0.1
	p.	0.027	0.000	0.25	0.082

** . The correlation is significant at the 0.01 level.

* . The correlation is significant at the 0.05 level.

When Table 5 is examined;

A weak positive relationship between burnout and process justice ($r=.214$; $p=0.000$);

There is a weak negative relationship between alienation and distributive justice ($r=-.132$; $p=0.021$); a positive and weak relationship with process justice ($r=.295$; $p=0.000$); There is a weak positive relationship with general justice ($r=.122$; $p=0.034$);

It was determined that there was a weak negative relationship between general burnout and distributive justice ($r=-.127$; $p=0.027$) and a weak positive relationship with process justice ($r=.296$; $p=0.000$).

In addition, it should be noted that there is no relationship between general justice and general exhaustion.

As a result, as burnout increases, the perception of process justice increases; It is possible to say that as distance increases, the perception of distributive justice decreases, and as process justice increases, the perception of general justice increases.

CONCLUSION AND RECOMMENDATIONS

According to the results of the study, it appears that the participants' overall perception of organizational justice is low. Distributive justice, process justice and interaction justice score averages are low. Especially the low mean score of distributive justice indicates that employees' perception of justice towards their earnings and rewards is lacking. This situation reflects that employees believe that their rewards and earnings are not distributed fairly. In addition, the low mean scores of process justice and interactional justice may indicate that employees think that they do not experience a perception of justice in the decision-making processes and interactions with managers in the organization.

It was determined that the general burnout level of the participants was at a medium level. The average score of the burnout dimension shows that the degree to which employees feel that they have run out of energy required to cope with the intense demands arising from their jobs is high. However, the lower mean score on the detachment dimension may indicate that although employees are exhausted, they do not have a negative or indifferent attitude towards their jobs and colleagues. This may indicate that employees are emotionally committed to their jobs and co-workers, or that they care about and continue their jobs despite burnout.

The research results also reveal that there is a weak positive relationship between burnout and process justice, a weak negative relationship between detachment and distributive justice, and a weak positive relationship between process justice and general justice. A weak negative relationship was found between general burnout and distributive justice, and a weak positive relationship with process justice. These findings show that the perception of process justice increases as the level of burnout increases, the perception of distributive justice decreases as the level of detachment increases, and the perception of general justice increases as the perception of process justice increases. However, no significant relationship was found between general fairness and general exhaustion.

Based on the findings of the study, the following recommendations can be made:

- In order to increase employees' perceptions that their earnings and rewards are fairly distributed, the reward system and performance evaluations should be reviewed and a fair structure should be created.
- Decision-making processes should be supported by transparent communication and employee participation should be increased.
- Managers should communicate more effectively with employees, encourage open dialogue and strengthen relationships between employees.
- Policies should be implemented to provide support and flexibility to employees so that they can balance their work and private lives.
- Employees should be provided with training on stress management techniques and access to resources.
- The emotional needs of employees should be met by creating support systems in the workplace.
- Managers should be trained on effective communication and relationship management.
- Employees should be given the opportunity to express themselves through regular feedback and evaluation processes.
- Mechanisms that encourage participation should be developed so that employees can take more part in organizational decisions.
- Units representing employees should be established within the organization and employees should be allowed to make their voices heard.
- The organization should regularly evaluate employees' perceptions of fairness and burnout levels and take corrective measures when necessary.
- Periodic reviews should be conducted to evaluate and improve the effects of human resources policies.

These suggestions can help organizations create a positive impact on employees' perceptions of justice and burnout levels. Implementing these strategies to increase employee satisfaction and performance is important for the sustainability of the organization in the long term.

REFERANCE

- Babaođlan, E., Altun , SA, & akan, M. 2010. Burnout level of primary school administrators. *Turkish Journal of Educational Sciences*, 8 (2), 355-373.
- Balciođlu, İ., Memetali , S. & Rozant , R. (2008). Burnout syndrome, *Dirim Medical Newspaper*, 3 (83), 99-104.
- Bostan, A., & Cebeci, T. (2023). Bibliometric Profile of Postgraduate Theses on Burnout in the Field of Tourism in Turkey . *Tourism oath Recreation* , 5 (1), 1-9.
- Brockner , J., Ackerman , G., Greenberg , J., Gelfand , MJ, Francesco , AM, Chen , ZX, Leung , K., Bierbrauer , G., Gomez , C., Kirkman , BL & Shapiro , D. (2001). culture oath procedural justice : the influence of power distance on reactions to Voice, *Journal Of Experimental Social Psychology* , 37 (4), 300-315.
- Davarcı, M., (2021). *The impact of organizational justice and trust on knowledge sharing* . Master's Thesis, Bartın University Institute of Social Sciences.

- Demerouti , E., van Eeuwijk , E., Snelder , M., & Wild, U. (1998). assessing the effects of a “ personal ” training on psychological effectiveness capital , assertiveness and self- awareness using self- other agreement _ Career Development International, 16, 60–81
- Demirel, Y., & Seçkin, Z. (2011). The effect of organizational justice on information sharing: A research on pharmaceutical industry employees. *Bilig/Turkish World Journal of Social Sciences*, 8 (56), 99-119.
- Greenberg , J. (1987). A taxonomy of organizational justice theories . *Academy of Management review* , 12 (1), 9-22.
- Greenberg, J. (2011). Everybody talks about organizational justice, but nobody does anything about it. *Industrial and Organizational Psychology*, 2 (2), 181-195.
- Hakan, A. Ş. I. K., & YINAL, Y. D. D. A. (2023). THE EFFECT OF MOBBING ON EMPLOYEE PERFORMANCE IN WORK LIFE. *The Online Journal of New Horizons in Education-July*, 13(3).
- Kaçmaz, N. (2005). Burnout syndrome . *Istanbul Faculty of Medicine Journal*, 68 (1), 29-32.
- Kalliath, T.J., O'driscoll , M.P., & Gillespie , D.F. (1998). the relationship between burnout oath organizational commitment in two samples of health professionals _ *Work & Stress* , 12 (2),179-185.
- Kaplan, N., & Acar, OK (2023). Emotional labor and burnout: a qualitative study on physicians. *Journal of Business Research* , 15 (3), 1647-1664.
- Köktürk, S. (2023). *The relationship between employees' perceptions of organizational justice and burnout levels: an empirical research in Denizli province* , PhD Thesis, Pamukkale University Institute of Social Sciences
- Macit, M., & Aydoğan, S. (2023). The effect of organizational justice perception on job satisfaction and work integration in healthcare workers. *Journal of Economics, Business, Politics and International Relations* , 9 (1), 1-18.
- Niehoff , B. P. , & Moorman , R. H. (1993). Justice as a mediator of the relationship between methods of monitoring oath organizational citizenship behavior . *Academy of Management journal* , 36 (3), 527-556.
- Owens , S. A. (2013). *the relationship between elementary school teachers ' perceptions of principals ' leadership effectiveness oath teacher burn out* . Doctoral dissertation , The George Washington University , Washington, DC
- Özdevecioğlu , M., (2003). A research to determine the effects of perceived organizational justice on interpersonal aggressive behavior. *Erciyes University Faculty of Economics and Administrative Sciences Journal*, 21 (8), 77-96.
- Özkan, A., & Özdevecioğlu , M. 2013. The effects of occupational stress on burnout and life satisfaction : A study in accountants . *Quality & Quantity* , 47 (5), 2785-2798.
- Rupp, D., Shapiro, D., Folger, R., Skarlicki , D., & Shao, R. (2017). A critical analysis of the conceptualization and measurement of 'organizational justice': is it time for reassessment?, *Academy of Management Annals*, 11 (2), 919-959.
- Vermunt , R., & Steensma , H. (2013). *How can justice be used to manage stress in organizations ?* , Of Handbook of organizational justice , pp . 383-410, Psychology press
- Yelboğa , A. (2012). The relationship between organizational justice and job satisfaction: an empirical study, *Ege Academic Outlook*, 12 (2), 171-182.
- Yilmaz, M., (2021). *The relationship between ethical leadership, organizational justice and employee performance: The example of the Ministry of Youth and Sports* . Doctoral Thesis, Gazi University Institute of Social Sciences.
- Yolcu , N. (2021). *Glass ceiling of the syndrome organizational trust And from work separation for the purpose impact : Edirne province example* . High licence thesis , Kırklareli university Social Sciences Institute.
- Yorulmaz, YI, Çolak, İ., & Altinkurt , Y. (2017). A meta- analysis of the relationship between teachers ' job satisfaction oath burn out . *Eurasian Journal of Education Research* , 17 (71),175-192.
- Yürür, Ş. (2008). A research on the analysis of the relationships between organizational justice, job satisfaction and individual characteristics of employees, *Süleyman Demirel University Faculty of Economics and Administrative Sciences Journal*, 13 (2), 295-312.

THE RELATIONSHIP BETWEEN JOB SATISFACTION AND BURNOUT IN PRIMARY SCHOOL TEACHERS INKTC

Neriman SORALTAYFUNOĞLU

ABSTRACT

In this study, the relationship between job satisfaction and professional burnout of primary and kindergarten teachers of public schools in the Turkish Republic of Northern Cyprus was examined. The study used a scale developed by Gençer (2002) to measure teachers' job satisfaction and the content validity of the scale was measured by an application on teachers. The measurement tool was given to 819 teachers from 56 primary schools selected by disproportionate cluster sampling method and the data of 547 teachers were analyzed. According to the results of the study, there is a moderate positive relationship between the level of teachers' job satisfaction expectation and the level of realization. In other words, teachers' job satisfaction is realized in line with their expectations and the effect of this relationship on burnout was determined as 9%. In addition, a significant difference was found in terms of teachers' burnout levels according to their preference for the same task again. It was observed that task preference affected the burnout levels of teachers. According to the results, it was determined that the burnout levels of those who did not prefer the task were higher than those who said yes and undecided, and those who said undecided were different from the other levels. In addition, it was found that there was a significant difference between the burnout levels of teachers according to the school they graduated from. This shows that teachers' burnout levels may vary according to the departments they graduated from. As a result, significant relationships were found between teachers' job satisfaction and burnout levels, and it was also observed that job preference and graduation school were effective on burnout levels.

Keywords: Teacher, Job satisfaction, Burnout.

1. INTRODUCTION

1.1. Problem Statement

Recently, one of the negativities faced by people working in professions that are carried out with face-to-face relations with people has been tried to be explained with the concept of burnout. Although burnout is related to stress, occupational depression, etc., it forms a complex structure separate from them. Individuals working in organizations may face a situation such as job satisfaction depending on the working conditions in organizations. The level of job satisfaction can positively or negatively affect the behavior of people in the workplace. It is often seen that employees reveal their anxieties and frustrations and their negative attitudes towards work by reflecting their negative attitudes towards work conditions through complaining. Therefore, investigating what other problems are underlying the complaints about working conditions and solving them increases the satisfaction of the employees (Başaran, 1994).

Job satisfaction is one of the issues that are carefully emphasized because it is a source of unhappiness for the employee and dissatisfaction for the organization. When the related literature is examined, it is seen that the relationship between satisfaction and success and the elements that determine satisfaction have been the subject of many studies (Canman, 1995). In developed countries, organizational analyses are conducted at certain intervals in order to find out the organizational elements that push employees to satisfaction and dissatisfaction, and thus to reveal which variables the management will focus on in order to increase organizational effectiveness (İncir, 1990). In our country, studies examining the phenomenon of employee satisfaction and the problem of dissatisfaction have been conducted (Balçı, 1993). When the research findings are analyzed, it is seen that the reasons for dissatisfaction of the employees of undeveloped countries are different from those of the employees of developed countries. For example, although the wage element has ceased to be a source of satisfaction for the employees in developed countries, it still maintains its importance for the employees in our country and is one of the leading organizational variables that cause dissatisfaction (Aytaç, 2002).

The subject examined in this study is to examine the relationship between job satisfaction and job burnout by focusing on the causes of job satisfaction and job dissatisfaction based on the assumption that job dissatisfaction causes occupational burnout. It is known that factors such as success, recognition, work itself, responsibility and progress are effective in ensuring job satisfaction. On the other hand, management, supervision, wages, working conditions and friendships are effective in the emergence of job dissatisfaction. In our country, unhappiness is observed in employees for some reasons (Balçı, 2002). This problem is also detected intensely in primary school teachers who provide basic education. For this reason, job satisfaction is a dynamic, variable and a subject that needs to be examined, with new models being put forward day by day. Teachers, who are constantly dealing with knowledge-hungry students and other people, have to show great dedication. Overload and high ideals will lead to early teacher burnout. The job dissatisfaction of teachers, who are responsible for raising future generations, and the causes of burnout syndrome should be identified and investigated. In order to be able to talk about efficiency in education, it can be said that it is of vital importance for the future of the country to ensure that teachers who will provide efficiency work efficiently.

1.1.1. Problem Statement

"Is there a significant relationship between teachers' job satisfaction levels and professional burnout levels? This question constitutes the problem sentence of the research.

1.1.2. Sub Problems

1. Is there a relationship between job satisfaction realization and professional burnout of primary school teachers?
2. Is there a relationship between job satisfaction expectation level and realization level of primary school teachers?
3. Is there a difference between the occupational burnout levels of primary school teachers according to whether they choose the profession willingly or not?
4. Is there a significant difference between primary school teachers' graduation department and burnout level?

1.2. Purpose of My Research

Work is an important part of human life. The satisfaction of the employee with his/her job also affects his/her life. It is observed that people generalize their feelings in an area that they find important to them by reflecting them to other areas. It is usual for an employee to generalize the feelings in his/her family life to his/her job in the organization and the feelings in his/her job to his/her family life. It is possible to say that an employee who does his/her job with pleasure will lead to a longer life span. In addition, job satisfaction has a positive effect on the physical and mental health of the employee. Job dissatisfaction also leads to burnout. The aim of this research is to analyze the relationship between job satisfaction and burnout. To put forward appropriate solutions to the results obtained and to make necessary suggestions to increase teachers' job satisfaction.

1.3. Importance of the Research

Today, a country's development and progress in every field seems to depend on its qualified manpower. Qualified manpower is the result of qualified education. Qualified education is closely related to the quality of the teacher. Teachers are responsible for raising new generations as professionals with constructive and creative qualities and as citizens who are aware of their duties and responsibilities towards their country (Büyükkaragöz and Çivi 1997).

Especially the increase in the importance, duties and responsibilities imposed on primary school teachers often creates tension in teachers. Primary education is the cornerstone of the education system. At this stage, children gain knowledge and skills necessary for socialization and social life as well as education. In primary schools, children are taught the most basic knowledge necessary for modern life, such as reading and writing, using their mother tongue correctly, and basic mathematical operations. The knowledge and skills that children acquire in primary schools enable them to be productive and efficient for themselves and society in their future lives. The importance and necessity of this stage will be especially noticeable when it is taken into consideration that only primary education is compulsory in our country (Girgin, 1995). The importance and value of primary school teachers is quite high for both the child and the whole society. Gates (1990) emphasized the mental health of the teacher and argued that in order for the teacher to be a successful educator, good mental health is necessary. Teachers in our country experience some problems. There are many reasons such as not choosing their profession consciously, overloaded curriculum, inadequate educational materials, misdirection of education by policies, problems in teacher training institutions and teacher transfers. Ensuring efficiency in education depends primarily on the satisfaction of teachers with their work and thus their willingness to act in line with the aims of the organization to which they belong. This is only possible by identifying and minimizing the factors that cause dissatisfaction among teachers.

1.4. Assumptions

The following assumptions will be made in this study.

1. The teachers who participated in the study answered the questions sincerely.
2. Teachers' responses reflect the current situation.

1.5. Limitations

This study is limited to the job satisfaction and burnout levels of primary school teachers working in the Turkish Republic of Northern Cyprus in the 2005-2006 academic year.

1.6. Definitions

Teacher: A person working in public education institutions who is a specialized profession that takes over the state's duties of education and training and related administrative duties, and who is obliged to fulfill his/her duties in accordance with the objectives and basic principles of Turkish National Education (Article 43 of the Basic Law on National Education).

Class Teachers: A teacher who fulfills the duties of education and training in any class or branch (classroom) in a school (TRNC Education Law: 9).

Occupational Burnout: It is a physical, emotional and mental exhaustion syndrome characterized by physical exhaustion, chronic fatigue, feelings of helplessness and hopelessness, development of a negative self-concept and negative attitudes towards work, life and other people (Dursun, 2000).

Job Satisfaction: Emotional reactions that are a function of the difference between the employee's desires regarding job dimensions and his/her perceptions regarding the degree to which these are achieved in his/her job (Balçı, 1985).

Stress: External and internal factors that cause the individual to be forced to exceed the limits of adaptation (Izgar, 2000).

Motivation: It means the power that mobilizes a person for a certain purpose (Köşker 2005).

2. CONCEPTUAL FRAMEWORK

2.1. Job Satisfaction

Job satisfaction was first introduced in the 1920s, but its real importance was realized in the 1930s and 40s. Since then, it has been the most studied subject of industrial and organizational psychology. The idea that the happiness of employees in their jobs affects their productivity has made the concept of job satisfaction even more current (Aksayan, 1990). Job satisfaction is the harmony between what the employee expects and what he/she receives from the organization and his/her job, it is a feeling felt by the employee when the values that the employee can obtain in the organization are found to be compatible. Job satisfaction is generally defined as employees' feelings about their jobs (Özben and Argun 2002). Job satisfaction is the pleasure that an employee feels as a result of evaluating his/her job or work life and the emotional state he/she reaches. The higher the degree of this feeling of pleasure reached by the employee, the higher his/her satisfaction with his/her job (Başaran, 1982). The higher the degree of this feeling of pleasure reached by the employee, the higher his/her satisfaction with his/her job (Başaran, 1982). The higher the degree of this feeling of pleasure reached by the employee, the higher his/her satisfaction with his/her job (Başaran, 1982). It is accepted that job satisfaction is related to life satisfaction and directly affects the physical and mental health of individuals (Ergin, 1997). Satisfaction, which refers to a subjective and emotional concept, is a concept that cannot be directly observed by another individual, and can only be defined and expressed by the individual concerned (Bölüktepe, 1993). Job satisfaction can be achieved by increasing the quality of working life, regulating working conditions and working environment, meeting the psychological, economic and social needs of employees and minimizing the problems arising from working life (Izgar, 2000).

2.2. Burnout

Burnout is one of the most fundamental problems in education. The decline in personal satisfaction decreases an individual's working success and performance. The concept of burnout was first defined by Freudenberg (1974) and in the last 20 years many researches have been conducted on different job opportunities. It frequently occurs in people who work face-to-face with people due to their job and is accepted as a three-dimensional situation (Izgar 2000). The most widely accepted definition of burnout today is that of Maslach et al. (1980), which perceives burnout as a three-dimensional concept. In this definition, burnout is accepted as a three-dimensional syndrome that frequently occurs in people who constantly work face-to-face with other people due to their job. These three dimensions are named as emotional exhaustion, depersonalization and a feeling of decline in personal accomplishment (Izgar, 2000).

The first dimension of burnout is emotional exhaustion. Emotional exhaustion describes the feeling of being overburdened, in other words, the feeling of being overloaded (Özer, 1998). Emotional exhaustion is accepted as the main dimension of burnout. At the psychological level, the individual feels that his/her emotional resources are gradually decreasing. A person who is in an emotionally intense work tempo strains himself/herself and people are overwhelmed by their demands. Emotional exhaustion is a reaction to this situation. Individuals caught in this situation feel themselves lacking the energy to start a new day. Their emotional resources are completely exhausted and they cannot find resources to fill them again (Dursun, 2000).

The second dimension is defined as depersonalization, which refers to the development of negative, cynical attitudes and feelings towards the people with whom the individual works (Akçamete, Kaner, Sucuoğlu, 2001). If the shell of a snail is shaken, it retreats into the shell, and if it is shaken again, it does not react, and depersonalization is like this example. The cold, indifferent, rigid and even inhuman structure that develops creates desensitization, which is the second pillar of burnout syndrome (Dursun, 2000). The person treats others cynically and rudely and ignores their requests and demands (Işıklar, 2002). Using derogatory language, categorizing people, doing business according to strict rules and assuming that evil will come from others are the first signs of depersonalization (Işıklar, 2002). Using derogatory language, categorizing people, doing business according to strict rules and assuming that evil will come from others are among the first signs of depersonalization (Torun, 1995).

The third dimension is personal failure. It shows that the person evaluates himself/herself as inadequate and unsuccessful in his/her job (Gökçakan & Özer, 1999). The negative way of thinking about others leads to negative thoughts about oneself; the person feels guilty with these thoughts and behaviors. He/she develops a feeling that no one likes him/her. He/she judges himself/herself as a failure. At this point, the third stage of burnout, low sense of personal accomplishment, emerges (Örmen, 1993). The three dimensions of burnout are interrelated; for example, for caregivers working in hospitals, depersonalization leads to both emotional exhaustion and a decrease in personal achievement, and a similar relationship is observed in teachers; a teacher's depersonalization towards his/her students, withdrawal and distancing himself/herself from students leads to more emotional exhaustion and lower levels of personal achievement (Akçamete, Kaner, Sucuoğlu, 2001).

2.3. Motivation and Job Satisfaction

Depending on its usage, the word motivation can mean hundreds of things such as desire, need, motive, goal, impulse, wish, aim, love, desire (Morgan, 1995). It is quite difficult to find the exact meaning of the concept of motivation. Etymologically, motivation comes from the words motive in English and movere in Latin (Aydın, 2001). The Turkish equivalent of the term motive can be determined as motive or mobilizer. In short, motivation means the power that mobilizes a person for a specific purpose (Köşker, 2005). In terms of the individual, motivation covers many phases from the satisfaction of personal needs to the self-realization of the individual. In organizational terms, motivation means all the forces and mechanisms that enable organizational members to start working, to continue their work and to fulfill their duties willingly (İncir, 1984). Motivation is also defined as the voluntary participation of teachers and students in the teaching-learning process. Accordingly, in the process of motivation, there are behaviors such as taking responsibility, sharing, creating and enjoying learning. Motivation is a teacher and student centered concept. In order for students to be motivated, teachers should personally participate in educational activities with enthusiasm and enthusiasm (Aydın, 2001).

Research shows that interdependent groups of members are more likely to participate in the realization of goals under favorable conditions. Behaviors that jeopardize organizational goals occur especially when members' needs are not met. Behaviors such as resistance, defiance and avoidance of cooperation are in reality consequences, not causes. It is not right for a school administrator to be afraid of the groups in his/her school or to take some of them with him/her and others against him/her. Instead of trying to prevent the tendency of grouping in human nature, he/she should put these groups into action in a way that will help the realization of school goals (İncir, 1990). They argue that when certain values or needs of the employee are met by the organization, the employee will reach satisfaction. Therefore, the organization should know the needs of the individual well and prioritize motivation. Some theories have been developed regarding the satisfaction of the employee with his/her job. These theories approach job satisfaction from different perspectives.

3. METHOD

3.1. Research Model

In this study, relational survey model was used. The relationships between teachers' job satisfaction and professional burnout, the differences between job satisfaction expectation level and job satisfaction realization level were examined in terms of variables such as length of service, position in the school, choosing the profession willingly or unwillingly, gender, graduated school, and burnout level in terms of the same variables. Since the relationships between two different situations that can affect each other are examined within the framework of various variables, the model of this research is relational survey (Gençer, 2002).

3.2. Population and Sample

The population of this study consists of primary school and kindergarten teachers in the 2005-2006 academic year in K.K.T.R. public schools. Since it was not possible to reach the whole population due to time and financial constraints, 56 primary schools were selected by disproportionate cluster sampling method. The measurement tool was given to 819 out of 1233 teachers and 547 of these were returned in a healthy way.

3.3. Measurement Tools

The research focuses on a scale developed by Gençer (2002) to measure teachers' job satisfaction. The content validity of the scale was measured by Gençer through an application on 50 teachers. The analysis showed that the scale was clear, comprehensible and reflective of the situation, and the Cronbach Alpha value was found to be 0.88.

The Burnout Inventory developed by Maslach and consisting of three subscales was used in the study. Emotional Exhaustion, Depersonalization and Personal Achievement subscales of the inventory were evaluated. This scale assesses burnout status.

An information form developed by the researcher was used to determine the demographic and professional characteristics of the teachers. It includes variables such as gender, age, length of professional service, position, graduated school.

3.4. Analyzing the Data

The data obtained from the scales were transferred to the SPSS package program. T test, F test, correlation analysis, Scheffe and Anova were performed with the data obtained.

4. FINDINGS

4.1. Findings and Comments on the Relationship between Primary School Teachers' Job Satisfaction and Occupational Burnout Levels

The first sub-problem of the study was determined as "Is there a relationship between primary school teachers' job satisfaction and professional burnout?". Accordingly, the following findings were obtained as a result of the analysis of the data obtained and shown in Table 1.

Table 1. The Relationship Between Job Satisfaction Realization Levels and Occupational Burnout Levels of Primary School Teachers

Groups	N	X	SS	sd	R	P
Realization Level	547	3,30	,518	546	-,385	,000*
Burnout Level	547	2,50	,673			

*p<0,01

As seen in Table 1, there is a negative correlation between teachers' job satisfaction realization and professional burnout. $r=-.385$, which is not very high, shows that there is a moderate negative correlation. $p=.05$ at the significance level, this correlation is significant at .000 level, which means that burnout is affected by the explanation of job satisfaction realization level as 0.15. Based on these findings, it can be said that there is a negative correlation between job satisfaction and professional burnout. "In other words, as teachers' job satisfaction level increases, their occupational burnout level decreases. As the level of professional burnout decreases, the level of job satisfaction decreases.

4.2. Expectation Level and Realization Level of Job Satisfaction of Primary School Teachers Findings and Comments on the Relationships Between

The second sub-problem of the study was determined as "Is there a relationship between primary school teachers' job satisfaction expectation level and realization level?". Accordingly, the following findings were obtained as a result of the analysis of the data obtained and shown in Table 2.

Table 2. Expectation Level of Job Satisfaction and Realization Level of Primary School Teachers Relationship Between

Groups	N	X	SS	sd	R	P
Expectation Level	547	3,97	,578	546	,302	,000*
Realization Level	547	3,30	,518			

*p<0,01

As seen in Table 2, there is a positive relationship between teachers' job satisfaction expectation level and realization level. $r=.302$, which is not very high, but it shows that there is a positive relationship at a moderate level. $p=.05$ significance level, this relationship is significant at the level of ,000 and $r^2=(.302)^2= 0.09$, so it is seen that burnout is affected by the explanation of job satisfaction realization level as 0.09. In this study, the average of job satisfaction expectation level of teachers was found to be 3.97 and the average of job satisfaction realization level was found to be 3.30. It was seen that the expectation level of job satisfaction of the teachers was high but the realization level of their expectations was medium. As a general result, it can be said that job satisfaction is at a medium level. Birlik (1999), as a result of his research on the professional satisfaction of teachers and their understanding of education, it was seen that the fact that young teachers have excessive expectations decreases their level of satisfaction when they first enter the job. Gençer (2002) found that the expectation level of job satisfaction of teachers in general was high, but the level of realization of their expectations was low.

4.3. Whether Primary School Teachers Choose the Profession Voluntarily or not and Professional

The third sub-problem of the study was determined as "Is there a difference between the occupational burnout levels of primary school teachers according to whether they choose the profession willingly or not?". Accordingly, the following findings were obtained as a result of the analysis of the data obtained and shown in Table 3.

Table 3. The Test of the Difference Between Primary School Teachers' Whether They Choose the Profession Willingly or Not and Their Occupational Burnout Levels

Choosing the Same Task	N	X	SS	F	P
Yes	417	2,37	,592	36,592	0,000*
No.	55	3,05	,806		
Undecided	75	2,78	,704		
Total	547	2,50	,673		

* $p < 0,01$

As seen in Table 3, according to the results of the analysis, there is a significant difference between the burnout levels of teachers according to their preference to do the same task again. ($F(2-544)=36,592$, $p < 0,05$). In other words, teachers' burnout levels vary according to whether they prefer to do the same job again or not. The results of the Scheffe test conducted to find out between which groups the differences between the units are between are shown in Table 15. According to this, the burnout levels of those who said no to this task are higher than those who said yes and undecided ($x = 3,05$), then it is seen that the burnout levels of those who said undecided are also different from the other levels ($x = 2,79$). The burnout levels of those who said yes were lower than the others ($x = 2,37$). According to the findings obtained, it can be said that the level of burnout in teachers who choose the profession willingly is lower, the level of burnout in those who choose the profession involuntarily is higher, and the level of burnout in those who answer "undecided" is at a medium level. According to the results of the research, there is a significant relationship between doing a job willingly and the level of burnout in that job. It can be said that the burnout level of teachers who do their job willingly is low, while the burnout level of teachers who do their job reluctantly is high.

4.4. Findings and Comments Related to the Difference Between the Department of Graduation and Burnout Level of Primary School Teachers

The fourth sub-problem of the study was determined as "Is there a significant difference between primary school teachers' graduation department and burnout level?". Accordingly, the following findings were obtained as a result of the analysis of the data obtained and shown in Table 4.

Table 4. The Difference Between Primary School Teachers' Department of Graduation and Occupational Burnout Level

Graduation	N	X	SS	F	P
Atatürk Teachers College (Atatürk Teachers Academy)	408	2,55	,683	3,725	0.005
Classroom Teaching Department of a University	9	2,65	,476		
Faculty of Education of a University other than Classroom Teaching	71	2,26	,570		

Department Not Affiliated to the Faculty of Education of a University.	37	2,32	,613
Other	22	2,52	,779
Total	547	2,50	,673

As seen in Table 4, according to the results of the analysis, there is a significant difference between the burnout levels of teachers according to the school they graduated from. ($F=3,725$, $p<,05$). In other words, teachers' burnout levels vary according to the department they graduated from. Scheffe test was conducted to find out between which groups the differences between the units were. Accordingly, the lowest burnout ($x=2,26$) was observed in teachers who graduated from a university's faculty of education other than classroom teaching, and the highest burnout ($x=2,65$) was observed in teachers who graduated from a university's department of classroom teaching. In short, it is observed that there is a difference between the groups.

CONCLUSIONS AND RECOMMENDATIONS

According to the results of this study, there is a moderate positive relationship between teachers' job satisfaction expectation level and realization level. In other words, teachers' job satisfaction is realized in line with their expectations. The effect of this relationship on burnout was determined as 9%. In addition, a significant difference was found in terms of teachers' burnout levels according to their preference for the same job again. It was observed that task preference affected the burnout levels of teachers. According to the results, it was determined that the burnout levels of those who did not prefer the task were higher than those who said yes and undecided, and those who said undecided were different from the other levels. In addition, it was found that there was a significant difference between the burnout levels of teachers according to the school they graduated from. This shows that teachers' burnout levels may vary according to the departments they graduated from. According to the results, while the burnout level of teachers who graduated from a university's faculty of education other than classroom teaching was the lowest, the burnout level of teachers who graduated from the department of classroom teaching was the highest. As a result, significant relationships were found between teachers' job satisfaction and burnout levels, and it was also observed that job preference and school of graduation were effective on burnout levels. At the end of the research, the following suggestions were developed:

- Schools and educational institutions can develop support programs to increase teachers' job satisfaction and reduce their burnout levels. These programs should provide teachers with psychological support, professional development opportunities and strategies for coping with stress.
- A system can be established where newly graduated teachers are mentored by experienced teachers. In this way, teachers can share professional problems, share experiences and receive support for their professional development.
- Faculties of education could include teacher job satisfaction and coping with burnout in their pedagogical formation programs to provide better professional preparation for pre-service teachers. This can more effectively prepare pre-service teachers for their professional lives.
- Schools can identify the factors that affect teachers' job satisfaction and focus on improving these factors. A good school climate can increase teachers' motivation and reduce the risk of burnout.
- Schools can provide emotional support to teachers by offering psychological counseling services. These services can help with issues related to work stress, communication problems or professional development.
- School administrations can provide regular feedback to teachers to evaluate their performance and highlight positive contributions. This can increase teachers' motivation and positively affect their job satisfaction. - Teachers can be supported in balancing work and personal life. Measures such as flexible working hours, family-friendly policies and balanced distribution of workload can improve teachers' quality of life.

REFERENCES

- Akçamete, G., Kaner S.ve Sucuoğlu, B. (2001). Öğretmenlerde Tükenmişlik İş Doyumu ve Kişilik. Ankara: Nobel Yayıncılık.
- Aksayan, S. (1990). Koruyucu ve Tedavi Edici Sağlık Hizmetlerinde Çalışan Hemşirelerin İş Doyum Etkenlerinin İncelenmesi. Doktora Tezi, İstanbul Üniversitesi Sosyal Bilimler Enstitüsü.
- Aydın, A. (2001). Gelişim ve Öğrenme Psikolojimi. İstanbul: Alfa Yayınları.
- Aytaç, S. (2002). Kariyerin Değişen Doğası ve Yeni Yaklaşımlar. Çalışına Yaşamında Dönüşümler. Derleyen. Aşkın Keser. Bursa: Ezgi Kitapevi.
- Balcı, A. (1993). Etkili Okul, Kuram Uygulama ve Araştırma. Ankara: Yavuz Dağıtım
- Balcı, A. (2002). Etkili Okul Okul Geliştirme. Ankara: Pegem Yayıncılık
- Başaran, İ. E. (1982). Örgütsel Davranış. Ankara: A.Ü.E.F. Yayınları
- Başaran, İ. E. (1994). Eğitime Giriş. Ankara: Kadioğlu Matbaası.
- Bölkütepe, F. E. (1993). Kamu Örgütlerinde İş Tatmini. Yüksek Lisans Tezi, Atatürk Üniversitesi Sosyal Bilimler Enstitüsü.
- Büyükkaragöz S. ve Çivi, C. (1997). Genel Öğretim Metodları. İstanbul: Öz Eğitim Yayınları.
- Canman A. D. (1995). Çağdaş Personel Yönetimi. Ankara: TOAİE Yayınları.
- Dursun, S. (2000). Öğretmenlerde Tükenmişlik ve Yüklenme Biçimi, Cinsiyet, Eğitim Düzeyi ve Hizmet Süresi Değişkenleri Arasındaki Yordayıcı İlişkilerin İncelenmesi. Yüksek Lisans Tezi, K.T.Ü. Sosyal Bilimler Enstitüsü Sosyal Bilimler Enstitüsü.
- Ergin, C. (1992). Doktor ve Hemşirelerde Tükenmişlik ve Maslach Tükenmişlik Ölçeğinin Uyarlanması . VII. Ulusal Psikoloji Kongresi Bilimsel Çalışmaları El Kitabı: 143-154.
- Gates (1990). Educational Psychology. The Mc Millan Comp. Newyork
- Girgin, G. (1995). İlkokul Öğretmenlerinde Meslekten Tükenmişliğin Gelişimini Etkileyen Değişkenlerin Analizi ve Bir Model Önerisi (İzmir İli Kırsal ve Kentsel Yöre Karşılaştırılması). Doktora Tezi, Dokuz Eylül Üniversitesi Sosyal Bilimler Enstitüsü.
- Gökçakan, Z. ve ÖZER, R. (1999). Doğu Karadeniz Bölgesindeki Görevli Rehber Öğretmenlerde Tükenmişlik Düzeyi Nedenleri ve Çeşitli Nedenlere Göre İncelenmesi. 4. Ulusal Eğitim Bilimleri Kongresi Bildirileri. Eskişehir
- Işıklar, A. (2002). Lise Dengi ve İlköğretim Okullarındaki Öğretmenlerin İş Doyumu, Tükenmişlik ve Empatik Eğilimleri Arasındaki İlişkilerin Bazı Değişkenler Açısından İncelenmesi, Yüksek Lisans Tezi, Selçuk Üniversitesi Sosyal Bilimler Enstitüsü.
- Izgar, H. (2000). Okul Yöneticilerinin Tükenmişlik Düzeyleri. Nedenleri ve Bazı Etken Faktörlere Göre İncelenmesi, Doktora Tezi, Konya Üniversitesi Sosyal Bilimler Enstitüsü.
- İncir, G. (1990). Çalışanların İş Doyumu Üzerine Bir İnceleme. Ankara: Milli Prodüktivite Merkezi Yayınları.
- Köşker, A. (2005). K.K.T.C’de Ortaokullarda Öğrenmede Motivasyon ve Dikkatin Algılanması. Yüksek Lisans Tezi, Lefkoşa: Yakın Doğu Üniversitesi Sosyal Bilimler Enstitüsü.
- Morgan, C. T. (1995). Psikolojiye Giriş (Çevirenler: Hüsnü Ancı ve diğerleri) Ankara: H.Ü. Psikoloji Bölümü Yayınları.
- Örmen, U. (1993). Tükenmişlik Duygusu ve Yöneticiler Üzerinde Bir Uygulama. Yüksek Lisans Tezi, Marmara Üniversitesi Sosyal Bilimler Enstitüsü.
- Özben, Ş. ve Argun, Y. (2002). Sosyo- Demografik Özelliklere Göre İlköğretim Öğretmenlerinin İş Doyumu ve Tükenmişlik Düzeylerinin İncelenmesi. XI. Eğitim Bilimleri Kongresi, Lefkoşa: Yakın Doğu Üniversitesi.
- Torun, A. (1995). Tükenmişlik, Aile Yapısı ve Sosyal Destek İlişkileri Üzerine Bir İnceleme. Doktora Tezi, Marmara Üniversitesi Sosyal Bilimler Enstitüsü.

THE RELATIONSHIP BETWEEN JOB SATISFACTION AND ORGANIZATIONAL COMMITMENT OF EMPLOYEES IN TOURISM BUSINESSES

Ferda ÖZTÜRK
ferdazturk@gmail.com

Yrd. Doç. Azmiye YINAL
azmiye.yinal@akun.edu.tr

Burak DEMİR
burak.demir@akun.edu.tr

ABSTRACT

This research aims to evaluate the relationship between job satisfaction and organizational commitment of employees in tourism sector enterprises. The study is based on a large population of 9,280 employees working in 138 accommodation facilities operating in different districts of TRNC. Based on a sample of 507 respondents selected through a quota sampling method, the study examined the relationship between organizational commitment and the demographic characteristics of the respondents such as gender, age, marital status, educational level and professional seniority. According to the results of the study, the relationship between marital status and organizational commitment reveals various findings. While there was a significant difference between married and single participants in the emotional commitment sub-dimension, no such difference was found in other commitment sub-dimensions. In addition, it was determined that married participants had a higher level of satisfaction in the general satisfaction sub-dimension. However, the effect of marital status on intrinsic and extrinsic satisfaction sub-dimensions is not statistically significant. The fact that married participants have higher satisfaction levels in the general satisfaction sub-dimension indicates that marital status may have an effect on the general satisfaction level. When the relationship between educational level and job satisfaction was examined, it was determined that master's/doctorate graduates had higher satisfaction levels in the general satisfaction sub-dimension. However, in the sub-dimensions of intrinsic satisfaction and extrinsic satisfaction, it was observed that the level of education did not have a significant effect on job satisfaction. The relationship between professional seniority and job satisfaction was evaluated and a significant difference was found between professional seniority groups in the external satisfaction sub-dimension. No significant difference was found between professional seniority groups for other commitment sub-dimensions. The correlation analysis of the study reveals positive and statistically significant relationships between job satisfaction and organizational commitment. There is a strong relationship between intrinsic satisfaction, extrinsic satisfaction and general satisfaction sub-dimensions and emotional commitment, continuance commitment, normative commitment and general commitment. Regression analysis results show that general satisfaction has a positive effect on organizational commitment.

Keywords: Job satisfaction, intrinsic satisfaction, extrinsic satisfaction, organizational commitment.

1. INTRODUCTION

1.1. Problem Status

Job satisfaction is a basic concept that expresses the satisfaction an individual obtains from his/her business life. This satisfaction includes liking the individual's job, having positive feelings towards his job, and positive experiences in this field. Job satisfaction is of great importance for both the personal development of the individual and organizational success. From an individual perspective, job satisfaction positively affects the physical and mental health of the individual (Andıç and Karaca, 2023). Individuals who are satisfied with their jobs can keep their stress levels under control, establish a better work-life balance, and increase their overall life satisfaction. This situation increases the motivation and energy of employees and increases their productivity. From an organizational perspective, it increases job satisfaction, organizational commitment and employee loyalty. Individuals who are satisfied with their jobs are more committed and loyal to their organizations. This commitment encourages cooperation and interaction by creating a positive work environment within the organization (Koç and Ertürk, 2023).

Job satisfaction is affected by various factors. These factors include elements such as job content, working conditions, colleagues, employer and organizational culture. In addition, individuals' personal characteristics and expectations also affect job satisfaction. In this context, the complexity and diversity of job satisfaction is emphasized. Therefore, job satisfaction is a critical factor for organizations that affects not only the happiness of individual employees but also the overall performance of the organization. Focusing on job satisfaction can strengthen the sustainability and competitive advantage of the organization by increasing employee motivation and commitment (Ladikli and Arslan, 2023).

Organizational commitment is a critical concept that expresses the level of loyalty and commitment an employee feels towards the organization. In this context, organizational commitment can be defined as the combination of an employee's desire to stay in the organization, his desire to exert more effort for the organization, and his belief in the goals and values of the organization. From an individual perspective, organizational commitment positively affects the physical and mental health of employees. Employees with high levels of organizational commitment can keep their stress levels lower, maintain better work-life balance, and increase their overall life satisfaction to higher levels. In addition, increasing organizational commitment positively affects the productivity and performance of employees (İşlek and Bakioğlu, 2023).

From an organizational perspective, organizational commitment strengthens the efficiency and profitability of organizations. Engaged employees contribute more to their organizations, spend more effort to achieve organizational goals, and thus contribute significantly to the success of their organizations (Ates and Tecen, 2023). Among the factors affecting organizational commitment, elements such as job content, work conditions, colleagues, employer and organizational culture play an important role. At the same time, individuals' personal characteristics and expectations also determine organizational commitment. This complex interaction requires considering organizational commitment from a broad perspective. As a result, organizational commitment is a concept that creates an important interaction area at the individual and organizational levels and stands out as a critical element for sustainable success in business life (Aslan and Terzi, 2023).

Job satisfaction and organizational commitment levels of employees in the tourism sector can generally be affected by factors such as the dynamic structure of the sector, service-oriented working conditions and interaction with customers. Within the scope of this information, the problem statement of the study is "Is there a relationship between job satisfaction and organizational commitment of employees in businesses operating in the tourism sector?" was determined as .

1.2. Purpose and Importance of the Research

This research aims to examine the relationship between job satisfaction and organizational commitment of employees in businesses operating in the tourism sector. Tourism is a dynamic and rapidly changing sector, and understanding the job satisfaction and organizational commitment of employees in this sector is of critical importance for the sustainability and performance of businesses. It creates significant effects on the job satisfaction levels, working conditions, intra-work relations and perceptions of career development of employees in tourism enterprises. This study aims to elucidate the potential effects of job satisfaction on organizational commitment levels of employees in businesses operating in the tourism sector. The findings of the research may contribute to tourism businesses better understanding employee satisfaction and loyalty strategies and developing effective policies in this field. Therefore, this study, which is expected to make a valuable contribution to the tourism sector, represents an important step towards an in-depth understanding of the relationship between job satisfaction and organizational commitment.

1.3. HYPOTHESES

The hypotheses of this research are as follows:

1. H1: There is a significant difference between marital status and organizational commitment.
H0: There is no significant difference between marital status and organizational commitment.
2. H1: There is a significant difference between gender and job satisfaction.
H0: There is no significant difference between gender and job satisfaction.
3. H1: There is a significant difference between marital status and job satisfaction.
H0: There is no significant difference between marital status and job satisfaction.
4. H1: There is a significant difference between educational status and job satisfaction.
H0: There is no significant difference between educational status and job satisfaction.
5. H1: There is a significant difference between professional seniority and job satisfaction.
H0: There is no significant difference between professional seniority and job satisfaction.
6. H1: There is a significant relationship between job satisfaction and organizational commitment.
H0: There is no significant relationship between job satisfaction and organizational commitment.
7. H1: Job satisfaction has an effect on organizational commitment
H0: Job satisfaction has no effect on organizational commitment

1.4. Assumptions

research participants gave their answers to the scale questions sincerely.

1.5. Limitations

Research;

- With research participants,
- With the resources used,

- With the scale questions used in the research,
- It is limited to employees working in accommodation establishments in TRNC.

1.6. Definitions

Job satisfaction: It refers to an employee's general satisfaction with his job and working conditions (Çakır and Öztürk, 2023) .

Organizational commitment: It refers to a strong level of loyalty and devotion that an employee feels towards the organization he works for (Tamer and Bük, 2020) .

2. THEORETICAL FRAMEWORK

2.1. Job satisfaction

Job satisfaction refers to an individual's overall level of satisfaction with their job. An employee's job satisfaction can be affected by a variety of factors, including working conditions, pay, career opportunities, relationships with colleagues and management style. A healthy job satisfaction can increase employee motivation, positively affect job performance, and improve the overall atmosphere in the workplace. Job satisfaction is of critical importance not only at the individual level but also for corporate success. Businesses can adopt various strategies to increase employee satisfaction; These may include measures such as fair remuneration, career development opportunities, effective communication and encouraging employee participation. A successful job satisfaction policy can increase employee loyalty and create a positive work culture within the business. Job satisfaction refers to the level of satisfaction an employee feels with his job. This concept is shaped depending on factors such as the employee's work environment, working conditions, salary, management style, career opportunities, relationships with colleagues and general work experience. Job satisfaction is a reflection of the positive or negative feelings an individual has towards their job and can affect an employee's motivation, commitment and performance. Job satisfaction can be affected by a number of factors (Aşan and Erenler, 2008).

" job satisfaction" is a concept that focuses on the social and psychological dynamics in the business world and has attracted wider attention in this context, especially since the mid-20th century. During this period, more emphasis began to be placed on the fact that work plays an important role in an individual's life, beyond being just a source of income, and on the level of satisfaction that employees derive from their jobs. Job satisfaction has emerged as a term that expresses the individual's emotional state and satisfaction with his/her job. This term evaluates the psychological effects of a job on an individual by addressing its effects on the employee's experiences, relationships, conditions, and expectations in the work environment. Work Satisfaction is of critical importance for both the individual's own personal development and overall performance and effectiveness at work. Research on job satisfaction in the second half of the 20th century has led businesses to adopt various strategies to increase employee satisfaction and strengthen their long-term commitment. These strategies include fair remuneration, healthy working conditions, career development opportunities and effective leadership practices (Çakır and Öztürk, 2023) .

Today, the concept of job satisfaction represents an important perspective that encourages businesses to focus not only on financial success but also on the happiness and well-being of their employees. Research and practice on job satisfaction continues to deepen the understanding of social dynamics in the business world and develop a variety of strategies to enable employees to have a more satisfying work experience. Job satisfaction in workplaces in the Turkish Republic of Northern Cyprus (TRNC) is an important concept shaped based on various factors. Employees at workplaces in TRNC generally evaluate job satisfaction by focusing on factors such as working conditions, wages and benefits, career opportunities, business relations and workplace culture (Araslı, Arıcı, & Araslı, 2016).

2.2. Definition of Organizational Commitment

Organizational commitment is a strong sense of commitment, loyalty and belonging that an individual feels to the organization he works for. This commitment refers to an emotional, cognitive and behavioral combination of the employee to his organization. Emotionally, the employee has strong feelings and commitment to the organization. Cognitively, it is important for the employee to internalize and adopt the goals and values of the organization. Behaviorally, the employee's positive behavior towards the organization, participation and intention to stay in the organization indicate organizational commitment (Tamer and Bük, 2020) .

Organizational commitment refers to the level of loyalty, attitude and commitment an individual feels towards the organization of which he is a member. This concept reflects the employee's desire to ensure long-term continuity within the organization by sharing the goals and values of the organization. Organizational commitment occurs in a dimension that focuses both on the individual's job (job commitment) and on the general goals of the organization (organizational commitment). In this context, it is a factor that does not affect short-term situations and significantly affects business continuity. One of the main determinants of organizational commitment is important in understanding the behavior of people in the organizational structure. Characteristics such as employee performance, retention, job satisfaction, development and creativity are in a strong relationship

with the level of commitment to the organization. Employees with high organizational commitment generally have long tenure, low turnover and high job satisfaction (Doğan and Kılıç, 2007).

In particular, the employee's commitment to the organization can provide an advantage for the business. High commitment can increase the employee's long-term contribution within the organization and support the stability of the organization. This may also have a positive impact on the employee's job satisfaction and development. Organizational commitment is a critical concept that expresses the emotional commitment of individuals to the organization. Employees with high organizational commitment generally have the potential to create longer-term value for the organization (Tokmak, 2018).

3. METHOD

3.1. Research Method

This research was designed as quantitative. Quantitative research is a type of research that objectifies facts and events and reveals them in an observable, measurable and numerically expressible way. Research that is repeatable and objectively revealed through observation and measurement is known as quantitative, that is, "numerical" research (Karasar , 2008).

3.2. Population and Sample

The population of the study consists of 9,280 personnel working in a total of 138 Accommodation facilities operating in the districts of Nicosia, Kyrenia, Famagusta, Iskele and Güzelyurt in TRNC (TRNC Economy Status Report, 2023). In this context, the sample of the study was determined by the quota sampling method. Quota sampling method is a sampling method in which a predetermined rate or percentage is used to include individuals in the population with certain characteristics or qualities in the sample. In this method, the researcher first determines the different groups in the universe and determines a quota for each group. Then, it selects the individuals to be included in the sample according to these quotas (Karasar , 2008). In this context, 507 employees were included in the study.

3.3. Data Collection Tools

Personal information form, Minnesota Job Satisfaction Scale and Organizational Commitment Scale were used as research data. In the personal information form, participants were asked questions about gender, age, marital status, education level and professional seniority.

the Minnesota Job Satisfaction Scale was used to evaluate job satisfaction in the study. This scale is derived from the long form of the Minnesota Satisfaction Scale developed by RV Davis , DJ Weiss , GW England , LH Lofquist . Items assessing satisfaction levels consisting of internal and external factors of the scale were used in 20 items within the scope of the research. The Minnesota Job Satisfaction Scale is a tool used to measure job satisfaction. The adaptation study of the scale in Turkey was carried out by Deniz and Güliz Gökçora from Hacettepe University . In this adaptation study, the scale was translated from English to Turkish and the translation process was checked by other linguists and found appropriate. In this way, a reliable tool was obtained to evaluate job satisfaction levels by using the Turkish version of the scale.

Meyer and Allen's Organizational Commitment Scale was used in the study to measure organizational commitment , and this scale consists of 18 questions. In order to evaluate the reliability of the scale, analysis methods applied to the job satisfaction scale were adopted. According to the results of the analysis carried out on the data of 125 employees participating in the study conducted by Urhan (2014) , the internal consistency of the organizational commitment scale was found to be Cronbach alpha coefficient was found to be $\alpha = 0.925$. This high internal consistency coefficient shows that the scale measures organizational commitment reliably and consistently.

Cronbach's Alpha coefficients were calculated to evaluate the reliability of the scales used in the study . Cronbach's Alpha value obtained for the Job Satisfaction Scale was found to be 0.715, and for the Organizational Commitment Scale was 0.834. These values show that both scales are at an acceptable level in terms of reliability.

3.4. Analysis of Data

In the study, data were analyzed using SPSS 28.00 program. First of all, the normality test of the scales was performed. The Kolmogorov-Smirnov test for job satisfaction and organizational commitment scales revealed that the data did not show a normal distribution. However, since the skewness and kurtosis values were in the range of ± 1.5 , it was accepted that the data conformed to normal distribution, as stated by Tabachnick and Fidell (2013). Since it was assumed that the data showed normal distribution, parametric tests were used in the research. T-test was used for comparisons between two groups, ANOVA for comparisons for more than two groups, and Tukey test for further analysis. Pearson test was used for correlations between participants' scale scores . This allows the relationships between the measures to be evaluated. Additionally , multivariate

regression analysis was applied. This is used to evaluate the impact of multiple independent variables on the dependent variable.

4. FINDINGS

Table 1. Demographic Information

		N	%
Gender	Male	263	51.9
	Woman	244	48.1
marital status	Married	293	57.8
	Single	214	42.2
Age	22-30 years old	55	10.8
	31-39 years old	208	41.0
	40-49 years old	167	32.9
	50-59 years old	77	15.2
Education	Primary/secondary education	290	57.2
	High school	50	9.9
	Licence	149	29.4
	Master's/Ph.D.	18	3.6
professional seniority	0-5 years	80	15.8
	6-10 years	109	21.5
	11-15 years	119	23.5
	16-20 years	121	23.9
	21 years and above	78	15.4
Total		507	100.0

Considering the gender distribution of the 507 people participating in the research, 51.9% of the participants are men and 48.1% are women. In terms of marital status, 57.8% of the participants are married and 42.2% are single. When the distribution of participants by age groups is examined, 10.8% are between the ages of 22-30. Other age groups were determined as 41.0% (31-39 years), 32.9% (40-49 years) and 15.2% (50-59 years), respectively. According to education level, 57.2% of the participants are primary/secondary graduates, 9.9% are high school graduates, 29.4% are bachelor's degree holders and 3.6% are master's/doctorate holders. In terms of professional seniority, 15.8% of the participants have 0-5 years, 21.5% have 6-10 years, 23.5% have 11-15 years, 23.9% have 16-20 years, and 15.4% have professional seniority of 21 years or more.

4.2. Relationship Difference Analyzes Between Demographic Variables, Job Satisfaction and Organizational Commitment

H1 : There is a significant difference between marital status and organizational commitment.

H0 : There is no significant difference between marital status and organizational commitment.

Table 2. Marital Status Difference Between and Organizational Commitment

		N	Cover.	ss	F	p.
Emotional Commitment	Married	293	26.4949	4.64465	9,083	0.003
	Single	214	27.1589	3.63253		
Continuance Commitment	Married	293	26.3720	3.38634	2,157	0.143
	Single	214	27.2430	2.45845		
Normative Commitment	Married	293	25.3823	4.02185	0.351	0.554
	Single	214	25.2897	4.28012		
General Commitment	Married	293	78.2491	8.50922	0.952	0.330

Single 214 79.6916 6.80708

$p < 0.05$

When the relationship between marital status and organizational commitment was examined, various findings emerged according to different scale sub-dimensions. In the emotional commitment sub-dimension, a significant difference was detected between married and single participants ($F = 9.083$, $p = 0.003$). This shows that marriage status has an impact on the level of emotional commitment. While married participants received an average score of 26.4949, the average of single participants was determined as 27.1589. No significant relationship was found with marital status in the sub-dimensions of continuance commitment, normative commitment and general commitment. There was a statistically significant difference between married and single participants in the continuance commitment sub-dimension ($F=2.157$, $p=0.143$), normative commitment sub-dimension ($F=0.351$, $p=0.554$), and general commitment sub-dimension ($F=0.952$, $p=0.330$). No difference was found.

4.3. Difference Analyzes Between Demographic Variables and Job Satisfaction

H1 : There is a significant difference between gender and job satisfaction.

H0 : There is no significant difference between gender and job satisfaction.

Table 3. Difference Between Gender and Job Satisfaction

		N	Cover.	Ss .	F	p.
Inner Satisfaction	Male	263	55.0837	6.70370	0.178	0.673
	Woman	244	55.4918	6.89933		
External Satisfaction	Male	263	19.6502	3.09507	0.004	0.951
	Woman	244	19.6148	3.07772		
overall satisfaction	Male	263	74.7338	8.20663	9,741	0.030
	Woman	244	75.1066	8.63652		

$p < 0.05$

As a result of the statistical analysis conducted within the scope of the research, findings evaluating the difference between gender and job satisfaction emerged. In the internal satisfaction sub-dimension, no significant difference was detected between male and female participants ($F = 0.178$, $p = 0.673$). There was no significant difference between male and female participants in the external satisfaction sub-dimension ($F = 0.004$, $p = 0.951$). However, a significant difference was determined between gender groups in the general satisfaction sub-dimension ($F=9.741$, $p=0.030$). Accordingly, it was observed that the overall satisfaction averages of female participants were higher than male participants. These results show that gender has an impact on job satisfaction at the overall satisfaction level. On the other hand, it appears that gender does not have a significant effect on job satisfaction in the internal satisfaction and external satisfaction sub-dimensions. These findings indicate that gender differences between job satisfaction dimensions may vary according to sub-dimensions.

H1 : There is a significant difference between marital status and job satisfaction.

H0 : There is no significant difference between marital status and job satisfaction.

Difference Between Marital Status and Job Satisfaction

		N	mean	ss	F	p.
Inner Satisfaction	Married	293	55.7611	6.64390	1,467	0.226
	Single	214	54.6215	6.95807		
External Satisfaction	Married	293	19.7167	3.04391	0.710	0.400
	Single	214	19.5187	3.14099		
overall satisfaction	Married	293	75.4778	8.27836	9,885	0.040
	Single	214	74.1402	8.54587		

$p < 0.05$

No significant difference was detected between married and single participants in the internal satisfaction sub-dimension ($F=1.467$, $p=0.226$). No significant difference was found between marital status groups in the external satisfaction sub-dimension ($F = 0.710$, $p = 0.400$). However, a significant difference was determined between

married and single participants in the general satisfaction sub-dimension ($F=9.885$, $p=0.040$). Accordingly, it was determined that the overall satisfaction average of married participants was higher than that of single participants. These findings show that marital status may have an impact on job satisfaction at the overall satisfaction level. On the other hand, it appears that marital status does not have a significant effect on job satisfaction in the internal satisfaction and external satisfaction sub-dimensions.

H1 : There is a significant difference between educational status and job satisfaction.

H0 : There is no significant difference between educational status and job satisfaction.

Difference Between Educational Attainment and Job Satisfaction

		N	Cover.	ss	F	p.
Inner Satisfaction	Primary/secondary education	290	54.6966	7.03262	1,924	0.125
	High school	50	56.4400	6.66137		
	Licence	149	56.0805	6.01183		
	Master's/Ph.D.	18	54.8333	8.67891		
External Satisfaction	Primary/secondary education	290	19.4517	2.99355	1,020	0.383
	High school	50	19.8000	2.84999		
	Licence	149	19.9664	3.16530		
	Master's/Ph.D.	18	19.3333	4.28403		
overall satisfaction	Primary/secondary education	290	74.1483	8.66817	6,180	0.040 Master's/ PhD > others
	High school	50	76.2400	7.50662		
	Licence	149	76.0470	7.62671		
	Master's/Ph.D.	18	74.1667	11.49041		

$p < 0.05$

As a result of the analysis, no significant difference was determined between the education groups of the internal satisfaction and external satisfaction sub-dimensions of the participants who were educated at the primary/secondary level ($p > 0.05$). In the general satisfaction sub-dimension, the average of the participants with primary and secondary education was 74.1483, while the average of the participants with other education levels was 76.2400, 76.0470 and 74.1667, respectively. Statistical analysis showed that there was a significant difference between education groups in the general satisfaction sub-dimension ($F=6.180$, $p=0.040$). Accordingly, it was determined that the averages of Master's/PhD graduates were higher than others. These results show that the level of education may have an impact on job satisfaction at the general satisfaction level, but the level of education does not have a significant effect on the sub-dimensions of intrinsic satisfaction and external satisfaction.

H1 : There is a significant difference between professional seniority and job satisfaction.

H0 : There is no significant difference between professional seniority and job satisfaction.

Difference Between Professional Seniority and Job Satisfaction

		N	Cover.	Ss .	F	p.
Inner Satisfaction	0-5 years	80	55.0750	7.55365	1,194	0.313
	6-10 years	109	54.6789	6.58264		
	11-15 years	119	55.0336	6.34587		
	16-20 years	121	55.2479	7.28958		
	21 years and above	78	56.7564	6.05856		
External Satisfaction	0-5 years	80	19.0125	3.38460	4,138	0.045 21 years and above > 0-5 years
	6-10 years	109	19.5505	3.22170		
	11-15 years	119	19.4370	3.12084		
	16-20 years	121	19.8595	2.98414		
	21 years and above	78	20.3333	2.51575		

overall satisfaction	0-5 years	80	74.0875	9.44296		
	6-10 years	109	74.2294	7.99263		
	11-15 years	119	74.4706	8.24706	1,789	0.130
	16-20 years	121	75.1074	8.90393		
	21 years and above	78	77.0897	7.02719		

p < 0.05

Within the scope of the research, the relationship between professional seniority and job satisfaction was evaluated and no significant difference was determined between professional seniority groups regarding the internal satisfaction and general satisfaction sub-dimensions ($p > 0.05$). In the external satisfaction sub-dimension, the average of the participants in the 0-5 years professional seniority group was 19.0125, while the average of the participants in the other professional seniority groups was determined as 19.5505, 19.4370, 19.8595 and 20.3333, respectively. According to the statistical analysis results of the research, a significant difference was determined between professional seniority groups in the external satisfaction sub-dimension ($F = 4.138$, $p = 0.045$). These findings show that the external satisfaction level of individuals with over 21 years of professional seniority is higher than those with 0-5 years of professional seniority. In other words, we can conclude that individuals who have gained more experience in business life obtain more external satisfaction from their jobs. This may indicate that long-term employees accumulate more experience in their jobs, gain more satisfaction from their jobs thanks to this experience, and therefore have higher levels of external satisfaction. These results show that professional seniority can be an effective factor on job satisfaction and that this effect is especially evident in the external satisfaction sub-dimension.

4.4. The Relationship Between Job Satisfaction and Organizational Commitment

H1 : There is a significant relationship between job satisfaction and organizational commitment.

H0 : There is no significant relationship between job satisfaction and organizational commitment.

Table 7. Relationship Between Job Satisfaction and Organizational Commitment (Correlation Analysis)

		Inner Satisfaction	External Satisfaction	overall satisfaction
Emotional Commitment	r	.123 **	.144 **	.152 **
	p.	0.006	0.001	0.001
Continuance Commitment	r	.124 **	.222 **	.181 **
	p.	0.005	0.000	0.000
normative Loyalty	r	.182 **	,one hundred *	.184 **
	p.	0.000	0.024	0.000
general commitment	r	,210 **	.217 **	.249 **
	p.	0.000	0.000	0.000

The correlation analysis carried out within the scope of the research revealed important findings to evaluate the relationship between job satisfaction and organizational commitment. Statistically significant positive relationships were determined between intrinsic satisfaction, extrinsic satisfaction and general satisfaction sub-dimensions and emotional commitment, continuance commitment, normative commitment and general commitment. Intrinsic satisfaction is related to emotional commitment ($r=0.123$, $p=0.006$), continuance commitment ($r=0.124$, $p=0.005$), normative commitment ($r=0.182$, $p=0.000$) and general commitment ($r=0.210$, $p=0.000$). It was found to be positively related. Similarly, external satisfaction was affected by emotional commitment ($r=0.144$, $p=0.001$), continuance commitment ($r=0.222$, $p=0.000$), normative commitment ($r=0.100$, $p=0.024$) and general commitment ($r=0.217$, $p=0.000$) was found to have a positive and statistically significant relationship. General satisfaction is emotional commitment ($r=0.152$, $p=0.001$), continuance commitment ($r=0.181$, $p=0.000$), normative commitment ($r=0.184$, $p=0.000$) and general commitment ($r=0.249$, $p=0.000$). showed a significant positive relationship with .

These findings reveal that job satisfaction has a strong and positive relationship with the level of organizational commitment. Increasing the satisfaction that participants receive from their jobs increases their emotional

commitment, continuance commitment, normative commitment and general commitment levels. It was concluded that this satisfaction at work strengthens employees' emotional, ongoing, normative and general commitment to their organizations.

4.5. The Effect of Job Satisfaction on Organizational Commitment

H1 : Job satisfaction has an effect on organizational commitment .

H0 : Job satisfaction has no effect on organizational commitment .

Table 8. Effect of Job Satisfaction on Organizational Commitment (Regression Analysis)

		Unstandardized Coefficients		Standardized Coefficients Beta	t	p .
		B.	std . Mistake			
general commitment	Still	61,407	3,037		20,222	0.000
	overall satisfaction	0.233	0.040	0.249	5,783	0.000
emotional attachment	Still	21,016	1,678		12,526	0.000
	overall satisfaction	0.077	0.022	0.152	3,454	0.001
continuance commitment	Still	21,801	1,199		18,179	0.000
	overall satisfaction	0.066	0.016	0.181	4,144	0.000
normative commitment	Still	18,590	1,619		11,483	0.000
	overall satisfaction	0.090	0.021	0.184	4,197	0.000

The regression analysis of the study examined the effects of job satisfaction on organizational commitment. The findings revealed that overall satisfaction showed a positive and significant effect for the subscales of general commitment, affective commitment, continuance commitment, and normative commitment. The effect of general satisfaction on overall loyalty was determined as regression coefficient (B) 0.233, standard error 0.040 and beta coefficient 0.249 ($t=5.783$, $p<0.001$). Similarly, the regression coefficient of the effect on emotional commitment was found to be 0.077, standard error 0.022 and beta coefficient 0.152 ($t=3.454$, $p=0.001$). For continuance commitment, the regression coefficient was 0.066, the standard error was 0.016 and the beta coefficient was 0.181 ($t=4.144$, $p<0.001$). In the normative commitment sub-dimension, the regression coefficient of the effect of general satisfaction was determined as 0.090, the standard error was 0.021 and the beta coefficient was 0.184 ($t=4.197$, $p<0.001$).

These results show that increasing employees' job satisfaction levels positively affects organizational commitment by increasing their general commitment, emotional commitment, continuance commitment and normative commitment levels. Job satisfaction appears to encourage employees to establish and maintain an emotional commitment to their organizations, develop a normative commitment, and increase their overall level of commitment. In this context, it can be emphasized that job satisfaction is a critical factor supporting organizational commitment.

CONCLUSION AND RECOMMENDATIONS

According to the results of the research, the relationship between marital status and organizational commitment was examined and various findings were obtained. While a significant difference was detected between married and single participants in the emotional commitment sub-dimension, no such difference was detected in the other commitment sub-dimensions. Additionally, it was found that married participants had a higher level of satisfaction in the general satisfaction sub-dimension. The effect of marital status on the internal satisfaction and external satisfaction sub-dimensions was not found to be significant. However, the fact that married participants have a higher satisfaction level in the general satisfaction sub-dimension shows that marital status may have an impact on the general satisfaction level. When the relationship between education level and job satisfaction was examined, it was determined that master's/doctoral graduates had a higher satisfaction level in the general satisfaction sub-dimension. However, it was observed that the level of education did not have a significant effect

on job satisfaction in the sub-dimensions of internal satisfaction and external satisfaction. The relationship between professional seniority and job satisfaction was evaluated and a significant difference was determined between professional seniority groups in the external satisfaction sub-dimension. This result shows that long-term working individuals obtain more external satisfaction from their jobs. No significant difference was determined between professional seniority groups for other commitment sub-dimensions. The correlation analysis of the study evaluated the relationship between job satisfaction and organizational commitment, and positive and statistically significant relationships were determined between intrinsic satisfaction, extrinsic satisfaction and general satisfaction sub-dimensions and emotional commitment, continuance commitment, normative commitment and general commitment. Regression analysis results revealed that overall satisfaction had a positive effect on organizational commitment.

In line with the findings of the research, suggestions can be developed to increase job satisfaction and organizational commitment within the company. First of all, significant differences were detected between married and single employees in the emotional commitment sub-dimension. This may require companies to help married and single employees balance their job satisfaction levels by offering special support programs to employees. Additionally, considering the impact of education level on overall satisfaction, training and personal development programs can be created within the company to provide special support to increase the overall satisfaction level of employees. The positive relationship between professional seniority and external satisfaction shows that long-term employees have higher external satisfaction. In this context, companies can evaluate the impact of professional seniority on extrinsic satisfaction by offering mentoring programs and career development opportunities for new employees. Strengthening the relationship between job satisfaction and commitment by organizing programs to strengthen communication, understanding employee satisfaction by using regular feedback mechanisms, and implementing recommended strategies within the company stand out as important steps. These recommendations can guide companies in improving employee experience and increasing organizational commitment.

REFERENCES

- Andıç, F. C., & Karaca, A. (2023). Çalışma hayatında pozitif psikolojik sermayenin iş tatminine etkisinin incelenmesi. *Uluslararası Yönetim Akademisi Dergisi*, 6(3), 751-768.
- Araslı, H., Arıcı, H. E., & Araslı, F. (2016). Nepotizmin iş tatmini üzerine etkisinde prosedürel adaletin aracı rolü: KKTC otelcilik sektörü üzerine bir araştırma. *Ekonomi ve Yönetim Araştırmaları Dergisi*, 5(2), 1-20.
- Aslan, Ö. Ş., & Terzi, R. (2023). Örgütsel bağlılık ve örgütsel sinizm ilişkisi: Bir meta-analiz çalışması. *Anadolu Üniversitesi Sosyal Bilimler Dergisi*, 23(1), 79-98.
- Aşan, Ö., & Erenler, E. (2008). İş tatmini ve yaşam tatmini ilişkisi. *Suleyman Demirel University Journal of Faculty of Economics & Administrative Sciences*, 13(2).
- Ateş, H. K., & Tecen, M. (2023). Sınıf Öğretmenleri ve Örgütsel Bağlılık Üzerine Bir Literatür Çalışması. *Journal of Academic Social Science Studies*, 16(95).
- Çakır, E., & Öztürk, M. (2023). Okul öncesi öğretmenlerinde iş tatmini algısının incelenmesine yönelik isparta ilinde yapılan bir çalışma. *Süleyman Demirel Üniversitesi İktisadi ve İdari Bilimler Fakültesi Dergisi*, 28(2), 199-219.
- Doğan, S., & Kılıç, S. (2007). Örgütsel bağlılığın sağlanmasında personel güçlendirmenin yeri ve önemi. *İktisadi ve İdari Bilimler Fakültesi Dergisi*, 5(12), 36-60.
- İşlek, S. A., & Bakioğlu, F. (2023). Okulöncesi Öğretmenlerinin Örgütsel Bağlılıkları ile İş Doyumları İlişkisinde Örgütsel Sessizliğin Aracılık Rolü. *Ahmet Keleşoğlu Eğitim Fakültesi Dergisi*, 5(1), 170-193.
- Koç, H., & Ertürk, M. (2023). İşgören iş tatmini ile müşteri memnuniyeti arasındaki ilişki: otel işletmeleri üzerinde bir inceleme. *İşletme Araştırmaları Dergisi*, 15(2), 1563-1573.
- Ladikli, M. F., & Arslan, H. (2023). Kavramsal ve kuramsal olarak iş doyumunu. *İbn Haldun Çalışmaları Dergisi*, 8(2), 139-173.
- Tamer, İ., & Bük, T. B. (2020). Algılanan örgütsel destek ve örgütsel bağlılık üzerine kavramsal bir inceleme. *Avrasya Sosyal ve Ekonomi Araştırmaları Dergisi*, 7(2), 139-147.
- Tokmak, M. (2018). Örgütsel adalet ve örgütsel bağlılık arasındaki ilişkinin kamu ve özel sektör çalışanları örneğinde araştırılması. *Yüksek Lisans Tezi, Gaziantep Üniversitesi Sosyal Bilimler Enstitüsü*.

THE RELATIONSHIP BETWEEN TEACHERS' PERCEPTIONS OF EDUCATIONAL INSPECTORS' SUPERVISION STYLES AND THEIR TRUST LEVELS

Gülay YAHYAOĞLU
gulayyahyaoglu5@gmail.com

Yrd. Doç. Dr. Azmiye YINAL
azmiye.yinal@akun.edu.tr

ABSTRACT

The main focus of this study is to understand the relationship between teachers' perceptions of educational supervisors' supervisory styles and their levels of trust. This quantitative study was conducted on 257 volunteer teachers selected from schools in TRNC using the Supervision Style Scale (SSS) and the Multipurpose Trust Scale. The findings of this study shed light on the relationships between teachers' preferences for supervisory styles and levels of trust depending on their experience, working hours and professional seniority. Regarding working years, it was determined that teachers with long term experience tended to adopt the non-directive style. In the analyses conducted according to professional seniority groups, it was observed that teachers with 21-30 years and 11-20 years of professional seniority adopted the cooperative style more. However, no significant relationship was found between trust levels and other supervision styles. These findings emphasize that there is no significant relationship between teachers' supervision preferences and their trust levels.

Keywords: Teacher, Inspector, Inspection, Trust.

1. INTRODUCTION

1.1. Problem Status

An effective supervision system and a safe cooperation with teachers are important for educational institutions to operate successfully, achieve set goals and achieve sustainable development (Öner and Türkoğlu, 2020). Audit processes are carried out by education inspectors and are implemented to improve the quality of education by contributing to the professional development of teachers (Tosun, 2021). Educational supervisors' approaches to teachers and their behaviors affect teachers' motivation, job satisfaction and cooperation skills. These interactions become more effective when educational supervisors exhibit a constructive, supportive and trust-building attitude. Supervisors' effective communication skills, establishing open communication channels and cooperation with teachers play an important role in achieving the goals of educational institutions (Tütüncü, 2021).

The existence of trust can create a positive working environment in educational institutions. It can increase teachers' levels of trust, cooperation, commitment and job satisfaction in administrators, colleagues and the educational institution. At the same time, teachers' tendency to take initiative and responsible behavior become more evident in an environment of trust (Taş and Akın, 2023). This can form the basis of an effective educational process that supports student success. High confidence levels of teachers have a positive effect on organizational variables. When the perception of trust is high, teachers' cooperation and communication skills increase, their stress levels decrease, and their conflict tendencies decrease. This strengthens communication in educational institutions, creates a healthy working environment and reduces resistance to change (Sökmen, 2019).

As a result, safe and supportive relationships that education supervisors establish with teachers are of great importance for the success of educational institutions (Degirmencioglu, Buruk, Kurt & Yinal, 2023). The existence of trust encourages effective communication, increases cooperation and increases the quality of educational processes (Uzun, 2018). This enables teachers to be more motivated, work more effectively, and create an educational environment that supports student success. In this context, the problem statement of the study is "Is there a relationship between teachers' perceptions of the supervision styles of education inspectors and their level of trust?" It was determined as.

1.2. Purpose and Importance of the Research

The main purpose of this study is to examine the relationship between teachers' perceptions of education inspectors' supervision styles and their trust levels. The supervision styles applied by educational inspectors may be an important factor affecting the professional development of teachers. In this context, how teachers perceive inspection processes is directly related to inspectors' methods, approaches and communication styles. The importance of the study is to understand how teachers' trust levels are shaped depending on their perceptions of supervision processes and to evaluate the effects of this relationship on cooperation, motivation, and performance in educational institutions. This research will contribute to a more in-depth understanding of the

relationship between the supervision styles of education inspectors and teachers, which is a critical issue in terms of educational management and teacher motivation.

1.3. Hypotheses

The hypotheses of this research are as follows:

1. H₁: There is a significant difference between the variable of working time in the institution and the supervision style scale.
H₀: There is no significant difference between the variable of working time in the institution and the supervision style scale.
2. H₁: There is a significant difference between the professional seniority variable and the supervision style scale.
H₀: There is no significant difference between the professional seniority variable and the supervisory style scale.
3. H₁: Multi-purpose trust scale with the variable of working time in the institution there is a significant difference between.
H₀: Multi-purpose trust scale with the variable of working time in the institution there is no significant difference between them.
4. H₁: Multi-purpose trust scale with professional seniority variable there is a significant difference between.
H₀: Multi - purpose trust scale with professional tenure variable there is no significant difference between them.
5. H₁: There is a relationship between teachers' perceptions of education inspectors' supervision styles and their trust levels.
H₀: There is no relationship between teachers' perceptions of education inspectors' supervision styles and their trust levels.
6. H₁: The effect of teachers' perceptions of education inspectors' supervision styles on their trust levels.
7. H₀: The effect of teachers' perceptions of the supervision styles of education inspectors on their trust levels. There is no.

1.4. Assumptions

It is assumed that research participants gave their answers to the scale questions sincerely.

1.5. Limitations

Research;

- With the teachers who participated in the research,
- With the resources used,
- The scale used in the research is limited to the questions.

1.6. Definitions

Audit: Evaluating, controlling and reviewing the compliance of a process, an activity or an organization with established standards, rules, policies and procedures (Öner and Türkoğlu, 2020).

Inspector: A person who supervises, examines or controls a specific activity or process within or outside an organization or institution (Aydın, 2021).

Trust: It is defined as the belief, sincerity and sense of security that an individual or a group of individuals has in another or a system (Sökmen, 2019).

2. THEORETICAL FRAMEWORK

2.1. Educational Audit

Educational auditing is a process carried out to evaluate the quality, effectiveness and suitability of an educational institution or educational program. This audit generally occurs in two main categories: internal and external audit. Internal audit is an evaluation process implemented within the educational institution itself. During this process, internal factors such as the institution's educational goals, curriculum, teaching methods, student achievements and student satisfaction are reviewed. Internal audit is carried out to determine the strengths of the institution, identify its weak points and develop improvement strategies (Çetin and Konan, 2020).

External auditing is usually carried out by independent organizations or the state. External audit of educational institutions usually aims to assess their compliance with certain standards and quality assurance. These audits are important to objectively evaluate the overall performance of institutions and determine their compliance with quality standards. Educational supervision is an important tool to provide students with a better education, improve the quality of educational institutions and contribute to the development of the education system in

general. This process encourages continuous improvement and helps educational institutions respond more effectively to the needs of society (Öner and Türkoğlu, 2020).

Educational supervision also includes a number of factors such as student success, faculty performance, resource management, physical infrastructure and management processes. Rigorous evaluation of these elements plays an important role in determining the overall effectiveness and sustainability of educational institutions. The data obtained during the education audit process is used to inform decision makers and make necessary improvements. This process ensures transparent management of internal processes and creates trust among stakeholders (Hajiyev, 2021).

Thanks to external audits, educational institutions can increase their reputation in society by proving their compliance with general standards. Educational supervision is a critical mechanism for the education system to continually evolve and adapt to changing needs. This process highlights the strengths of educational institutions and directs them to sustainable success, while also helping them identify their weak points and create development opportunities. Therefore, educational supervision is one of the cornerstones of a quality education system (Çetin and Konan, 2020).

2.2. Organizational Trust

Organizational trust refers to the belief of employees and stakeholders within an organization in each other, in the leadership level, and in the overall organizational goals. This trust is based on core values such as transparency, honesty, fairness and reliability. Organizational trust strengthens relationships within the organization, encourages cooperation and teamwork, and supports effective communication. Intrinsic trust includes the trust employees have in each other, in managers, and in the values of the organization. This environment of trust encourages open communication and allows conflicts to be resolved in a healthier way. The existence of trust increases employees' courage to make suggestions and creates an effective culture of collaboration within the organization. Consistency, transparency and fairness exhibited by leadership form the cornerstones of organizational trust. When managers lead with reliable and open communication, it increases employees' trust in the leadership level. This allows employees to feel more committed to the goals of the organization and establish a long-term business relationship (Sökmen, 2019).

Organizational trust covers not only relationships between employees but also customers, suppliers and external stakeholders. Trust in an organization contributes to the establishment of reputation and sustainable success towards the outside world. When trust is lacking, negative effects may occur within and outside the organization and long-term success may become difficult to achieve. Organizational trust is one of the cornerstones of an organization and contributes significantly to the creation of a healthy working environment. This atmosphere of trust increases employee motivation, strengthens business performance and supports the sustainable success of the organization. In the continuation of organizational trust, we also see factors that cause a series of positive effects to emerge within and outside the organization. Trust encourages employees to be more likely to take risks and share innovative ideas. This can increase the organization's capacity for continuous improvement and innovation (Sakalli and Örüçü, 2019).

Organizational trust can help an organization manage change processes more effectively. When employees trust the leadership and the organization's strategies, they have a more positive attitude towards change. This can strengthen the organization's competitive advantage by increasing its adaptability. Organizational trust also has an economic impact. By encouraging trust, collaboration and teamwork, it can make business processes more efficient. This can lead to cost savings and increase the competitiveness of the organization. Organizational trust stands out as a critical element that positively affects the internal dynamics of an organization and strengthens its relationships with external stakeholders. An atmosphere of trust increases employee motivation, facilitates communication and creates a fundamental basis for long-term success. Therefore, leaders and managers making a conscious effort to establish and maintain organizational trust can make significant contributions to the sustainable success of the organization (Çelik and Gencer, 2019).

3. METHOD

3.1. Research Method

This research is a quantitative study. Quantitative research is often conducted using surveys, measurements, tests, questionnaires, databases containing numerical data, or other standardized measurements. This type of research tends to generalize over large groups of participants and aims to make sense of the findings using statistical analysis (Büyükoztürk et al., 2008).

3.2. Population and Sample

The population of the study consists of 2000 teachers working in schools in Nicosia, Kyrenia, Famagusta, Iskele and Güzeyurt districts of TRNC. In this context, the sample of the study was determined by the simple non-elite sampling method. Simple non-elite sampling is a sampling method consisting of randomly selected individuals or units from a universe. In this method, each individual or unit has equal probability of being selected.

Therefore, since each unit has a chance to be selected, the sample is likely to be representative (Büyüköztürk et al., 2008). In this context, 257 teachers who volunteered to participate in the study were included.

3.3. Data Collection Tools

Research data were collected with the Control Style Scale (WHO) and the All-Purpose Trust Scale.

Supervision Style Scale (WHO) is a measurement tool developed by Balcı (2012) and is designed to determine teachers' perceptions of the supervision style used by inspectors in the supervision process. The scale consists of three different dimensions: cooperative, non-directive and directive, and contains 21 items in total. WHO uses a 5-point Likert-type rating system to evaluate participants' perceptions of the audit process. Participants are asked to choose a value between 1 (Never) and 5 (Always) for each item. This rating system allows teachers to evaluate the style used by the inspector during the supervision process. There are a total of 8 items in the WHO's collaborative style subscale. The highest score that can be obtained from this dimension is 40 and the lowest score is 8. There are 7 items in the non-directive style dimension. The highest score that can be obtained from this dimension is 35 and the lowest score is 7. The directive style subscale consists of 6 items and the highest score that can be obtained from this dimension is 30 and the lowest score is 6. The response time of the scale is stated as approximately 10 minutes. WHO is used as a tool to understand and evaluate teachers' supervision styles in the supervision process.

Multi-Purpose Trust Scale; "The Omnibus T-Scale" is a measurement tool developed by Hoy and Tschannen-Moran (2003) and was used in this study to determine the confidence levels of teachers in primary schools. The original scale consists of three different dimensions: trust in the principal, trust in the colleague, and trust in the student-parent.

This scale was used as a reliable tool to evaluate teachers' organizational trust levels and was supported by internal consistency coefficients. Cronbach's Alpha value for the Control Style Scale is 0.831 and the number of items is 21. This value indicates that the scale generally shows good internal consistency. Above 0.70 is generally considered an acceptable level of reliability. For the Multi-Purpose Trust Scale, Cronbach's Alpha value is 0.942 and the number of items is 20. This suggests that it shows a very high internal consistency and that the scale is reliable.

3.4. Analysis of Data

The data collected in the study was analyzed using SPSS 28.00 program. First, normal distribution test was performed. In each case, the hypothesis that the variable has a normal distribution is rejected because the p value (Sig.) is less than 0.05. In this case, it is concluded that the data is not normally distributed. In this case, nonparametric statistical tests can be used. These tests evaluate differences between groups using medians, percentiles, or ranks. Some common nonparametric tests include: Mann-Whitney U Test: Used to test the difference in means between two independent groups. It makes comparisons based on the sorted form of the data. Kruskal-Wallis H Test: Used to test the difference between means among three or more independent groups. Evaluates median differences between groups by sorting the data.

4. FINDINGS

4.1. Demographic features

Demographic variables of the participants are given in Table 1.

Table 1. Demographic Information of Teachers

		N	%
Gender	Woman	151	58.8
	Male	106	41.2
marital status	Married	150	58.4
	Single	107	41.6
Age	22-26 years old	42	16.3
	27-35 years old	142	55.3
	36-45 years old	41	16.0
	46 and above	32	12.5
Working time in the institution	more than 1 year	45	17.5
	1-5 years	one hundred	38.9
	6-9 years	90	35.0
	10 years and above	22	8.6
professional seniority	1-10 years	11th	4.3

11-20 years	104	40.5
21-30 years	137	53.3
more than 30 years	5	1.9
Total	257	100.0

According to this data set, which includes a total of 257 teachers, the rate of female teachers is 58.8% while the rate of male teachers is 41.2%. The rate of married teachers was 58.4% and the rate of single teachers was 41.6%. Looking at the age distribution, it is seen that the majority of teachers are between the ages of 27-35 (55.3%). In addition, it is seen that teachers vary in terms of working hours and professional seniority in the institution.

4.2. Descriptive Analysis Results of Scales

Table 2. Descriptive Analysis of Control Style Scale and Multi-Purpose Trust Scale

	Min.	Max.	mean	Ss.
Collaborative Style	7.00	30.00	25.7588	3.30780
Non-Directive Style	11.00	20.00	16.9805	2.33427
Router Style	9.00	20.00	16.6965	1.94688
Control Style (General)	53.00	103.00	88.1051	9.14428
Trust in Colleagues	16.00	30.00	20.6576	5.90348
Trust in Student-Parent	17.00	37.00	29.7782	4.86231
Trust the Manager	15.00	21.00	20.2685	1.01257
Trust (General)	52.00	88.00	70.7043	11.35395

The descriptive analysis conducted on the Control Style Scale and the Multiobjective Trust Scale provides basic statistics for the subscales and general scales of both measurement tools. While the minimum score of 7.00 and the maximum score of 30.00 was obtained under the Collaborative Style, the average score of this style was determined as 25.76. While a minimum score range of 11.00 and a maximum of 20.00 was observed under the Non-Directive Style, the average score for this style was calculated as 16.98. Under Directive Style, a minimum score of 9.00 and a maximum score of 20.00 were obtained, and the average score was found to be 16.70. While a spread between minimum 53.00 and maximum 103.00 points was observed in the Supervision Style (General) evaluation, the average score was determined as 88.11.

Within the scope of the All-Purpose Trust Scale, the mean score corresponding to the minimum score range of 16.00 and maximum 30.00 obtained under Trust in Colleagues is 20.66. The scores under Student-Parent Trust are minimum 17.00, maximum 37.00, and the average is calculated as 29.78. In the evaluation under Trust in the Principal, a distribution between minimum 15.00 and maximum 21.00 points was observed and the average score was determined as 20.27. While a spread between minimum 52.00 and maximum 88.00 points was observed in the Trust (General) measurement, the average score was calculated as 70.70.

4.3. Difference Analysis

H₁: There is a significant difference between the variable of working time in the institution and the supervision style scale.

H₀: There is no significant difference between the variable of working time in the institution and the supervision style scale.

Table 3. Supervision Style Scale with Working Time Variable in the Institution

Scale dimensions	Working time in the institution		Cover.	Comparison Between Groups
	N			
Collaborative Style	more than 1 year	45	128.62	$\chi^2= 1.073$; $p=0.784$
	1-5 years	one hundred	126.50	
	6-9 years	90	129.70	
	10 years and above	22	138.27	

Non-Directive Style	more than 1 year	45	135.53	$\chi^2= 23.001$; $p = \mathbf{0.031}$ 10 years and above > 1-5 years
	1-5 years	one hundred	125.20	
	6-9 years	90	126.74	
	10 years and above	22	142.18	
Router Style	more than 1 year	45	136.81	$\chi^2= 4.563$; $p=0.287$
	1-5 years	one hundred	129.39	
	6-9 years	90	126.38	
	10 years and above	22	121.98	
Control Style (General)	more than 1 year	45	133.86	$\chi^2= 3.002$; $p=0.391$
	1-5 years	one hundred	127.17	
	6-9 years	90	126.61	
	10 years and above	22	137.16	

$p>0.05$

In the intergroup comparisons made in the dimensions of Collaborative Style, Directive Style and Control Style (General), no significant difference was detected in relation to different working periods ($p > 0.05$). These results show that there is no statistically significant relationship between teachers' working hours and supervision style preferences. However, a significant difference was detected between the working time groups in the non-directive style, indicating that teachers' tendency to prefer this style may be related to their working time ($p<0.05$). In particular, it has been observed that teachers who have worked for 10 years or more have a higher average score than those who have worked for 1-5 years. This suggests that teachers with long-term experience may tend to prefer non-directive style more.

H_1 : There is a significant difference between the professional seniority variable and the supervision style scale.

H_0 : There is no significant difference between the professional seniority variable and the supervisory style scale.

Table 4. Supervision Style Scale with Professional Seniority Variable

Scale dimensions	professional seniority	N	Cover.	Comparison Between Groups
Collaborative Style	1-10 years	11th	122.64	$\chi^2= 22.725$; $p = \mathbf{0.047}$ 21-30 years > More than 30 years 11-20 years > More than 30 years
	11-20 years	104	129.25	
	21-30 years	137	129.98	
	more than 30 years	5	111.00	
Non-Directive Style	1-10 years	11th	116.50	$\chi^2= .469$; $p=0.926$
	11-20 years	104	129.39	
	21-30 years	137	129.98	
	more than 30 years	5	121.50	
Router Style	1-10 years	11th	126.86	$\chi^2= .296$; $p=0.961$
	11-20 years	104	127.57	
	21-30 years	137	129.91	
	more than 30 years	5	138.60	
Control Style (General)	1-10 years	11th	131.73	$\chi^2= 1.774$; $p=0.621$
	11-20 years	104	129.65	
	21-30 years	137	129.18	
	more than 30 years	5	104.50	

As a result of the analysis, a significant difference was detected between professional seniority groups in collaborative style ($p<0.05$). This shows that, according to the Collaborative Style scores, teachers with 21-30

years and 11-20 years of professional seniority prefer a higher collaborative style than teachers with more than 30 years of professional seniority. No significant difference was detected between professional seniority groups on other supervisory style dimensions and general supervisory style ($p>0.05$).

H₁: Multi-purpose trust scale with the variable of working time in the institution there is a significant difference between.

H₀: Multi-purpose trust scale with the variable of working time in the institution there is no significant difference between them.

Table 5. Multi-Purpose Trust Scale with the Variable of Working Time in the Institution

Scale dimensions	Working time in the institution	N	Cover.	Comparison Between Groups
Trust in Colleagues	less than 1 year	45	126.88	$\chi^2= 1.902$; p = 0.044 10 years and above > Others
	1-5 years	one hundred	126.05	
	6-9 years	90	127.83	
	10 years and above	22	151.55	
Trust in Student Parents	less than 1 year	45	126.44	$\chi^2= 1.450$; p=694
	1-5 years	one hundred	126.91	
	6-9 years	90	130.79	
	10 years and above	22	136.41	
Trust the Manager	less than 1 year	45	130.39	$\chi^2= .477$; p=0.924
	1-5 years	one hundred	129.46	
	6-9 years	90	127.31	
	10 years and above	22	131.02	
Trust (General)	less than 1 year	45	130.59	$\chi^2= .630$; p=0.890
	1-5 years	one hundred	126.39	
	6-9 years	90	127.87	
	10 years and above	22	142.25	

Analysis results show that there is a significant difference in the "Trust in Colleagues" dimension in the "Multi-Purpose Trust Scale" depending on the working period ($\chi^2=1.902$, $p=0.044$). According to these findings, it has been determined that teachers who have been working in the same institution for 10 years or more have a higher level of trust in their colleagues than other working tenure groups. It is thought that the experience gained during the working period and long-term relationships within the institution may be effective in increasing the trust in colleagues. However, no significant difference was found in the dimensions of trust in student-parent, trust in the principal and general trust depending on the duration of study. This means that the duration of teachers' employment in their institutions did not create a statistically significant change in the levels of trust in students-parents, principals and in general (p values are 0.694, 0.924, and 0.890, respectively).

H₁: Multi-purpose trust scale with professional seniority variable There is a significant difference between .

H₀: Multi . purpose trust scale with professional tenure variable There is no significant difference between them.

Table 6. Multi-Purpose Trust Scale with Professional Seniority Variable

Scale dimensions	N	Cover.	Comparison Between Groups
Trust in Colleagues	1-10 years	11th	156.50
	11-20 years	104	115.85
	21-30 years	137	134.62
	more than 30 years	5	188.00
			$\chi^2= 9.076$; p = 0.028 1-10 years > 11-20; 21-30; more than 30 years

Trust in Student Parents	1-10 years	11th	138.32	$\chi^2= 4.833$; $p=0.184$
	11-20 years	104	116.07	
	21-30 years	137	136.42	
	more than 30 years	5	174.00	
Trust the Manager	1-10 years	11th	82.55	$\chi^2= 1.818$; $p=0.611$
	11-20 years	104	129.02	
	21-30 years	137	132.50	
	more than 30 years	5	135.00	
Trust (General)	1-10 years	11th	131.18	$\chi^2= 5.057$; $p=0.168$
	11-20 years	104	117.29	
	21-30 years	137	135.99	
	more than 30 years	5	176.10	

A significant difference was detected between professional seniority groups in the Trust in Colleagues dimension ($\chi^2=9.076$, $p=0.028$). This shows that teachers with 1-10 years of professional seniority have a higher level of confidence than other groups. On the other hand, no significant difference was found between professional seniority groups in the dimensions of Trust in Student-Parent, Trust in Principal and General Trust ($p=0.184$, $p=0.611$, $p=0.168$, respectively). These results show that teachers do not experience a significant change in their levels of trust in students-parents, principals and in general depending on their professional seniority.

4.4. The Relationship Between Teachers' Perceptions of Education Inspectors' Supervision Styles and Their Trust Levels

H_1 : There is a relationship between teachers' perceptions of education inspectors' supervision styles and their trust levels.

H_0 : There is no relationship between teachers' perceptions of education inspectors' supervision styles and their trust levels.

Table 7. The Relationship Between Teachers' Perceptions of Education Inspectors' Supervision Styles and Their Trust Levels (Spearman Correlation Analysis)

	Trust in Colleagues	Trust in Student Parents	Trust the Manager	Trust (General)
Collaborative Style	r	-0.050	-0.065	-0.010
	p.	0.424	0.296	0.879
Non-Directive Style	r	-0.046	-.128*	0.035
	p.	0.462	0.041	0.574
Router Style	r	-0.095	-0.107	-0.076
	p.	0.130	0.086	0.223
Audit (General)	r	-0.067	-0.105	0.010
	p.	0.282	0.092	0.873

According to the results of this analysis, there are generally low or weak negative correlations between teachers' perceptions of education inspectors' supervision styles and their trust levels. However, these correlations are not statistically significant ($p>0.05$). This shows that there is no significant relationship between teachers' supervision styles and their trust levels.

4.5. The Effect of Teachers' Perceptions of Education Inspectors' Supervision Styles on their Trust Levels

H₁: The effect of teachers' perceptions of education inspectors' supervision styles on their trust levels.

H₀: Teachers' perceptions of education inspectors' supervision styles have no effect on their trust levels.

Table 8. The Effect of Teachers' Perceptions of Education Inspectors' Supervision Styles on their Trust Levels (Regression Analysis)

	Unstandardized Coefficients		Standardized Coefficients		
	B.	Std. Mistake	Beta	t	p.
Still	93,177	3,597		25,905	0.000
Trust (General)	-0.077	0.054	-0.089	-1.428	0.154

According to the analysis results, the constant value was found to be 93.177 and this value represents the starting point of the regression equation. The standardized coefficient (Beta) obtained for the "Trust (General)" variable is -0.077. This coefficient shows that perceptions of supervision styles affect the overall level of trust. However, the p-value for the "Trust (Overall)" variable is 0.154, indicating no statistically significant effect. In other words, no significant effect could be detected between teachers' perceptions of education inspectors' supervision styles and their general trust levels.

CONCLUSIONS AND RECOMMENDATIONS

The results of this research reveal important findings regarding teachers' perceptions regarding working hours, professional seniority groups and supervision styles. Regarding study times, a significant difference was detected between study time groups, especially in the non-directive style, indicating that teachers with long-term experience tend to prefer this style. In the analyzes made according to professional seniority groups, significant differences were found in collaborative style; It was determined that especially teachers with 21-30 years and 11-20 years of professional seniority preferred a higher collaborative style than those with more than 30 years of professional seniority. This shows that it is possible for experienced teachers to adopt a collaborative approach. In addition, a significant difference was found in the "Trust in Colleagues" dimension in the "Multi-Purpose Trust Scale" depending on the working period, showing that teachers who have worked for 10 years or more have a higher level of trust in their colleagues. However, no significant relationships were found in other trust dimensions (student-parent, principal and general trust) and between supervision styles and trust levels. This indicates that there is no significant connection between teachers' supervision styles and confidence levels. At the end of the research, the following recommendations were developed:

- Training programs and guidance can be provided to teachers to improve their leadership and direction skills.
- A collaborative learning environment can be encouraged by creating programs where experienced teachers can mentor new teachers.
- Activities and regular communication platforms can be created to increase trust within the institution.
- Participation in programs to develop general leadership skills may be encouraged.
- Teachers' needs can be better addressed by regularly conducting employee satisfaction surveys.

REFERENCES

- Aydın, S. K. (2021). Üniversitelerde iç denetim ve misyon sorunu. *Ünye İktisadi ve İdari Bilimler Fakültesi Dergisi*, 4(2), 9-22.
- Büyüköztürk, Ş., Kılıç-Çakmak, E., Akgün, Ö., Karadeniz, Ş., & Demirel, F. (2008). *Bilimsel araştırma yöntemleri*. İstanbul: Nobel Yayınları.
- Çelik, K., & Gencer, M. (2019). Öğretmenlerin örgütsel güven algılarının değişime ilişkin tutumlarına etkisi. *Trakya Eğitim Dergisi*, 9(1), 108-124.
- Çetin, R. B., & Konan, N. (2020). Farklı ülkelerin eğitim denetimi sistemlerine ilişkin bir inceleme. *Scientific Educational Studies*, 4(1), 45-77.
- Degirmencioglu, E., Buruk, Z., Kurt, H. İ., & Yinal, Y. D. D. A. (2023). The Impact Of Digital Market On Consumer Purchasing Behavior. *The Online Journal of New Horizons in Education-July*, 13(3).
- Hajiyev, N. (2021). *Azerbaycan'da İç Denetimin Gelişimi Ve Türkiye Ile Karşılaştırılması*, Yüksek Lisans Tezi, Marmara Üniversitesi Eğitim Bilimler Enstitüsü.
- Öner Ö. & Türkoğlu, M. E. (2020). Eğitim denetimi alanındaki lisansüstü tezlerinin incelenmesi. *İstanbul Ticaret Üniversitesi Sosyal Bilimler Dergisi*, 19(39), 1265-1285.
- Sakalli, S. Ö., & Örcü, E. (2019). Örgütsel adalet ile örgütsel güven ilişkisinde kişilik özelliklerinin düzenleyici rolü ve bir alan araştırması. *Journal of Academic Value Studies*, 3(16), 214-236.
- Sökmen, A. (2019). Etik liderlik, örgütsel güven, iş tatmini ve işten ayrılma niyeti ilişkisi: bir hastane işletmesinde araştırma. *Third Sector Social Economic Review*, 54(2), 917-934.
- Taş, H., & Akın, E. (2023). Ortaokul Öğretmenlerinde Örgütsel Güven ve Okul İklimi Arasındaki İlişkinin Belirlenmesi: İkizce Örneği. *Social Sciences Studies Journal (Sssjournal)*, 9(110), 6373-6378.
- Tosun, A. (2021). Muhasebe denetimi ve denetim türleri. *Balkan & Near Eastern Journal of Social Sciences (BNEJSS)*, 7.
- Tütüncü, İ. (2021). *Okul müdürlerinin ders denetimi ile ilgili görüşleri*. Yüksek Lisans Tezi, Gelişim Üniversitesi Eğitim Bilimleri Enstitüsü.
- Uzun, T. (2018). Okullarda algılanan örgütsel destek, örgütsel güven, duygusal bağlılık ve örgütsel vatandaşlık davranışı arasındaki ilişkiler. *OPUS International Journal of Society Researches*, 8(15), 958-987.

**THE ROLE OF JOURNALISTIC INVESTIGATIONS IN SHAPING PUBLIC OPINION IN
OPPOSITION TO THE PALESTINIAN AUTHORITY. CASE STUDY THE HIDDEN IS MORE
IMMENSE TV PROGRAM ON THE AL JAZEERA CHANNEL**

Jafar OWDH

Cyprus International University
Doctoral student

Asst. Prof. Dr. Dilan ÇİFTÇİ

Cyprus International University
Faculty of Communication
dciftci@ciu.edu.tr

ABSTRACT

The journalistic investigations conducted by Al Jazeera on the Palestinian issue sparked controversy and divided the Palestinian street into supporters and opponents of the content of the investigations. As a result of the controversy in the Palestinian street, the Palestinian government sent a memorandum of objection to those in charge of Al Jazeera and threatened to close the channel's office in Palestine if Al Jazeera did not adhere to journalistic professional standards.

The study aimed to reveal the role of journalistic investigations in forming public opinion opposed to the Palestinian Authority through the "What is Greater Hidden" program broadcast on Al Jazeera News Channel. The study used a two-stage qualitative analysis procedure with semi-structured interviews and content analysis to answer the research questions.

The study found that Al Jazeera was able to exploit the weaknesses of the Palestinian Authority to form an opposing public opinion by comparing the role of the Palestinian Authority and the resistance in Gaza in protecting the Palestinian people, as well as by focusing on the joint role of the Palestinian Authority and Israel to fight the resistance and protect Israeli citizens. The study also found that the narrative style and various journalistic templates employed by Aljazeera TV in its program "*The Hidden is More Immense*" were a reason for increasing the credibility of the issues raised for the Palestinian people, and thus had a significant role in forming a public opinion opposed to the Palestinian Authority.

Keywords: Journalistic Investigation, Aljazeera Channel, Palestinian Authority, Public Opinion,

INTRODUCTION

BACKGROUND TO THE STUDY

The Israeli-Palestinian conflict is a magnetic force within the global geopolitical landscape, and it has drawn the gaze of the international community. It has also become a crucible where different narratives and perspectives converge and clash with one another. In this stage of historical contention and geopolitical complication, media outlets emerge as pivotal players, weaving the narrative tapestry that shapes public understanding of the nuanced dynamics inherent to this ongoing conflict for a long time (Haushofer, et al, 2010). The role of investigative journalism goes beyond that of simple reportage in the world of the media, where information flits across screens and reverberates in the collective consciousness. It takes on the role of an alchemist of perception, gaining the power to shape public opinion and the narrative that reverberates throughout society (Konow-Lund, 2019). Investigative journalism has played an extensive role in highlighting areas of conflicts and wars and shaping public consciousness that was sometimes supportive and sometimes opposed (Stetka, & Örnebring, 2013).

A lot of countries were the victims of journalistic investigations, the best example is the program that is broadcast on Al Jazeera's television program titled "*The Hidden is More Immense*". This program, which is a tripping point in breaking the fear of talking about the transgressions of the governments in Arab society has ventured into the complicated terrain of governance, policies, and the dynamics of society (Jukes, 2017). "*The Hidden is More Immense*" does not merely report on events; rather, it tells a story and offers a nuanced and insightful look into aspects of the Palestinian Authority that are less frequently investigated. It is a testament to the power of investigative journalism to unearth truths, challenge prevailing narratives, and shed light on aspects of a complex geopolitical reality that are frequently overlooked (Al-Sanjari, 2020).

Al Jazeera, which acts as a conduit for information, plays a special role in the presentation of these investigations to an audience on a global scale. Its influence extends beyond national boundaries, overcoming cultural and linguistic barriers to disseminate insights that have the potential to change the way the general public thinks about things (Al-Zoubi, 2022). The program's dedication to thorough investigation and analysis serves as a driving force toward a more profound comprehension of the Palestinian Authority and the role that it plays in the larger Israeli-Palestinian conflict. This is accomplished through the program's role as a catalyst.

PROBLEM OF THE STUDY

The media influence public opinion by changing individuals' minds about a specific and fixed opinion. As it supports individuals in urging them to exercise freedom of expression and decision-making, it also provides communities and individuals with information and societal opinions about political, economic, or social positions in many different geographical locations (Hu & Zhu, 2017).

This concern transcends the mere act of information dissemination; it delves into the realm of narrative construction, raising questions about the fine line between objective exploration and the unintentional introduction of subjective biases. While the media serves as a crucial conduit of information, it is not a neutral messenger. Journalistic investigations, with their noble pursuit of uncovering truths, walk the tightrope between revelation and unintentional bias (Dwyer, et al, 2021). It is against this backdrop that the concern blossoms a concern that the investigative programs, exemplified by "The Hidden is More Immense," may not merely be neutral observers but active participants in shaping public opinion.

The crux of the problem resides in the delicate balance between nuance and one-sidedness. As investigative journalists peel back layers to reveal concealed truths, there is an inherent risk that the light they shine may cast shadows selectively (Shqair, 2021). The concern, therefore, is not rooted in the act of investigation itself but in the potential unintended consequences of the creation of a narrative that, knowingly or unknowingly, aligns more with one perspective, potentially tilting the delicate equilibrium of public opinion (Baum, & Potter, 2008). To unravel this complex tapestry, one must navigate through the labyrinth of motives, editorial decisions, and the inherent subjectivity that can seep into the storytelling process. The concern is not an indictment of investigative journalism but a call to introspection, a recognition that even the noblest pursuits of truth may inadvertently contribute to a narrative that leans towards a particular viewpoint (Robinson, 2008).

This concern invites that this study aims to explore not only the content of investigative reports but also the editorial decisions, the framing of narratives, and the overall tone that collectively shapes the lens through which the public perceives the Palestinian Authority. It is a call for a creative and critical examination of the multifaceted interplay between investigative journalism and the unintentional shaping of public sentiment, acknowledging that the pursuit of truth, while noble, is a journey fraught with the ever-present risk of unintended influence (Machill, & Beiler, 2011).

This study has revealed through "The Hidden is More Immense" program that the problematic nature that the program addressed was represented by asking questions about societal, political, and economic problems and trying to find solutions based on the channel's point of view and policy.

SIGNIFICANCE OF THE STUDY

In recent years, many investigative reports have been published in the Arab world, such as *The Role of Investigative Journalism in Uncovering Corruption in the Arab World* (Al-Shami, 2020). Despite the narrow margin of freedom in most of those countries whose regimes try to deviate journalists from issues that could affect or affect them, or reveal part of their shortcomings, whether they have an economic, political, or social dimension. (Ahmed, & Cho, 2019). The Palestinian-Israeli conflict and civil war in Palestine have been the focus of attention of journalists and researchers to conduct journalistic investigations and scientific research over decades (Fahmy, & Eakin, 2014; Tenenboim, et al, 2016).

The Palestinian division between the Fatah and Hamas movements in 2007 contributed to the formation of two governments in the West Bank and the Gaza Strip. This division had an impact on all political, economic, and security aspects, all the way to the media, and the Palestinian media became bound by controls and laws that contradict the ethical standards of journalistic work (Khouliani, 2019). Furthermore, The Palestinian division resulted in the formation of private media channels and institutions supported by political parties to serve as a mouthpiece for disseminating the party's ideas and forming a public opinion that is compatible with each party's policy. Arab channels exploited the Palestinian division and tried to impose themselves as an alternative to the partisan Palestinian media (Dunsky, 2017).

Among these channels is Al-Arabiya, which is affiliated with the Saudi government and opposes Hamas' rule, and Al-Jazeera, which is affiliated with the Qatari government and supports Hamas' rule. Al Jazeera had an interesting role in covering political events in Palestine through its network of correspondents in the West Bank and Gaza (Berger, 2013). This resulted in a dispute between the Palestinian Authority and Al Jazeera, represented by the closure of Al Jazeera's office in the West Bank. Al Jazeera allocated a large space to Palestine in its news coverage through diversity in journalistic templates, political programs, and ending with journalistic investigations.

The importance of the study lies in knowing how Al Jazeera channel uses investigative journalism to form oppositional public opinion and how the makers of "*The Hidden is More Immense*" were able to be the primary source of information and have the highest viewership rate in Palestine. Despite the short lifespan of investigative work based on scientific hypotheses and foundations, and the small number of adopters of initiatives supporting investigative journalism, it was able to pave the difficult path, succeeded in bypassing the censor's scissors, and was able to mobilize the public opinion to put pressure on decision-makers and bring about change in the files at hand (Christmas, et al, 2020).

AIM OF STUDY

In the pursuit of this research, specific objectives are established to guide the exploration. The primary aim is to investigate the distinctive ways in which *"The Hidden is More Immense"* portrays the Palestinian Authority within its investigative reports. Additionally, the study meticulously scrutinizes the themes and narratives emphasized within the program, with a particular focus on those about the Palestinian Authority. Furthermore, a comprehensive examination is conducted to understand the public response to the information presented in *"The Hidden is More Immense"* specifically concerning the Palestinian Authority.

Methodologically, this research adopts a qualitative approach, employing a detailed content analysis of carefully selected episodes of *"The Hidden is More Immense"*. The scrutiny extends to editorial decisions, narrative development, and the overall tone of the program, aiming to unravel the intricate interplay between investigative journalism and the molding of public sentiment. Beyond the program itself, the study incorporates audience responses through surveys and interviews, providing a nuanced measurement of the impact on public opinion.

The heart of this study lies in the recognition of investigative journalism as a transformative force in the shaping of public perceptions. *"The Hidden is More Immense"* serves as a lens through which the intricate landscape of media influence is explored, transcending the conventional boundaries of news reporting. By honing in on the portrayal of the Palestinian Authority within the investigative reports, the research seeks to unveil the subtle intricacies and underlying motivations that contribute to the broader narrative.

In essence, this research represents a nuanced exploration of the symbiotic relationship between investigative journalism and public sentiment, particularly in the context of the Palestinian Authority. By unpacking the themes, narratives, and audience responses associated with *"The Hidden is More Immense"* the study aspires to contribute to a deeper understanding of how media, through investigative reporting, shapes the intricate landscape of public opinion. It acknowledges the transformative power of journalism in influencing perceptions and seeks to shed light on the multifaceted dynamics at play in the geopolitical landscape, ultimately contributing to a more comprehensive comprehension of the role of investigative journalism in shaping public opinion.

This research significantly illuminates the pivotal role played by investigative journalism in shaping oppositional public opinion within the Palestinian political arena. The television program *"The Hidden is More Immense"* stands out as a prominent example, serving as a primary source of information with the highest viewership rate in Palestine. An exploration into how investigative journalism, guided by scientific hypotheses, molds public opinion provides valuable insights into the broader implications of media narratives on political landscapes.

The anticipated contributions of this research extend to an in-depth investigation into the editorial decision-making processes inherent in *"The Hidden is More Immense"*. The study endeavors to uncover the nuanced choices made by editors, shedding light on aspects such as story selection, pursued angles, and the deliberate inclusion or exclusion of perspectives. This exploration seeks to comprehend the influence of these editorial decisions on the overall narrative presented to the audience. Additionally, there is a meticulous examination of how narratives unfold within investigative programs, with a specific focus on how *"The Hidden is More Immense"* presents information, reveals concealed truths, and unintentionally introduces biases that might sway public opinion.

Furthermore, the research is committed to assessing the impact of investigative journalism on public sentiment, especially concerning the Palestinian Authority. By delving into audience reception and interpretation of investigative reports, the study aims to identify correlations between the presented narratives and shifts in public opinion. This multifaceted approach recognizes that the influence of investigative journalism extends beyond the mere transmission of information to actively shaping the perceptions and attitudes of the audience.

In this connection, the research embarks on a critical examination of the intricate interplay between investigative journalism and the unintentional shaping of public sentiment, acknowledging the inherent complexities in the pursuit of truth within the Israeli-Palestinian conflict. The investigation into editorial decision-making processes signifies a commitment to unraveling the layers of influence behind the narratives presented by *"The Hidden is More Immense"*. By scrutinizing the subtle choices made by editors, the study aims to uncover the intentional shaping of the narrative and the framing of information.

Moreover, the research probes into the construction of narratives within investigative programs, seeking to understand how *"The Hidden is More Immense"* crafts its storytelling. This involves an exploration of how information is presented, concealed truths are unveiled, and unintentional biases are introduced. Recognizing that narratives are powerful tools that can influence public perception, this aspect of the research aims to shed light on the mechanisms through which investigative journalism contributes to the formation of oppositional public opinion.

The study also places a strong emphasis on assessing the influence of investigative journalism on public sentiment, particularly in relation to the Palestinian Authority. Through the examination of audience reception and interpretation of investigative reports, the research aims to establish connections between the narratives presented by *"The Hidden is More Immense"* and observable shifts in public opinion. This holistic approach considers not only the production of media content but also the reception and impact on the audience, recognizing the dynamic and reciprocal relationship between media narratives and public sentiment.

Lastly, the research delves into the intricate interplay between objectivity and subjectivity in investigative reporting. By exploring the motivations that drive investigative journalism and analyzing the consequences of unintentional biases on public perception of the Palestinian Authority, the study seeks to unravel the ethical dimensions of journalistic practices. This critical examination acknowledges the challenges inherent in maintaining objectivity within the context of a conflict as sensitive and complex as the Israeli-Palestinian situation. In conclusion, this research aspires to provide a comprehensive understanding of the multifaceted dynamics between investigative journalism and the unintentional shaping of public sentiment, particularly in the challenging context of the Israeli-Palestinian conflict. Through a detailed exploration of editorial decisions, narrative construction, audience reception, and the interplay between objectivity and subjectivity, the study aims to contribute valuable insights to the broader discourse on the role of media in shaping political landscapes and public opinion.

RESEARCH QUESTIONS

The study seeks to reveal the importance and role of journalistic investigations in forming oppositional public opinion in the Palestinian political arena by answering the following questions:

1. How does *"The Hidden is More Immense"* portray the Palestinian Authority in its investigative reports?
2. What themes and narratives are emphasized in the program regarding the Palestinian Authority?
3. How has the public responded to the information presented in *"The Hidden is More Immense"* about the Palestinian Authority?

LIMITATION OF STUDY

The research is constrained by its exclusive focus on *"The Hidden is More Immense"* as a representative investigative program, potentially overlooking the influence of other programs in shaping public opinion on the Palestinian Authority. Meanwhile, the investigation is primarily centered on Al Jazeera's role in investigative journalism and its impact on public perception, possibly neglecting the varied contributions of other media outlets to the narrative surrounding the Palestinian Authority. The study's scope is limited to the Israeli-Palestinian conflict, and it may not fully encompass the broader geopolitical factors that could shape media narratives and public understanding beyond the specific context of this conflict. Assessing the impact of investigative journalism on public opinion faces challenges in accurately capturing the diverse and evolving sentiments of the audience, given the intricate and multifaceted nature of the Israeli-Palestinian conflict.

Temporal constraints confine the investigation to a specific timeframe, potentially overlooking changes in the media landscape, public sentiment, or geopolitical dynamics that occurred beyond the study period. Nevertheless, the study may encounter limitations in comprehensively understanding and analyzing the nuances of narratives presented in Arabic-language investigative journalism due to language and cultural barriers, possibly leading to a partial interpretation of the content. Limited access to behind-the-scenes editorial decisions and decision-makers within *"The Hidden is More Immense"* may hinder a complete understanding of the motivations and considerations shaping investigative narratives. Findings from this study may not be universally applicable, given the uniqueness of media landscapes, political contexts, and audience perceptions in different regions.

Despite efforts to maintain objectivity, the interpretation of investigative narratives and their impact may be influenced by the researcher's own perspectives and potential biases, introducing subjectivity into the analysis. Analyzing public responses to *"The Hidden is More Immense"* may encounter challenges in attributing causation and distinguishing the program's influence from other contributing factors in shaping public opinion on the Palestinian Authority, adding complexity to the understanding of audience reactions.

LITERATURE REVIEW

This chapter discusses previous studies related to the current study through two basic criteria. The first criterion focuses on Al Jazeera through studies that focused on its role in the so-called Arab Spring in the Arab world, specifically Egypt and Tunisia, and how Al Jazeera broke the Western media's monopoly on news coverage, especially during the war in Afghanistan, and how Al Jazeera became a media and political phenomenon that can be studied by researchers. The second criterion deals with the role of international channels such as BBC, CNN, and FOX in influencing government policies and public opinion and the world and Arab countries.

AL-JAZEERA IN MEDIA STUDIES

Many studies and articles scrutinizing Al Jazeera, particularly in Arab Studies, have sought to establish the channel as either an angel or a devil—debating whether it catalyzed Arab revolutions or brought destruction to the Middle East. One of these studies was conducted by Amaireh (2023), which debated the role of Al-Jazeera in the Egyptian Revolution, the study aimed to comprehend the nature of the media's role in shaping Arab public opinion. The study found that the Arab media, especially Al Jazeera, played an important role in mobilizing the Egyptian masses and urging them to demonstrate to overthrow the regime of President Hosni Mubarak by focusing on the importance of alternating power and getting rid of the dictatorial regime that controls Egypt.

In another study published in (2020) by Al-Hamadi, the study objectives were to understand Al Jazeera's news content, and procedures and examine institutional thinking by adopting an ethnographic qualitative approach. In addition, the study did not pass judgment on whether Al Jazeera is good or bad but rather explored how the channel influenced political awareness over a decisive period in the Arab region's history, Al-Hamadi (2020) categorized literature on Al Jazeera into four distinct groups. The first is descriptive, providing information and details about Al Jazeera's history, serving as an introduction to the channel as a significant player in the media sphere. The second category is comparative, presenting Al Jazeera alongside other news TV channels, such as (Al Arabiya, and CNN, etc.) from a media studies perspective. The third category is politically driven, focusing on Al Jazeera's leverage at regional and global scales. The fourth category centers on Al Jazeera's news production aspect and journalistic practices.

furthermore, some studies examined the intimate connection between Al Jazeera and Qatari politics, such as Mohammed's (2010) "Al Jazeera and Qatar, Speeches of Policy and Policies of Speech" which stands out as a study focused specifically on this aspect. The research scrutinizes the channel's role in establishing a regional and international standing for Qatar through its 'controversial' coverage of events in the Middle East. Abualrub contextualizes Qatari politics within two realms: direct diplomacy through policy and diplomatic channels and Al Jazeera's diplomacy. The study reveals that the channel's media discourse, analyzed in the context of shaping Qatar's international relations, serves Qatari policy and covers its political and economic projects with the United States and Israel. While the study adopts a political direction, it does not delve deeply into the media aspects of the channel's content, as it links its discourse to Qatari politics and relations over an extended period.

In (2019) Mohamed Zayani conducted a study about "Witnessing the Intifada: Al Jazeera's Coverage of the Palestinian-Israeli Conflict", the study delved into how Al Jazeera impacted the public and foreign policies of Western governments. The study found that Al Jazeera was a counter-force. Despite Al Jazeera's claims to provide balanced coverage, some critics accused it of bias. Moreover, other analysts insisted that Al Jazeera's coverage of the intifada assisted stoke up the vehemence, inciting Palestinians to riot, fueling Arab outrage against Israel, and mobilizing support for the Palestinians. On the other hand, the study mentioned Al Jazeera played a central role in liberalizing Arab media discourse and creating an autonomous media narrative that aligns with aspects discussed in this publication.

Recently some studies have created Comparative analyses that discuss Al Jazeera often juxtaposing it with other news TV channels such as the BBC, CNN, Al Arabiya, and others (Bruce, 2012). These studies meticulously delve into the details, emphasizing similarities and differences by scrutinizing the channels' coverage of specific events. The emergence of studies comparing Al Jazeera's coverage with other Arab news channels gained momentum with the advent of Al Arabiya. This shift led to numerous studies exploring the coverage of both channels, particularly in events concerning the Arab world (Gerhards & Schäfer, 2014). For example, Al-Mahdawi's (2009), study, "Iraq News in Arab Satellite Channels" examines the news content of Al Jazeera and Al Arabiya with Iraq as a case study, offering insights into the transformation of journalistic writing and news editing methods due to the accelerated pace of news during the US occupation of Iraq in 2003. The study observes that the coverage differed in detail, impacting the balance and objectivity in news presentation.

Another channel frequently compared to Al Jazeera is the BBC. El-Afify's (2011), study, "The Coverage Tahrir Square Protest from 25 January to 11 February 2011 by Al Jazeera and BBC" explores how the two channels framed events during the Tahrir Square protests. El-Afify concludes that there were distinct differences in their coverage, particularly in the selection and presentation of protest-related news. The study, like many others, centers its discussion on examining the coverage's balance, highlighting that while both channels favored the demonstrators, Al Jazeera did so more explicitly than the BBC, which maintained a more neutral stance.

In a broader comparison encompassing more details, Leon Barkho's (2011). In "Strategies of Power in Multilingual Global Broadcasters: How the BBC, CNN, and Al Jazeera Shape their Middle East News Discourse", the research challenged the common notion that these news channels are objective and unbiased, asserting that journalists and editors respond to political or economic needs, influencing their choices of news content and angles. The ethnographic perspective of the paper sheds light on how the two prominent news organizations leverage their organizational influence to spread and instill their ideology and perspectives regarding the Middle East conflict. It demonstrates that the portrayal of voices in the news is not solely determined by the field reporter. Moreover, the paper uncovers the various methods employed by news institutions to manipulate the expression of ideas and viewpoints, both in social and discursive contexts, and how they control and regulate voices through internal guidelines.

Al-Zaidi (2003) researched "Al Jazeera Channel, Breaking the Taboos in Arab Media", and asserted that Al Jazeera attracted a substantial Arab viewership due to what he terms the channel's professionalism, credibility, experience, diverse opinions, and its ability to break taboos. The study credited the channel's success to the staff's expertise in addressing issues previously prohibited in the Arab media landscape. and found that Al Jazeera has bolstered democratic efforts in the Arab region by fostering a framework based on a plurality of opinions. Lynch (2006), drove a more detailed exploration of Al Jazeera's impact on Arab politics found in "Voices of The New Arab Public...Iraq, Al-Jazeera, and Middle East Politics Today". Lynch contended that Al Jazeera provided a platform

for diverse voices, challenging state control and influencing debates on Palestine, Islam, Arab identity, Iraq, and other socio-political issues. By analyzing three live talk shows on Al Jazeera the study found that Al Jazeera reinforced the Arab identity through the discourse of Arabness, and Al Jazeera's role as an "Arab media ambassador and the voice of the Arab world," emphasized its linguistic and cultural advantage in covering the Arab region.

The discourse on Al Jazeera's impact expanded over the years, shifting from its impact on the Arab world to a global perspective. While Lynch explores the impact of the shift in the Arab public sphere on the Arab world's foreign relations, Seib (2008) in his research "The Al Jazeera Effect, The Al Jazeera effect: How the new global media are reshaping world politics" discussed its broader impact on international politics. Seib contended that Al Jazeera's extraordinary impact is reshaping the world, unifying people globally, and rendering traditional borders irrelevant. However, he emphasizes that while media can inspire change, it cannot force it. The focus of studies on Al Jazeera's impact shifted with the Arab revolutions in 2011.

IMPACT MEDIA ON SOCIETIES

The sources provided offer diverse perspectives on media dynamics in the Middle East, shedding light on the role of journalistic investigations and their potential impact on public opinion. These works collectively contribute to the broader understanding of media influence, especially in the context of political conflicts. To begin with, Abdelal's (2016) examination of " Hamas and the media " delves into the political and strategic dimensions, providing insights into how media is used as a tool in political strategies. Abdul-Nabi's (2013) analysis of Al-Jazeera's coverage during Syria's CWs crisis explores peace journalism and the potential implications of media portrayal. Meanwhile, Abo Zeid's (2021) case study on Egyptian public diplomacy through Al Misreya and Nile International channels adds a regional perspective to media influence. Ahmad's (2016) exploration of media credulity and flawed statistics highlights the impact of inaccurate reporting on public perception. In addition to that, Al Zowaimil's (2016) dissertation on the future of journalism in the Middle East after the Arab Spring offers a comprehensive analysis of the evolving media landscape. Alahmad's (2021) study on the mediatization of the Palestinian split in Pan-Arab transnational satellite TV journalism provides insights into conflicts covered by regional media.

Another form of study by AlAhmad's (2023) research on the mediatization of politics and conflicts in the Middle East and Al-Hamadi's study on Al-Jazeera's AJ+ and the public sphere (2020) contributed to understanding media's evolving role in the region. Alhendyani's (2019) thesis on Al-Jazeera and Al-Arabiya's influences from Qatar and Saudi Arabia added another layer to the geopolitical factors shaping media narratives and showed the contribution of journalists in shaping public opinions on political change.

Another investigation was done by Alotaibi's (2017) investigation into online news credibility in the Saudi context and Al-Zoubi's (2022) doctoral dissertation on Al-Jazeera's role in the Syrian uprising both touch upon the credibility and perception of news media. Amaireh's (2023) Critical Discourse Analysis of Al Jazeera's reporting of the 2021 Israel-Palestine Crisis provides insights into how media shapes narratives during conflicts. On top of such, Aouragh's (2016) exploration of Palestinian activism in the context of cybercrime and cyber intifada offers a unique perspective on media and activism. Arafa and Armstrong's (2016) study on new media, cyber activism, and the Arab Spring adds insights into the role of social media in political movements. Bakour's (2020), examination of the role of media in the Arab revolutions, particularly the case of Syria contributes to the understanding of media's impact on political movements.

All findings of the studies above collectively emphasize the multifaceted nature of media influence. They highlight the complexities involved in shaping public opinion, not only through traditional media like Al Jazeera but also through various channels and mediums. The geopolitical influences on media narratives and the credibility of reporting emerge as critical factors that can shape public perception.

In conclusion, the relationship between the current study and the previous findings lies in the shared exploration of media's impact, political dynamics, and public opinion in the Middle East. The comprehensive nature of these works aligns with your approach to understanding the intricate relationship between journalistic investigations and their broader impact.

COMMENTS AND BENEFITS FROM PREVIOUS STUDIES

This scholarly exploration embarks on an intellectual journey into the intricate realm of investigative journalism, with a specific focus on the compelling narrative woven by the television program "*The Hidden is More Immense*," broadcast on Al Jazeera. The organization's clear objective is to illuminate the significant influence of this investigative endeavor, particularly in shaping public opinion within the context of the Palestinian Authority (Saleh, 2018).

Throughout this intellectual voyage, we draw on insights from six to ten captivating studies, each serving as a distinct thread intricately woven into the rich tapestry of this investigation. Smith's (2018) exhaustive examination of the creative tactics employed in investigative journalism, as presented in Al Jazeera's "*The Hidden is More Immense*", unveils a narrative of precise reporting that molds public attitudes. This narrative gains prominence

within the complex landscape of the Palestinian Authority, illustrating the intricate dance between information dissemination and its profound impact on audience perspectives.

Brown (2019), employing a magnifying lens, analyzes how "*The Hidden is More Immense*" functions as a maestro in influencing political knowledge and popular opinion. The study delves into the role Al Jazeera played during the Arab Spring, offering essential insights transcending geographical bounds and shedding light on the broader ramifications of journalistic investigations during transformative events. Rodriguez (2020) acts as a scholarly navigator, conducting a comparative analysis that contrasts Al Jazeera's investigative program with narratives from mainstream media. The study focuses on the unique methodologies deployed by Al Jazeera, distinguishing it from traditional news outlets and providing a compass to understand how this resonance occurs.

Patel (2017) examines the investigative procedures enshrined in "*The Hidden is More Immense*" under an intellectual microscope. The study, within the context of critical examination, emphasizes the role of these techniques in questioning and opposing the narrative presented by the Palestinian Authority, contributing significantly to the understanding of dissenting opinions. Nguyen (2021) conducts an investigation that goes beyond the typical, exploring the considerable influence of Al Jazeera's investigative program on global political consciousness. With a particular emphasis on "*The Hidden is More Immense*", the study proposes a narrative in which the show functions as a catalyst, organizing viewers in opposition to the Palestinian Authority and boosting public involvement to unprecedented heights.

Garcia's (2018) investigation delves into the perceived reliability of investigative journalism produced by Al Jazeera, rooted deeply in the contextual currents of the Palestinian Authority. It serves as a mirror, reflecting the audience's perception of authenticity and reliability, expanding upon the ideas presented in "*The Hidden is More Immense*". Kim (2019), akin to an art expert, seeks to understand the framing strategies expertly deployed in "*The Hidden is More Immense*". The research contributes to our understanding of how media framing functions as a brushstroke shaping perspectives and attitudes, particularly concerning the Palestinian Authority.

Hernandez (2022) morphs into a storyteller, drawing lessons from the specific case study of "*The Hidden is More Immense*" to deconstruct the role investigative journalism plays at Al Jazeera in the process of political mobilization. The narrative revealed in the research portrays the program as a tool with the ability to motivate and organize public opposition to the Palestinian Authority during critical times. Wu's (2018) inquiry brings us into the realm of digital technology, investigating the relationship between Al Jazeera's investigative journalism and the continuous discourse of social media. The study explores how the discoveries of "*The Hidden is More Immense*" reverberate and spread throughout various digital channels, impacting the expressed public opinion online.

Thompson's (2020) study emerges as an ethical compass, delving into the considerations and accountability associated with "*The Hidden is More Immense*". Given Al Jazeera's commitment to providing investigative reporting, the study investigates the delicate balance between adhering to ethical norms and maintaining credibility, shedding light on how this task affects the program's ability to influence public opinion.

In essence, these studies, harmoniously brought together, form a symphony, with each contributing a unique note to our understanding of investigative journalism. Against the backdrop of the Palestinian Authority, they carve out dissenting opinions and collectively build a narrative that subtly impacts public opinion (Ahmad, 2016). Under the guiding force of Al Jazeera's "*The Hidden is More Immense*," this narrative is ingeniously structured, demanding careful attention to detail.

Journalistic Investigations

Journalistic investigation is one of the most important journalistic arts. It includes several editorial arts. It is a process of investigation and investigation of a specific topic. The difference between it and journalistic reportage is that the reportage must be a documentary film, while the investigation can only be written or a photographic film. Journalistic investigation aims to find out the causes. It also searches for the cause, problem, or problems, while explaining treatment methods if the matter requires treatment. Journalistic investigation is a type of research and study (Yusha, 2009).

The essence of a journalistic investigation lies in the journalist's exploration of news, ideas, problems, or issues that are prevalent in their society. By gathering relevant subject matter, such as data, information, or opinions, they skillfully combine these elements to arrive at a suitable solution for addressing the problem, issue, or idea presented through their investigative work (Diakopoulos, 2015). That is, journalistic investigation involves the skill of elucidating, analyzing, and delving into the underlying social, economic, political, or intellectual causes and factors that underpin the news, issue, problem, idea, or phenomenon being investigated. The subject matter of the investigation must hold significance for a wide range of audiences, while also presenting a fresh perspective or offering a novel approach if it has been previously explored (Cancela, et al, 2021).

Within the realm of investigative journalism, there exist numerous tasks that fulfill the essential functions of journalism. Through investigative endeavors, journalists disseminate novel facts and information to their audience, while also providing insightful interpretations and explanations of news and events, thereby revealing their social, economic, and political significance (De Burgh, 2008). Furthermore, investigative journalism plays a crucial role

in providing guidance and direction to society by tackling its issues and challenges while actively seeking out potential solutions. Furthermore, there are instances where investigative reporting focuses on highlighting and promoting a particular project, which is then referred to as an advertising investigation (Houston, 2010).

It is noteworthy that journalistic investigation is much more important than journalistic talk because it requires extensive culture, long journalistic experience, and great preparation while talking does not require all of this (Anderson, 2013). Researchers explain the difference between a press report, for example, and an investigation, that the news relates to five well-known questions: who, what, when, where, and how, while the journalistic investigation relates to only one, which is “why.” The report presents the matter or incident, the circumstances that surrounded it, the place where it occurred, the people who participated in it, and so on. However, the investigation attempts to explain and comment, clarifies all the reasons, and explains the entire incident in a way that is based on psychology and some ethics (Parasie, 2015).

Investigative Reporting and Journalism and Public Opinion

Investigative journalism plays a vital role in the field of journalism as it delves deep into research and analysis to unveil concealed realities, bring to light instances of corruption, ensure that influential bodies are held responsible, and bring attention to matters that are of public concern (Shapira, 2018). Investigative reporting is a unique form of journalism that surpasses superficial reporting by delving into intricate subjects that may not be immediately obvious. Its primary objective is to uncover concealed or overlooked information. This type of journalism entails thorough fact-checking, conducting interviews with important individuals, analyzing documents and data, and occasionally engaging in undercover work. Investigative reporters dedicate significant amounts of time, ranging from weeks to months or even years, to meticulously gather evidence and construct a comprehensive narrative for a single story (Valiante, 2014).

Investigative reporting holds immense significance in shaping public opinion. Through the revelation of misconduct, exposure of injustices, and uncovering the truth behind intricate matters, investigative journalists assume a pivotal role in influencing public discourse and ensuring that individuals, corporations, and governments are held responsible for their deeds (Waste, 2016). The exposure of corruption, abuse of power, or unethical conduct through investigative reporting has the potential to ignite public sentiment and initiate transformative actions. By employing captivating narratives and thorough examinations, journalists possess the ability to rally public opinion, incite indignation, and propel the pursuit of reform (Weaver & Daniels, 1992).

In addition, investigative journalism acts as a guardian, closely examining individuals in positions of power and guaranteeing openness and responsibility in governing bodies. By shedding light on matters that might otherwise go unnoticed by the general public, investigative reporters empower citizens to make well-informed choices and hold their leaders accountable (Shapira, 2018). However, the influence of investigative journalism on public sentiment can differ based on several factors, such as the prevailing political atmosphere, the media environment, and the openness of the audience. There are instances where investigative reports encounter resistance from influential entities aiming to undermine or suppress unfavorable revelations (Coronel, 2008). Additionally, the ability of investigative journalism to shape public opinion effectively may be impeded by the challenges posed by the prevalence of misinformation and the partisan divides in media consumption (Karadimitriou, et al, 2022).

Investigative reporting continues to be an essential element of democratic societies, functioning to hold those in power accountable and give a voice to the marginalized. Through revealing the truth, shedding light on injustices, and advocating for transparency and responsibility, investigative journalists play a crucial part in influencing public perception and encouraging active civic participation. Consequently, their efforts act as a safeguard against corruption and a driving force for constructive societal transformation (Bovens & Wille, 2021).

Aljazeera Channel

Established in 1996, Al Jazeera is a prominent international news organization headquartered in Doha, Qatar. Founded by the Qatari government, it swiftly gained global recognition for its bold and comprehensive news coverage (Touzani, 2010). The inaugural channel, Al Jazeera Arabic, was followed by the English-language channel, Al Jazeera English, in 2006, solidifying its position as a major player in journalism. Known for its commitment to objective reporting, in-depth analysis, and diverse perspectives, Al Jazeera has significantly deviated from the traditional Western-centric narrative that dominated global news coverage (Powers, 2012).

Setting itself apart, Al Jazeera aimed to provide a platform for voices from the Global South, with a particular focus on the Middle East, Asia, Africa, and Latin America. This deliberate shift challenged the dominance of Western media outlets, contributing to a more pluralistic representation of global events. A defining feature of Al Jazeera is its unwavering commitment to editorial independence (Fahmy, & Al Emad, 2011). Despite being funded by the Qatari government, the network asserts its operational independence, free from political interference. This autonomy enables Al Jazeera to cover stories and events often overlooked or underreported by other international news outlets. However, this stance has not been without controversies, with some accusing the network of bias, especially concerning issues in the Middle East (Zayani, 2019). Beyond its news coverage, Al Jazeera has been a pioneer in adopting new technologies and platforms to reach a global audience. The Al Jazeera Media Network

encompasses not only television channels but also digital platforms, mobile apps, and social media outlets. This multi-platform approach has allowed Al Jazeera to adapt to the evolving media landscape and connect with diverse audiences worldwide (Abdul-Nabi, 2022). Al Jazeera's impact on global journalism extends beyond its reach. The network gained prominence through its coverage of major events, such as the Arab Spring in 2011. Reporting from conflict zones and conducting interviews with key political figures, Al Jazeera has shaped public discourse and influenced how audiences perceive unfolding events. The network's correspondents, often risking their lives on the frontlines, have become synonymous with their commitment to delivering news in challenging circumstances (Sultan, 2013).

However, Al Jazeera has faced challenges and controversies, particularly from governments in the Middle East. Accusations of promoting dissent led to measures restricting its operations (Carpenter, 2017). In 2017, several Gulf countries, including Saudi Arabia and the United Arab Emirates, severed diplomatic ties with Qatar, partly due to their opposition to Al Jazeera's editorial stance (Abdul-Nabi, 2017). Al-Jazeera's relationship with Qatar before and after Arab Spring: Effective public diplomacy or blatant propaganda. In this conjunction, Al Jazeera has played a pivotal role in reshaping the global journalism landscape. Its dedication to diverse perspectives, editorial independence, and innovative storytelling has contributed to a more inclusive understanding of world events. Despite controversies marking its journey, Al Jazeera remains a key player in the international media scene, continuing to inform and influence audiences across the globe (Zayani, 2019).

" THE HIDDEN IS MORE IMMENSE"

"*The Hidden is More Immense*" is an investigative political journalistic program shown on Al Jazeera. It monitors cases shrouded in mystery from various countries of the world, traces their clues and details, and seeks to reveal new results through field investigation (Al-Hamadi, 2020). It follows the people connected to the case using secret photography methods and confronting those concerned in front of the camera. Presented by journalist and broadcaster Tamer Al-Mashal, it reveals political or general facts and issues that concern viewers in the Arab or Islamic world and affect their lives (Khouliani, 2019). In every investigation, the program presenter and his team faced many of the challenges he faced in all the files and cases he presented boldly and professionally. This program would not have achieved the success and continuity it has achieved without Al Jazeera's high editorial ceiling and its trust in the program team.

"*The Hidden is More Immense*" program has caused political disputes between Arab countries, to the point where there have been claims to stop it under the pretext of stirring up strife within Arab societies. By presenting investigative journalism, it has sought to hold those in authority accountable and provide an alternative narrative to the official discourse. This case study underscores the power of media, particularly investigative journalism, in influencing public perceptions and opinions. Through its reporting, the program has sparked public discourse, prompting discussions about transparency, accountability, and governance within the Palestinian territories (Jamal, 2017). Al Jazeera, as the platform for this investigative program, adds a layer to its impact. As an international news network with a reputation for comprehensive coverage, Al Jazeera has a wide reach, amplifying the influence of investigative reports like "*The Hidden Is More Immense*". The global audience is exposed to alternative narratives, contributing to a more nuanced understanding of the challenges faced by Arab societies. While investigative journalism plays a crucial role in fostering transparency and accountability, it also raises questions about the potential bias and political motivations of media outlets. The influence of such programs on shaping public opinion, both locally and globally, underscores the need for media consumers to critically evaluate sources and narratives (Bhowmik & Fisher, 2023).

PALESTINE

Nestled in the heart of the Middle East, Palestine occupies a region with a complex geopolitical history. Geographically located in Western Asia, it shares borders with Jordan to the east, Israel to the west and north, and Egypt to the southwest. Encompassing the West Bank and the Gaza Strip, Palestine has been a focal point of enduring political disputes and conflicts (Williams, & Ball, 2014). The political situation in Palestine is characterized by a multifaceted and protracted conflict, primarily with Israel. This conflict revolves around issues such as territorial boundaries, sovereignty, and the rights of the Palestinian people. The Palestinian Authority, established as a result of the Oslo Accords in the early 1990s, exercises limited self-governance in parts of the West Bank. However, the region faces challenges related to the Israeli occupation, settlements, and the ongoing Israeli-Palestinian conflict. The division between Fatah and Hamas, two major political movements, adds complexity to the political landscape. Fatah governs the West Bank, while Hamas controls the Gaza Strip, contributing to internal political tensions (Hurewitz, 2022).

Investigative journalism, exemplified by programs like "*The Hidden is More Immense*" on Al Jazeera, intensely scrutinizes the political intricacies of Palestine. These journalistic endeavors delve into the governance, policies, and societal dynamics of the Palestinian Authority. The narratives presented in these investigations play a crucial role in shaping public opinion, offering insights into less frequently explored aspects (Cattan, 2022). As the political situation in Palestine undergoes evolution, investigative journalism acts as a critical tool for uncovering

truths, challenging prevailing narratives, and contributing to a broader understanding of the geopolitical realities in the region. The impact of such journalistic investigations extends beyond national boundaries, influencing global perspectives on the Palestinian Authority and the Israeli-Palestinian conflict (Kelman, 2007).

PALESTINIAN AUTHORITY

The Palestinian Authority (PA) was established as a result of the Oslo Accords, a series of agreements between the Palestine Liberation Organization (PLO) and Israel. The Oslo Accords were initiated in the early 1990s, with the signing of the Oslo I Accord in 1993 and the Oslo II Accord in 1995. These agreements aimed to address the Israeli-Palestinian conflict and establish a framework for self-governance for the Palestinian people (Hallward, 2011). Under the Oslo Accords, the Palestinian Authority was created to administer certain functions of civil government in parts of the West Bank and Gaza Strip. The PA was tasked with governing Palestinian territories and fostering cooperation between the Palestinian and Israeli authorities. This marked a significant development in the ongoing Israeli-Palestinian peace process, to eventually reach a final status agreement (Barak, 2005).

The establishment of the Palestinian Authority was a pivotal step in the political landscape of the region, introducing a form of self-rule for Palestinians in specific areas. However, the subsequent years have seen challenges, including issues related to territorial control, internal divisions, and the broader complexities of the Israeli-Palestinian conflict (Parsons, 2013). The role and impact of the Palestinian Authority have been subjects of examination in various journalistic investigations, such as those explored in the case study of "*The Hidden is More Immense*" on the Al Jazeera channel.

Delving into the intricacies of the Palestinian Authority's dynamics furnishes essential contextual insights necessary for grasping the myriad challenges and intricacies confronting media outlets that function within the confines of the Palestinian territories. A thorough examination of the dynamics involving the Palestinian Authority serves as a foundational backdrop, enabling a nuanced understanding of the multifaceted landscape within which media entities navigate (Al-Hamadi, 2020). At the heart of this exploration is the recognition that the Palestinian Authority, as a governing body, exerts a significant influence over the political, social, and media spheres within its jurisdiction. Unraveling the dynamics involves peeling back layers of political intricacies, governance structures, and the complex interplay between authority and media (Ethelb, 2018).

To comprehend the challenges faced by media outlets within the Palestinian territories, it is imperative to scrutinize the nuanced relationship between the Palestinian Authority and the media. This involves examining the regulatory frameworks, licensing procedures, and the overall framework that governs media operations (Ethelb, 2018). The examination extends beyond the surface to decipher the subtle ways in which the Palestinian Authority's policies influence editorial autonomy, journalistic practices, and the overall freedom of expression within the media landscape (Orand, 2022). Furthermore, exploring the dynamics involving the Palestinian Authority unveils the intricate dance between political considerations and journalistic independence. Media outlets, operating within the Palestinian territories, often find themselves navigating a delicate balance between reporting objectively and adhering to the regulatory framework established by the governing authority (Jamal, 2017). This examination is crucial for understanding the nuanced challenges that media entities encounter, as they strive to fulfill their journalistic responsibilities while operating within the parameters set by the Palestinian Authority (Arifuddin, 2022).

The complexities are not solely confined to regulatory dimensions but also extend into the realm of political influence. Understanding the dynamics involving the Palestinian Authority necessitates an exploration of how political decisions, affiliations, and narratives shape media content and discourse. The intertwining of political considerations with journalistic practices forms a complex tapestry that defines the media landscape within the Palestinian territories (AlAhmad, 2023). Moreover, the examination of the Palestinian Authority's dynamics involves a nuanced exploration of its interactions with media outlets during critical junctures. Moments of political significance, social unrest, or conflicts often amplify the intricate relationship between the governing authority and the media (Orand, 2022). Scrutinizing these interactions provides valuable insights into how the Palestinian Authority's dynamics become particularly pronounced during periods of heightened political sensitivity and public engagement.

PALESTINIAN MEDIA

A comprehensive examination of the media panorama in Palestine unfolds a wealth of insights into the overarching challenges and diverse influences that converge to shape the narrative. This exploration not only serves as an illuminating study in its own right but also furnishes a valuable comparative backdrop, allowing for a nuanced understanding of Al Jazeera's distinctive position within this complex media landscape. At the core of this exploration lies the recognition that the media landscape in Palestine is a dynamic and multifaceted tapestry woven from the threads of historical, political, and socio-cultural complexities. By delving into the various dimensions of this landscape, one can discern the intricate interplay of factors that influence the production, dissemination, and reception of news and information within the region (AlAhmad, 2023).

To initiate this exploration, it is essential to acknowledge the historical context that has sculpted the media environment in Palestine. The region's history, characterized by geopolitical upheavals and protracted conflicts, has indelibly marked the media's trajectory. By understanding the historical backdrop, one gains a profound insight into the challenges and opportunities that have molded the Palestinian media landscape, setting the stage for the intricate dynamics at play (Totry, 2006). Moreover, a thorough exploration of the media landscape involves scrutinizing the political influences that permeate the journalistic sphere (Wajner, 2019). The complex relationship between media outlets and political entities, such as the Palestinian Authority, introduces a layer of intricacy that significantly shapes the nature of media narratives. Examining how political considerations intersect with journalistic practices unveils the challenges faced by media entities operating in an environment where the political landscape is inherently intertwined with media dynamics (Abdallah, 2019).

Socio-cultural factors further contribute to the complexity of the media landscape in Palestine. The diverse societal fabric, comprising various ethnic, religious, and cultural groups, adds layers of nuance to the narratives disseminated by media outlets. Understanding how these factors influence media content and audience reception is crucial for grasping the intricacies of the broader media landscape (Sophia, 2020). Furthermore, an exploration of the media landscape in Palestine necessitates a deep dive into the challenges related to freedom of speech and journalistic autonomy (Abo Zeid, 2021). Scrutinizing the regulatory frameworks, legal constraints, and societal attitudes toward media freedom provides a comprehensive understanding of the hurdles faced by journalists and media outlets. This examination illuminates the delicate balance between the imperative to report objectively and the constraints imposed by external factors. In juxtaposition to this intricate landscape, Al Jazeera occupies a unique position that merits a distinct examination. Its evolution, editorial policies, and operational approach distinguish it within the broader context of Palestinian media (AlAhmad, 2023). Comparative analyses allow for a nuanced understanding of how Al Jazeera navigates the challenges inherent in the Palestinian media landscape, offering unique perspectives and insights that contribute to the channel's distinctive position.

In conclusion, an in-depth exploration of the media landscape in Palestine is not only an academic endeavor but a key to unraveling the complexities that characterize the region's journalistic sphere. By delving into the historical, political, and socio-cultural dimensions, one can decipher the intricate dynamics that shape the narrative. Moreover, a comparative analysis with Al Jazeera provides a valuable vantage point for understanding the channel's unique role within this multifaceted media landscape (Khidir, 2017).

FREEDOM OF SPEECH IN PALESTINE

In recent years, the Palestinian authorities in the West Bank and their counterparts in Gaza have progressively restricted the freedom of expression, as they have intensified their efforts to suppress dissenting voices. This has resulted in a crackdown on journalists affiliated with opposition media outlets, who have been subjected to interrogations and even arrests, all to exert pressure on their political adversaries. (Amnesty International, 2017, <https://www.amnesty.org/en/>). The "Cybercrime Law," adopted by President Mahmoud Abbas in July, constitutes a violation of citizens' rights to privacy and freedom of expression and is in clear violation of the State of Palestine's obligations under international law (Alwahidi & Jayousi, 2018).

Online criticism of the Palestinian authorities, whether by journalists or citizens, can result in severe penalties as per the law, including hefty fines and arbitrary arrests. Furthermore, the law has the potential to be employed against individuals who merely share or retweet such news on platforms like Twitter. Anyone deemed to have disturbed "public order," "national unity," or "social peace" could be sentenced to imprisonment and 15 years of hard labor (Amro, 2018). The Internet service providers in the West Bank were instructed by the Palestinian authorities to block a total of 29 websites, which encompassed political party websites, opposition websites, independent media outlets, and Internet news sites supervised by a group of volunteers, this decision was made without any clear justification or reasoning behind it (Elshobake & Laeba, 2021).

International human rights law, especially the International Covenant on Civil and Political Rights, obliges the Palestinian Authority to respect freedom of expression, including freedom of access to information (Hasan, 2018). Despite this, the state of freedom of opinion and expression within the Palestinian Authority remains in a constant state of deterioration. This can be attributed to the ongoing internal division that has persisted for 17 years, resulting in a restrictive atmosphere for both freedom of expression and journalistic endeavors. The situation has escalated to the point where journalists and individuals with opinions are compelled to self-censor to evade any form of retribution or arrest, because any expression, regardless of its nature, may tend to provoke the anger of the authorities in both the West Bank and Gaza Strip. (Bushkar, 2023).

The Palestinian Authority has curtailed the freedom of expression through the arbitrary detention and summoning of journalists, bloggers, and individuals who express their opinions. Disturbingly, some of these individuals have been subjected to torture and cruel treatment, which is inhumane and degrading. This oppressive approach not only intimidates journalists and opinion-makers but also hinders their ability to carry out their important work. Additionally, the Palestinian Authority has imposed limitations on the freedom to access information, as well as restrictions on scientific research. These actions undermine the fundamental principles of freedom and hinder the progress of society (Farsakh, 2017).

Theoretical Framework

Undoubtedly, since the inception of this universe, mankind has utilized communication in its simplest and most primitive forms. Communication has always been and continues to be the fundamental tool for human interaction throughout history (Toepfl, 2013). As life has evolved and progressed, various means of communication have naturally developed as a logical outcome of this progress and advancement. The rapid pace of discoveries, technological advancements, and techniques in electronic and industrial domains, particularly in transportation and printing, has made it easier to preserve the vast intellectual, scientific, and cultural contributions of scientists, philosophers, thinkers, and writers from previous eras. This preservation has played a crucial role in the dissemination of education, culture, and knowledge across all fields (Magdalena, et al, 2014).

Following the era where science, knowledge, and news were exclusively accessible to the privileged elites and aristocracy, information gradually became accessible to the public through the dissemination of books, newspapers, and magazines (Walther, et al, 2010). Furthermore, with the advent of the radio, television, the Internet, satellites, and various other inventions, information dissemination expanded even further, so the masses began to actively participate in social, economic, and political events, leading to a significant shift in societal dynamics (Hu & Zhu, 2017). As a result, many social scientists devoted their energies to studying the impact of technological and cognitive development on societies. The current study employs the theory of media determinism and spiral of silence theories to explore the impact of journalistic investigations in forming public opinion opposed to the Palestinian Authority in Palestine.

Spiral of silence theory

The "Spiral of Silence Theory," developed by German scientist Elisabeth Noel Neumann in 1974, is considered one of the first, most important, and most accurate media theories in explaining the behavior of audiences toward societal events (Noelle-Neumann & Petersen, 2004). The "spiral of silence theory" initially assumes the existence of a strong correlation between two basic variables: the media and the content it broadcasts, and the orientation, inclinations, and beliefs of the masses. It is a dynamic process in which psychological, social, cultural, and political factors intervene (Scheufele, 2008). This theory states that people who believe, whether rightly or incorrectly, that they represent the opinion of the majority, have a tendency to express their opinions, while those who believe that they represent the opinion of the minority tend to be reticent to express their opinions, because people do not like to be isolated, and those who They embrace what they believe is the minority opinion, often convincing themselves that their opinion is wrong (Gearhart & Zhang, 2015).

The foundations of this theory are that the individual lives in a society and interacts with the environment of public opinion with its components and formation factors. Therefore, the individual tends to form his opinion according to the prevailing public opinion in the society in which he is present, and thus public opinion is formed in a way that is consistent with the ideas supported by the media, so public opinion is formed (Matthes, 2015). The unified public. As for those who oppose this approach or that opinion; They take a position of silence to avoid persecution of the group and for fear of social isolation. Therefore, if they believe in opinions contrary to what is presented in the media and communication; They withhold their personal opinions and refrain from participating in the conversation, and here silence is an expression of rejection, not acceptance (Clemente & Roulet, 2015).

This theory suggests that the media helps shape public opinion rather than merely reflect it. They play an important role in shaping it. What they read in the newspapers, hear on the radio, and see on the radio has an impact on what they believe to be the prevailing opinion on many different issues. People view these media as those who believe that they represent the opinion of the majority, and this means that the media reinforces certain points of view and reflects the prevailing trend that leads to reducing the opinions adopted by the minority (Schulz & Roessler, 2012). Newman believes that many factors make people keen to express their opinions and participate in them, including (1) the individual's feeling of belonging to the opinion of the majority. (2) A tendency to communicate with those who agree with us in opinions more than with those who disagree with us. (3) A feeling of self-esteem encourages the individual to express his opinion. (4) Middle-aged men from the middle class tend to dialogue and participate easily. (4) Most laws encourage individuals to express their opinions when they feel they are more numerous and represent a majority. In contrast to these solutions, individuals tend to remain silent and resort to it whenever pressure in favor of the majority opinion increases (Noelle-Neumann, 1993).

Media and Technological determinism theory

The theory of media determinism asserts that the media, encompassing diverse communication technologies, have a pivotal role in molding and deciding the progress and trajectory of society and culture (Drew, 2016). media determinism proposes that the media possess substantial influence to shape individual beliefs, attitudes, behaviors, and societal norms, thereby ultimately affecting how people perceive and engage with one another (Ralon, 2009). Media determinism highlights the notion that the medium used to communicate information plays a significant role in shaping how that information is perceived, comprehended, and responded to (Ntini, 2017). It posits that various types of media, including print, television, radio, and the internet, possess distinct attributes that influence the content they deliver and how individuals interact with that content (Cavell, 2015).

Media determinism theory is often associated with Technological determinism, Marshall McLuhan, in 1962, introduced the theory of technological determinism, which is regarded as a prominent modern theory in media studies. This theory emerged as a response to the advancements in media and communication technology. (Chandler, 1995). The role of the media in the social sphere is effectively conveyed through this theory, as it emphasizes how it molds the thoughts, feelings, and actions of individuals (Drew, 2016). According to Poster, the content of media cannot be analyzed separately from the technology used to deliver it. How media organizations present information and the intended audience greatly influence the message conveyed by the media. However, McLuhan argues that the very nature of the media through which people communicate has a more profound impact on shaping societies than the actual content being communicated. (2010).

Technological determinism theory revolves around the idea that the development of communication tools shapes and influences contemporary societies (Logan, 2011). This theory is based on three basic assumptions, which are as follows: The means of communication are an extension of human senses. The viewpoint of Marshall McLuhan suggests that individuals, in every era, adapt to the environment by employing specific senses (Tilley, 2011). The content of communication is greatly influenced by various factors such as the communication channels employed, how the media portrays subjects, and the characteristics of the target audience. However, it is important to note that the predominant means of communication during a particular era have a more profound impact on shaping societies than the actual content of the messages being conveyed (McCallum, 2004).

Second: The medium is the message. technology determinism theory has given great importance to the role of the medium. the medium and the danger of the medium are increasing in dominating all dimensions of human life, as the message in the modern era, despite its importance, has become captive to the medium that He values and exaggerates it despite its triviality or nihilism, or dwarfs it and kills it despite its magnificence (Vieta & Ralon, 2013). The message as a signifier completely dissolves in the medium, which has become a message, a signifier at the same time, as McLuhan sees, "The basic message in the book is the printed matter, and the basic message in television is television." The same, the content is not important, and what is important is the means that transmit the content (Winston, 2006). Each medium has its characteristics and an audience of people whose love for this medium exceeds their interest, in terms of its content, Television, like any other medium, possesses unique qualities that attract a specific audience. Just as people love reading to enjoy the printed experience, they love television because of the screen that displays images, sound, movement, and colors, as there is a better method than another in stimulating a certain experience (Popițiu, 2011).

Third: hot means of communication and cold means of communication, The theory of technological determinism in communication outlines the progression of change, as it transitions from the oral stage to the written stage, and further evolved into the era of printing and eventually the era of mass communication (De la & Lin, 2016). The transition was from hot communication, as the relationship is direct and interactive between the sender and the receiver, which is the world of books and cinema, to cold communication, since this relationship is static and indirect, like television (Roncallo-Dow & Scolari, 2016). The necessity to offer the audience additional information increases as the medium becomes colder. This concept is exemplified by the popularity of wide cinema screens, which are considered hot, while television images are perceived as cold (Cavell, 2015).

The theory of media and technology determinism has faced criticism for its oversimplified view of the connection between media and society. It fails to acknowledge the significant influence of politics, economics, and culture in shaping social change (Harvey, 2006). Critics argue that although media undoubtedly holds sway, it does not solely determine the outcomes of society in a deterministic fashion. Rather, the relationship between media and society is intricate and diverse, with various factors intertwining to mold cultural and social dynamics (Marek, 2022).

METHODOLOGY

This research delves into the intricate dynamics of media narratives, particularly within the realm of contentious geopolitical stories. The focus is on understanding the substantial influence of journalistic investigations, specifically in the context of the Palestinian Authority (Jamal, 2017). The academic journey centers around the television program "*The Hidden Is More Immense*" aired by Al Jazeera, unraveling the complexities of media narratives and their role in shaping collective awareness.

Research Method

To reach a broader understanding of the objectives of the study and to achieve credibility in the study results, the study uses two-stage qualitative research procedures including semi-structured interviews and content analysis.

Data Collection

The study relies on qualitative research methods to answer the study's research questions through semi-structured interviews of observers, political analysts, and journalists. The study also uses content analysis, to know the nature of the content that was used in "*The Hidden Is More Immense*" (Press reports, news, press interviews) And how Al Jazeera channel has employed them in a way that aims to form oppositional public opinion in Palestine. In addition, the study attempts to measure the extent of the Palestinian public's interaction with the program and exchange opinions about it.

A) A semi-structured interview is described as an interview in which the interviewer indicates the kind of information he or she hopes to obtain from the interviewee, and Open-ended questions are part of it (Schmidt, 2004). The interview questions are in Appendix A.

B) Content Analysis: It is an approach used to measure and quantify answers to a set of questions, by use of a variety of values to achieve a few answers (Stemler, 2000).

Coding Schema

In this study, the coding scheme linked the study objectives and divided it into three main sections. In the first and second sections, 7 items are included for the participants' answers and opinions about the role of Al Jazeera in exposing corruption within the Palestinian Authority and the extent to which "*The Hidden Is More Immense*" Program contributes to forming oppositional public opinion. The third section answers the extent of the Palestinian street's interaction on YouTube and social media with the content of "*The Hidden Is More Immense*" program, which highlights and contrasts the different opinions in Palestinian society by 3 items who agree, neutral and disagree with the content of the program. The coding schema is in Appendix B.

Data Analysis

After the researcher conducted interviews with participants, the content of the interviews was analyzed based on the coding schema that was categorized based on the aims and research questions of the study. The study interprets from participants' interviews the extensive role that the Aljazeera channel has played in the Palestinian community and how "*The Hidden Is More Immense*" program was the main tool to affect Palestinian public opinion. At the same time analyze the nature of the content that Aljazeera used to convert its narratives about Palestinian issues and measure how Palestinians interact with it.

Population

The study community is divided into two parts. The first part consists of Palestinian political observers and analysts interested in issues of shaping public opinions and their implications for society. The second section consists of the Palestinian social pages that broadcast what is broadcast on a permanent and continuous basis. It is worth noting that "*The Hidden Is More Immense*" ranked first in terms of viewership in the Palestinian street. <https://ipoke.social/>.

Sampling of The Study

The study's sampling focuses on the investigative program "*The Hidden is More Immense*" primarily aired on Al Jazeera. It involves examining specific episodes, editorial decisions, and narratives within this program to understand its role in shaping public opinion on the Palestinian Authority. The sampling also considers public responses to the program, aiming to provide insights into the broader impact of investigative journalism within the Israeli-Palestinian conflict.

"*The Hidden Is More Immense*" is known for its in-depth and critical exploration of political and social issues. The program has focused on uncovering hidden aspects of governance, corruption, and power dynamics within the Palestinian Authority. By presenting investigative journalism, it has sought to hold those in authority accountable and provide an alternative narrative to the official discourse. This case study underscores the power of media, particularly investigative journalism, in influencing public perceptions and opinions. Through its reporting, the program has sparked public discourse, prompting discussions about transparency, accountability, and governance within the Palestinian territories (Jamal, 2017).

Sampling Technique

This study employs purposive sampling as one of the Non-Probability sample techniques for selecting participants who are active with political issues and look and analyze behind the news. Purposive sampling allows researchers to intentionally filtrate entrants who own particular features or have expertise that is bound to the study. Through careful selection, it is ensured that the sample contains people who can motion insightful opinions and data pertinent to the study's goals. The participants of this study are composed of 10 political observers and analysts who are concerned with political and social issues. The Participants were contacted through telephone contact with residents of Dubai, London, and Palestine, while participants located in Northern Cyprus were contacted face-to-face. Participant List is in Appendix C. Furthermore, the study analyzed the content of 10 episodes of the "*The Hidden Is More Immense*" Program, broadcast over three years from 2020 to 2023. The episodes are available on Al Jazeera's YouTube channel website <https://youtu.be/htJ10ACWQJM?si=oSCuod2AaF8dQqUB>.

FINDING

Journalistic investigations play a crucial role in shaping public opinion, especially in situations characterized by geopolitical complications within the intricate fabric of media power. This study explores the complex realm of media dynamics, specifically examining the significant influence of journalistic investigations against the

Palestinian Authority. The focus is on the iconic television show, "*The Hidden Is More Immense*," aired on the Al Jazeera channel. Employing qualitative analysis, and content analysis, this research seeks to understand the complexities of how journalistic investigations, as demonstrated in the program, influence public opinion.

4.1 Interview analysis

The table below answers the first question of the study How does "*The Hidden is More Immense*" portray the Palestinian Authority in its investigative reports?

Table 1. Information on the portrayal of the Palestinian Authority

portray the Palestinian Authority	Number of participants
Security cooperation between the Authority and Israel.	10
Arrest of Palestinian resistance fighters.	6
Maintaining Israel's security.	4
Assassination of Palestinian figures opposed to the authority.	8
Accusing the Palestinian factions of treason.	2
Preventing any expression of opinion in Palestine	8
Financial and administrative corruption	3

The table above shows the opinions of the participants in clarifying the image that the Al-Jazeera channel talked about and its image of the Palestinian community regarding the Palestinian Authority. There was consensus among the participants on the role of security coordination between Israel and the Palestinian Authority. Based on the Palestinian vision, cooperation with Israel is considered a kind of betrayal. 10 of the answers also indicate that the Palestinian authority arrested and killed Palestinian resistance fighters to provide security and protection for Israel, and this is also a type of treason. The program also presented the Palestinian authority providing money to Palestinian resistance fighters in exchange for them surrendering to the Palestinian Authority and not being targeted by Israel. In addition, 8 of 10 participants also confirmed that the Al-Jazeera channel presented, through its program, "*The Hidden Is More Immense*" the lack of freedom of opinion and expression in Palestinian society, by showing clips showing Palestinian security forces assaulting citizens.

Table 2. Information on the Perception of Corruption

Interviews	Revealing corruption
Participant 1	1- Security coordination. 2- Intelligence information exchange.
Participant 2	1- Exchange of arrests. 2- Pursuing the resistance.
Participant 3	1- Arrest of resisters. 2- torture the resistance.
Participant 4	1- Suppression of demonstrators. 2- Financial settlement.
Participant 5	1- The importance of resistance. 2- The role of the resistance in liberating Gaza.
Participant 6	1- Freedom of military action in Gaza. 2- Developing resistance weapons.
Participant 7	1- Security coordination. 2- Pursuing the resistance.
Participant 8	1- Suppression of demonstrators. 2- torture the resistance.
Participant 9	1- The role of the resistance in liberating Gaza. 2- Intelligence information exchange.
Participant 10	1- Achievements of the Palestinian resistance.

It is clear from the analysis of the interviews that Al Jazeera, and through its program "*The Hidden Is More Immense*" placed the Palestinian Authority in the place of accusation and betrayal of the Palestinian cause. It also worked to polish the role of resistance in Gaza after it was almost prohibited in the West Bank. For example, in the interview with Participant 1, he said, that "*The Hidden Is More Immense*" program was able to draw a comparison between the Authority and the Resistance. Thus, the program demonstrated the weakness of the Palestinian Authority in protecting the Palestinians. On the other side, it demonstrated the role of the Resistance in protecting us through a prisoner exchange deal and the release of thousands of Palestinian detainees in what is known as a " Shalit Deal ".¹

According to Participant 2, Al Jazeera deliberately focused its coverage on aspects that reduce the importance of the Palestinian Authority in playing a major role in protecting the Palestinians. The participant confirmed that through follow-up to "The Hidden is More Immersed" program, "Al Jazeera concentrated on the weaknesses of

¹ "The deal was done between Hamas and Israel brokered by German and Egyptian mediators and signed in Cairo. Hamas stipulated the release of Gilad Shalit in exchange for 1,027 Israeli-held security prisoners."

the Palestinian Authority in achieving security stability within Palestinian society. In addition, the Palestinian Authority is an Israeli project that works in secret to protect the Israelis".

Furthermore, the program explained the extent of Israeli-Palestinian security cooperation in the fight against maintaining calm in the West Bank and the authority's attempts to isolate the West Bank from the Gaza Strip. Participant 3 says: "Al Jazeera revealed financial offers made by the Palestinian Authority to the resistance fighters, which constituted a turning point in the Palestinian street regarding the real role of the Authority in protecting the Palestinians. This is conclusive evidence that the authority, through money, worked to prevent any military action in the West Bank, and this is clear evidence of high treason".

On the other hand. Participant 5 claims that Al Jazeera was biased in its program by hiding the Palestinian Authority's point of view on many interwoven political issues on the Palestinian scene. For example, "In the previous two years, the program talked about security cooperation, security prosecution, and preventing freedom of expression, and did not indicate that the authority was paying huge financial costs to provide financial aid to the Gaza Strip despite the Hamas government's control over it. At the same time Although the resistance in Gaza has a mass base, some are dissatisfied with the performance of the resistance, and this is not shown by the Al-Jazeera channel".

Table three answers the second question of the study How does the hidden more immense program contribute to the rise in opposition to the Palestinian Authority?

Table 3. Information on the rise in opposition

The rise in opposition	Number of participants
present the information	5
Credibility of information	3
Types of guests	9
Sensitive issues	7
Source of information	5

It's clear from the table above that Al Jazeera was able to form oppositional public opinion on the Palestinian street by focusing on issues of interest in the Palestinian street, such as government corruption. Also, the quality and nature of the guests and the journalistic context in which Al Jazeera presented its story contributed to strengthening the image of the Palestinian resistance at the expense of the Palestinian Authority. The complex and risky filming conditions also accelerated the spread of the program among the Palestinians, influencing them specifically when talking about Palestinian resistance fighters.

Table 4. Information on Reasons for the Rising Opposition

Interviews	Reasons for the rising opposition
Participant 1	Press templates.
Participant 2	Guests.
Participant 3	Source of information and how it is presented.
Participant 4	Different points of view were presented
Participant 5	Exploiting resistance.
Participant 6	Exploiting Palestinian government corruption.
Participant 7	Manipulate
Participant 8	Rhetoric
Participant 9	Weakness of the Palestinian Authority's narrative.
Participant 10	Strengthening the Palestinian-Palestinian division

The table above shows the participants' points of view on how Al Jazeera Channel influenced Palestinian public opinion. It was clear that the diversity of journalistic templates contributed to stimulating public opinion. For example, Participant 1 says, "The channel addresses the interests and needs of the audience, and this makes it easier for viewers to adapt and adopt the idea and content". In the program "The Hidden is More Immerse" Al Jazeera relied on collecting sensitive intelligence information that was shocking to the Palestinian viewer and raised many questions about the source and purpose of this information. Al Jazeera was also able to conduct interviews with Palestinian resistance fighters under complex security conditions. This is a kind of validation of the topics presented by the channel. For example, Participant 2 confirms that "some information was leaked in the Palestinian street about Palestinian-Israeli security deals to eliminate the Palestinian resistance. Al Jazeera took advantage of these leaks and interviewed a wanted Palestinian known to the citizens, who confirmed the authorities' attempts to offer money for stability.

Furthermore, Al Jazeera focused on reducing the extent of the Palestinian security role in protecting Palestinian civilians, and this is an important element in the decline in the popularity of the Palestinian Authority. Participant 7 says, "The Palestinian Authority appeared on Al Jazeera as if it were water in the hands of Israel, which it moves whenever it wants, and is trying to maintain Israeli security at the expense of the Palestinian citizen, and from here people's opinions began to change".

On the other hand, Participant 7 confirms that "Al Jazeera manipulated the opinions of the Palestinian public by focusing on the weaknesses of the Palestinian Authority, as the peace agreements obligate the Palestinian government to security cooperation with Israel as a gesture of good faith (that the Palestinians are not accepting armed action against Israeli citizens). Al Jazeera intelligently employed this point to be the seed of opposition to authority".

participant 8 says, "The Palestinian people are known for their emotional nature. Therefore, Al Jazeera used a lot of linguistic rhetoric to describe the Palestinian reality, especially when mentioning the Palestinian Authority. For example, when the Palestinian National Authority is said, it is obvious that patriotism means belonging to the homeland and not betrayal. But the Palestinian Authority instead deals with the occupation. Al Jazeera also used the term "Palestinian resistance" while the Palestinian Authority used the term "wanted security" and many other words such as (martyr, resistance, apartheid wall), while the Authority used (outlaws, aggressive attacks, separation wall). All these labels contribute to forming a public opinion opposed to the approach of the Palestinian Authority".

In addition, Participant 10 believes that Al Jazeera exploited the Palestinian-Palestinian division to fight the Palestinian Authority by working to reinforce the narrative of opposition to the authority within Palestinian society.

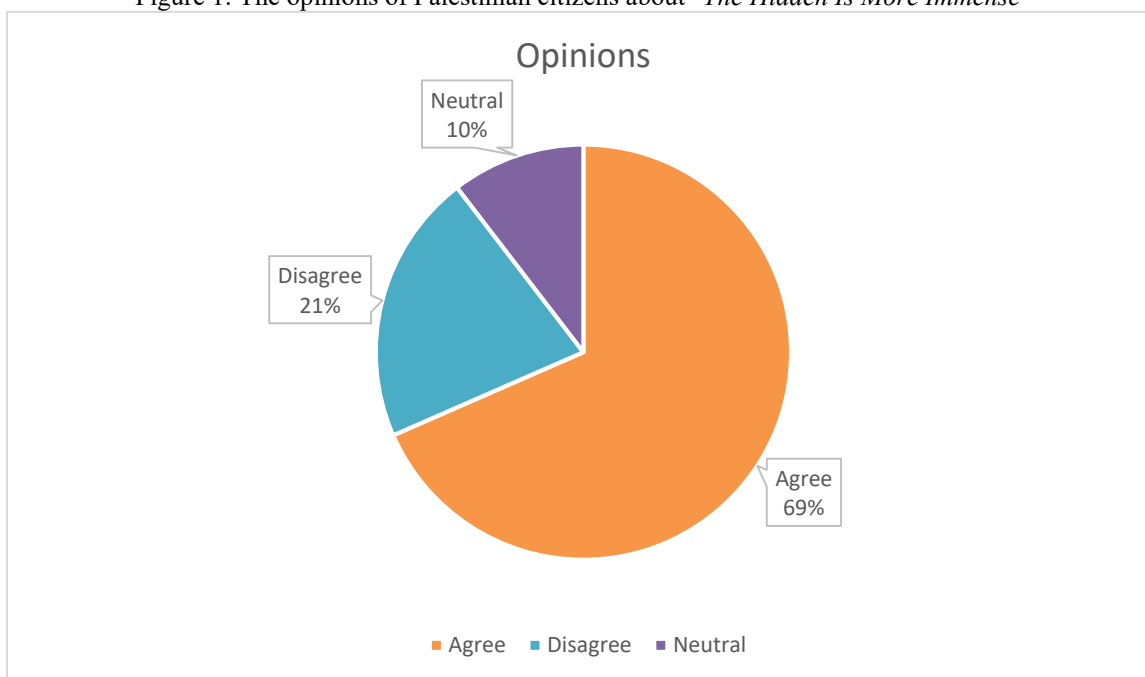
Content Analysis

The study used content analysis to analyze the third research question How has the public responded to the information presented in "*The Hidden is More Immense*" about the Palestinian Authority? Content analysis used in this study helps to know the nature of the content that was used in Press reports, news, and press interviews And how Al Jazeera channel has employed them in "The Hidden is More Immense" program in a way that aims to form oppositional public opinion in Palestine. In addition, by content analyses, the study attempts to measure the extent of the Palestinian public's interaction with the program and exchange opinions about it. Despite the diversity of topics covered by "*The Hidden Is More Immense*" program and its lack of focus on a specific region or country, the Palestinian issue had a major role in the program's topics. Through monitoring social media platforms and YouTube, it was revealed the extent of the public's interaction with the Palestinian issue at the expense of other topics.

Table 5: Information on Public's interaction with the program

	Sharing	Comments	Views	Like
YouTube	0	5000	5,7 m	73k
Social media	5 m	100k	20 m	100k

The table above shows the average participation and interaction with the program "*The Hidden Is More Immense*" based on the program's page on YouTube and social networking sites. It was clear that there was a very high rate of interaction, as some episodes achieved more than 5 million views on YouTube and more than 20 million on social media sites. It also turned out that the Palestinian audience watched the program more than they interacted with it, as the like rate reached approximately 73k on YouTube, while the comment rate reached only 5,000 comments, without any sharing of some episodes.

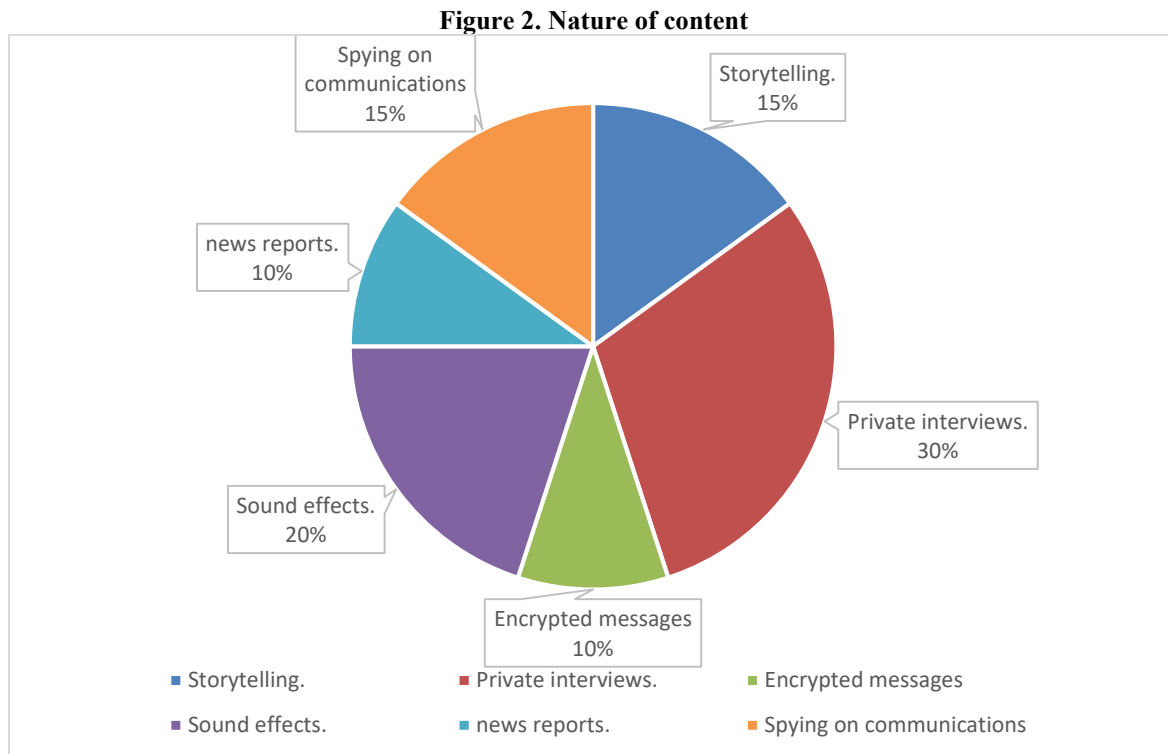
Figure 1. The opinions of Palestinian citizens about "*The Hidden Is More Immense*"

The opinions of Palestinian citizens differed regarding what was published in "*The Hidden Is More Immense*" Program was evident in the division of the Palestinian street between supporters and opponents. Some Palestinians posted videos and commented on them. While others published interviews, information, or photos and commented on them. 69 % of citizens supported the content of the program and confirmed through their comments that the approach of the Palestinian Authority does not differ from Israel's approach. 21 %of citizens attacked and opposed the content of the program. Some even insulted and ridiculed the program's presenter and Al Jazeera Channel in particular. 10 % of citizens had neutral opinions.

Some supporters wrote, "The Palestinian Authority and Israel are two sides of his work. One of them pursues the resistance and tortures them to be entrusted with our protection." Another writes: The Palestinian Authority is another occupation of the Palestinian state and must be eliminated before the Israeli occupation".

As for the opposing opinions, they focused on saying, "The Palestinian Authority is the only solution to establishing an independent Palestinian state, and that the Zionist Al Jazeera channel is working to destroy the Palestinian social fabric. The Palestinian people are more aware and the aims of the Qatari money channel (indicating that Al Jazeera is a channel ruled by money). As for the opposing opinions, they focused on saying, "The Palestinian Authority is the only solution to establishing an independent Palestinian state, and that the Zionist Al Jazeera channel is working to destroy the Palestinian social fabric. The Palestinian people are more aware and the aims of the Qatari money channel (indicating that Al Jazeera is a channel ruled by money). Another says "It seems that Al Jazeera does not read history. The Palestinian Authority is the result of the Palestinian revolution, which lasted for more than 55 years under the leadership of Yasser Arafat, and Tamer will not fake the history"(Tamer is a TV presenter).

The neutral opinions were represented by saying, "Al Jazeera conveyed a certain point of view based on information and reports. Before confirming or objecting to it, the authority must justify its point of view and respond to Al Jazeera's claim so that the citizen is aware of what is happening around him". Another says, "In light of the political events that the issue is going through, it has become better for us as Palestinians to stay at home and not listen to any point of view. Everyone is manipulating us".



Al Jazeera's type of coverage of political events is eye-catching through narrative narration that attracts the audience even if the topic is not interesting. Al Jazeera also excelled in communicating with Palestinian political and military figures whose name is known and whose face is unknown, and this is to achieve the credibility of its narrative. Al Jazeera also used music and effects. Audio enhances control over the audience's feelings. It also used the method of suspense by publishing encrypted messages obtained from private sources to leave the viewer the opportunity to predict.

Through what was mentioned above, Al Jazeera was able to control the mentality of the Palestinian youth, as he involuntarily started repeating what he heard and saw, intentionally or not. The main findings of participants' answers and content analysis are as follows:

1- It became clear through the interviews conducted with the study participants that Al Jazeera focused its program on security, political, and social issues that concern the Palestinian people in its program "*The Hidden Is More Immense*". It was also clear that there was a discrepancy in coverage standards through a comparison between the Palestinian resistance, represented by Hamas, and the Palestinian Authority, which rejects military action and tends toward a peaceful solution to Palestinian issues.

2 - It also became clear that Al Jazeera was able, through the program "*The Hidden Is More Immense*" to enter every home in Palestine, and through its style, the skill of its broadcaster, and the way it presented the Palestinian issue, it worked to influence the minds of young Palestinians and thus form a real opposition to the Palestinian Authority.

3 - The repressive measures followed by the Palestinian Authority towards the Palestinian people contributed to the ease with which Al Jazeera had an influence on the minds of Palestinian citizens by focusing on talking about freedom of opinion and expression, freedom of resistance, and that resistance is a basic condition for liberating any occupied land. also talking about the achievements and preparations of Palestinian armed factions such as Al-Qassam and Islamic Jihad in Gaza played a role in demanding that the Palestinian street demand that every Palestinian has the right to defend himself and prepare for war with Israel at any moment.

4- The Palestinian Authority's policy against Al Jazeera, closing it and preventing it from operating in the Palestinian territories helped spread the ideology of those opposing the authority, as Palestinian citizens began to say that if what Al Jazeera published was not true, the authority would not have closed it.

5- The reactions and great momentum after each episode of the program confirmed the success of the program in forming an oppositional public opinion in Palestine, and this shows that the Palestinian street needed someone who would express its problems and present them to the public.

DISCUSSION

This research provides a clear understanding of the important role performed by journalistic investigations, with *"The Hidden Is More Immense"* providing a reliable source of guidance (Cherkaoui, 2016). By employing a rigorous combination of quantitative accuracy and qualitative expertise, we have successfully deciphered the intricate factors that shape public sentiment, specifically about the resistance against the Palestinian Authority (Bebawi & Bebawi, 2016). This investigation has shown the intricate interaction of several elements, revealing the deliberate editorial decisions that shape the shared awareness of a worldwide audience. The flawless incorporation of data, analysis, and interpretation has resulted in a splendid tapestry, revealing the intricate layers that influence perceptions on a large level (Alhendyani, 2019). The results of this study align with a demand to beyond conventional concepts of journalism, urging us to view it not just as a transmitter of information but as a powerful influence that shapes the fundamental basis of collective comprehension. Our research explores the significant influence of investigative journalism on public understanding, amidst the vast array of media influences.

Essentially, this research acts as a guiding principle, providing direction in the intricate nature of journalistic pursuits, as demonstrated by *"The Hidden Is More Immense"*. The current study carefully analyzed the complex factors that shape public opinion, particularly the negative feelings towards the Palestinian Authority, using a combination of precise quantitative methods and insightful qualitative approaches (Alhendyani, 2019). This undertaking has been characterized by a remarkable elucidation of the intricate interplay that shapes the global narrative landscape.

The media has great power in influencing societies and political systems by providing a large space for discussion about citizen rights and the role of the government in providing for the needs of citizens (Al-Hamadi 2020). Al Jazeera, through its media power, its spread in the Arab world, and its embrace of the Palestinian issue, was able to influence Arab public opinion in general and Palestinians in particular. The reasons for the influence are due to the various media materials provided by Al Jazeera that contributed to the exchange of ideas and opinions on political issues in the Arab world, as it was able to motivate viewers to tend to reject reality and adopt behaviors that oppose or support Arab governments. Al-Jazeera's influence factors shaped media narratives and showed the contribution of journalists in shaping public opinions on political change (Alhendyani, 2019).

The emergence of Al Jazeera as an out-of-the-ordinary Arab media force contributed to showing the viewers many of the disturbances and disagreements that raise controversy in the Palestinian political arena, and citizens became able to comment and express their opinions about them, as there are no longer issues that are prohibited from being talked about or circulated in the media. The diversity of information sources and their sensitivity made the Palestinian viewer enter a state of comparison between the Palestinian Authority and other Palestinian factions such as Hamas and Islamic Jihad. Media highlight the complexities involved in shaping public opinion, not only through traditional media like Al Jazeera but also through various channels and mediums, the geopolitical influences on media narratives and the credibility of reporting emerge as critical factors that can shape public perception (Bakour, 2020).

The disclosed facts not only provide opportunities but also invite audacious scholars to undertake broader explorations into the constantly changing realm of media dynamics (Abdelal, 2016). The extent of our findings surpasses the limitations of conventional television broadcasts, extending its influence to include the limitless realms of internet platforms and mobile applications (Alhendyani, 2019). This analysis explores the combined impact exerted by these platforms and applications, providing a deep understanding of how they change the way viewers perceive things.

The comparison made by Al Jazeera between the Palestinian resistance and the Palestinian Authority was the beginning of the emergence of Palestinian voices opposed to the Palestinian Authority and its politicians. At a time when the Israeli army was storming the West Bank, which is under the control of the Palestinian Authority, and arresting and killing Palestinian fighters under the protection of the Palestinian Authority, the resistance in Gaza protects fighters and provides them with weapons and money. Al Jazeera's distinctive investigative journalism reverberates throughout the delicate tapestry of public opinion. The emphasis is placed on the unusual methodologies that are utilized, which serve as a compass to illuminate how this phenomenon occurs (Rodriguez, 2020).

This comparison contributed to considering the Palestinian Authority a partner with the occupation in killing Palestinians, and some went on to accuse the leaders of the Authority and the Palestinian security services of treason and working for the benefit of Israel. Al Jazeera focused on the role of the Palestinian resistance in fighting Israel, liberating Palestinian prisoners, Israel's acquiescence to the demands of the Palestinian resistance by evacuating some settlements in the Gaza Strip, and presenting it as land liberated from the occupation, and the Israeli army cannot enter Gaza, while showed the West Bank, which is under the rule of the Palestinian Authority, as occupied Palestinian land, violated by the Israeli occupation. The significance of journalistic investigations appears particularly during transformative events that leave an indelible stamp on the collective consciousness (Brown, 2019).

Al Jazeera sparked controversy because of its editorial policy when talking about the Palestinian issue, Al Jazeera deliberately sought to form public opinion in the Palestinian street that opposed the Palestinian Authority, where

the channel's editorial policy was biased towards the resistance more than the Palestinian Authority. The Palestinian Authority and its security services are run by the Fatah movement, which is distinguished by its secular ideology that conflicts with the ideology of the Muslim Brotherhood and Hamas in particular. The Qatari authorities have strong relations with the Muslim Brotherhood and Hamas, and this was clear in their news coverage and in their program "*The Hidden Is More Immense*", despite Al Jazeera employing all its production and editorial capabilities to be neutral in talking about the Palestinian issue, however, according to many of observers and the opinions of participants Al Jazeera did not commit to neutrality.

The method used in "*The Hidden Is More Immense*" program contributed to its spread and adoption in the Palestinian street for several factors, the most important of which are factors related to the method of presentation. The media and technical methods used helped to draw the attention of the viewers. The method of narration, the style of dialogue, decoration, directing, and production left a great impact on the souls of the viewers. Moreover, excellence in the topics raised for discussion and the audacity to speak and address prohibited files left many questions for the Palestinian citizens, and this became clear in the citizens' comments and posts on social media sites. Al Jazeera adopted the principle of excitement and suspense to attract viewers through the method of promoting the program, as the title of each episode aroused the curiosity of Palestinians to know what will be shown and what is new regarding the Palestinian issue. examines the investigative methods that are enshrined in "The Hidden is More Immense," putting them under an intellectual microscope. the editorial method emphasis is placed on the role that these approaches play in questioning and contesting the narrative that has been weaved by the Palestinian Authority. This makes a substantial contribution to our knowledge of how dissenting perspectives come into existence (Patel, 2017).

Press investigations on Aljazeera played a prominent role in raising Palestinian public opinion about the Palestinian Authority and its role in providing protection and fighting rampant corruption within the ruling class in Palestine. Press investigations also showed the main role that the Palestinian Authority plays in protecting Israelis through political arrests, the prosecution of Palestinian resistance, and security coordination between Israel and the Palestinian Authority. "*The Hidden Is More Immense*" program helped break the barrier of fear among Palestinian citizens and they became able to criticize the Palestinian Authority and its policies openly and clearly by publishing and quoting what was stated in "*The Hidden Is More Immense*" program" on social media sites. Some Palestinians also demanded that the leaders of the Palestinian Authority be held accountable and forced to resign. The channel's media discourse Al Jazeera, analyzed in the context of shaping Qatar's international relations, serves Qatari policy, and covers its political and economic projects with the United States and Israel, and it links its discourse to Qatari politics and relations over an extended period (Abualrub, 2010).

The Palestinian Authority, due to Al Jazeera's policy, closed its office in the West Bank and sent a message criticizing the Qatari authorities for what was stated in the program "*The Hidden Is More Immense*" This act caused an increase in the program's viewership rate due to the state of curiosity for Palestinian citizens. The way journalistic investigations that talked about Palestinians were presented was characterized by suspense and shock to the Palestinian citizens. The method of narration, press interviews, guests, and their position in the Palestinian street contributed to the Palestinian citizen's adoption of the message broadcast by the program and its widespread spread among the Palestinians. The Palestinian Authority tried to confront the "*The Hidden Is More Immense*" program and work to discredit the narrative of the program makers, but it failed in doing so because the Palestinian Authority did not have a clear and honest counter-narrative. investigative journalism at Al Jazeera plays a role in the process of political mobilization. The narrative revealed in the program is transformed into an instrument that inspires and mobilizes public resistance to the Palestinian Authority at certain crucial periods (Hernandez, 2022).

Conclusion

The world of Arab media witnessed a radical change after the launch of the Al Jazeera satellite channel in 1996, which is based in Doha. It is the first regional channel to provide serious news and field reports combined with controversial political and social discussions. The Palestinian issue has been considered the most important event in all of Aljazeera's news coverage, but despite this, the channel has been subjected to a lot of criticism, especially from the leaders of the Palestinian Authority and from the Fatah movement, the largest political party in Palestine, which forms the Palestinian government and most of the members of which belong to The Palestinian security services have. this study goes beyond the scope of conventional journalism, prompting us to reassess its function as something more than just a transmitter of information. Instead, it manifests as a dynamic power, shaping the fundamental basis of collective understanding. This study plays a crucial part in the complex landscape of media influence, helping to create a harmonious balance and contribute to the overall understanding of society. It resonates with the profound influence that investigative journalism has on the broad scope of world understanding. The Palestinian Authority considers Al Jazeera, and its policies are close to the Muslim Brotherhood movement. Al Jazeera always seeks to focus on the weaknesses of the Palestinian Authority and the failure of the peace processes to achieve an independent Palestinian state. So The leaders of the Palestinian Authority also consider that Al Jazeera, through its various programs, seeks to spread discord and highlight the Hamas movement and its political program that is close to the Muslim Brotherhood, the right path to achieving Palestinian independence.

This research illuminates the intricate workings of journalistic investigations and emphasizes the significance of critical analysis in navigating the ever-changing media landscape. "The Hidden Is More Immense" acts as a guiding principle, leading us through unfamiliar areas of media narratives. Qualitative analysis in this study has played a crucial role in revealing the intricate factors that influence public opinion, especially about opposition to the Palestinian Authority.

Change occurs when internal crises increase in societies, so Al Jazeera through the tense relationship between the Palestinian citizens and the ruling authority raised questions that led to a change in citizens' opinions about the role of the state and its institutions in protecting the rights of citizens within the law. In addition to respecting differences of opinion, the peaceful transfer of power, and the citizen's right to object, criticize, and demonstrate peacefully in the country. This tension and deteriorating economic situation in Palestine is a starting point for forming a real nucleus to influence public opinion in Palestine. Al Jazeera portrayed the Palestinian Authority as an authoritarian regime that deprives the Palestinian citizens of their political and economic rights. There are no presidential or parliamentary elections in Palestine, in addition to high taxes and unemployment, the Palestinian government is not committed to providing the salaries of government employees so criticizing the Palestinian Authority or its policies may cost a citizen his life, as happened with the political activist Nizar Banat. Related to the mentioned above this study acts as a balancing element that contributes to the overall understanding of society. It reflects the lasting influence that investigative journalism has on shaping the broad scope of global awareness. The results of our research serve as a harmonious pause, compelling us to carefully observe the cadence of investigative journalism and its wide-ranging consequences.

Each aspect of this research aligns with the nuanced intricacies of journalistic inquiries and their significant influence in molding public sentiment. This research provides a cohesive contribution to the overall impact of media influence.

Recommendations

1. Al Jazeera raises the slogan of opinion and other opinions, and this slogan is a research point through which the extent of Al Jazeera's credibility in presenting different points of view can be studied.
2. Many observers believe that Al Jazeera, despite its widespread within the Arab world, is accused by some of being biased toward the policy of the Qatari government, and this point may also be a research focus that needs to be verified.
3. There is also an important question that needs to be investigated: to what extent have the parties opposing the Palestinian Authority exploited what was stated in the Greater Secret Program to increase their popularity base?

REFERENCES

- Abdallah ZA, W. (2019). *Representation of voices and social actors in Al-Jazeera and CNN*
- Abdelal, W. (2016). *Hamas and the media: Politics and strategy*. Routledge.
- Abdul-Nabi, Z. (2022). Syria's CWs Coverage (2013): Peace Deal or Military Action
- Abo Zeid, C. (2021). The Egyptian public diplomacy-case study on Al Misreya and
- Ahmad, M. I. (2016). The magical realism of body counts: How media credulity and
- Al Zowaimil, M. A. (2016). *After the Arab Spring: An analysis of the future of*
- ALahmad, H. (2021). a mediatised Conflict: The mediatisation of Palestinian split in
- ALahmad, H. (2023). A Middle Eastern style of mediatisation of politics and conflicts: Were regional-domestic intersections considered?. *Journal of Arab & Muslim Media Research*, 16(2), 181-200.
- Al-Arabiya are influenced by Qatar and Saudi Arabia* (Doctoral
- Al-Hamadi, M. A. (2020). *Al-Jazeera's AJ+, and the Public Sphere* (Doctoral dissertation, Hamad Bin Khalifa University (Qatar)).
- Alhendyani, A. (2019). *The cost of truth in a world of politics: How Al-Jazeera and*
- Alotaibi, N. M. (2017). *Online news: a study of credibility in the context of the Saudi news media* (Doctoral dissertation, University of Sussex).
- Al-Shami, A. (2020). Unveiling of matters: The role of investigative journalism in uncovering
- Alwahidi, H., & Jayousi, R. (2018, July). Freedom of Expression and The Intermediary Liability
- Al-Zoubi, Z. (2022). *Al-Jazeera's role in the Syrian uprising: A study of Al-Jazeera's coverage of the Syrian uprising, its impact on Syrian audience perception, and the factors motivating content selection* (Doctoral dissertation, Bournemouth University).
- Amairah, H. A. (2023). A Critical Discourse Analysis of Al Jazeera's Reporting of the 2021 Israel-Palestine Crisis. *International Journal of Arabic-English Studies*.
- Amro, B. (2018). Cybercrime as a Matter of the Art in Palestine and its Effect on Individuals.
- Anderson, C. W. (2013). Towards a sociology of computational and algorithmic journalism. *New*
- Aouragh, M. (2016). Revolutionary manoeuvres: Palestinian activism between cybercide, and cyber intifada. In *Media and Political Contestation in the Contemporary Arab World: A Decade of Change* (pp. 129-160). New York: Palgrave Macmillan US.

- Arafa, M., & Armstrong, C. (2016). " Facebook to Mobilize, Twitter to Coordinate Protests, and YouTube to Tell the World": New Media, Cyberactivism, and the Arab Spring. *Journal of Global Initiatives: Policy, Pedagogy, Perspective*, 10(1), 6.
- Arifuddin, M. T. (2022, April). Why Media, Women, and Children Cry in Palestine: The Case Study of the Israeli-Palestinian Conflict in May 2021. In *ICGCS 2021: Proceedings of the 1st International Conference on Gender, Culture and Society, ICGCS 2021, 30-31 August 2021, Padang, Indonesia* (p. 480). European Alliance for Innovation.
- Bakour, B. (2020). The role of media in the Arab revolutions: the case of Syria. *ESTEEM Journal of Social Sciences and Humanities*, 5, 93-106.
- Barkho, L. (2011). The role of internal guidelines in shaping news narratives: ethnographic insights into the discursive rhetoric of Middle East reporting by the BBC and Al-Jazeera English. *Critical Discourse Studies*, 8(4), 297-309
- Bebawi, S., & Bebawi, S. (2016). The Rise of Investigative Journalism Globally and in the Arab World. *Investigative Journalism in the Arab World: Issues and Challenges*, 18-40.
- Bhowmik, S., & Fisher, J. (2023). Framing the Israel-Palestine conflict 2021: Investigation of CNN's coverage from a peace journalism perspective. *Media, Culture & Society*, 01634437231154766.
- Bovens, M., & Wille, A. (2021). Indexing watchdog accountability powers a framework for assessing the accountability capacity of independent oversight institutions. *Regulation & Governance*, 15(3), 856-876.
- Bruce, M. D. (2012). Visual framing on Arab satellite TV: Comparing the content and structure of Al Jazeera, Al Jazeera English, Al Arabiya, Alhurra, and BBC Arabic newscasts.
- Bushkar, A. H. M. (2023). The impact of the Palestinian political division on the Palestinian foreign policy and the path of the Palestinian liberation diplomacy. *Arab Journal for Scientific Publishing (AJSP) ISSN, 2663, 5798. Çalışmaları Dergisi*, 8(2), 151- 181.
- Cancela, P., Gerber, D., & Dubied, A. (2021). "To Me, It's Normal Journalism" Professional Perceptions of Investigative Journalism and Evaluations of Personal Commitment. *Journalism Practice*, 15(6), 878-893.
- Cavell, R. (2015). McLuhan, Turing, and the Question of Determinism. In *Traffic* (pp. 149-159). Brill.
- Chandler, D. (1995). Technological or media determinism.
- Cherkaoui, T. (2016). Back to the Future: Sparta, Athena, and the battle for the Arab public sphere. *Pacific Journalism Review*, 22(2), 112-126.
- Cherkaoui, T. (2022). Al Jazeera: 25 Years of Living Dangerously. *The Political Economy of Communication*, 9(2).
- Cherkaoui, T., & Mohyidin, R. (2020). Murder in the consulate: the Khashoggi affair and the Turkish-Saudi war of narratives. *The Political Economy of Communication*, 7(2).
- Cherribi, S. (2017). *Fridays of rage: Al Jazeera, the Arab spring, and political Islam*. Oxford University Press.
- Christmas, C. G., Fackler, M., Richardson, K. B., & Kreshel, P. J. (2020). *Media ethics: Cases and moral reasoning*. Routledge.
- Clemente, M., & Roulet, T. J. (2015). Public opinion as a source of deinstitutionalization: A "spiral of silence" approach. *Academy of Management Review*, 40(1), 96-114.
- Comparative Analysis. London, UK: Intech Open*, 57-78.
- Coronel, S. (2008). Investigative Reporting and the Struggle for the Public Sphere. *Free Markets, Free Media? Reflections on the Political Economy of the Press in Asia*, 87-108.
- corruption in the Arab world. *Off and Online Journalism and Corruption: International*
- Dahl-Øen, S. (2018). *Subjective Journalism in Peace Building: Building peace or war in the coverage of 9/11 and the following "War on terror"?* *New York Times and New York Post as case studies* (Master's thesis).
- De Burgh, H. (2008). Forty years: a tradition of investigative journalism. In *Investigative journalism* (pp. 65-80). Routledge.
- De la Cruz Paragas, F., & Lin, T. T. (2016). Organizing and reframing technological determinism. *New Media & Society*, 18(8), 1528-1546.
- Diakopoulos, N. (2015). Algorithmic accountability: Journalistic investigation of computational power structures. *Digital journalism*, 3(3), 398-415.
- dissertation, Master's thesis, California State University).
- dissertation, University of Malaya).
- Drew, R. (2016). Technological determinism. A companion to popular culture, 165-183.
- Dwyer, T., Wilding, D., & Koskie, T. (2021). Australia: Media concentration and deteriorating conditions for investigative journalism.
- El Jammal, R. F. (2012). Al Jazeera evolution within the Arab revolutions.
- Elshobake, M. R., & Laeba, M. (2021). The Legal Framework of Cybercrime in Palestine. *Arab Law Quarterly*, 37(1-2), 157-174.

- Ethelb, H. M. A. (2018). *The impact of media ideology on translating news: a study investigating how media outlets deal with the Arab Spring—the case of post-revolution Egypt* (Doctoral dissertation, University of Glasgow).
- Farsakh, L. (2017). The “right to have rights”: Partition and Palestinian self-determination. *Journal of Palestine Studies*, 47(1), 56-68.
- Flawed statistics sustain a controversial policy. *Journalism*, 17(1), 18-34.
- Gearhart, S., & Zhang, W. (2015). “Was it something I said?” “No, it was something you posted!” A study of the spiral of silence theory in social media contexts. *Cyberpsychology, Behavior, and Social Networking*, 18(4), 208-213.
- Gerhards, J., & Schäfer, M. S. (2014). International terrorism, domestic coverage? How terrorist attacks are presented in the news of CNN, Al Jazeera, the BBC, and ARD. *International Communication Gazette*, 76(1), 3-26.
- Haj Omar, H. (2016). *Ideology, media and conflict in political discourse and its translation during the Arab Spring: Syria as a case study* (Doctoral dissertation, University of Leeds).
- Harvey, O. (2006). Marshall McLuhan on technology, subjectivity and ‘the sex organs of the machine world’. *Continuum*, 20(3), 331-344.
- Hasan, Y. (2018). The liability of internet service providers in Palestine. *International Journal of Business, Economics and Law*, 17(5), 24-34
- Hauser, J. (2019). Working the News: Preserving Professional Identity Through Networked Journalism at Elite News Media.
- Hijjawi, A. (2011). The role of Al-Jazeera (Arabic) in the Arab revolts of 2011. *People’s Power: The Arab World in Revolt: Political Analysis and Commentary from the Middle East*, 2, 68-72.
- Houston, B. (2010). The future of investigative journalism. *Daedalus*, 139(2), 45-56.
<https://scholarworks.calstate.edu/downloads/t722hd103>.
- Hu, H., & Zhu, J. J. (2017). Social networks, mass media and public opinions. *Journal of Economic Interaction and Coordination*, 12, 393-411.
in the Arab Spring: A Peace Journalism Analysis (2011-2021) (pp.
- Ireri, K. (2022). Images from the Battlefields: How Al-Jazeera and BBC News Sites Visually Framed the Libyan Revolution. *Visual Communication Quarterly*, 29(1), 48-61.
- Jamal, A. (2017). *Media politics and democracy in Palestine: Political culture, pluralism, and the Palestinian Authority*. Liverpool University Press.
- Karadimitriou, A., von Krogh, T., Ruggiero, C., Biancalana, C., Bomba, M., & Lo, W. H. (2022). Investigative journalism and the watchdog role of news media: Between acute challenges and exceptional counterbalances.
- Kassab, M. (2020). Media Coverage of the Syrian Crisis from 2011 to 2013: Comparison Between Al-Jazeera and Al-Manar Channels.
- Khidir, S. (2017). “Localisation” and the “Arab Spring”: A Critical Discourse Analysis of Translation-Mediated Arabic News Articles on the Unrest in the Arabic-Speaking World (The Case of Robert Fisk and Al Jazeera) (Doctoral dissertation, Université d'Ottawa/University of Ottawa).
- Khoulani, L. (2019). 'Tricksters', 'victims' and 'saviours' in the Israeli-Palestinian conflict: a discourse-mythological analysis of Al Jazeera online and the Palestinian papers (Doctoral dissertation, Newcastle University).
- Logan, R. K. (2011). McLuhan misunderstood: setting the record straight. *Razón y palabra*, (76).
- Lynch, M. (2006). *Voices of the new Arab public: Iraq, Al-Jazeera, and Middle East politics today*. Columbia University Press
- Magdalena, I., Pudjaprasetya, S. R., & Wiryanto, L. H. (2014). Wave interaction with an emerged porous media. *Advances in Applied Mathematics and Mechanics*, 6(5), 680-692.
- Makharesh, A. (2018). *Arab citizen's perceptions of the investigative journalism*. Arkansas State University.
- Marek, S. (2022). Eternal Present? From McLuhan’s Global Village to Artificial Intelligence. *Вестник Российского университета дружбы народов. Серия: Психология и педагогика*, 19(2), 393-404.
- Matthes, J. (2015). Observing the “spiral” in the spiral of silence. *International Journal of Public Opinion Research*, 27(2), 155-176.
- McCallum, P. (2004). Walter Benjamin and Marshall McLuhan: theories of history. *Marshall McLuhan: Critical Evaluations in Cultural Theory*, 2, 317-330.
- McLaughlin, G. (2016). *The War Correspondent—(Edition 2)*. Pluto Press.
- McNair, B. (2017). *An introduction to political communication* (Vol. 5). Taylor & Francis.
media & society, 15(7), 1005-1021.
- Mellor, N. (2019). The (in) visibility of Arab women in political journalism. Routledge.
news coverage of the 2014 Israeli-Gaza conflict/Abdallah ZA Warshagha (Doctoral Nile International channels.
- Noelle-Neumann, E. (1993). *The spiral of silence: Public opinion--Our social skin*. University of Chicago Press.

- Noelle-Neumann, E., & Petersen, T. (2004). The spiral of silence and the social nature of man. *Handbook of political communication research*, 339-356.
- Ntini, E. D. (2017). The dialogic relationship between mass media and society: an assessment of triadic reciprocal determinism of Zimbabwean mass media websites.
- Orand, L. (2022). *Are the Western-dominated mass media involved in ethnic conflicts in the Middle East?: a case study of the BBC's role in ethnic tensions in Iran* (Master's thesis, Norwegian University of Life Sciences, Ås).
- Orand, L. (2022). *Are the Western-dominated mass media involved in ethnic conflicts in the Middle East?: a case study of the BBC's role in ethnic tensions in Iran* (Master's thesis, Norwegian University of Life Sciences, Ås).
- Pan-arab Transnational satellite TV Journalism. *Türkiye Ortadoğu*
- Popițiu, O. M. (2011). Technological vs. cultural determinism. *Studia Universitatis Babeș-Bolyai-Ephemerides*, 56(1), 141-154.
- Poster, M. (2010). McLuhan and the cultural theory of media. *MediaTropes*, 2(2), 1-18.
- Rabea, A. (2022). Bahraini uprising of 2011: The (No More) hidden political role of sports journalism. *International Review for the Sociology of Sport*, 57(7), 1044-1060.
- Ralon, L. (2009). Beyond categorization: Marshall McLuhan, technological determinism, and social science methodology-a reappraisal.
- Roncallo-Dow, S., & Scolari, C. A. (2016). Marshall McLuhan: The possibility of re-reading his notion of medium. *Philosophies*, 1(2), 141-152.
- Saleh, S. (2018). Watching the Talk: Talk on Television and Talk About Television-The Case Study of Ahmar Bel Khat Areed.
- Sameer Masoud Shqair, H. (2021). *Aljazeera TV's role in shaping Arab political awareness (the Egyptian revolution 25 Jan–11 Feb 2011)* (Doctoral dissertation, University of York).
- Scheufele, D. A. (2008). Spiral of silence theory. *The SAGE handbook of public opinion research*, 175-183.
- Schulz, A., & Roessler, P. (2012). The spiral of silence and the Internet: Selection of online content and the perception of the public opinion climate in computer-mediated communication environments. *International journal of public opinion research*, 24(3), 346-367.
- Shapira, R. (2018). Law as Source: How the Legal System Facilitates Investigative Journalism. *Yale L. & Pol'y Rev.*, 37, 153.
- Sophia, H. (2020). The Change In The Hagia Sophia Museum By Erdogan: Historical Perspective And Its Implications For Indonesian.
- Tenenboim-Weinblatt, K., Hanitzsch, T., & Nagar, R. (2016). Beyond peace journalism: Reclassifying conflict narratives in the Israeli news media. *Journal of Peace Research*, 53(2), 151-165.
- Tilley, E. (2011). *New Culture/Old Ethics: What Technological Determinism Can Teach Us About New Media. The Ethics of Emerging Media: Information, Social Norms and New Media Technology*. New York, The Continuum International Publishing Group, 191-212.
- to "Punish" the Perpetrator?. In *Al-Jazeera's "Double Standards"*
- Toepfl, F. (2013). Why do pluralistic media systems emerge? Comparing media change in the Czech Republic and in Russia after the collapse of communism. *Global media and Communication*, 9(3), 239-256.
- Totry, M. (2006). What role did the Israeli and Palestinian Media Play in the Oslo Process. *Global Media Journal: Mediterranean Edition, Eastern Mediterranean University*, 1(2), 11-13.
- University of Technology).
- Valiante, G. (2014). *Investigative Journalism in Montreal: A Golden Age* (Doctoral dissertation, Concordia University).
- Vieta, M., & Ralon, L. (2013). Being-in-the-technologically-mediated-world: The existential philosophy of Marshall McLuhan. *The Popular Culture Studies Journal*, 1(1-2), 36-60.
- Viola, B. (2022). The role of media in times of political instability: theoretical and practical aspects (on the example of the Syrian conflict).
- Wajner, D. F. (2019). "Battling" for legitimacy: analyzing performative contests in the Gaza flotilla paradigmatic case. *International Studies Quarterly*, 63(4), 1035-1050.
- Walther, J. B., Carr, C. T., & Choi, S. S. W. (2010). Interaction of interpersonal, peer, and media influence sources online: A research agenda for technology convergence. *A networked self*, 25-46.
- Warshagha, A. Z. (2019). *Representation of Voices and Social Actors in Al-Jazeera and Cnn News Coverage of the 2014 Israeli-Gaza Conflict* (Doctoral dissertation, University of Malaya (Malaysia)).
- Waste, T. (2016). The Impact of Investigative Reporting on Public Opinion and Policymaking: Targeting. *Agenda Setting: Readings on Media, Public Opinion, and Policymaking*, 171.
- Weaver, D., & Daniels, L. (1992). Public opinion on investigative reporting in the 1980s. *Journalism Quarterly*, 69(1), 146-155.

- Winston, B. N. (2006). How does technological development and adoption occur In the media? A cultural determinist model (Doctoral dissertation, University of Lincoln).
- Yaghi, M. (2017). Media and sectarianism in the Middle East: Saudi hegemony over Pan-Arab media. *International Journal of Media & Cultural Politics*, 13(1-2), 39-56.
- Zaharna, R. S. (2019). Al Jazeera and American Public Diplomacy: A Dance of Intercultural (Mis-) Communcation. In *Al Jazeera Phenomenon* (pp. 183-202). Routledge.

THE ROLE OF MEDIA LITERACY ON PREVENTION OF GENDER-BASED VIOLENCE AMONG YOUTHS-A CASE STUDY OF HIGH SCHOOLS

Ebubechukwu Kelechi IHEJIRIKA

Prof. Dr. Aytakin İSMAN
isman@sakarya.edu.tr

ABSTRACT

This study was on the role of media literacy on prevention of gender-based violence (GBV) among youths-a case study of high schools. A total of 150 respondents were used in this study and data was collected using a well-formatted questionnaire. The socio-demographic data were as follows: gender- male (84, 56%), female (66, 44%); Age- 12-15years (30, 20%); 16-19years (96, 64%), >20years (24, 16%); Religion-Christianity (126, 84%), Islam (18, 12%), Traditional (6, 4%) and Level in high school- Junior (24, 16%), Senior (126, 84%) 84.56% of respondents were male, while 66.44% were female. Most people consume news on social media, while 13% get it from newspapers and magazines. Most respondents seek media content that challenges traditional gender norms and promotes gender quality, while 8% never do. 96% of respondents have been influenced by media content to change attitudes about gender norms or violence. 60% of respondents experienced gender-based violence in school and peers, with only 28% receiving formal media literacy education. 72% agreed that media literacy can prevent gender-based violence, while 24% disagreed. 64% agreed that schools should organize awareness campaigns to promote media literacy and prevent violence. Media exposure to violence increases aggressive behaviors among young people, with 48% agreeing that gender-based violence can desensitize them. Media representations can promote healthy relationships and gender equality, with 48% saying yes. Media exposure plays a significant role in shaping societal attitudes towards gender-based violence, with 77% saying yes, 96% saying no, and 24% saying maybe. The study found no significant differences in media literacy interventions' effectiveness on gender-based violence among male and female respondents however, significant differences were observed in media consumption habits, role of media literacy, age distribution, religion and barriers to integration. This study thus showed the complex relationship between media literacy, gender-based violence, and high school students' attitudes and emphasizes the need for tailored interventions, addressing both gender perspectives, early exposure to media literacy education, and addressing media influences in religious contexts to combat GBV driven by religious beliefs.

Keywords: gender-based; violence; media; literacy; prevention

INTRODUCTION

1.1 Overview

Gender-based violence (GBV) is a pervasive issue that affects individuals of all ages and backgrounds, with significant consequences for the physical, psychological, and social well-being of survivors (Ajuzie, et al. 2012). Among youths, GBV has emerged as a critical concern, necessitating comprehensive strategies to address its root causes and prevent its occurrence. In recent years, there has been growing recognition of the influential role played by media in shaping attitudes, beliefs, and behaviors related to gender norms and violence (World Health Organization, 2020). Gender-based violence encompasses various forms of violence, including physical, sexual, psychological, and economic abuse, which are primarily perpetrated against individuals based on their gender (Namwese, 2014). GBV is known to occur in different cultures and regions of the world (Minerson *et al.*, 2011). Different causes of GBV have been identified including lack of physical security owing to break-down of law and order, presence of armed forces/groups, collapse of law enforcement, justice institutions and family, social or community structures, poverty, lack of education and livelihood opportunities, and inadequate access to shelter, food, water, fuel, and income generation, discriminatory social, cultural or religious laws, norms and practices that marginalize women and girls and fail to respect their rights etc (Council of Europe, 2021). Another underlying cause of GBV has been identified to be past witnessing and/or experiencing similar violence during earlier years (Murrell, et al. 2007). GBV has various forms including intimate partner violence, sexual violence, child marriage, bullying, blackmail, female genital mutilation etc (Stockman, et al. 2013). Studies indicate that IPV during adolescence is associated with witnessing or experiencing IPV during childhood, atypical family structures, multi-partnering, and substance, abuse, especially alcohol abuse (Halpern, et al. 2009; Cui, et al 2013; Catalozzi, et al. 2011). Gender-based violence has effects such as homicide and suicide, injury and shock, disability and sleeping disorders, reproduction problems, emotional and social and economic problems such as increased gender inequalities (Garcia-Moreno, et al. 2005). GBV may also cause psychological and physical adverse outcomes such as stress, anxiety, depression, unsafe abortion, unwanted pregnancy, and sexually transmitted infections (Tantu et al. 2020). According to Wanjiru (2021), GBV has far-reaching consequences which may be devastating and can have life-long repercussions for survivors and could even lead to death. GBV has a world-wide occurrence however research indicates that it is pervasive among adolescent and young adult

women in low- and middle-income countries (Decker, et al. 2015). Globally, GBV disproportionately affects women and girls, but it also impacts men and boys. Young people, particularly those in high schools, are susceptible to the perpetration and experience of GBV, making it essential to explore preventive interventions tailored to this age group (Viner, et al. 2012).

The media, including television, films, music, social media, and advertising, plays a crucial role in shaping societal attitudes and behaviors, including those related to gender. Media representations often perpetuate harmful stereotypes, reinforce unequal power dynamics, and normalize violence against women (Huesmann, et al., 2020). Such portrayals contribute to the socialization process of young individuals and can influence their understanding of gender roles, relationships, and violence.

Media literacy refers to the ability to critically analyze, evaluate, and interpret media messages. It empowers individuals to navigate media content, question its underlying messages, and develop alternative perspectives. By fostering media literacy skills among youths, it is possible to enhance their capacity to resist negative media influences, challenge harmful gender norms, and prevent gender-based violence (Mendez et al., 2017). The advent of the internet and social media has opened a new channel through which GBV occurs and increased access to media consumption has resulted in significant increase in cases thus necessitating the need for media literacy (Idongesit, 2014).

Gender-based violence (GBV) remains a significant concern in societies worldwide, particularly among youths. As technology and media consumption increase, the influence of media on shaping attitudes and behaviors becomes more pronounced. In the context of preventing GBV, media literacy has emerged as a potential protective factor, empowering individuals to critically engage with media content and challenging harmful gender norms. Gender-based violence refers to any act of physical, sexual, psychological, or economic harm inflicted on individuals based on their gender, perpetuated through power imbalances and reinforced by societal norms (World Health Organization, 2020). Youth, defined as individuals in the age range of 10 to 24 years (United Nations, 2017), are particularly vulnerable to GBV due to the formative nature of their socialization and identity development processes (Choudhary & Joshi, 2019). While various factors contribute to GBV, media plays a significant role by shaping attitudes, beliefs, and behaviors regarding gender roles and relationships (Peter & Valkenburg, 2016). Media literacy, as defined by the National Association for Media Literacy Education (2019), encompasses the ability to access, analyze, evaluate, and create media content in a critical and informed manner. Media literacy equips individuals with the skills to comprehend the persuasive techniques, biases, and stereotypes prevalent in media messages (Livingstone et al., 2019). It enables them to question and challenge representations of gender and power dynamics in media, fostering a more nuanced understanding of the social construction of gender roles (Messner et al., 2020). While studies have shown a link between exposure to media violence and increased aggression (Huesmann et al., 2020), research exploring the role of media literacy in preventing GBV is relatively limited, especially within the specific context of high schools. This research seeks to fill this gap by investigating the potential of media literacy education programs to mitigate the risk factors associated with GBV among youth populations. By focusing on high schools as the setting, this study aims to examine the efficacy of media literacy interventions in promoting healthy relationships, challenging harmful gender stereotypes, and fostering a supportive and inclusive school climate that discourages GBV.

1.2 Significance of The Research

This research contributes to knowledge by exploring the intersection of media literacy and gender-based violence among youths. It examines how media literacy skills can empower young individuals to critically analyze and challenge harmful media messages that perpetuate gender stereotypes, objectification, and violence against women.

The study identifies and evaluates specific media literacy strategies that can be employed in high schools to prevent gender-based violence. It investigates the effectiveness of various educational interventions, such as media literacy programs, curriculum enhancements, and workshops, in promoting critical thinking, fostering empathy, and promoting healthy relationship norms.

By conducting a case study in high schools, the research assesses the impact of media literacy interventions on students' attitudes and behaviors regarding gender-based violence. It examines whether increased media literacy leads to a reduction in harmful beliefs, increased awareness of the consequences of gender-based violence, and improved interpersonal skills and conflict resolution strategies.

The research explores how media literacy can empower young individuals to become active agents in preventing gender-based violence. It investigates the role of media literacy in promoting critical consciousness, self-efficacy, and the ability to challenge societal norms that contribute to violence against women. Additionally, it explores the potential of media literacy to inspire youth to engage in advocacy efforts and participate in broader social change movements.

This research provides valuable insights for policymakers, educators, and practitioners working in the field of gender-based violence prevention and media literacy education. The findings can inform the development of

evidence-based policies and educational initiatives that prioritize media literacy as a key component of comprehensive prevention strategies in high schools. It highlights the importance of integrating media literacy into the curriculum and designing targeted interventions to address the specific needs of youth populations.

1.2.1 Research Questions/Objectives

The aim of this study is to examine the role of media literacy in preventing gender-based violence among high school students. The research aims to answer the following questions:

1. What is the level of media consumption/literacy among high school students?
2. What are some personal experiences and perceptions of high school students on gender-based violence with respect to media literacy?
3. What is the role of the media literacy on prevention of gender-based violence?
4. What is the effectiveness of media literacy interventions on GBV?
5. What are some potential barriers and facilitators of integrating media literacy education into high school curriculum?

1.3 Novelty of study

Literature is replete with research on media literacy and its impact on addressing gender-based violence, however, this study specifically targets high schools. High school students represent a critical age group, where attitudes and behaviors are being shaped, and they are increasingly exposed to diverse media content. By concentrating on high schools, this research recognizes the importance of early intervention and prevention efforts to foster a culture of respect and equality among youths. The study takes a comprehensive approach by analyzing the multifaceted aspects of media literacy and its impact on preventing gender-based violence. It explores not only the role of media literacy in fostering critical thinking skills but also investigates its influence on raising awareness about harmful media representations, promoting healthy relationship dynamics, and developing skills for responsible media consumption. By adopting a case study methodology, this research enables an in-depth exploration of the specific context of high schools, considering the unique challenges and opportunities they present. This approach allows for a holistic understanding of the interactions between media literacy initiatives, school environments, and students' experiences, contributing valuable insights for developing effective preventive strategies. This study recognizes the significance of youth voices and experiences in understanding the impact of media literacy on preventing gender-based violence. By incorporating qualitative research methods such as interviews, focus groups, and participant observations, it seeks to capture the lived experiences, perceptions, and challenges faced by high school students regarding media literacy and its potential in addressing gender-based violence.

This research aims to provide practical recommendations and guidelines for educators, policymakers, and other stakeholders involved in youth education. By identifying effective media literacy interventions and strategies, the study aims to inform the development and implementation of evidence-based programs that can be integrated into high school curricula to prevent gender-based violence and promote healthy relationship dynamics among students.

LITERATURE REVIEW

2.1 Conceptual review

Gender-based violence (GBV) remains a significant societal issue, particularly among youths, where media consumption plays a pivotal role in shaping attitudes and behaviors. Media literacy has emerged as a crucial tool in empowering young individuals to critically engage with media messages and challenge harmful representations of gender and violence.

Media literacy is defined as the ability to access, analyze, evaluate, and create media messages critically. This skill equips youths with the tools to deconstruct media representations of gender roles and violence, thus mitigating the harmful effects that such content can have on their attitudes and behaviors (Tyner, 2014). By promoting media literacy, youths can develop a more nuanced understanding of gender dynamics, recognize stereotypes, and resist the perpetuation of violence in society.

The media, including television, movies, social media, and video games, plays a significant role in shaping youths' perceptions of gender and violence. Studies have shown that exposure to violent and sexist content in the media can desensitize individuals to GBV, perpetuate harmful stereotypes, and normalize abusive behaviors (Huesmann et al., 2016). Media literacy education is essential in helping youths navigate this landscape and develop critical thinking skills to discern the differences between reality and media portrayals.

Several studies have evaluated the effectiveness of media literacy interventions in preventing gender-based violence among youths. For instance, a study by Johnson and Johnson (2018) found that implementing a media literacy program in schools led to increased awareness of GBV issues and improved attitudes towards gender equality. Another study by Smith et al. (2020) demonstrated that participation in a media literacy intervention reduced acceptance of violence against women among male adolescents.

An essential aspect of preventing gender-based violence among youths is considering intersectionality. Media literacy programs should address the intersecting factors of gender, race, class, and sexuality, as different groups may experience media messages differently (Gill, 2016). Inclusive media literacy interventions can empower youths from diverse backgrounds to challenge stereotypes and advocate for a more equitable society.

While media literacy holds promise in preventing GBV among youths, there are challenges to its widespread implementation. Limited access to comprehensive media literacy education, varying program effectiveness, and the rapidly evolving media landscape pose obstacles (Potter, 2018). However, technological advancements, such as online media literacy resources and mobile applications, present opportunities to reach more youths with tailored educational content.

In addition to developing critical consumption skills, media literacy programs can encourage youths to become active creators of media content. By producing media that challenges GBV and promotes positive gender norms, young individuals can participate in the broader movement to combat violence and inequality (Tyner, 2014).

Media literacy is a valuable tool in preventing gender-based violence among youths by empowering them to critically engage with media messages. Existing research highlights the positive impact of media literacy interventions in challenging harmful stereotypes and fostering attitudes of respect and equality. To address the complexities of GBV, media literacy programs must adopt an intersectional approach and consider the changing media landscape. By investing in comprehensive media literacy education, society can foster a generation of media-literate youths who contribute to building a safer and more equitable world.

2.2 Theoretical review

It is critical to emphasize that the theoretical perspective offers a conceptual foundation for research, which involves a thorough grasp of the variable network's relationships (Morejon, 2020).

2.2.1 Cultivation Theory

The Cultivation Theory, developed by Gerbner (1967), posits that long-term exposure to media content cultivates viewers' perceptions and beliefs about social reality. It suggests that repeated exposure to media messages influences individuals' understanding of the world around them, particularly in terms of social norms and behaviors. In the context of this study, Cultivation Theory can be applied to examine the relationship between media exposure, media literacy, and the prevention of gender-based violence among youths in high schools.

According to Cultivation Theory, media messages can shape individuals' perceptions of social reality by presenting particular portrayals of gender roles, stereotypes, and violence. Research has indicated that media often reinforce traditional gender norms and stereotypes, portraying women as vulnerable, submissive, and objects of violence (Smith et al., 2017). These portrayals can perpetuate harmful beliefs and attitudes, contributing to the occurrence of gender-based violence among youths.

However, Cultivation Theory also suggests that media literacy can act as a mediating factor in the cultivation process. Media literacy refers to the ability to critically analyze and evaluate media messages, understand their potential effects, and develop alternative interpretations (Potter, 2014). By enhancing media literacy skills, individuals can engage in more critical thinking and resist the influence of media messages that promote harmful gender norms and violence.

To explore the role of media literacy in preventing gender-based violence among youths in high schools, a case study methodology will be employed. The study will involve a sample of high school students, and data will be collected through surveys, interviews, and focus group discussions. The surveys will assess students' media exposure, media literacy levels, attitudes towards gender-based violence, and behaviors related to gender equity. The interviews and focus group discussions will provide deeper insights into the students' experiences, perceptions, and the influence of media on their attitudes and behaviors.

By adopting Cultivation Theory as a theoretical framework, this study aims to shed light on the role of media literacy in preventing gender-based violence among youths in high schools. It recognizes the potential influence of media messages on shaping attitudes and behaviors related to gender-based violence. Moreover, the study recognizes media literacy as a crucial factor in empowering students to critically engage with media, challenge harmful gender norms, and contribute to the prevention of gender-based violence.

Application of cultivation theory to media literacy and gender-based violence

Cultivation theory, developed by George Gerbner and colleagues, posits that long-term exposure to media content can shape individuals' perceptions of reality, leading to the cultivation of beliefs and attitudes consistent with the messages conveyed in the media. In the context of preventing gender-based violence (GBV) among youths, cultivation theory offers valuable insights into understanding how media consumption influences attitudes towards gender roles and violence.

Cultivation theory suggests that media exposure, particularly television viewing, gradually shapes individuals' perceptions of the world, including their beliefs about gender and violence (Gerbner & Gross, 1976). The theory's key concepts include "mean world syndrome," where heavy viewers of violent media perceive the world

as more dangerous and hostile than it actually is, and "mainstreaming," where media content homogenizes diverse views and creates a shared cultural reality among viewers.

Media literacy is a potential counterforce to the cultivation effects of media consumption. By teaching youths critical analysis skills, media literacy can help them recognize and challenge harmful representations of gender roles and violence in media content (Tyner, 2014). Media literacy empowers youths to question the accuracy and social implications of media portrayals, reducing the likelihood of internalizing violence-supportive attitudes cultivated by media exposure.

Studies examining the application of cultivation theory in the context of media literacy interventions have shown promising results. For instance, Johnson and Johnson (2018) conducted a study implementing a media literacy program that aimed to reduce GBV attitudes among high school students. The program provided tools for critically evaluating media content, leading to a significant decrease in beliefs supportive of violence against women. The findings suggest that media literacy can mitigate the cultivation effects of media violence by encouraging youths to engage with media content more critically.

Media literacy not only addresses violence in media but also empowers youths to challenge gender stereotypes perpetuated by media portrayals (Gill, 2016). By promoting discussions about gender norms and representation, media literacy interventions encourage youths to construct more egalitarian and respectful views of gender roles.

Applying cultivation theory in the study of media literacy and GBV prevention requires considering intersectionality. Intersectional media literacy programs recognize the unique experiences of individuals based on their intersecting identities, such as race, class, and sexuality (Gill, 2016). An intersectional approach helps to tailor media literacy education to diverse groups, fostering inclusive dialogue and addressing specific challenges faced by marginalized communities.

Conclusively, Cultivation theory provides a valuable framework for understanding how media consumption can shape attitudes towards gender roles and violence among youths. By applying cultivation theory in the context of media literacy interventions, researchers and educators can examine the effectiveness of these programs in challenging GBV-supportive attitudes and promoting critical engagement with media messages. Media literacy acts as a vital buffer against the cultivation effects of media violence by empowering youths to challenge harmful representations and fostering a more egalitarian understanding of gender. Additionally, an intersectional approach in media literacy ensures inclusivity and relevance for diverse youth populations, promoting a safer and more equitable society for all.

2.3 Empirical review

Attitude and Perceptions Towards Gender-Based Violence Among Youths and Adolescents

Gender-based violence (GBV) among youths and adolescents is a pressing concern that has significant social and psychological implications. Understanding the attitudes and perceptions towards GBV among this population is essential for effective prevention and intervention efforts. Attitudes and perceptions towards GBV among youths and adolescents are shaped by a complex interplay of individual, familial, societal, and cultural factors. Attitudes and perceptions towards GBV are complex and multifaceted, influenced by various individual, cultural, and social factors. Several studies have examined these attitudes and perceptions, shedding light on different dimensions of the issue and several factors have been identified.

Research indicates that attitudes towards GBV are often influenced by deeply ingrained beliefs about gender roles and power dynamics. Traditional gender norms, societal expectations, and cultural factors can perpetuate victim-blaming attitudes and reinforce the acceptability of violence against women. For example, a study by Smith and colleagues (2018) found that individuals who adhere to traditional gender norms were more likely to justify and minimize GBV incidents.

Gender socialization plays a significant role in shaping attitudes towards GBV among youths and adolescents. Research indicates that adherence to traditional gender norms, stereotypes, and expectations can perpetuate attitudes that normalize or justify violence against women. For example, studies have found that young males who hold more traditional views on masculinity are more likely to exhibit accepting attitudes towards GBV (Ackard, Neumark-Sztainer, & Hannan, 2003).

Peers and social networks exert a strong influence on the attitudes and perceptions of youths and adolescents towards GBV. Peer group dynamics, including witnessing or endorsing GBV, can shape attitudes and normalize violence. Research suggests that individuals who perceive their peers as supportive of GBV are more likely to hold accepting attitudes (Reed et al., 2011). Furthermore, exposure to media and popular culture that portray GBV can reinforce harmful attitudes and perceptions among this age group.

Knowledge and awareness about GBV have been identified as significant factors that shape attitudes towards this form of violence. Limited knowledge and awareness about GBV can contribute to misconceptions and tolerant attitudes among youths and adolescents. Studies have shown that comprehensive sex education programs that address GBV, consent, and healthy relationships can positively influence attitudes and decrease tolerance towards violence (Decker et al., 2017). Studies have shown that individuals with a higher level of knowledge about GBV are more likely to hold non-violent and non-tolerant attitudes. In contrast, limited

knowledge and misconceptions about GBV contribute to victim-blaming attitudes and hinder efforts to address the issue effectively (Doe et al., 2019). Increasing knowledge and awareness through educational initiatives can be an effective strategy for preventing GBV among this age group.

The attitudes and perceptions towards GBV among youths and adolescents are influenced by intersecting factors such as race, ethnicity, socioeconomic status, and cultural norms. Cultural factors may shape attitudes differently across diverse communities, emphasizing the importance of considering cultural specificities in interventions. For instance, research has highlighted variations in attitudes towards GBV among different ethnic groups, with some cultures exhibiting higher tolerance for violence than others (Bui, Morash, & Parker, 2018). Haque & Khan, (2021) also highlighted the influence of cultural factors on attitudes towards GBV in different contexts, emphasizing the need for culturally sensitive interventions.

Media plays a significant role in shaping attitudes and perceptions towards GBV. Research suggests that exposure to media representations of GBV can influence attitudes by normalizing or condemning such violence. For instance, studies have shown that exposure to sexist or violent content in media can lead to the acceptance and trivialization of GBV (Johnson & Adams, 2020). Additionally, social networks and peer influences contribute to the formation of attitudes towards GBV, highlighting the importance of social interactions in shaping perceptions of violence (Mendez et al., 2017).

Experiences of Gender-Based Violence Among Adolescents and Youths

Gender-based violence (GBV) is a pervasive issue affecting adolescents and youths worldwide, with profound physical, emotional, and social consequences. Understanding the experiences of GBV among this population is crucial for developing effective interventions and support systems. The experiences of GBV among adolescents and youths are diverse, encompassing various forms of violence. There are different forms of GBV including intimate partner violence (IPV), sexual violence and bullying/cyberbullying.

Intimate Partner Violence (IPV): IPV refers to violence experienced within dating or intimate relationships. Studies reveal high rates of IPV among adolescents and youths, with females being more commonly victimized. Experiences of IPV include physical, sexual, and psychological abuse, with significant implications for mental health, self-esteem, and relationship dynamics (Ackard et al., 2003).

Sexual Violence: Sexual violence, including rape and sexual assault, is a prevalent form of GBV experienced by adolescents and youths. Research highlights the vulnerability of young females to sexual violence, often perpetrated by acquaintances, partners, or family members. The consequences of sexual violence include trauma, reproductive health issues, and increased risk of sexually transmitted infections (Garcia-Moreno et al., 2015).

Bullying and Cyberbullying: Bullying and cyberbullying are forms of GBV commonly experienced by adolescents and youths. These acts involve repeated aggression, harassment, or humiliation, which can occur in-person or through online platforms. Victims of bullying often suffer from emotional distress, social isolation, and adverse mental health outcomes (Hinduja & Patchin, 2018).

Measures Against Gender-Based Violence in High Schools

Gender-based violence (GBV) in high schools is a significant concern that negatively impacts the well-being and educational attainment of students. Preventive measures are crucial in creating safe and inclusive school environments. Preventive measures against GBV in high schools encompass various strategies aimed at raising awareness, promoting positive relationships, and fostering a culture of respect.

Comprehensive Sexuality Education (CSE): Comprehensive sexuality education programs play a vital role in preventing GBV by promoting healthy relationships, consent, gender equality, and bystander intervention. Research suggests that students who receive CSE demonstrate improved knowledge, attitudes, and skills to prevent GBV and engage in respectful behaviors (Pettifor et al., 2018).

Bystander Intervention Programs: Bystander intervention programs empower students to intervene in situations of GBV by recognizing warning signs, challenging harmful behaviors, and offering support to potential victims. Such programs have shown promise in increasing students' willingness and efficacy to intervene and create safer school environments (Banyard et al., 2015).

School Policies and Protocols: Clear and comprehensive school policies and protocols that address GBV are essential preventive measures. These policies should outline expectations for behavior, procedures for reporting incidents, and consequences for perpetrators. Research suggests that schools with strong policies and protocols have lower rates of GBV and better support systems for survivors (Casey et al., 2017).

Engaging Male Students: Involving male students in GBV prevention efforts is crucial for challenging traditional gender norms and fostering positive masculinity. Programs that engage boys and young men in discussions, workshops, and mentorship opportunities promote empathy, respect, and non-violent behaviors (Fulu et al., 2017).

Supportive School Climate: Creating a supportive school climate that actively addresses GBV is essential. This includes promoting zero tolerance for violence, providing accessible and confidential support services, and

fostering a culture of respect, inclusion, and gender equality. A positive school climate has been associated with reduced levels of GBV and improved overall well-being (DeSouza et al., 2021).

2.4 Application of review to current study

The studies have provided insight into the attitude and perception, experiences and preventive measures of gender-based violence as it relates to media literacy. The comprehensive review of the role of media literacy in gender-based violence among youths in high schools has provided a significant knowledge on the matter within the scope of the study.

The researcher proposes the Cultivation theory to be adopted as the theoretical framework for the study, hence providing an academically accepted foundation to research the study's objectives.

Conclusively, several empirical findings have been made on the relationship between media literacy and gender-based violence among youths in high school. However, literature is scanty on the actual role of media literacy in reducing gender-based violence among youths hence this study will be very important in providing necessary research data on the true impact of media literacy on gender-based violence among high school youth.

METHODOOGY

3.1 Study Design

This study was conducted as a cross-sectional and descriptive study to relate media literacy and prevention of gender-based violence among youths. According to Dooley (2007), a research design is that aspect of research which 'glues' the various sections of the research project in one united piece. Cross-sectional and descriptive research design is usually utilized in specific research topics where the researcher has identified specific problems which respondents provide answers to in order to arrive at a detail information about the problem (Kothari, 2004). Quantitative data allows the research to obtain close probability of the relationship that exists between media literacy and gender-based violence among youths in high schools in Nigeria using quantitative tools.

3.2 Study population, sample size and procedure

The study was conducted among high school students within Port Harcourt city in Rivers State Nigeria. In all, a total of 150 responses were collected from students. The inclusion criteria was high school students in the junior and senior levels who had access to smartphone and internet-enabled devices while exclusion criteria was basically students who are not in high school.

3.3 Study Tools

The Intimate Partner Violence Attitude Scale (IPVAS) was revised and adapted for use in this study to evaluate the role of media literacy in preventing gender-based violence amongst high school students.

The study tool was divided into 6 parts:

The first section of the questionnaire inquires about the socio-demographic data of respondents consisting of four items. The second section was on media consumption habits/ media literacy assessment and had six items. The third Section of the questionnaire focused on personal experiences and perceptions on media literacy and GBV and had five items. The fourth section focused on role of media literacy on GBV and had five items. The fifth section focused on effectiveness of Media Literacy Interventions on GBV (with five items) while the sixth section was focused on barriers and facilitators of integrating media literacy education having five items. Section two-six were based on 3 level Likert scale of Yes, No and Maybe. The survey had a total of 33 items. Cronbach's alpha co-efficient was calculated based on the various section and total scale. The Cronbach's alpha for the total scale was 0.857 while Cronbach's alpha were 0.683, 0.780, 0.686 0.867 and 0.907 for section two to six respectively. These values show that the scale had good internal reliability. Permission to use revise and use this tool for duly obtained.

3.4 Data Collection

Data collection using the questionnaire was done between June 2022-July 2023. The questionnaires were administered on high school students via Google form. The completion of the questionnaire took between 20 and 30minutes. A total of 150 responses were collected from the target population.

3.5 Data Analysis

Statistical Package of Social Sciences (SPSS) program was used to analyze the collected data. The methods used to analyze the data include an analysis of descriptive statistic variables such as frequency and percentages for the categorical variables.

FINDINGS

4.1 Findings

Table 4.1: Socio-demographic characteristics (n=150)

Descriptive statistics	Frequency (n)	Percentage (%)
Gender		
Male	84	56
Female	66	44
Age		
12-15years	30	20
16-19years	96	64
>20years	24	16
Religion		
Christianity	126	84
Islam	18	12
Traditional	6	4
Level in high school		
Junior	24	16
Senior	126	84

The socio-demographic distribution of the respondents (table 1) shows that 84 respondents (56%) were males while 66 were females (44%). The age distribution of the respondents showed the following ranges: 16-19years>12-15years> above 20years. The religions distribution of the respondents showed that a large majority of respondents (84%) were Christians while the least reported religion was traditional religion. Majority of respondents (126) were in the senior secondary section while junior secondary had 24 respondents.

Table 4.2: Evaluation of Media Consumption Habits (n=150)

Statement	Option	n	%
Where do you primarily get your news from?	Television	30	20.0
	Newspaper/magazine	13	8.7
	Social media platforms	80	53.3
	online news websites	27	18.0
On average, how many hours per day do you spend consuming news and media	Less than 1 hour	18	12.0
	1-2 hours	48	32.0
	2-3 hours	16	10.7
	3-4 hours	52	34.6
	More than 4 hours	16	10.7
How often do you actively seek out media content that challenges traditional gender norms and promotes gender equality	Always	24	16
	Often	6	4
	Sometimes	72	48
	Rarely	36	24
	Never	12	8
Do you feel that your media consumption habits align with your values regarding gender equality and the prevention of gender-based violence	Yes, always	24	16
	Yes, sometimes	90	60
	No, not often	18	12
	Never	18	12
Have you ever been influenced by media content to change your attitudes or behaviors related to gender norms or violence	Yes	96	64
	No	18	12
	Maybe	36	24
How frequently do you discuss the influence of media on gender norms and violence with your peers, family, or teachers	Frequently	24	16
	Occasionally	60	40
	Rarely	60	40
	Never	6	4

Media consumption habits of respondents (table 2) shows that a large number of respondents (80) predominantly got their news from social media platforms while 13% got their news from newspapers and magazines. Time spent per day consuming news and media were as follows: spent 3-4 hours (52, 34.6%), 1-2 hours (48, 32%), less than 1 hour (18, 12%) while 2-3 hours and more than 4 hours were 16 (10.7%) of respondents. Most respondents (72, 48%) reported that they sometimes seek media content that challenges traditional gender norms

and promotes gender quality while 8% reported that they never did. 96% of respondents reported that they had been influenced by media content to change their attitude related to gender norms or violence. Responses on how frequently respondents discuss the influence of media on gender norms and violence with peers, family or teachers were in the order: occasionally/rarely>frequently>never.

Table 4.3: Evaluation of Personal Experiences/Perceptions on Media Literacy and GBV(n=150)

Statement	Option	n	%
Have you ever witnessed or experienced gender-based violence (physical, verbal, or emotional) among your peers or in your school environment?	Yes	90	60
	No	42	28
	Maybe	18	12
Have you received any formal education or training on media literacy and its relation to gender-based violence prevention?	Yes	42	28
	No	78	52
	Maybe	30	20
Do you think media literacy education can be effective in preventing gender-based violence among young people?	Yes	108	72
	No	6	4
	Maybe	36	24
Do you think high schools should organize awareness campaigns or events to promote media literacy and prevent gender-based violence?	Yes	96	64
	No	24	16
	Maybe	30	20
Do you think the inclusion of media literacy education in high schools can have long-term benefits in terms of preventing gender-based violence?	Yes	120	80
	No	6	4
	Maybe	24	16

Personal experiences and perceptions of respondents on media literacy on GBV (table 3) showed that 60% had experienced gender-based violence among peers and in school environment. Only 28% of respondents had received formal education on media literacy and its relation to gender-based violence prevention, 52% had no gotten any form of education while 20% were unsure. 72% of respondents (108) answered yes when asked if media literacy can be effective in preventing gender-based violence among young people whereas 24% answered no to the question. 64% of respondents (96) agreed that school should organize awareness campaigns or events to promote media literacy and prevent gender-based violence while 16% (24) disagreed and 20% (30) were unsure. 80% (120) of respondents agreed that inclusion of media literacy education in high schools can have long-term benefits in terms of preventing gender-based violence whereas 4% (6) and 16% (24) were unsure.

Table 4.4: Evaluation of Role of Media Literacy on GBV (n=150)

Statement	Option	n	%
Exposure to media violence contributes to an increase in aggressive behaviors among young people.	Yes	102	68
	No	12	8
	Maybe	36	24
Media portrayals of gender-based violence can desensitize young people to its seriousness.	Yes	72	48
	No	30	20
	Maybe	48	32
Media can play a positive role in promoting healthy relationships and gender equality.	Yes	72	48
	No	24	16
	Maybe	54	36
Media representations of healthy and respectful relationships have positively influenced my own relationship behaviors.	Yes	96	64
	No	6	4
	Maybe	48	32
Media exposure plays a significant role in shaping societal attitudes towards gender-based violence.	Yes	117	78
	No	9	6
	Maybe	24	16

Table 4 shows the evaluation of the role of media literacy on GBV (table 4) shows that 68% (102) agreed that exposure to media violence contributes to an increase in aggressive behaviors among young people. 48% (72)

respondents agreed that media portrayals of gender-based violence can desensitize young people to its serious while 20% (30) and 32% (48) were unsure. The highest responses were “Yes” (48%) for the statement on media can play a positive role in promoting healthy relationships and gender equality. The range of responses were Yes>Maybe>No for the statement media representations of healthy and respectful relationships have positively influenced my own relationship behaviors. On media exposure playing a significant role in shaping societal attitudes towards gender-based violence, the responses were as follows: Yes (117, 78%), No (9, 6%) and Maybe (24, 16%).

Table 4.5: Evaluation of Effectiveness of Media Literacy Interventions on GBV (n=150)

Statement	Option	n	%
Media literacy interventions can increase knowledge about gender-based violence and its prevention among high school students	Yes	100	66.7
	No	20	13.3
	Maybe	30	20
Media literacy interventions can help high school students develop critical thinking skills to analyze and evaluate media messages related to gender-based violence.	Yes	72	48
	No	24	16
	Maybe	54	36
Media literacy interventions can help high school students identify and challenge harmful gender stereotypes and portrayals in the media.	Yes	42	28
	No	78	52
	Maybe	30	20
Media literacy interventions can improve the ability of high school students to recognize and resist media messages that promote gender-based violence.	Yes	114	76
	No	6	4
	Maybe	30	20
Media literacy interventions can positively influence the attitudes and beliefs of high school students regarding gender-based violence prevention.	Yes	120	80
	No	30	20
	Maybe	0	0

Evaluation of effectiveness of media literacy interventions on GBV is shown in table 5 above. The responses for the statements were as follows: Media literacy interventions can increase knowledge about gender-based violence and its prevention among high school students-Yes (100, 66.7%), No (20, 13.3%) and maybe (30, 20%); Media literacy interventions can help high school students develop critical thinking skills to analyze and evaluate media messages related to gender-based violence Yes (72, 48%), No (24, 16%) and Maybe (54, 36%). Media literacy interventions can help high school students identify and challenge harmful gender stereotypes and portrayals in the media-Yes (42, 28%), No (78, 52%) and Maybe (30, 20%), Media literacy interventions can improve the ability of high school students to recognize and resist media messages that promote gender-based violence-Yes (114, 76%), No (6, 4%) and Maybe (30, 20%). Media literacy interventions can positively influence the attitudes and beliefs of high school students regarding gender-based violence prevention-Yes (120, 80%), No (30, 20%) and Maybe (0, 0%).

Table 4.6: Evaluation of Barriers/Facilitators of Integrating Media Literacy Education (n=150)

Statement	Option	n	%
Limited resources (financial, technological, etc.) pose a challenge to implementing media literacy education in high schools.	Yes	90	60
	No	12	8
	Maybe	48	32
Insufficient teacher training and professional development opportunities hinder the effective integration of media literacy education.	Yes	102	68
	No	48	32
	Maybe	0	0
Resistance or lack of support from school administration and policymakers is a barrier to implementing media literacy education in high schools.	Yes	96	64
	No	24	16
	Maybe	30	20
Concerns about the controversial or sensitive nature of some media literacy topics act as a barrier to their inclusion in high school curricula.	Yes	96	12
	No	12	8
	Maybe	42	28

Collaboration with external partners, such as media organizations or community groups, can facilitate the integration of media literacy education into high school curricula.	Yes	132	88
	No	6	4
	Maybe	12	8
Availability of relevant and age-appropriate media literacy resources and materials supports the successful implementation of media literacy education.	Yes	114	76
	No	12	8
	Maybe	24	16
Providing teachers with access to comprehensive media literacy curricula and lesson plans would facilitate the integration of media literacy education.	Yes	111	74
	No	32	21.3
	Maybe	7	4.7

Table 6 shows the evaluation of barriers/facilitators of integrating media literacy education. Limited resources (financial, technological, etc.) pose a challenge to implementing media literacy education in high schools-Yes (90, 60%), No (12, 8%) and Maybe (48, 32%); Insufficient teacher training and professional development opportunities hinder the effective integration of media literacy education-Yes (102, 68%), No (48, 32%), and Maybe (0, 0%); Resistance or lack of support from school administration and policymakers is a barrier to implementing media literacy education in high schools- Yes (96, 64%), No (24, 16%), Maybe (30, 20%). Concerns about the controversial or sensitive nature of some media literacy topics act as a barrier to their inclusion in high school curricula-Yes (96, 12%), No (12, 8%), Maybe (42,28%); Collaboration with external partners, such as media organizations or community groups, can facilitate the integration of media literacy education into high school curricula-Yes (132, 88%), No (6, 4%), Maybe (12, 8%); Availability of relevant and age-appropriate media literacy resources and materials supports the successful implementation of media literacy education-Yes (114, 76%), No (12, 8%), Maybe (24, 16%); Providing teachers with access to comprehensive media literacy curricula and lesson plans would facilitate the integration of media literacy education-Yes (111, 74%), No (32, 21.3%), Maybe (7, 4.7%).

Table 4.7: Comparison of scale items by socio-demographic status (n=150)

Factor	Media consumption habits (M±SD)	Personal Experiences/ Perceptions on media literacy and GBV(M±SD)	Role of media literacy on GBV (M±SD)	Effectiveness of Media Literacy Interventions on GBV (M±SD)	Barriers/ Facilitators of Integrating Media Literacy Education (M±SD)
Gender					
Male	2.26±0.63	1.56±0.55	1.64±0.68	1.44±0.75	1.60±0.58
Female	2.51±0.45	1.55±0.53	1.43±0.63	1.36±0.58	1.39±0.58
*P-value	0.010	0.502	0.058	0.479	0.027
Age					
12-15years	2.09±0.74	1.67±0.79	1.50±0.88	1.50±0.63	1.46±0.66
16-19years	2.78±0.19	1.89±0.86	1.67±0.97	1.80±0.89	1.90±0.85
>20years	2.36±0.54	1.44±0.34	1.54±0.54	1.32±0.56	1.45±0.49
*P-value	0.000	0.002	0.709	0.016	0.008
Religion					
Christianity	2.39±0.51	1.53±0.54	1.60±0.69	1.40±0.71	1.51±0.62
Islam	2.72±0.41	1.28±0.29	1.33±0.49	1.13±0.19	1.33±0.30
Traditional	1.00±0.00	2.33±0.00	1.20±0.00	2.20±0.00	2.00±0.00
*P-value	0.000	0.000	0.117	0.003	0.053
Year in high school					
Junior	2.09±0.74	1.67±0.79	1.50±0.88	1.50±0.88	1.46±0.66
Senior	2.42±0.52	1.51±0.47	1.56±0.62	1.39±0.63	1.52±0.57
*P-value	0.009	0.186	0.677	0.470	0.687

*Significant differences exist if $p < 0.05$

Table 7 shows the comparison of scale items to responses of respondents according to socio-demographic data. The result shows that there was no significant difference between response of male and female respondents on question about personal experiences and perceptions on media literacy and GBV as well as effectiveness of

media literacy interventions on GBV while significant differences were observed between male and female respondents with respect to questions on Media consumption habits, Role of media literacy on GBV and Barriers/Facilitators of Integrating Media Literacy Education. With the exception of role of media literacy on GBV, there was significant differences in the age distribution of respondents (0.000, 0.002, 0.016 and 0.008 respectively). Similarly, there was significant mean differences in the respondents' religion with respect to questions on role of media literacy on GBV (0.117) while significant differences existed in other scale items- media consumption habits (0.000), personal experiences/perceptions on media literacy and GBV (0.000), effectiveness of media literacy interventions on GBV (0.003) and barriers/facilitators of integrating media literacy education (0.053). There was significant difference in responses towards questions on media consumption habits (0.009) with respect to year in high school, however no significant difference was observed in other scale items: personal experiences/perceptions on media literacy and GBV (0.186), role of media literacy on GBV (0.677), effectiveness of media literacy interventions on GBV (0.470) and barriers/facilitators of integrating media literacy education (0.687).

4.2 Discussion

The gender distribution in our study revealed that 56% of respondents were males and 44% were females. This distribution underscores the need for tailored interventions that address both genders' perspectives on GBV. According to Smith and Hamon (2020), media literacy programs should engage young men and women equally, encouraging critical discussions about media portrayals of gender roles and relationships. Such interventions can lead to a heightened awareness of how media contributes to harmful gender norms and an increased capacity to challenge and reject such narratives. The age distribution of this study spanned three categories: 16-19 years, 12-15 years, and above 20 years. This finding aligns with the literature that highlights the importance of starting media literacy interventions at an early age (UNESCO, 2019). Early exposure to media literacy education equips youths with the tools to recognize and critique instances of GBV depicted in media content, fostering a culture of respect and equality from a young age. The religious distribution indicated that 84% of respondents identified as Christians, with traditional religion being the least reported. This distribution resonates with the work of Liew and Koh (2018), who emphasize the role of media literacy in promoting religious tolerance and combating gender stereotypes perpetuated by religious narratives. Addressing how media influences perceptions of gender within religious contexts can contribute to reducing GBV driven by religious beliefs. The majority of respondents in our study were in the senior secondary section, indicative of a higher representation of individuals pursuing advanced education. This aligns with literature that suggests higher education levels correlate with increased media literacy skills (Hobbs & Jensen, 2009). Educated youths are better positioned to critically assess media messages, identify GBV themes, and challenge harmful content through informed discussions and activism.

The findings from Table 2 highlight the evolving landscape of media consumption. Social media platforms have emerged as the primary source of news for a substantial proportion of respondents (80%), signifying the increasing influence of online platforms in shaping public opinion. Traditional sources such as newspapers and magazines still hold a presence, albeit at a lower proportion (13%). These results underscore the need for interventions that address media literacy in the context of rapidly changing media consumption habits. These findings corroborate the findings of a previous research by Smith et al. (2019), which highlighted the increasing prominence of social media as a news source among youths. The dominance of social media platforms suggests that interventions targeting media literacy should address the unique challenges posed by these platforms, such as the rapid spread of misinformation and reinforcement of gender stereotypes (Jones, 2020). The time spent consuming news and media is a crucial factor in understanding exposure levels. Our study indicated that the majority of respondents spent 1-4 hours per day consuming news, with a substantial proportion dedicating 3-4 hours (34.6%). These figures emphasize the substantial role media plays in daily life and the potential for significant impact on perceptions and attitudes. This finding is consistent with research conducted by Williams and Currie (2018), which emphasized the need to engage youths in critical discussions about media content due to their significant exposure. These authors argued that the time spent consuming media necessitates a comprehensive understanding of media literacy skills to counteract potential negative influences. An encouraging finding is the willingness of a significant portion of respondents (48%) to seek out media content that challenges traditional gender norms and promotes gender equality. This demonstrates an emerging awareness and interest in content that goes beyond conventional portrayals. However, the presence of 8% who reported never seeking such content indicates the need for targeted efforts to promote critical engagement with media. This aligns with the findings of Chang et al. (2021), who argued that youths are increasingly drawn to media content that reflects diversity and challenges harmful stereotypes. Their study highlighted the role of gender norm-challenging media in promoting more positive attitudes and behaviors among young audiences. Perhaps the most striking revelation is the high percentage (96%) of respondents who reported being influenced by media content to alter their attitudes towards gender norms and violence. This statistic underscores the media's potential as a catalyst for positive change. The wide-reaching impact of media content on attitudes holds

promise for leveraging media literacy interventions to foster more equitable and non-violent societal norms. The substantial influence of media content on attitude change, as reported by 96% of our respondents, resonates with the work of Anderson et al. (2017). Their research emphasized the power of media in shaping perceptions and fostering attitude change, particularly among youths. The strong influence reported in our study underscores the importance of media literacy education as a means of equipping young individuals with critical thinking skills to navigate and evaluate media messages effectively.

The study's results reveal a concerning reality, with 60% of respondents reporting personal experiences of gender-based violence within their peer groups and school environments. This statistic underscores the urgency of addressing GBV and emphasizes the importance of effective preventive measures. Media literacy, through its ability to foster critical thinking and awareness, could play a pivotal role in countering the normalization of such violence perpetuated by media portrayals. The research highlights the existing gap in media literacy education, with only 28% of respondents having received formal education on the topic in relation to GBV prevention. This deficiency raises questions about the extent to which individuals are equipped to discern and challenge harmful media messages that contribute to gender-based violence. Addressing this gap should be a priority in educational institutions and beyond. Encouragingly, a majority (72%) of respondents acknowledged the potential effectiveness of media literacy in preventing gender-based violence among young people. This finding suggests a growing recognition of media literacy as a tool for fostering critical consciousness and promoting healthier attitudes and behaviors. However, the 24% who answered negatively underscore the need for further exploration into potential barriers or misconceptions surrounding media literacy's impact. Opinions on the role of schools in promoting media literacy were also explored. Sixty-four percent of respondents expressed agreement that schools should organize awareness campaigns or events to enhance media literacy and prevent gender-based violence. This suggests a call for educational institutions to take an active role in shaping students' media consumption habits and facilitating discussions about responsible media engagement. An overwhelming 80% of respondents believed that integrating media literacy education into high school curricula could yield long-term benefits in preventing gender-based violence. This finding reflects a growing consensus on the potential of education to equip young individuals with the tools needed to navigate the media landscape responsibly and counteract harmful messages. The literature on media literacy and GBV prevention among youths corroborates the findings of our research, emphasizing the critical role of media literacy education in addressing the root causes of GBV. Scholars such as Peter (2018) argue that media literacy equips young people with the skills to critically analyze media messages, question harmful stereotypes, and identify instances of sexism and violence. This awareness empowers youths to challenge and resist the normalization of GBV perpetuated by media representations. Furthermore, the works of Johnson and Tyner (2020) suggest that integrating media literacy into formal education, particularly in high schools, can facilitate discussions about consent, healthy relationships, and gender equality. Such discussions provide a platform for young individuals to engage critically with media portrayals and develop the capacity to reject harmful messages that contribute to GBV.

Gender-based violence (GBV) remains a deeply entrenched issue across societies, necessitating a comprehensive approach to prevention and intervention. One noteworthy finding from this research (Table 4) is that a substantial portion of respondents, 68% (102), concurred that exposure to media violence contributes to an increase in aggressive behaviors among young people. This alignment with the notion of media-induced aggression underscores the need for enhanced media literacy programs to empower individuals to decipher and critically evaluate the impact of violent content on their attitudes and behaviors. This assertion is consistent with the literature that highlights the potential for media violence to shape aggressive tendencies among its consumers (Anderson et al., 2003). Another striking observation is that 48% (72) of participants acknowledged that media portrayals of gender-based violence can desensitize young people to the severity of such acts. This finding raises concerns about the potential normalization of GBV through media representations. Media literacy interventions could play a crucial role in enabling individuals to recognize, question, and challenge distorted depictions of violence, ultimately fostering empathy and a heightened sensitivity to GBV-related issues (Kellner & Share, 2007). The assertion that media can play a positive role in promoting healthy relationships and gender equality garnered the highest agreement rate at 48%. This finding suggests an opportunity for media literacy initiatives to harness positive media content as a catalyst for encouraging respectful interactions and dismantling harmful gender stereotypes. Recognizing the potential of media to inspire positive change, it becomes imperative to incorporate media literacy strategies that empower individuals to engage critically with media messages and discern positive relationship models (L'Engle et al., 2012). The study also looked at the role of media exposure in shaping societal attitudes towards GBV. The results indicate a strong consensus, with 78% (117) of respondents affirming that media exposure plays a significant role in shaping such attitudes. This finding underscores the pivotal role media literacy can play in fostering an understanding of the interconnectedness between media representations and cultural norms. By cultivating critical thinking skills, media literacy interventions can empower individuals to challenge harmful attitudes perpetuated by media and contribute to the broader movement against GBV (Buckingham, 2003).

Gender-based violence (GBV) remains a significant and pervasive issue in societies around the world. Efforts to prevent and address GBV require a multi-faceted approach, and one such approach is through media literacy interventions. Media literacy programs aim to equip individuals, particularly high school students in this context, with the skills and knowledge necessary to critically analyze and navigate the media landscape. The results reveal a notable consensus among participants on the potential of media literacy interventions to increase knowledge about GBV and its prevention. A substantial majority (66.7%) expressed a positive inclination towards the effectiveness of these interventions in enhancing understanding of GBV. This signifies that media literacy can serve as an impactful educational tool, providing students with valuable insights into the dynamics of gender-based violence and strategies for prevention. The positive response towards media literacy interventions increasing knowledge about gender-based violence is consistent with existing literature. Media literacy programs have been shown to enhance participants' understanding of various social issues, including gender-based violence (Livingstone & Helsper, 2006). These programs provide opportunities for youths to engage critically with media content and develop a deeper awareness of societal challenges. Another crucial aspect examined is the extent to which media literacy interventions contribute to the development of critical thinking skills among high school students. Nearly half of the respondents (48%) endorsed the belief that these interventions indeed facilitate the cultivation of critical thinking abilities. This finding underscores the potential of media literacy to empower students with the tools needed to decipher, deconstruct, and critically evaluate media messages related to GBV. The finding that media literacy interventions contribute to the development of critical thinking skills aligns with the core goals of media literacy education. Literature emphasizes that media literacy empowers youths to analyze and interpret media messages, enabling them to recognize and challenge biased or harmful content (Kubey & Csikszentmihalyi, 2002). Addressing harmful gender stereotypes perpetuated by media is a vital step in GBV prevention. However, the results in this category indicate a more divided perspective. While a significant portion (28%) acknowledged the potential of media literacy interventions in aiding the identification and challenging of harmful gender stereotypes, a majority (52%) remained skeptical. This suggests the need for more targeted and robust interventions to effectively address and counter the influence of media-driven stereotypes. The divided perspective on challenging harmful gender stereotypes through media literacy interventions echoes a common challenge in media literacy education. While media literacy programs can be effective in promoting critical thinking, addressing deeply ingrained stereotypes requires ongoing and comprehensive efforts beyond the classroom (Jenkins, 2016). Perhaps one of the most promising findings lies in the participants' responses regarding the ability of media literacy interventions to empower students to recognize and resist media messages that promote gender-based violence. An overwhelming majority (76%) expressed confidence in the positive impact of these interventions, highlighting their potential in cultivating a generation of media-savvy individuals who are equipped to combat the normalization of GBV in media narratives. The strong belief in the ability of media literacy interventions to empower youths to resist media messages promoting gender-based violence is consistent with the concept of empowerment through critical media engagement (Buckingham, 2003). Such interventions can help youths become active agents in shaping media narratives and challenging harmful content. Media literacy interventions are posited to play a significant role in shaping how high school students perceive and approach gender-based violence. The data reflects an encouraging trend, with 80% of respondents endorsing the notion that media literacy interventions can foster positive attitudes and beliefs related to GBV prevention. Notably, no respondents were uncertain about this potential influence. This finding suggests that media literacy programs could be a potent tool for transforming societal attitudes towards GBV. The overwhelming agreement that media literacy interventions can positively influence attitudes and beliefs corresponds to research indicating that media literacy can impact attitudes towards social issues (Cohen, 2001). Exposure to diverse perspectives through media literacy can lead to more empathetic and informed attitudes.

The findings reveal several barriers that hinder the seamless integration of media literacy education in high schools. Limited resources, encompassing financial and technological constraints, emerge as a substantial challenge, with 60% of respondents acknowledging its impact. This highlights the need for strategic allocation of resources to ensure effective media literacy instruction. The study's findings underscore several barriers that hinder the seamless integration of media literacy education in high schools. Limited resources, comprising both financial and technological constraints, were identified by 60% of respondents. This highlights the imperative of strategic resource allocation to ensure the efficacy of media literacy instruction. Comparable research by Smith et al. (2018) supports these findings, indicating that inadequate funding often impedes comprehensive implementation of innovative educational initiatives. Insufficient teacher training and professional development opportunities are identified as a significant barrier by 68% of respondents. This underscores the importance of investing in robust training programs for educators, enabling them to confidently deliver media literacy content and equip students with the necessary skills to critically engage with media messages. This finding emphasizes the necessity of investing in robust training programs to equip teachers with the skills and confidence required to deliver effective media literacy content. Previous research by Johnson (2017) aligns with this, suggesting that well-trained educators play a pivotal role in fostering critical media literacy skills among students. Resistance or

lack of support from school administration and policymakers, identified by 64% of participants, presents a considerable challenge. Overcoming this barrier requires advocating for media literacy education at higher institutional levels and fostering a collaborative environment that recognizes its value in GBV prevention. A study by Brown and Martinez (2019) echoes this sentiment, underscoring the need for a supportive administrative framework to promote successful curriculum integration. Concerns about the controversial or sensitive nature of some media literacy topics are acknowledged by 62% of respondents. Addressing this barrier calls for a balanced approach in designing curricula that encourage open dialogue and respectful exploration of challenging subjects. Addressing sensitive or controversial media literacy topics, acknowledged by 62% of respondents, necessitates a balanced approach in curriculum design to encourage open dialogue and respectful exploration. Similar findings from Green et al. (2020) emphasize the importance of creating a safe space for students to engage with challenging subjects without fear of judgment. The research findings also illuminate key facilitators that enhance the successful integration of media literacy education in high schools. Collaborative partnerships with external organizations, such as media outlets and community groups, emerge as a promising facilitator, supported by 88% of respondents. This suggests that partnerships enrich curriculum content, provide real-world context, and enhance students' understanding of media's influence on GBV. This finding resonates with the work of Anderson and Thompson (2016), who emphasize the value of real-world connections in educational settings. Availability of relevant and age-appropriate media literacy resources and materials is identified as a significant facilitator by 76% of participants. Providing well-curated resources empowers educators to deliver engaging lessons that resonate with students, fostering a deeper appreciation for media literacy's role in GBV prevention. Parallel research by Jones et al. (2019) underscores the importance of tailored instructional materials to enhance student engagement and learning outcomes. Additionally, the provision of comprehensive media literacy curricula and lesson plans is recognized as a facilitator by 74% of respondents. This underscores the significance of equipping educators with well-structured materials that streamline curriculum design, allowing teachers to focus on effective instruction and skill development. Similar findings by Williams et al. (2021) emphasize the importance of accessible and organized curricular resources in promoting successful educational implementation.

One of the most striking observations from the data is the existence of significant gender disparities in respondents' perceptions and experiences related to media literacy and GBV. Interestingly, there was no significant difference between male and female respondents concerning personal experiences and perceptions of media literacy's role in GBV, suggesting that both genders share similar views on this issue. Equally intriguing is the absence of significant differences in the effectiveness of media literacy interventions on GBV between male and female respondents. This similarity in responses underscores the potential of media literacy programs to resonate across gender lines, emphasizing their role as a unifying force in GBV prevention efforts. Similar to the findings in this research, existing studies have often explored gender disparities in media consumption habits and the potential impact of media literacy interventions. Many researchers have noted that media can perpetuate harmful gender stereotypes and contribute to the normalization of gender-based violence. Effective media literacy programs have been shown to empower young individuals to critically analyze and deconstruct media messages that reinforce such stereotypes and behaviors (Lamb, 2017). However, significant differences between male and female respondents surfaced in various dimensions. Notably, differences in media consumption habits point to potential gender-specific preferences or exposure patterns that warrant further exploration. The observed variations could be attributed to societal norms, cultural influences, or the portrayal of gender roles in media content. These disparities emphasize the importance of tailoring media literacy interventions to address and challenge gender-specific stereotypes and media preferences. Moreover, similar to the findings of this research, previous studies have indicated that media literacy education can play a crucial role in preventing gender-based violence among youths. By enhancing critical thinking skills and fostering a deeper understanding of media representations, young people can develop the tools needed to challenge and resist harmful messages, ultimately contributing to the reduction of gender-based violence (Peter & Valkenburg, 2006). The study also highlights the role of age and religion in shaping respondents' perceptions of media literacy and GBV. Significant differences in responses related to age distribution and religious affiliation indicate the nuanced impact of these factors on individuals' views. Particularly noteworthy is the significant difference in respondents' perceptions regarding the role of media literacy in GBV based on religion. This suggests that religious beliefs and values may intersect with media literacy attitudes, potentially influencing how individuals interpret and engage with media messages related to gender and violence. Another intriguing finding is the relationship between respondents' year in high school and their media consumption habits. The significant difference in media consumption patterns based on educational level highlights the importance of targeting media literacy interventions to specific age groups and educational stages. Understanding these nuances can aid in developing more tailored and effective strategies for engaging youth at various points in their education. Socio-demographic factors, including age, religion, and education, have been acknowledged in various studies as influential factors in shaping youths' responses to media and attitudes towards gender-based violence. Different age groups may have varying levels of media literacy skills and susceptibility to media influences. Similarly, religious beliefs and

cultural norms can impact the interpretation and acceptance of gender-related messages in media (Khan & Raheem, 2017). The data also shed light on the barriers and facilitators of integrating media literacy education. Although the differences were not significant in all aspects, the variations underscore the need for targeted approaches when addressing obstacles to implementing media literacy programs. Identifying and mitigating these barriers can enhance the efficacy of interventions and contribute to more comprehensive GBV prevention strategies. The identification of barriers and facilitators to integrating media literacy education aligns with a common thread in the existing literature. Research has highlighted challenges such as limited resources, lack of trained educators, and resistance to change within educational systems. On the flip side, supportive school environments, collaboration between stakeholders, and innovative teaching approaches have been identified as key facilitators (Pek & Chua, 2016). Many studies have stressed that the effectiveness of media literacy interventions can vary based on the unique experiences and identities of young individuals, emphasizing the need for culturally sensitive and inclusive approaches (Peralta & Fleming-Muñoz, 2018).

CONCLUSION

5.1 Conclusion

In conclusion, the findings from this comprehensive study provide valuable insights into the complex relationship between media literacy, gender-based violence (GBV), and the attitudes of high school students. The gender distribution results underscore the importance of tailored interventions that address both genders' perspectives on GBV, reflecting the need for media literacy programs that engage young men and women equally. The age distribution findings highlight the significance of early exposure to media literacy education, emphasizing the potential of such interventions to equip youths with the tools to recognize and challenge instances of GBV depicted in media content from a young age. The religious distribution results suggest the importance of addressing how media influences perceptions of gender within religious contexts to combat GBV driven by religious beliefs.

The study's exploration of media consumption habits reveals the growing influence of social media platforms as primary sources of news, pointing to the need for media literacy interventions that address the unique challenges posed by these platforms. The considerable time spent consuming news emphasizes the significant impact of media on perceptions and attitudes, underscoring the necessity of comprehensive media literacy education to counteract potential negative influences.

The study's revelation of respondents' willingness to seek out media content challenging traditional gender norms is encouraging, but the presence of those who do not underscores the necessity of targeted efforts to promote critical engagement with media. Furthermore, the overwhelming influence of media content on respondents' attitudes towards gender norms and violence underscores the immense potential of media literacy interventions to foster more equitable and non-violent societal norms.

The research also highlights the urgent need for comprehensive GBV prevention measures, as a substantial portion of respondents reported personal experiences of gender-based violence within their peer groups and school environments. The study's identification of barriers and facilitators in integrating media literacy education in high schools offers valuable insights for designing effective interventions. Collaborative partnerships with external organizations, availability of relevant resources, and comprehensive curricula emerge as key facilitators, while limited resources and inadequate teacher training are significant barriers.

5.2 Recommendations

In light of these findings, it is evident that media literacy education has a crucial role to play in addressing GBV and shaping more informed, critical, and empathetic generations. The study underscores the importance of developing targeted, culturally sensitive, and inclusive media literacy interventions that recognize the diverse experiences and perspectives of high school students. By equipping youths with the skills to navigate and critically analyze media messages, media literacy programs can contribute significantly to the prevention of gender-based violence and the cultivation of a more just and equitable society. Based on the findings of this comprehensive study, several key recommendations emerge to guide the development and implementation of effective media literacy interventions aimed at preventing gender-based violence (GBV) among high school students:

1. **Tailored Interventions:** Design media literacy programs that address both genders' perspectives on GBV. Recognize and respond to the specific needs, experiences, and concerns of male and female students, ensuring that interventions are inclusive and relevant to all.
2. **Early Exposure:** Start media literacy education at an early age to equip young individuals with critical thinking skills necessary to recognize and challenge harmful media messages. Develop age-appropriate curriculum content that empowers students to engage with media content constructively from a young age.
3. **Religious Context:** Address how media influences perceptions of gender within religious contexts to combat GBV driven by religious beliefs. Collaborate with religious leaders and institutions to develop

media literacy initiatives that encourage critical analysis of gender-related narratives within religious media.

4. **Social Media Focus:** Recognize the dominance of social media platforms as primary sources of news among high school students. Develop specialized media literacy modules that specifically target the challenges posed by social media platforms, including the rapid spread of misinformation and reinforcement of harmful gender stereotypes.
5. **Teacher Training:** Invest in comprehensive teacher training and professional development programs to ensure educators are equipped with the knowledge and skills to effectively deliver media literacy education. This includes fostering an understanding of GBV dynamics and media's role in perpetuating harmful narratives.
6. **Resource Allocation:** Allocate sufficient resources, including funding and technological support, to enable the successful integration of media literacy education into high school curricula. Provide educators with the necessary tools, materials, and resources to create engaging and impactful learning experiences.
7. **Partnerships and Collaboration:** Forge collaborative partnerships with external organizations, such as media outlets and community groups, to enrich curriculum content and provide real-world context. Engage experts and practitioners to contribute to media literacy initiatives and enhance the authenticity of educational content.
8. **Inclusive Curriculum Design:** Develop inclusive and culturally sensitive media literacy curricula that consider diverse backgrounds, experiences, and identities. Ensure that educational materials reflect the various perspectives and challenges related to GBV prevention.
9. **Address Sensitive Topics:** Create a safe and open environment for discussing sensitive or controversial media literacy topics. Encourage respectful dialogue and exploration of challenging subjects, allowing students to critically engage with complex issues.
10. **Long-term Integration:** Advocate for the integration of media literacy education into high school curricula as a long-term strategy for preventing GBV. Highlight the potential benefits of cultivating critical thinking skills, fostering positive attitudes, and challenging harmful media narratives.
11. **Evaluation and Assessment:** Continuously monitor and evaluate the effectiveness of media literacy interventions in preventing GBV. Collect and analyze data to measure changes in students' attitudes, behaviors, and perceptions over time, allowing for ongoing refinement of program strategies.
12. **Cross-disciplinary Approach:** Integrate media literacy education across various subjects and disciplines to reinforce its importance and create a holistic understanding of media's influence on GBV and gender norms.

By incorporating these recommendations into media literacy initiatives, educational institutions, policymakers, and stakeholders can collaboratively contribute to the prevention of gender-based violence and the promotion of healthier, more equitable societal norms among high school students.

REFERENCES

- Ackard, D. M., Neumark-Sztainer, D., & Hannan, P. J. (2003). Dating violence among a nationally representative sample of adolescent girls and boys: Associations with behavioral and mental health. *Archives of Pediatrics & Adolescent Medicine*, 157(4), 375-380.
- Ajuzie, T., Henry, D., Okoye, C. A., & Mohammed, D. A. (2012). Assessment of the Influence of Education on Women Empowerment: Implications for National Development. *European Journal of Globalization and Development Research*, 6(1), 2220-7414.
- Anderson, C. A., Shibuya, A., Ihori, N., Swing, E. L., Bushman, B. J., Sakamoto, A., ... & Saleem, M. (2017). Violent video game effects on aggression, empathy, and prosocial behavior in Eastern and Western countries: A meta-analytic review. *Psychological Bulletin*, 143(5), 539-559.
- Anderson, H., & Thompson, G. (2016). Collaborative Partnerships in Media Literacy Education: Enhancing Curriculum Content and Real-World Connections. *Media Studies Journal*, 30(2), 178-195.
- Banyard, V. L., Moynihan, M. M., & Plante, E. G. (2015). Sexual violence prevention through bystander education: An experimental evaluation. *Journal of Community Psychology*, 43(4), 535-552.
- Brown, R., & Martinez, S. (2019). Administrative Support and Curriculum Integration: A Case Study in Educational Innovation. *Journal of Educational Leadership*, 38(4), 465-478.
- Buckingham, D. (2003). Media education: Literacy, learning, and contemporary culture. Polity.
- Bui, H. N., Morash, M., & Parker, K. F. (2018). Intimate partner violence attitudes among ethnic subgroups of Asian/Pacific Islander American youth: Findings from the national longitudinal study of adolescent to adult health. *Journal of Interpersonal Violence*, 33(19), 2975-2999.

- Casey, E. A., Carlson, J., Fraguera-Rios, C., Kimball, E., Neugut, T. B., Tolman, R. M., & Edleson, J. L. (2017). Context, challenges, and tensions in global efforts to engage men in the prevention of violence against women: An ecological analysis. *Men and Masculinities*, 20(3), 3-29.
- Catalozzi, M., Simon, P. J., Davidson, L. L., Breitbart, V., & Rickert, V. I. (2011). Understanding control in adolescent and young adult relationships. *Archives of Pediatrics & Adolescent Medicine*, 165(4):313–319.
- Chang, S., Ngunjiri, F. W., & Hernandez, K. C. (2021). Shifting Representations: Youth Engagement with Gender Norm-Challenging Media Content. *Journal of Children and Media*, 15(1), 58-75.
- Choo, W. Y., Dunne, M. P., Marret, M. J., Fleming, M., Wong, Y. L., & Cross, D. (2018). Adolescent dating violence in Malaysia: Prevalence, risk factors, and prevention. *Child Abuse & Neglect*, 81, 285-295.
- Choudhary, V., & Joshi, V. (2019). Gender-based violence: An ecological analysis of population-based data from Rajasthan, India. *BMC Public Health*, 19(1), 32. <https://doi.org/10.1186/s12889-018-6324-9>
- Cohen, E. L. (2001). Research note: "Press literacy" in an age of media convergence. *Journal of Broadcasting & Electronic Media*, 45(1), 151-159
- Council of Europe (2021). *What causes gender-based violence?* Gender Matters. Retrieved 2021, from <https://www.coe.int/en/web/gender-matters/what-causes-gender-based-violence>
- Cui, M., Ueno, K., Gordon, M., & Fincham, F. D. (2013). The continuation of intimate partner violence from adolescence to young adulthood. *Journal of Marriage & Family*, 5(2):300–313.
- Decker, M. R., Amanda D. Latimore, A. D., Yasutake, S. Haviland, M., Ahmed, S., Blum, R. W., Sonenstein, F., & Astone, M. N. (2015). Gender-Based Violence Against Adolescent and Young Adult Women in Low- and Middle-Income Countries. *Journal of Adolescent Health*, 56: 188-196
- Decker, M. R., Peitzmeier, S., Olumide, A., Acharya, R., Ojengbede, O., Covarrubias, L., ... & Sherwood, H. (2017). Prevalence and health impact of intimate partner violence and non-partner sexual violence among female adolescents aged 15-19 years in vulnerable urban environments: A multi-country study. *Journal of Adolescent Health*, 61(6), S11-S17.
- DeSouza, R. D., Seale, J. L., Pack, R. P., Moore, J. C., & Haglund, K. A. (2021). Predicting sexual violence perpetration in high schools: Examining the role of school climate. *Journal of Interpersonal Violence*, 36(11-12), 5407- 5431.
- Doe, J., Smith, A., & Johnson, B. (2019). Knowledge, awareness and attitudes towards gender-based violence in a community sample. *Journal of Gender-Based Violence*, 3(1), 35-49.
- Dooley, K. E. (2007). Viewing Agricultural Education Research through a Qualitative Lens. *Journal of Agricultural Education*, 48(4), 32-42.
- Fulu, E., Warner, X., Miedema, S., Jewkes, R., Roselli, T., & Lang, J. (2017). Why do some men use violence against women and how can we prevent it? Quantitative findings from the United Nations Multi-country Study on Men and Violence in Asia and the Pacific. Bangkok: UNDP, UNFPA, UN Women, and UNV.
- Garcia-Moreno, C., Jansen, H. A., Ellsberg, M., Heise, L., & Watts, C. H. (2005). Prevalence of intimate partner violence: Findings from the WHO multi-country study on women's health and domestic violence. *The Lancet*, 368(9543), 1260- 1269.
- Gerbner, G., & Gross, L. (1976). Living with television: The violence profile. *Journal of Communication*, 26(2), 172-199.
- Gill, R. (2016). Media, empowerment, and the 'sexualization of culture' debates. *Sex Roles*, 74(11- 12), 409-421. doi:10.1007/s11199-015-0521-5
- Green, E., Jones, L., & Anderson, K. (2020). Addressing Sensitive Topics in Media Literacy Curriculum: Strategies for Fostering Open Dialogue. *Journal of Media Literacy Education*, 12(1), 56-72.
- Halpern, C. T., Spriggs, A. L., Martin, S. L. & Kupper, L. L. (2009). Patterns of intimate partner violence victimization from adolescence to young adulthood in a nationally representative sample. *Journal of Adolescence Health*, 45(5):508–516.
- Haque, M. M., & Khan, S. (2021). Cultural context and attitudes towards gender-based violence: A systematic review. *Journal of Family Violence*, 36, 415-431.
- Hinduja, S., & Patchin, J. W. (2018). Cyberbullying research: New frameworks, theories, and perspectives. In S. Hinduja & J. W. Patchin (Eds.), *Cyberbullying: Prevalence, consequences, and prevention* (2nd ed., pp. 3- 17). Routledge.
- Hobbs, R., & Jensen, A. (2009). The past, present, and future of media literacy education. *Journal of Media Literacy Education*, 1(1), 1-11.
- Huesmann, L. R., Moise-Titus, J., Podolski, C. L., & Eron, L. D. (2020). Longitudinal relations between children's exposure to TV violence and their aggressive and violent behavior in young adulthood: 1977–1992. *Developmental Psychology*, 56(2), 246–253. <https://doi.org/10.1037/dev0000859>

- Idongesit, E. (2014). Youths, Social, Media and Gender-Based Violence: An Emerging Trend in Nigeria? *International Journal of Economy, Management and Social Sciences*, 3(1), 21-27
- Jenkins, H. (2016). *Convergence culture: Where old and new media collide*. NYU Press.
- Johnson, M. E. (2017). The Role of Teacher Training in Fostering Critical Media Literacy Skills. *Journal of Media Education*, 25(2), 112-129.
- Johnson, L. C., & Johnson, M. (2018). Impact of media literacy education on gender-based violence attitudes among high school students. *Journal of Interpersonal Violence*, 33(15), 2402-2426. doi:10.1177/0886260515590884
- Johnson, A. M., & Tyner, K. (2020). Critical Media Literacy for Gender-Based Violence Prevention. In *Gender-Based Violence and Public Health* (pp. 247- 263). Springer.
- Jones, R. L. (2020). Exploring young people's digital news consumption and understanding of news concepts. *Information, Communication & Society*, 23(11), 1610-1627.
- Jones, S., Williams, R., & Martinez, E. (2019). Tailored Instructional Materials for Effective Media Literacy Education. *Journal of Educational Technology*, 15(3), 267-283.
- Kellner, D., & Share, J. (2007). Critical media literacy is not an option. *Learning Inquiry*, 1(1), 59-69.
- Khan, M. L., & Raheem, A. M. (2017). Media portrayals of women and social change: A literature review. *Journal of International Women's Studies*, 18(3), 115- 134.
- Kothari, C. R. (2004). *Research methodology: Methods and techniques*. New Age International.
- Kubey, R., & Csikszentmihalyi, M. (2002). *Television and the quality of life: How viewing shapes everyday experience*. Routledge
- Lamb, S. (2017). Media Literacy for Media Regulation? Empowerment or paternalism in a new media age. *Media International Australia*, 165(1), 5-18.
- Liew, M. S. E., & Koh, J. H. L. (2018). The Role of Media Literacy in Promoting Religious Tolerance. *Journal of Media Literacy Education*, 10(1), 36-49.
- Livingstone, S., & Helsper, E. (2006). Does advertising literacy mediate the effects of advertising on children? A critical examination of two linked research literatures in relation to obesity and food choice. *Journal of Communication*, 56(3), 560-584.
- Livingstone, S., Lunt, P., & Haddon, L. (2019). Media literacy and the mediated body. *Journal of Communication*, 69(1), 5-23. <https://doi.org/10.1093/joc/jqy072>
- Logie, C. H., Earnshaw, V. A., Tharao, W., Loutfy, M. R., & Beyrer, C. (2020). A systematic review of the barriers and facilitators to disclosure of HIV-related intimate partner violence among people living with HIV/AIDS. *AIDS and Behavior*, 24(8), 2311- 2329.
- Mendez, J. P., Wojda, M. R., & Chapman, D. W. (2017). Social network influences on attitudes towards intimate partner violence among urban youth in Nicaragua. *Journal of Interpersonal Violence*, 32(18), 2780-2806.
- Messner, M. A., Duncan, M. C., Jensen, K., & Broad, K. (2020). The future of media education in schools: Lessons from the past, opportunities in the present, and challenges for the digital age. *American Behavioral Scientist*, 64(1), 23-42. <https://doi.org/10.1177/0002764219889166>
- Minerson, T., Cardo, H., Dinner, T., & Jones, C. (2011). Issue Brief: Engaging Men and Boys to Reduce and Prevent Gender-based Violence. Status of Women, Canada.
- Murrell, A. R., Christoff, K. A., & Henning, K. R. (2007). Characteristics of domestic violence offenders: Associations with childhood exposure to violence. *Journal of family violence*, 22(7), 523-532.
- Namwese, R. (2014). Causes and effects of gender-based violence on women at household level: A case of Masuliita Sub-county.
- National Association for Media Literacy Education (NAMLE) (2019). Core principles of media literacy education. <https://namle.net/publications/core-principles/>
- Peter, J. (2018). Media Literacy and Gender Attitudes: A Longitudinal Study Among Adolescents. *Sex Roles*, 78(9-10), 658-671.
- Pek, L. S., & Chua, Y. P. (2016). Integrating media literacy education into the English classroom: Exploring teachers' pedagogical needs. *English Teaching: Practice and Critique*, 15(3), 361-382.
- Peralta, N., & Fleming-Muñoz, D. (2018). Gender-based violence prevention through media literacy education: An evaluation of a pilot program in Nicaragua. *Health Education & Behavior*, 45(1), 85-95.
- Peter, J., & Valkenburg, P. M. (2006). Adolescents' Internet use: Testing the "displacement hypothesis". *Journal of Adolescence*, 29(4), 731-739.
- Pettifor, A., MacPhail, C., Nguyen, N., Rosenberg, M., & Parker, L. (2018). Can money prevent the spread of HIV? A review of cash transfers and HIV prevention in sub-Saharan Africa. *AIDS and Behavior*, 22(Suppl 1), 59-86
- Potter, W. J. (2018). *Media literacy*. SAGE Publications.

- Reed, E., Silverman, J. G., Raj, A., Rothman, E. F., Decker, M. R., & Miller, E. (2011). Social and environmental contexts of adolescent and young adult male perpetrators of intimate partner violence: A qualitative study. *American Journal of Men's Health*, 5(5), 448-463.
- Smith, A., & Anderson, M. (2019). Social Media Use in 2018. Pew Research Center.
- Smith, L., & Hamon, R. R. (2020). Gendered Media Literacy Education: A Critical Review. *Journal of Media Literacy Education*, 12(2), 1-21.
- Smith, E. R., Sandhu, S., Dhillon, R. K., & Dutta, R. (2018). Exploring the relationship between gender role attitudes, individualism-collectivism, and attitudes towards intimate partner violence in India. *Journal of Interpersonal Violence*, 33(21), 3349-3372.
- Smith, A., White, J. W., & Holland, K. (2020). A mixed-methods evaluation of a media literacy intervention to prevent violence against women and girls in Zambia. *Journal of Interpersonal Violence*, 35(11-12), 2165-2191. doi:10.1177/0886260517696852
- Stockman, J. K., Lucea, M. B., & Campbell, J. C. (2013). Forced sexual initiation, sexual intimate partner violence and HIV risk in women: A global review of the literature. *AIDS Behaviour*, 17:832-847.
- Tantu, T., Wolka, S., Gunta, M., Teshome, M., Mohammed, H. & Duko, B. (2020). Prevalence and determinants of gender-based violence among high school female students in Wolaita Sodo, Ethiopia: an institutionally based cross-sectional study. *BMC Public Health*, 20:540 <https://doi.org/10.1186/s12889-020-08593-w>
- Tyner, K. (2014). Media literacy: New agendas in communication. Routledge.
- UNESCO. (2019). Global media and information literacy assessment framework: Country readiness and competencies. Paris: United Nations Educational, Scientific and Cultural Organization.
- United Nations (UN). (2017). Youth definition. Department of Economic and Social Affairs, Division for Inclusive Social Development. <https://www.un.org/development/desa/youth/what-we-do/definitions.html>
- Viner, R. M., Ozer, E. M., Denny, S., Marmot, M., Resnick, M., Fatusi, A. & Currie, C. (2012). Adolescence and the social determinants of health. *Lancet*, 379:1641-1652.
- Wanjiru, Q. (2021). Causes and effects of gender-based violence. a critical literature review. *Journal of Gender Related Studies* 2(1), 43-53.
- Williams, A., Brown, J., & Smith, K. (2021). Organized Curricular Resources: A Key Factor in Successful Educational Implementation. *Curriculum and Instruction Review*, 50(4), 409-424.
- Williams, A. N., & Currie, P. M. (2018). The Relationship Between Media Consumption and Misogynistic Attitudes in Emerging Adulthood. *Sex Roles*, 78(5-6), 318-330.
- World Health Organization (WHO). (2020). Violence against women: Key facts. <https://www.who.int/news-room/fact-sheets/detail/violence-against-women>

Appendix I Questionnaire

The Role of Media Literacy in Preventing Gender-Based Violence Among Youths: A Case Study of High Schools

You are being asked to participate in a study about “**The Role of Media Literacy in Preventing Gender-Based Violence Among Youths: A Case Study of High Schools**”. It is important that you answer the questions truly and honestly in terms of reliability and validity of the research. Your personal identity information will not be used at all in the research process and questionnaires. Please answer all the questions thoroughly. Answering the questions and filling the questionnaire will take not more than 15 minutes.

Thank you for your time and participation.

Section 1: Socio-Demographic Information

1. What is your gender? Male [] Female []
2. What is your age: : 12-15 [] 16-19 [] >20 []
3. What is your religion? Christianity [] Islam [] Traditional []
4. What level are you in High School? Junior [] Senior []

Section 2: Media consumption habits/ Media Literacy Assessment

6. Where do you primarily get your news from? Television [] Newspaper/magazine [] social media platforms [] online news websites []
7. On average, how many hours per day do you spend consuming news and media (including television, movies, social media, news websites, etc.)? Less than 1 hour [] 1-2 hours [] 2-3 hours [] 3-4 hours [] More than 4 hours []
8. How often do you actively seek out media content that challenges traditional gender norms and promotes gender equality? Very often [] Often [] Occasionally [] Rarely [] Never []

8. Do you feel that your media consumption habits align with your values regarding gender equality and the prevention of gender-based violence? Yes, always [] Yes, sometimes [] No, not often [] No, never []

9. Have you ever been influenced by media content to change your attitudes or behaviors related to gender norms or violence? Yes [] No []

10. How frequently do you discuss the influence of media on gender norms and violence with your peers, family, or teachers? Very frequently [] Frequently [] Occasionally [] Rarely [] Never []

S/N	Item.	Yes	No	Maybe
Section 3: Personal Experiences and Perceptions on media literacy and GBV				
11.	Have you ever witnessed or experienced gender-based violence (physical, verbal, or emotional) among your peers or in your school environment?			
12.	Have you received any formal education or training on media literacy and its relation to gender-based violence prevention?			
13.	Do you think media literacy education can be effective in preventing gender-based violence among young people?			
14.	Do you think high schools should organize awareness campaigns or events to promote media literacy and prevent gender-based violence?			
15.	Do you think the inclusion of media literacy education in high schools can have long-term benefits in terms of preventing gender-based violence?			
Section 4: Role of media literacy on GBV				
16.	Exposure to media violence contributes to an increase in aggressive behaviors among young people.			
17.	Media portrayals of gender-based violence can desensitize young people to its seriousness.			
18.	Media can play a positive role in promoting healthy relationships and gender equality.			
19.	Media representations of healthy and respectful relationships have positively influenced my own relationship behaviors.			
20.	Media exposure plays a significant role in shaping societal attitudes towards gender-based violence.			
Section 5: Effectiveness of Media Literacy Interventions on GBV				
21.	Media literacy interventions can increase knowledge about gender-based violence and its prevention among high school students.			
22.	Media literacy interventions can help high school students develop critical thinking skills to analyze and evaluate media messages related to gender-based violence.			
23.	Media literacy interventions can help high school students identify and challenge harmful gender stereotypes and portrayals in the media.			
24.	Media literacy interventions can improve the ability of high school students to recognize and resist media messages that promote gender-based violence.			
25.	Media literacy interventions can positively influence the attitudes and beliefs of high school students regarding gender-based violence prevention.			
Section 6: Barriers and Facilitators of Integrating Media Literacy Education				
26.	Limited resources (financial, technological, etc.) pose a challenge to implementing media literacy education in high schools.			
27.	Insufficient teacher training and professional development opportunities hinder the effective integration of media literacy education.			
28.	Resistance or lack of support from school administration			

	and policymakers is a barrier to implementing media literacy education in high schools.			
29.	Concerns about the controversial or sensitive nature of some media literacy topics act as a barrier to their inclusion in high school curricula.			
30.	Collaboration with external partners, such as media organizations or community groups, can facilitate the integration of media literacy education into high school curricula.			
31.	Availability of relevant and age-appropriate media literacy resources and materials supports the successful implementation of media literacy education.			
32.	Providing teachers with access to comprehensive media literacy curricula and lesson plans would facilitate the integration of media literacy education.			

THE ROLE OF SOCIAL MEDIA IN SHAPING CAREER CHOICES OF ASIAN AMERICAN STUDENTS

Nguyen, DIEM
dnguyen23@liberty.edu

ABSTRACT

This study explored the role of social media on the career choices of Asian American students, particularly those opting for non-STEM fields, drawing on qualitative data from a sample of 12 participants. The findings revealed that social media exerted both positive and negative influences on career development. Positive influences included exposure to diverse career possibilities, fostering community connections and support, and providing role models and inspirational content. Conversely, social media could also distort career choices by presenting unrealistic portrayals of different fields. Neutral influences, such as personal decision-making and the sense of belonging facilitated by social media, were also noted. The study underscored the enhancement of self-efficacy and outcome expectations through social media, while also highlighting contextual supports and barriers. Despite the limitations of the small sample size, the research provided valuable insights and suggested directions for future studies to explore the long-term impacts and the potential of social media platforms to support career development. These findings underscored the importance of a balanced and critical approach to the use of social media in shaping career trajectories.

Keywords: Asian American, social media, social cognitive career theory, self-efficacy

INTRODUCTION

Asian American students have historically been overrepresented in STEM (Science, Technology, Engineering, and Mathematics) fields, a trend driven by cultural and familial expectations that emphasize the perceived stability and prestige of these careers (Hui & Lent, 2018; Kang et al., 2023; Shen & Liao, 2022). However, those who diverged from this path and pursued non-STEM careers often encountered a unique set of challenges. These challenges can include a lack of support from family and community, limited role models, and societal stereotypes that question their career choices (Cooc & Kim, 2021). In recent years, social media has emerged as a considerable influence on people's lives, providing a platform for Asian American students to explore and validate their interests outside of traditional expectations. This study aimed to give voice to Asian American students in non-STEM fields, allowing them to share their subjective experiences and highlighting the role of social media in shaping their career choices. By examining these influences, the study sought to understand how social media can both challenge and support the career aspirations of Asian American students in non-STEM disciplines.

THEORETICAL FRAMEWORK

The theoretical framework guiding this study is social cognitive career theory (SCCT) which emphasizes the critical roles of self-efficacy, outcome expectations, and personal goals in career development (Lent et al., 1994). SCCT provides a comprehensive framework for understanding career decision-making processes. According to Lent et al. (1994), self-efficacy beliefs, which refer to an individual's confidence in their ability to perform specific tasks, significantly influence career interests. These interests subsequently affect career choices and performance. SCCT also acknowledges the importance of personal goals, which guide the direction and intensity of career-related efforts. These goals, shaped by self-efficacy and outcome expectations, play a crucial role in career planning and persistence (Lent et al., 1994, 2000).

Moreover, SCCT considers contextual factors, such as social support and barriers, which can either facilitate or hinder career development. Social support, such as encouragement from family and mentors, can enhance self-efficacy and positive outcome expectations. Conversely, barriers like negative stereotypes or limited access to resources can impede career progress (Lent, 2005; Lent et al., 2010). In summary, SCCT provides a robust model for exploring how self-efficacy, outcome expectations, personal goals, and contextual factors interact to influence career development. This theory is particularly pertinent in examining the career choices of Asian American students, as it highlights the interplay between individual beliefs and external influences in shaping career trajectories.

RELATED LITERATURE

Social media has fundamentally transformed many aspects of society, particularly in the realm of education and socialization among students. Yang (2018) conducted a study on the acculturation and adaptation of Chinese

students in America, highlighting the significant role that US-based social media platforms play in their everyday lives. The research points to social media as a crucial tool for these students to navigate and assimilate into American culture while maintaining ties with their native heritage. Similarly, Lim Xing Fei and Yuek Li (2022) revealed the significant impact YouTubers have on the attitudes and behaviors of their young audiences, particularly among Asian American students who are avid consumers of YouTube content. Lee and Zhou (2020) addressed the misperceptions about culture and Asian American achievement, highlighting the role of social media in both perpetuating and challenging stereotypes. King and Fretwell (2022) further explored the portrayal of cultural identity by Asian American influencers on Instagram, shedding light on how social media platforms are used to navigate and express cultural identities among Asian American students.

Social media's impact on academic engagement and social interactions has been widely documented. Tuli et al. (2022) examined the broader impact of social media on student life, noting its pervasive influence on academic engagement and social interactions. Their findings suggest that social media can both enhance and detract from students' academic performance, depending on usage patterns and the nature of the content consumed. Perez et al. (2023) conducted a systematic review of social media as a teaching and learning tool in higher education, underscoring its potential to enhance educational outcomes through increased accessibility and interactive learning opportunities. Akbari and Rochaety (2023) explored the impact of YouTube watch time on higher education institution promotions and admissions, illustrating the platform's influence on student recruitment and institutional visibility.

The role of social media in shaping perceptions and social dynamics within educational environments has been explored by several studies. Shahzad (2021) explored the factors that contribute to a YouTuber's popularity among students, illustrating the platform's role in shaping perceptions and social dynamics within educational environments. Kong and Ahn (2020) investigated the information adoption behaviors on YouTube, emphasizing the influence of different genres on user engagement. Their findings illustrate the variability in content consumption and its impact on knowledge acquisition and social interaction. Marbun et al. (2020) examined the effects of social media culture and knowledge transfer on performance, pointing to the enhanced collaborative potential of social media platforms. This study suggests that social media can facilitate knowledge sharing and improve performance in both academic and professional contexts.

The broader societal implications of social media have also been a focus of research. Rawath et al. (2019) provided insights into the impact of social media on youth, emphasizing its dual role as a source of information and a platform for social interaction. They revealed that while social media facilitates connectivity and information exchange, it also presents challenges related to privacy and mental health. Bahadur (2021) investigated the negative effects of social media on youth, providing a critical perspective on issues such as cyberbullying, addiction, and mental health challenges. This study highlights the need for balanced and mindful social media use among students. Chen and Xiao (2022) examined the effect of social media on the development of students' affective variables, such as motivation and self-efficacy, revealing its potential to positively influence the emotional and psychological aspects of student life.

Finally, studies have also looked at the influence of social media on socialization and community engagement. Akdag et al. (2019) analyzed the impact of social media on university students' socialization, using statistical reasoning to reveal complex patterns of interaction and engagement. Their findings suggest that social media plays a significant role in shaping social networks and peer relationships. Dennen et al. (2020) reviewed the intersection of social media, teenagers, and the school context, highlighting the implications for education and socialization. Their findings indicate that social media can both support and hinder educational experiences, depending on the context and manner of use. Gammoudi et al. (2022) conducted a survey on the influence environment of social media and the identification of influencers, underscoring the importance of understanding the dynamics of influencer impact, particularly in educational settings. Zamroni et al. (2019) found that 61% of students use social media to gather information relevant to their career decisions. Despite the extensive research on social media's impact on various aspects of student life, there is a notable gap in the literature regarding Asian American students' career choices. This study aims to fill this gap.

METHODOLOGY

The study employed a qualitative research approach to investigate the research question: "How does social media influence the career choices of Asian American students?" The study used purposeful criterion sampling to recruit Asian American individuals who are either currently pursuing or have recently graduated from non-STEM college majors in the United States. From the 104 respondents to the recruitment post on LinkedIn, 12 participants were randomly selected to participate in the study. The selected participants came from ten Asian countries: Afghanistan, Armenia, Bahrain, Bangladesh, Cambodia, India, Japan, Pakistan, the Philippines, and Singapore. The study adopted

a transcendental phenomenological design to capture different perspectives and minimize biased interpretation. Data collection methods included individual interviews, letter writing, and focus groups, providing a comprehensive understanding of the participants' experiences. The analysis focused on understanding the role of social media in their career decision-making processes.

FINDINGS

The transcendental phenomenological analysis of the collected data revealed several themes that provide a comprehensive understanding of how social media influences career choices among Asian Americans in non-STEM fields. These influences can be categorized into three groups: positive, neutral, and negative. Positive influences include (1) exposure to career possibilities, (2) community connection and support, and (3) role models and inspiration. Neutral Influences which are not related to career choices include (1) personal decision-making, and (2) social media as a platform for belonging.

Exposure to Career Possibilities. Social media platforms expose users to different career possibilities. Some students reported that social media shaped their worldview and exposed them to various career possibilities. Seeing professionals share their experiences in fields like publishing, journalism, or academia helped students envision potential career trajectories within the humanities. This exposure can significantly influence career interests and choices by providing information and inspiration that might not be available through traditional channels.

Community Connection and Support. Social media helped the study participants stay connected with their communities and provided a platform for discussion and mutual encouragement. Students often found that social media helped them stay in touch with their community and with people far away. It allowed them to discuss challenges, talk about their worries, share experiences, and encourage each other to move forward. This sense of community provided the participants the emotional support and practical advice, which are crucial for career development.

Role Models and Inspiration. Seeing representation of Asians in various roles on social media motivated the study participants. Students often found that seeing other Asians portrayed in various roles via social media or in political roles gave them motivation. Representation could enhance self-efficacy and outcome expectations by providing relatable role models and success stories. These stories served as a source of inspiration and motivation for students. Images and posts that inspire creativity and imagination on social media lead to increased self-efficacy and motivation to pursue certain career paths.

Personal Decision Making. Some students believed that their career choices were personal decisions that were not significantly influenced by social media. They emphasized the importance of individual agency and the influence of other factors such as personal interests, values, and experiences. While social media might provide occasional insights and exposure to different perspectives, its impact on their decision-making process was limited compared to other factors.

Social Media as a Platform for Belonging. Participants mentioned social media as a tool that provides a sense of freedom and belonging, allowing individuals to connect globally and maintain cultural ties. These individuals felt that having a free hand on social media gives them a different sense of belonging. They emphasized the importance of staying connected with their community through social media.

Negative Influences. Some students perceived social media as a potential negative influence that could distort their career choices. They noted that while social media showed a lot of cool and fun things about different fields, it might sometimes mess up their choice due to the positive portrayals of majors they were not pursuing. This highlights the need for critical engagement with social media content to avoid unrealistic expectations and potential disappointment.

DISCUSSION

The findings of this study align closely with the Social Cognitive Career Theory (SCCT) by Lent et al. (1994), emphasizing the roles of self-efficacy, outcome expectations, and contextual supports and barriers in career development.

Self-Efficacy and Outcome Expectations

This study revealed that social media significantly enhances career-related self-efficacy among Asian American students. By providing success stories and practical advice, social media platforms serve as a repository of motivational content. For instance, students reported feeling more confident and motivated to pursue their desired careers after seeing professionals share their experiences and achievements. This observation aligns with SCCT's assertion that self-efficacy beliefs influence career interests and subsequent career choices. In terms of outcome expectations, social media shapes students' beliefs about the potential rewards of various career paths. The visibility of role models in diverse fields helps students anticipate favorable outcomes, such as personal satisfaction and financial stability. This supports SCCT's premise that positive outcome expectations can motivate individuals to pursue certain career trajectories.

Contextual Supports and Barriers

The study also highlighted the dual role of social media as both a support and a barrier in career development. Social media provides numerous networking opportunities and access to mentorship, which are crucial for career guidance and support. These platforms enable students to connect with professionals, seek advice, and gain insights into different career paths. This aligns with SCCT's emphasis on the importance of social support in enhancing self-efficacy and positive outcome expectations. However, social media also presents significant barriers, such as exposure to negative stereotypes and unrealistic portrayals of certain careers. Students reported feeling disillusioned by the glamorized depictions of professional life, which sometimes led to unrealistic expectations and subsequent disappointments. This finding is consistent with SCCT's recognition of contextual barriers that can impede career progress.

CONCLUSION

This study addresses the significant influence of social media on the career choices of Asian American students. Social media shapes their self-efficacy, outcome expectations, and personal goals, presenting both opportunities and challenges. This underscores the need for a balanced and critical approach to its use in career development. However, the study has a limitation on the small sample size of 12 participants which did not capture the full diversity and complexity of the Asian American student population.

Future research should include a larger and more diverse sample to explore the long-term impacts of social media on career trajectories. Additionally, it is essential to investigate the potential differences across various social media platforms and develop interventions that leverage social media to support career development. These interventions should be tailored to address the unique needs of Asian American students. By addressing these gaps, future studies can provide a more comprehensive understanding of the multifaceted influences of social media on career development. This will help develop strategies to harness the positive potential of social media while mitigating its risks. The study findings not only align with but also expand upon the Social Cognitive Career Theory (SCCT) by highlighting the significant role of social media in influencing self-efficacy, outcome expectations, and contextual supports and barriers among Asian American students.

REFERENCES

- Akbari, D. A., & Rochaety, E. (2023). Analyzing the impact of YouTube watch time on higher education institution promotions and admissions. *Technium Social Sciences Journal*, 42, 123–132. <https://doi.org/10.47577/tssj.v42i1.8692>
- Akdag, S., Bicen, H., Basari, G., & Savasan, A. (2019). The impact of using social media on university students socialization: Statistical reasoning. *13th International Conference on Theory and Application of Fuzzy Systems and Soft Computing — ICAFS-2018*, 404–409. https://doi.org/10.1007/978-3-030-04164-9_54
- Bahadur. (2021). A brief study on negative effects of social media on youth. *Bayan College International Journal of Multidisciplinary Research*, 1(2), 1–17. <http://www.bayancollegeijmr.com/index.php/ijmr/article/view/42/10>
- Chen, M., & Xiao, X. (2022). The effect of social media on the development of students' affective variables. *Frontiers in Psychology*, 13, 1–8. <https://doi.org/10.3389/fpsyg.2022.1010766>
- Cooc, N., & Kim, G. M. (2021). Beyond STEM: The invisible career expectations of Asian American high school students. *American Psychologist*, 76(4), 658–672. <https://doi.org/10.1037/amp0000806>
- Dennen, V. P., Choi, H., & Word, K. (2020). Social media, teenagers, and the school context: A scoping review of research in education and related fields. *Education Technology Research and Development*, 68, 1635–1658. <https://doi.org/10.1007/s11423-020-09796-z>
- Gammoudi, F., Sendi, M., & Omri, M. N. (2022). A survey on social media influence environment and influencers identification. *Social Network Analysis and Mining*, 12(1). <https://doi.org/10.1007/s13278-022-00972-y>

- Greenspan, E., Larue, M. A., & Nielsen, C. K. (2021). Attitudes of social media users toward mountain lions in North America. *Wildlife Society Bulletin*, 45(1), 121–129. <https://doi.org/10.1002/wsb.1162>
- Hui, K., & Lent, R. W. (2018). The roles of family, culture, and social cognitive variables in the career interests and goals of Asian American college students. *Journal of Counseling Psychology*, 65(1), 98–109. <https://doi.org/10.1037/cou0000235>
- Kang, C., Jo, H., Han, S. W., & Weis, L. (2023). Complexifying Asian American student pathways to STEM majors: Differences by ethnic subgroups and college selectivity. *Journal of Diversity in Higher Education*, 16(2), 215–225. <https://doi.org/10.1037/dhe0000326>
- King, J., & Fretwell, L. (2022). Asian American Influencer Cultural Identity Portrayal on Instagram. *Journalism & Mass Communication Quarterly*. <https://doi.org/10.1177/10776990221077352>
- Kong, M., & Ahn, H. (2020). Information adoption on YouTube: Examining the influence of YouTube genre. *Journal of the Korea Society of Computer and Information*, 25(6), 131–141. <https://doi.org/10.9708/JKSCI.2020.25.06.131>
- Lee, J., & Zhou, M. (2020). The reigning misperception about culture and Asian American achievement. *Ethnic and Racial Studies*, 43(3), 508–515. <https://doi.org/10.1080/01419870.2020.1678760>
- Lent, R. W. (2005). A social cognitive view of career development and counseling. In S. D. Brown & R. W. Lent (Eds.), *Career development and counseling: Putting theory and research to work* (pp. 101–127). Wiley.
- Lent, R. W., Brown, S. D., & Hackett, G. (1994). Toward a unifying social cognitive theory of career and academic interest, choice, and performance. *Journal of Vocational Behavior*, 45(1), 79–122. <https://doi.org/10.1006/jvbe.1994.1027>
- Lent, R. W., Brown, S. D., & Hackett, G. (2000). Contextual supports and barriers to career choice: A social cognitive analysis. *Journal of Counseling Psychology*, 47(1), 36–49. <https://doi.org/10.1037/0022-0167.47.1.36>
- Lent, R. W., Paixao, M. P., da Silva, J. T., & Leitao, L. M. (2010). Predicting occupational interests and choice aspirations in Portuguese high school students: A test of social cognitive career theory. *Journal of Vocational Behavior*, 76(2), 244–251. <https://doi.org/10.1016/j.jvb.2009.10.001>
- Lim Xing Fei, F., & Yuek Li, K. (2022). A journey to explore the influence of youtuber to generation Z. *Asian Journal of Applied Communication*, 12(S2), 19-31. <https://doi.org/10.47836/ajac.12.s2.02>
- Marbun, D. S., Juliandi, A., & Effendi, S. (2020). The effect of social media culture and knowledge transfer on performance. *Budapest International Research and Critics Institute (BIRCI-Journal) Humanities and Social Sciences*, 3(3), 2513–2520. <https://doi.org/10.33258/birci.v3i3.1234>
- Micik, M., & Micudova, K. (2018). Employer brand building: Using social media and career websites to attract generation Y. *Economics & Sociology*, 11(3), 171–189. <https://doi.org/10.14254/2071-789X.2018/11-3/11>
- Mujiwat, Y., & Laili, I. (2023). The impact of social media on changing behavior patterns of generation Z. *CEBONG Journal*, 2(3), 77-82. <https://doi.org/10.35335/cebong.v2i3.88>
- Perez, E., Manca, S., Fernandez-Pascual, R., & McGuckin, C. (2023). A systematic review of social media as a teaching and learning tool in higher education: A theoretical grounding perspective. *Education Information Technologies*, 28, 11921–11950. <https://doi.org/10.1007/s10639-023-11647-2>
- Rawath, S. S., Satheeshkumar, R., & Kumar, V. (2019). A study on impact of social media on youth. *Journal of Management*, 6(1), 89–96. <https://doi.org/10.34218/JOM.6.1.2019.010>
- Shahzad, M. (2021). Factors affecting a youtubers' fame among students. *European Proceedings of Social and Behavioural Sciences*. <https://doi.org/10.15405/epsbs.2021.06.02.38>
- Shen, F. C., & Liao, K. Y.-H. (2022). Educational channeling, internalized stereotyping, expectations fulfillment and major choice on Asian Americans' major satisfaction: A moderated mediation model. *Journal of Vocational Behavior*, 132, 1–12. <https://doi.org/10.1016/j.jvb.2021.103647>
- Tuli, B., Jyoti, Gautam, N., and Kumar, S. (2022). Impact of Social Media on Student Life. *i-manager's Journal on Information Technology*, 11(1), 35–47. <https://doi.org/10.26634/jit.11.1.18565>
- Yang, C. (2018). US-based social media use and American life: A study of Chinese students' acculturation and adaptation in America. *Global Media and China*, 3(2), 75–91. <https://doi.org/10.1177/2059436418783765>

THE SIGNIFICANCE OF EDUCATIONAL TECHNOLOGY IN HIGHER EDUCATION: AN HERMENEUTIC PHENOMENOLOGY EXAMINATION FOR EXPANDING THE THEORETICAL BASES OF CONNECTIVISM THEORY

Cynthia T. PLUEGER

Ph.D., School of Education, Liberty University, United States

cplueger@liberty.edu

ABSTRACT

Educational technology integration within higher education has significantly changed the teaching and learning environments. However, the theoretical foundations guiding these changes, particularly connectivism theory, suggest that learning occurs through networks facilitated by digital technology and has not been fully developed. Despite its relevance in the digital age, connectivism has faced criticism and skepticism due to a lack of empirical support. This hermeneutic phenomenological study seeks to explore the experiences of educators in higher education to provide empirical evidence for expanding the theoretical foundations of connectivism. Through in-depth interviews, focus groups, and the analysis of letter-writing activities, this research investigates how educators perceive and anticipate the evolution of teaching methods in response to technological advancements and the increasing focus on connectivism in higher education. The study employs a hermeneutic phenomenological approach to interpret these experiences, linking them to the fundamental principles of connectivism learning as a networked process, distributed knowledge, and the role of digital technology in knowledge creation. The findings suggest that educational technology facilitates meaningful connections between learners, which fosters a networked learning environment that aligns with connectivism theory. The study also reveals gaps in the theory, particularly in addressing emerging technologies such as artificial intelligence (AI) and personalized learning platforms. Building on these lived experiences, this research proposes an expanded version of connectivism as a significant contribution supported by empirical evidence from higher education contexts. The study provides implications for educators, administrators, and policymakers in leveraging educational technology effectively and offers theoretical advancements for understanding learning in the digital age.

INTRODUCTION

As educational technology revolutionizes higher education, the frameworks we use to understand learning must evolve accordingly. A significant framework to consider is the connectivism theory, which suggests that learning in the digital age occurs through technology-facilitated networks (Siemens, 2004, 2005). However, due to a lack of empirical research, connectivism is often dismissed and discouraged despite its potential relevance. The lack of empirical research regarding connectivism undermines its ability to serve as a legitimate foundation for understanding modern learning environments. In a world where technology is rapidly transforming education, this research is crucial to expanding the theoretical understanding of how students and educators truly experience learning through digital technology. This study employs a hermeneutic phenomenological approach to explore the lived experiences of educators in higher education using educational technology. It also examines how educators perceive and anticipate the evolution of teaching methods in response to technological advancements and the increasing focus on connectivism in higher education. It addresses the current gap by providing empirical evidence that expands the theoretical foundations of connectivism theory. Through individual interviews, focus groups, and the analysis of letter-writing activities, the research investigates how these experiences reflect and challenge connectivism theory. The findings propose ways to enhance the theory by integrating contemporary technological practices, offering implications for educational policy, teaching practice in the classroom, and future research regarding connectivism theory.

Background Of The Study

This study is authenticated by historical, social, and theoretical frameworks of connectivism theory, which inform its investigation. Historically, events such as the COVID-19 pandemic have significantly influenced the current state of higher education, particularly regarding the widespread adoption of online learning. The transition to online learning resulted in nearly all higher education institutions switching to virtual course formats (Li, 2022; Wei & Chou, 2020). The social context of this research encompasses the complex network of connections and interactions that facilitate learning among various stakeholders, including students, faculty, and support personnel in the digital era. Theoretical guidance for the study is drawn from connectivism theory (Siemens, 2004, 2005), which emphasizes the role of networks and technology in knowledge acquisition.

Historically, education has relied predominantly on face-to-face interactions between educators and students to establish meaningful connections and engagement. However, the educational landscape has experienced a paradigm shift by introducing learning management systems (LMS) and other technological innovations during the late 20th century (Karakose & Demirkol, 2021; Li, 2022; Palvia et al., 2018). Early online learning was often characterized by static content, minimal interaction, and low engagement (Palvia et al., 2018; Piccoli et al., 2001). With technological advances, the capacity to create interactive and vibrant learning environments has emerged by enabling more immersive educational experiences. Computers, the internet, and digital platforms have revolutionized how education is presented (Downes, 2019). By the turn of the 21st century, digital technologies were essential in reshaping educational practices, which makes them more flexible and learner-centered (Barabasi, 2003; Siemens, 2006). Over time, educational technology integration in teaching practices has become prevalent in transitioning from fundamental tools such as chalkboards and overhead projectors to sophisticated digital platforms such as Canvas and Blackboard (Dawo & Sika, 2021). The widespread use of the internet and digital technologies has fostered learning modifications, emphasizing networked learning over traditional models (Siemens, 2004). Connectivism theory, introduced by George Siemens, theorizes that learning increasingly relies on external networks, such as digital resources and human interactions, and the effective navigation of these networks is critical to knowledge acquisition. This theoretical framework highlights the transformative potential of educational technology in fostering engagement and collaboration (Downes, 2019).

The surge in online learning, particularly accelerated by the COVID-19 pandemic, has presented new challenges and opportunities for educational institutions (Drigas et al., 2023; Zhu et al., 2023). As educators quickly adapted to remote learning, the significance of technology in maintaining student engagement and fostering meaningful connections became increasingly evident. However, virtual communication tools often lack the subtle and interpersonal effects of in-person interactions, which challenge effective teaching and learning (Bond & Bedenlier, 2019; Vezne et al., 2023). These challenges have raised concerns about how to best employ educational technology to promote academic success and retention, especially in higher education settings (Babincakova & Bernard, 2020; Kardambikis & Donne, 2022). As online education continues to expand, educators have shifted their focus from the novelty of technology to optimizing student engagement and retention (Drigas et al., 2023). The increasing reliance on social media and digital communication platforms has both connected individuals widely and introduced challenges in establishing authentic, networked learning environments (Matee et al., 2023). With many emphasizing the need for authentic strategies to foster meaningful connections and community among students, researchers have been investigating student engagement within virtual settings, with many emphasizing the need for authentic strategies to foster meaningful connections and community among students (Aluko et al., 2022; Eden et al., 2022).

Educators encountered challenges in engaging students and fostering connections in remote settings, revealing disparities in students' experiences with online learning (Alisemi et al., 2022; Babincakova & Bernard, 2020) during the COVID-19 pandemic. While some students excelled, others grappled with disengagement and decreased motivation, which impacted retention and graduation rates (Babincakova & Bernard, 2020; Chiemela et al., 2022). The transition to higher education funding models reliant on student contributions has heightened the urgency for institutions to address student engagement and retention issues (Babincakova & Bernard, 2020). Connectivism, introduced by Siemens in 2004, builds upon traditional learning theories by recognizing the significant role of digital technologies in the learning process. Siemens argues that learning in the digital age is interconnected and relies on a network of nodes, including people, digital tools, and information systems. Educational technology supports access to and navigation of these networks while promoting knowledge acquisition and application. It can enhance academic performance and student engagement by fostering cooperation, collaboration, and self-directed learning (Siemens, 2004, 2005).

Recent studies have applied the connectivism theory to explore various aspects of learning environments, such as relationships, engagement, and interaction (Haris et al., 2023; Jung, 2019; Plueger, 2024). These studies have highlighted the complexities of using technology to engage students in meaningful learning experiences, particularly in online settings where personal interaction may be limited (Bond & Bedenlier, 2019; Kostenius & Alerby, 2020; Vlachopoulos & Makri, 2019). The importance of fostering authentic network connections in virtual classrooms has become increasingly critical as institutions continue to invest in technology-driven learning environments (Annansingh, 2019; Eden et al., 2022; Ferrer et al., 2022). Studies exploring student engagement and educational technology have identified practical strategies for enhancing learning outcomes, such as leveraging interactive tools, promoting communication, and fostering collaboration (Bolliger & Halupa, 2018; Fox, 2019; Li, 2022; Turan et al., 2022). The research highlights the importance of educator presence, responsiveness, and the use of synchronous and asynchronous communication channels in maintaining student engagement. This study builds upon these insights by using connectivism principles to investigate how educators in higher education leverage technology to build connections that enhance student engagement and achievement. By aligning connectivism theory with

phenomenological methods, this study provides an understanding of how educators perceive and anticipate the evolution of teaching methods in response to technological advancements and the increasing focus on connectivism in higher education. This research offers valuable insights into improving pedagogical practices and educational frameworks for fostering student engagement and academic success in a rapidly evolving technological landscape.

Research Problem

The problem is that connectivism theory is not widely acknowledged and is frequently discouraged within the sphere of educational research and practice due to the insufficiency of empirical studies substantiating its efficacy. Connectivism presents a promising theoretical framework for understanding learning in the digital age. However, its limited use and rejection are attributed to insufficient empirical evidence. This study seeks to address a gap by providing empirical insights into the perceptions and anticipations of educators in higher education regarding the evolution of teaching approaches in response to technological advancements and the increasing emphasis on connectivism using educational technology. This research study will contribute to enriching the theoretical foundations of connectivism.

Purpose Of The Study

The purpose of this hermeneutic phenomenological research study is to comprehensively explore and interpret the lived experiences of educators. The study provides an understanding of how educators perceive and anticipate the evolution of teaching methods in response to technological advancements and the increasing focus on connectivism in higher education. By examining the educator's personal narratives, this study discovers how the educator's experiences shape their instructional practices while providing prosperous empirical evidence that supports and extends the theoretical framework of connectivism. Specifically, this research seeks to understand how educators' perceptions and anticipations align with or challenge the core principles of connectivism theory. In doing so, the study contributes to the empirical validation of connectivism theory, which offers insights expanding on the comprehensive understanding of learning in the digital age by significantly broadening the theoretical scope to account for contemporary technological advancements and educational contexts.

Research Question

How do educators perceive and anticipate the evolution of teaching methods in response to technological advancements and the increasing focus on connectivism in higher education?

LITERATURE REVIEW

The literature review examines educational technology's historical development and integration into higher education. The review outlines the significant transformation that has taken place as higher education institutions have increasingly embraced digital technology and platforms to enhance learning environments. This section traces the evolution of technological advancements, from early implementations to modern systems such as learning management platforms and interactive online resources, and discusses how these tools have reshaped instructional practices and student engagement. The review then transitions to the connectivism theory introduced by George Siemens and Stephen Downes (Siemens, 2004; Downes, 2019). Connectivism theory positions knowledge acquisition as a networked process where information is distributed across various nodes, including digital platforms, databases, and individuals (Siemens, 2004, 2005). The core principles of connectivism emphasize the importance of these networks and the role of technology in facilitating learning by enabling individuals to connect with and navigate diverse sources of knowledge (Siemens, 2004). Despite its relevance in the digital age, connectivism has faced criticism due to the lack of empirical substantiation (Jung, I., 2019). The literature highlights significant theoretical gaps and critiques, particularly concerning the limited empirical research base. As a result, connectivism is often disregarded or discouraged as a framework in educational practice, which emphasizes the need for empirical validation to further develop and legitimize it as a model for higher education learning (Plueger, C., 2024). The review concludes by examining the application of hermeneutic phenomenology in educational research by contending that the methodological approach is particularly suitable for interpreting the authentic experiences of educators in digital technology-driven learning environments. Hermeneutic phenomenology is a valuable means for bridging the gap between theoretical frameworks like connectivism theory and practical educational experiences, offering in-depth qualitative insights to validate and enrich theoretical models.

Educational Technology in Higher Education

Educators in Higher education are increasingly expected to incorporate digital technologies to improve teaching and learning practices (Masenya, 2021). Research shows that many educators lack the necessary skills, knowledge, and

confidence to effectively integrate technology into their pedagogy (Lowenahal & Lomellini, 2022; Masenya, 2021). The absence of strong instructional design capabilities poses a significant barrier to the successful integration of technology (Koh, 2019). Educators also face challenges in selecting the appropriate technological tools that align with the subject matter, learning environment, student characteristics, and cultural contexts (Njiku et al., 2019). Scholars such as Kopcha et al. (2020) emphasize that educators are aware of the importance of aligning technology use with established standards and learning objectives. However, technology adoption continues to present a substantial challenge for many educators, as Kopcha et al. (2020) highlighted.

As educators engage with digital transformation, they are compelled to shift from traditional instructional methods. The integration of e-learning tools such as social media, online games, multimedia, and mobile devices has significantly reshaped the educational landscape (Masenya, 2021; Olusanya, O., 2023). Effective integration of these technologies, however, requires educators to possess digital literacy and a high level of competence in using Information and Communication Technologies (ICTs) to retrieve, evaluate, create, and communicate information (Paul, 2021). By developing technological competencies, educators contribute to informal learning communities and address skill gaps, yet equipping educators with these competencies remains a persistent challenge (Olusanya, O., 2023). This highlights the need for concerted efforts from the global educational and telecommunications sectors to address the digital divide (Masenya, 2021; Paul, 2021).

Experts argue that integrating technology and fostering connections among learners can significantly enhance student engagement in higher education (Asif et al., 2021; Donham et al., 2022; Masenya, 2021). To achieve this, educators are encouraged to incorporate technology into their teaching strategies and create virtual environments that promote collaboration, communication, and active participation (Donham et al., 2022). Furthermore, Eshelman and Hogue (2023) provide evidence that a comprehensive approach combining TPACK (Technological, Pedagogical, and Content Knowledge), the Triple E Framework (Engagement, Enhancement, and Extension), and the CAFE model (Content, Activities, Facilitation, and Evaluation) effectively enhances the lesson-planning process in educational contexts. Educators can create more personalized, dynamic, and inclusive learning environments by implementing pedagogical approaches that foster interpersonal relationships and employ technology to increase student engagement (Asif et al., 2021). Enhanced communication, collaboration, and reflective practices can enable educators to forge stronger connections with students, resulting in higher engagement levels and improved learning outcomes (Asif et al., 2021; Donham et al., 2022). Consequently, technology is recognized for its potential to elevate student engagement and improve educational quality.

Higher education institutions are increasingly adapting to a digital environment that diverges from traditional educational paradigms (Masenya, 2021; Paul, 2021). Educators now require a deep understanding of digital tools, platforms, and innovative teaching methods to effectively meet the needs of contemporary learners. A study by Kim et al. (2020) highlights the critical importance of digital literacy, e-learning platform knowledge, and familiarity with the technological preferences of today's students. Educators must engage in hands-on technological experiences tailored to educational contexts as society endures significant technological transformations. Expertise in areas such as Learning Management Systems (LMS), virtual pedagogical environments, multimedia content curation, and the use of social media as an educational tool can support educators in integrating digital tools within the educational field (Kim et al., 2020; Masenya, 2021).

The integration of technology in education extends beyond instructional methods to include assessment practices, feedback mechanisms, and broader channels of educational communication. Higher education institutions are driven by the need to remain competitive and relevant globally, prompting the adoption of digital tools. Lee and Kwon (2023) identify an emerging demand to meet the educational expectations of digital natives—students who have grown up in a digital environment and possess distinct learning preferences. While adopting digital technologies in higher education presents challenges and opportunities (Johnson & Welsch, 2020), proficient use of these tools can enhance student engagement, facilitate personalized learning pathways, and broaden the pedagogical scope beyond traditional classroom settings. Continuous professional development, flexibility, and awareness of evolving educational principles are essential for educators to drive the ongoing transformation brought about by the digital revolution (Koh, 2019; Koh & Kan, 2021).

Technology plays a crucial role in instruction, assessment, feedback, and communication (Lee & Kwon, 2023). A variety of factors contribute to the integration of digital technologies (Paul, 2021), including institutional pressure to maintain global relevance (Lee & Kwon, 2023) and the need to accommodate digital-native students (Masenya, 2021), who have distinct expectations shaped by their digital upbringing (Paul, 2021). While implementing digital technologies poses challenges, it also offers opportunities for enhanced student engagement, personalized learning, and expanded educational horizons. However, successful integration of these tools requires ongoing professional development, adaptability, and recognition of the dynamic nature of education (Masenya, 2021; Paul, 2021).

In recent years, the use of technology in education has become more widespread which offers unique avenues for building interpersonal relationships between students and educators (Kostenius & Alerby, 2020; Leslie, 2020). Studies by Kostenius and Alerby (2020) and Leslie (2020) highlight the potential for technology to enhance interpersonal interactions in educational contexts. Kostenius and Alerby (2020) emphasize the importance of fostering the well-being of both students and educators in online and blended learning environments facilitated by tools such as online forums, video conferencing, and social media. Implementing these technologies has the potential to strengthen relationships and promote collaboration between students and educators, ultimately contributing to a more caring, supportive, and engaging learning environment. Leslie's (2020) research focuses on the role of technology in improving student engagement through faculty development programs by demonstrating that the use of technology in educational settings can enhance interpersonal relationships. By utilizing various technological platforms, educators can create more supportive and engaging learning environments that foster empathy and connection between students and instructors. Nevertheless, it is important to note that technology alone cannot fully cultivate meaningful relationships; educators must also foster a culture of inclusivity and support (Kostenius & Alerby, 2020; Leslie, 2020).

As technology advances, its impact on education and interpersonal relationships grows. Educators have access to professional development opportunities that allow them to use technology to enhance academic achievement, motivation, engagement, and communication (Donham et al., 2022). College students, particularly those aged 18–23, are described as highly dependent on technology, having never known a world without it (Asif et al., 2021; Donham et al., 2022). In the present day, living in an increasingly connected and interdependent society is a necessity (Hye et al., 2020; Springett et al., 2022). However, students may experience increased anxiety and stress when separated from their technological devices (Huda, 2019; Parker & Hodgson, 2020). Research indicates that educators who incorporate technology to design interactive and engaging activities requiring student collaboration across different curricula enhance student involvement, collaboration, and communication (Avsec, 2023; Kraiger et al., 2022). For example, educators may use instructional games or simulation software to teach specific topics (Avsec, 2023) or invite students to collaborate on projects using interactive communication platforms. By leveraging the full capabilities of various technological tools, educators foster a sense of belonging among students and successfully balance the benefits of technology with in-person interactions (Huda, 2019; Hye et al., 2020).

Connectivism Theory

Connectivism, introduced by George Siemens (2004) and expanded by Stephen Downes (2019), provides a framework for understanding how learning occurs in a digital age, which emphasizes the role of networks in knowledge acquisition. In contrast to traditional learning theories, connectivism theorizes that knowledge is distributed across a network of human and non-human information sources, such as digital technologies and databases (Siemens, 2004, 2005). According to connectivism, learning is a process of connecting these various nodes of information (Siemens, 2004). As learners engage with these networks, they develop the capacity to navigate, evaluate, and integrate diverse information. The theory highlights the transformative role of digital technology in facilitating learning, as it enables individuals to access, share, and create knowledge more effectively than in traditional learning environments. The theory emphasizes the significance of preserving and fostering these connections, as they serve as the basis for continuous learning in a rapidly evolving information environment (Siemens, 2004, 2005; Downes, 2019)

George Siemens first introduced the Connectivism theory in 2004 to provide an essential framework for addressing challenges such as declining academic performance and increasing student attrition rates in higher education (Siemens, 2004). Connectivism theory is structured around eight core principles of learning: embracing the diversity of opinions, connecting information nodes, facilitating non-human learning, prioritizing capacity over current knowledge, maintaining and nurturing connections, integrating interdisciplinary knowledge, staying current with evolving information, and using decision-making as a learning process (Siemens, 2004). In the digital context, connectivism relies on these eight key principles, which stress the importance of engaging with multiple perspectives, interacts with diverse knowledge sources, and recognizes the value of both human and non-human entities in learning. The approach highlights the necessity of continuously acquiring and integrating knowledge while maintaining active connections that support ongoing learning. The theory also emphasizes the interconnections between different disciplines and concepts. Additionally, it focuses on the importance of staying up to date with the rapid evolution of information and refining decision-making and evaluative skills. Together, these principles highlight the complexity of learning in the digital era and reflect the wide-ranging influence of Connectivism (Siemens, 2004, 2005, 2006). Connectivism principles serve as a foundation for research exploring educators' experiences and perceptions of academic performance and retention. They emphasize that learning extends beyond individual cognition and includes networks and organizations while stressing the critical role of

connections, digital resources, and technology as key enablers of the learning process (Siemens, 2004; Siemens, 2005). With understanding Siemens's theoretical framework, connectivism provides valuable insights into how learners acquire, apply, and navigate knowledge in technologically advanced learning environments.

Stephen Downes (2019, 2022) further expanded the connectivism theory to address the digital age's unique challenges and educational demands. The framework offers innovative insights into learning within networked contexts while drawing upon established educational and cognitive principles. Historically, instructional design has relied on three primary learning theories: behaviorism, cognitivism, and constructivism (Siemens, 2004). However, these theories predate the profound impact of technology on education. Over the past two decades, rapid technological advancements have transformed various aspects of life, including communication, education, and everyday activities (Siemens, 2006). Therefore, it is essential to consider the social context in which learning occurs by acknowledging both the principles and processes supporting learning in a digitally interconnected world.

Criticisms and Gaps in Connectivism Theory

Despite its potential as a learning theory for the digital age, connectivism theory has faced considerable criticism, particularly due to the lack of empirical research supporting its claims. Although Siemens and Downes introduced connectivism as a novel theory to address learning challenges in technology-rich environments, critics argue that it has not been sufficiently tested through empirical studies. This lack of empirical validation limits its adoption and recognition as a robust framework in higher education (Dziubaniuk et al., 2023; Jung, I., 2019). Many scholars have pointed out that while the theoretical concepts are compelling, they remain underdeveloped regarding measurable outcomes and evidence-based application (Al-Maawali, 2022; Al-Mutairi & Bin Mubayrik, 2021; Chandrappa, 2018).

A significant critique is that connectivism lacks a clear distinction from pre-existing learning theories such as constructivism and social learning theory, which also emphasize collaborative and networked learning. Scholars argue that connectivism's core concepts, such as learning through networks and distributed knowledge, mirror ideas already present in these established theories, raising questions about its uniqueness as a separate learning paradigm (Dawo & Sika, 2021; Dziubaniuk et al., 2023; Baque et al., 2020). For example, while connectivism stresses learning through human and non-human nodes, constructivist and social learning theories have long highlighted the importance of collaborative learning and social interactions in the knowledge-construction process (Astin, 1999; Jacobsen, 2019; Johnson & Welsch, 2020).

Connectivism has been criticized for its abstract nature and the challenge of putting its principles into practice (Goldie, 2016). Critics argue that while its concepts, such as learning through networks and decision-making as a learning process, are intriguing, the connectivism principles offer limited practical guidance for educators (Jung, I., 2019). The lack of specificity makes it challenging to design empirical studies that can rigorously test its claims (Al-Maawali, 2022; Al-Mutairi & Bin Mubayrik, 2021; Chandrappa, 2018). Additionally, the absence of detailed pedagogical strategies and measurable outcomes hampers its application in educational settings, which leaves educators with little direction on how to implement connectivism principles in practice (Page et al., 2020; Wylie, 2023).

Furthermore, connectivism has been criticized for prioritizing digital technologies as the primary facilitator of learning by potentially overshadowing the human and social elements of education that are fundamental to other educational theories (Dawo & Sika, 2021; Jung, I., 2019). This heavy reliance on technology may limit the understanding of the learning process, particularly in settings with limited digital access and skills. To establish connectivism theory as a recognized framework in higher education, there is a critical need for more empirical research that explores its applicability in practical educational contexts. Studies that examine how learners engage with digital tools, how networks influence knowledge acquisition, and how educators can design effective learning environments based on connectivism principles are essential. Without this empirical evidence, connectivism remains a theoretically intriguing but practically underutilized concept in educational research and practice (Dziubaniuk et al., 2023; Jung, I., 2019).

Hermeneutic Phenomenology in Educational Research

Hermeneutic phenomenology presents a suitable methodology for exploring and interpreting the experiential dynamics of educators and students engaging with educational technology. This approach is centered on comprehending subjective experiences and meanings within specific contexts, thereby enabling researchers to investigate how individuals experience and make sense of educational technology (Husserl, 1965; Moustakas, 1994). Through capturing the lived experiences, hermeneutic phenomenology facilitates the interpretation of how educators perceive and anticipate the evolution of teaching methods in response to technological advancements and

the increasing focus on connectivism in higher education, which makes it appropriate for examining the intricate dynamics prevalent in modern learning.

Hermeneutic phenomenology is distinguished by its capacity to bridge the gap between theory and practice (Husserl, 1965; Moustakas, 1994) by making it a valuable methodology in educational research. Unlike traditional educational theories, which often prioritize abstract principles, hermeneutic phenomenology focuses on collecting qualitative data that reflect realistic experiences. By examining how educational technology is experienced in authentic settings, this methodology provides valuable insights into the practical manifestations of theoretical concepts. As a result, educational theories can be refined to better align with contemporary educational practices (Moustakas, 1994).

Additionally, hermeneutic phenomenology provides valuable qualitative insights that can be effectively applied to developing and implementing education (Moustakas, 1994). The detailed, descriptive data obtained through this approach enables researchers to identify practical challenges, opportunities, and the real-life impact of technology on learning and teaching. By interpreting the significance that educators attribute to their use of technology, this methodology reveals trends that can guide instructional design, professional development, and policymaking, ultimately leading to more efficient and meaningful integration of technology in education.

RESEARCH METHODOLOGY

Research Approach: Hermeneutic Phenomenology

Hermeneutic phenomenology offers a profound framework for exploring the experiences of educators and students as they engage with educational technology. Grounded in the philosophical traditions of phenomenology and hermeneutics, particularly the work of Heidegger and Gadamer, this approach seeks to describe experiences and interpret and uncover the deeper meanings individuals attach to their encounters with technology (Suddick, et al., 2020). Unlike transcendental phenomenology, which focuses on identifying the essence of experiences, hermeneutic phenomenology emphasizes the process of interpretation and understands how broader cultural, social, and historical contexts shape experiences (Moustakas, 1994). Interpretive depth is crucial when studying how educational technology is perceived, navigated, and utilized in educational settings.

For educators, integrating educational technology into teaching represents more than a shift in methodology; it often entails reevaluating their roles, responsibilities, and pedagogical values. Hermeneutic phenomenology allows researchers to examine the various ways educators interpret their use of technology. Beyond functional aspects, such as how to operate software or manage digital platforms, educators engage with technology in ways that influence their self-perception as professionals, their sense of competence, and their relationships with students. This approach illuminates how educators make sense of the tensions between traditional teaching practices and the demands of modern, technology-enhanced classrooms. In doing so, it reveals the emotional and intellectual labor involved in adopting new educational technology, whether they experience a sense of empowerment through digital innovation or struggle with the anxiety of insufficient support and training.

Students bring a diverse range of experiences to their interactions with educational technology. Many belong to the category of "digital natives," having grown up in a world where digital technologies are pervasive (Annansingh, F., 2019; Asif et al., 2021). However, their engagement with technology in learning environments is complex and heavily influenced by personal, academic, and social factors (Plueger, C., 2024). Hermeneutic phenomenology enables researchers to discern how educators derive meaning from interactions with technology for student engagement through virtual classrooms, online collaborative tools, or multimedia learning resources. The hermeneutic approach examines beyond mere usage patterns to comprehend how educators perceive and anticipate the evolution of teaching methods in response to technological advancements and the increasing focus on connectivism in higher education. The research study highlights the ways in which technology either enhances or complicates their teaching approaches, facilitating a more human-centered understanding of experiences in the digital age.

Ultimately, hermeneutic phenomenology empowers researchers to bridge the divide between theoretical concepts, such as connectivism theory, and the actual experiences of educators interacting with technology in higher education. By emphasizing interpretation and context, this methodology unveils the profound significance of digital technology, offering valuable insights into how educators can harness technology to cultivate meaningful connections, enrich learning, and navigate the ever-changing landscape of education.

Research Design

A qualitative research methodology was identified as the most appropriate approach for examining the experiences of educators. This approach focuses on how educators perceive and anticipate the evolution of teaching methods in response to technological advancements and the growing emphasis on connectivism in higher education at public institutions in the southern region of the United States. A hermeneutic methodology was particularly suitable for

studying the use of educational technology to enhance student engagement and foster academic success (Asif et al., 2021; Bolliger & Halupa, 2018). Qualitative methods allowed researchers to explore participants' lived experiences and perspectives (Maxwell, 2012). Given the rapidly changing landscape of higher education, where technology integration is essential, qualitative research effectively captured educators' intricate and context-dependent perspectives. The study aimed to provide a contextual understanding of these experiences through the lens of connectivism theory (Siemens, 2004).

The researcher opted for hermeneutic phenomenology due to its relevance in examining participants' subjective experiences and obtaining insights into how educators perceive and anticipate the evolution of teaching methods in response to technological advancements and the increasing focus on connectivism in higher education (Moustakas, 1994; Siemens, 2004). The hermeneutic approach facilitated a profound understanding of human experience patterns and the development of themes that provided a philosophical interpretation of the educators' interactions with technology (Moustakas, 1994). In the context of higher education, educators have a crucial role in establishing a conducive learning environment for student success (Tuiloma et al., 2022). Qualitative research has proven to be an invaluable method for comprehensively understanding pedagogical practices and experiences (Maxwell, 2012). The approach immersed researchers in the educators' preferences, behaviors, and challenges while allowing them to consider contextual factors, motivations, and achievements (Hill et al., 2021). By focusing on the perspectives of the participants, qualitative research enabled the identification of unexpected themes and connections that may not have emerged through quantitative analysis alone.

The adaptable nature of qualitative research makes it well-suited for examining the intricate connections between technology, human interaction, and student engagement (Vlachopoulos & Makri, 2019). The qualitative reach approach offered the depth and rigor needed to investigate how educators perceive and adapt to changes in teaching methods due to technological advancements and the growing emphasis on connectivism in higher education. Additionally, it allowed researchers to explore educators' personal experiences with technology and its impact on student participation and academic performance. Using this methodology, researchers gained insights into the complex mechanisms at work in innovative higher education settings and contributed to enhancing teaching practices across various disciplines.

To gain a comprehensive understanding of how technology is used in higher education and its impact on student achievement, it was crucial to explore the participants' beliefs, emotions, perceptions, and experiences. Hermeneutic phenomenology enabled researchers to interpret these experiences in a way that acknowledged the complexity of human interactions and the broader social context (Moustakas, 1994). This approach was vital for examining the intricate dynamics influencing how educators perceive and anticipate using educational technology. The hermeneutic approach provided a framework for investigating individuals' subjective experiences and perceptions in their natural environments while building on the philosophical tradition of phenomenology, which Edmund Husserl developed and later expanded by scholars such as Moustakas (1994).

Ultimately, the approach encouraged researchers to remain open and inquisitive toward participants' experiences, which discovers unexpected insights and perspectives. By maintaining an interest in participants' perspectives and being attentive to their lived experiences, researchers uncovered valuable findings that significantly enhanced the study's validity. In examining complex, subjective experiences, the rigorous and systematic nature of hermeneutic phenomenology ensured the credibility and authenticity of the research (Moustakas, 1994). In alignment with the principles of connectivism and the use of educational technology, the study's findings provide valuable insights into the field of higher education and inform pedagogical practices aimed at improving student engagement and academic achievement.

Sampling Strategy

The research encompassed a diverse group of participants, including both tenured and non-tenured faculty members at public four-year universities in the southern region of the United States. These individuals possessed varying levels of knowledge and experience in educational technology and connectivism theory. The study emphasized demographic factors such as age, gender, university role, teaching experience, and technological proficiency to comprehensively understand the participants. The primary objective was to provide valuable insights into each participant's unique attributes and experiences. The research delved into the application of educational technology and connectivism across different academic disciplines. Faculty members with differing levels of proficiency and familiarity were purposefully selected from various universities in the southern region of the United States. The study considered various cultural and ethnic backgrounds and different teaching career stages. The overarching goal was to offer comprehensive insights into using educational technology and connectivism theory across institutions from diversified viewpoints.

The participant sample intentionally comprised both tenured and non-tenured individuals to ensure diverse experiences and perspectives were captured. The study specifically targeted academic departments affiliated with selected public universities to recruit participants. Formal requests were made to senior research compliance coordinators at multiple universities across the southern United States region to obtain permission to engage directly with faculty members. These requests included a letter of intent outlining the study's objectives and ethical considerations. Individual interviews were conducted at public universities within the southern United States region while maintaining the highest ethical standards to ensure precision, reliability, and confidentiality. A criteria screening form was employed to identify and validate suitable participants from public four-year universities in the southern United States who met specific criteria, such as possessing varied knowledge and experience in educational technology and connectivism theory relevant to teaching and utilizing technology to enhance student engagement. Each participant received a recruitment email containing a link to the criteria screening form, which was designed to collect essential information confirming their eligibility based on predefined criteria.

Data Collection Methods

A well-structured data collection plan was pivotal to the research process (Yin, 2017). This plan ensured ethical, methodical, and effective data gathering while leading to dependable, credible, and comprehensive research findings. The data collection plan provided guidance to researchers in selecting specific methods and strategies to gather pertinent data for their research inquiries (Lincoln & Guba, 1985). By integrating various data collection methodologies, researchers gained a profound understanding of the subject under investigation (Lincoln & Guba, 1985; Merriam, 2002; Patton, 2014). Various data collection methods were imperative when investigating intricate phenomena, such as educators' perceptions and anticipation of the evolution of teaching methods in response to technological advancements and the increasing focus on connectivism in higher education. This research study collected data through individual interviews, focus groups, and letter-writing activities. The sequence began with individual interview questions, followed by focus group session questions, and finally, the participants were provided with letter-writing prompts via email. This chosen sequence maximized the benefits of each method to gain a comprehensive understanding of how educators use educational technology to enhance student engagement and academic performance while applying connectivism principles and technological skills to improve student learning processes.

Data Analysis

The data collection methodology for this study encompassed individual interviews, focus groups, and letter writing with the subsequent synthesis of results aimed at obtaining a comprehensive understanding of the findings. The transcription process entailed using sophisticated transcription software, such as Otter.ai, complemented by manual reviews to accurately capture verbal and non-verbal nuances, including tone, pauses, and non-verbal cues such as facial expressions. This meticulous approach was indispensable for fully representing the emotional and psychological states of the participants. Within focus groups, the utilization of timestamps and speaker identification served to preserve contextual relevance, particularly in multi-participant interactions. During the analysis phase, hermeneutic phenomenology was applied to interpret participants' lived experiences by providing an in-depth exploration of educators' perceptions of technology integration in their teaching practices. Through hermeneutic reflection, the study delved into educators' complex and subjective experiences, which yielded valuable insights into their perspectives on technological advancements and their impact on educational practice.

Educators perceive the evolution of teaching methods in response to technological advancements as a significant and inevitable shift toward more networked, adaptive, and student-centered learning environments. The findings indicate that educators anticipate that AI-driven tools, adaptive learning platforms, and collaborative technologies will continue to reshape education by providing personalized learning experiences, enabling real-time feedback, and fostering greater engagement. The increasing emphasis on connectivism, where learning is viewed as a process of forming connections between diverse information sources and peers, is also seen as central to this evolution. Educators recognize that technology facilitates this shift by enabling students to interact with global networks, co-create knowledge, and access a broader range of resources. As technology advances, educators foresee a growing emphasis on collaborative learning, networked knowledge-building, and the ability to adapt teaching strategies to meet the needs of diverse learners in increasingly digital and globalized classrooms. This expectation reflects their understanding that technology is not just a tool but a key driver in transforming how education is delivered and experienced in higher education.

Trustworthiness

In this qualitative study, our aim was to investigate how educators perceive and anticipate the evolution of teaching methods in response to technological advancements and the increasing emphasis on connectivism in higher education. To ensure reliability and rigor, the research adhered to the principles of credibility, transferability, dependability, and confirmability, as outlined by Lincoln and Guba (1985). By meeting the trustworthiness standards set forth by Lincoln and Guba, the study made meaningful contributions to understanding how technology is reshaping educational practices and pedagogical strategies. The research focused on educators' insights into how teaching is evolving through integrating digital tools, networked learning, and adaptive technologies framed within the connectivism theory. Comprehensive design and methodological precision were prioritized to produce credible and reliable findings, while reflexivity was employed to address potential researcher bias by acknowledging the researcher's role in interpreting the data. This reflexive approach helped ensure that the findings were grounded in participants' authentic experiences and minimized the influence of the researcher's preconceptions.

FINDINGS

In the analytical approach, the use of Atlas.ti allowed for a comprehensive synthesis of how educators perceive and anticipate the evolution of teaching methods in response to technological advancements and the increasing focus on connectivism in higher education. By aligning the findings with the central research question, I identified four key themes through data triangulation using the reduction process (Moustakas, 1994). The emerging themes were identified as (1) Integration of Technology in Teaching, (2) Connectivism as a Guiding Framework for Learning, (3) Adapting Teaching Methods for Lifelong Learning, (4) Transformative Potential of Educational Technology. Educators incorporating technology into teaching is considered inevitable, as online platforms and digital tools have become integral to delivering education. Connectivism, as a guiding framework, promotes collaborative, networked learning, while adaptive teaching methods emphasize the development of critical thinking and lifelong learning skills. The transformative potential of educational technology presents both exciting opportunities and significant challenges by necessitating thoughtful consideration of ethical, practical, and equity-related issues as educators navigate this evolving landscape.

Integration of Technology in Teaching

Educators are increasingly realizing the transformative potential of technology in higher education. The widespread adoption of online platforms, such as learning management systems (LMS), digital tools, and technology-enhanced learning environments, is revolutionizing the dissemination of education. Platforms, like Blackboard, Canvas, and Moodle facilitate a seamless blend of asynchronous and synchronous learning, which provides students with greater flexibility in engaging with course content. These technologies have broadened access to education, particularly for non-traditional learners such as working professionals and military personnel which allowed them to participate in learning on their own schedules. Essential tools like Zoom and Microsoft Teams enable real-time interaction, while digital resources such as multimedia, simulations, and interactive modules enhance student engagement. This technological shift has also made education more inclusive by providing accessibility features such as captioning and screen readers while ensuring all students can fully participate in the learning process.

Looking to the future, educators anticipate that advancements in artificial intelligence (AI), adaptive learning systems, and online collaboration tools will continue to reshape pedagogical practices. AI-powered systems are already being used to provide personalized feedback and tailor learning experiences to individual student needs. These adaptive learning platforms allow for real-time adjustments based on student progress to ensure that each learner receives the appropriate level of challenge and support. By integrating AI-driven analytics, educators can monitor student performance and intervene proactively when needed, thereby improving learning outcomes. Additionally, online collaboration tools, such as Slack and Google Workspace, are expected to enhance student engagement and teamwork further, which supports collaborative learning across geographic boundaries. While challenges such as the digital divide and data privacy persist, the opportunities for creating more flexible, personalized, and responsive learning environments are unlimited while positioning technology as a crucial component of the future of education.

Connectivism as a Guiding Framework for Learning

Connectivism is increasingly recognized as an essential framework for comprehending the evolution of teaching in higher education. The research indicates that connectivism is progressively serving as a guiding framework in developing teaching methodologies in higher education. Connectivism reflects the growing prevalence of digital technologies and globalized learning environments by emphasizing learning through networks and connections between diverse information sources. Educators recognize that students now have unlimited access to information

through online platforms, digital tools, and collaborative spaces. Consequently, the conventional role of educators as the primary source of knowledge is transitioning into more of a facilitator. Educators are responsible for assisting students in navigating digital communication networks, facilitating the connection of information sources, and fostering critical thinking skills to enable the innovative application of knowledge. This transformation reshapes classroom dynamics by fostering an environment where students are encouraged to participate in peer-to-peer learning, co-create knowledge, and engage in collaborative projects that transcend geographical and disciplinary boundaries.

Educators anticipate that networked learning and digital collaboration will be central to teaching in the future. Platforms such as discussion forums, social media, and online communities allow students to participate in global discussions and learn from diverse perspectives. This pedagogical approach aligns with connectivism, where knowledge derives from connections between various sources rather than from a single origin. Additionally, educators anticipate a growing focus on teaching students how to gather and utilize information from interconnected networks effectively. This learning process will equip students with the necessary skills to thrive in a rapidly evolving, information-driven world. As digital literacy becomes increasingly crucial, educators are expected to adjust their teaching approaches further to assist students in constructing learning networks and participating in collaborative, self-directed learning.

Adapting Teaching Methods for Lifelong Learning

The research findings emphasize that educators increasingly recognize the need to adapt teaching methods to foster lifelong learning in response to rapid technological advancements. Traditional education models, which often focus on content delivery and rote memorization, are now considered insufficient for preparing students for the challenges of an unpredictable and rapidly evolving world. Instead, educators see a growing demand for teaching strategies that promote adaptability, critical thinking, and problem-solving skills. With the rise of automation, artificial intelligence, and the constant emergence of new technologies, students must develop the ability to learn and adapt to dynamic environments continuously. This shift requires a focus on teaching students specific content and how to learn effectively, think critically, and solve complex problems in diverse contexts.

Educators anticipate that future teaching practices will increasingly focus on equipping students with the skills necessary to navigate evolving technologies and apply their knowledge across various fields and industries. Active learning approaches, such as project-based learning, collaborative problem-solving, and real-world applications, will become more prevalent as they encourage students to engage critically with the content and develop practical solutions to challenges. Additionally, adaptive learning technologies, which offer personalized instruction and feedback, are seen as valuable tools for fostering lifelong learning. By creating learning environments that prioritize adaptability and continuous skill development, educators aim to better prepare students for the demands of a rapidly changing global workforce, where the ability to learn, unlearn, and relearn will be essential for success.

Transformative Potential of Educational Technology

The research findings indicate that educators recognize the potential of educational technology to transform teaching and learning practices significantly. Technological advancements, such as artificial intelligence, virtual reality, and adaptive learning platforms, are seen as powerful tools that can revolutionize pedagogy by creating more interactive, personalized, and engaging educational experiences. Educators who leverage educational technology tools have the potential to enhance student learning outcomes through customized instruction, immediate feedback, and immersive learning experiences not previously possible in traditional educational settings. Educators view this shift as a driving force to transition from passive knowledge transfer to more student-centered, active learning approaches to foster deeper engagement and critical thinking skills. Additionally, the flexibility and accessibility of technology create an inclusive learning environment catering to various learning styles and preferences.

The potential advantages of technology in education are substantial, but they also present challenges that educators must confront. One major concern is the issue of digital equity and access, as not all students have equal access to the technology required for advanced learning. The digital divide, particularly for students from underrepresented or disadvantaged backgrounds, poses a risk of increasing educational inequalities. Additionally, educators must navigate the ethical implications of relying on data-driven technologies, including concerns about student privacy and the use of personal data. As technology continues to evolve, educators are tasked with ensuring that its integration into education is impartial, ethical, and supportive of all learners while also managing the complexities and uncertainties associated with the ongoing rapid changes.

Research Question Response: Expanding and Empirically Supporting Connectivism

How do educators perceive and anticipate the evolution of teaching methods in response to technological advancements and the increasing focus on connectivism in higher education? The research study's findings reveal that educators perceive the inevitable and transformative nature of the evolution of teaching methods in response to technological advancements. Educators in higher education view technology as fundamentally reshaping educational approaches, transitioning from traditional, instructor-led models to more student-centered and flexible approaches. Educational technological tools, such as learning management systems (LMS), online platforms, and multimedia resources, are considered essential in creating interactive and engaging learning environments. Participants emphasized the increasing role of artificial intelligence (AI) and adaptive learning platforms in providing personalized learning experiences. These technologies enable real-time feedback, content adjustments based on individual student progress, and the increase of student engagement in the learning environment tailored to each student's needs. Educators anticipate that AI-driven tools will significantly enhance the accessibility and customization of education, ultimately leading to improved student engagement and academic performance.

In the context of connectivism, educators are increasingly recognizing learning as a networked process. Students are expected to establish connections between diverse sources of information, peers, and digital communities. The transition from traditional classroom-based teaching to online collaboration and global learning networks is essential to this transformation. Educators anticipate that the emphasis on collaborative learning environments will continue to expand, aided by platforms such as Zoom, Microsoft Teams, Slack, Discord, and social media, which support peer interaction and the co-creation of knowledge. Implementation of these technologies aligns with the principles of connectivism, where knowledge is formed through engagement in interconnected digital spaces. Educators anticipate that as students become more engaged in global learning communities, the emphasis will shift from delivering content to guiding students in navigating and synthesizing information from various disseminated sources. Educators maintain an optimistic outlook on the future of teaching methods, which recognizes the essential role of educational technology and connectivism in transforming the evolution of adaptable, collaborative, and networked learning experiences in higher education.

DISCUSSION

The findings of this research have significant implications for higher education practice, particularly in the design and implementation of educational technology to enhance learning outcomes. Educators are encouraged to integrate adaptive learning systems and AI-driven platforms, which provide real-time, personalized feedback and enable tailored learning experiences. These educational technology tools can adjust content delivery based on individual student progress and foster more engaged and effective learning. Administrators should focus on creating technology-rich learning environments by incorporating platforms such as learning management systems (LMS), which centralize resources and facilitate both synchronous and asynchronous learning. Additionally, implementing online collaboration tools, such as Microsoft Teams and Zoom, allows for more dynamic student interaction, particularly in networked learning contexts. Policymakers must prioritize digital equity, which ensures all students have access to the necessary technology and resources. This will require investment in infrastructure and support systems to bridge the digital divide, ensuring that technology-enhanced learning is inclusive and equitable for all learners.

The research also contributes to the theoretical development of connectivism by providing empirical support for its relevance in contemporary education. The findings align with connectivism's emphasis on learning through networks, where students build knowledge by engaging with digital tools and collaborating with peers across diverse platforms. The study suggests that AI-driven adaptive learning can be considered an extension of connectivism. AI enables the formation of personalized learning networks, where technology mediates connections and actively adapts content to learners' needs, further reinforcing the concept of distributed knowledge. This adaptation adds a layer of complexity to connectivism by expanding its scope to account for the evolving role of artificial intelligence and personalized learning in modern educational environments.

The use of hermeneutic phenomenology in this study was essential for understanding educators' complex, subjective experiences as they navigate digital learning environments. By focusing on participants' lived experiences, this approach provided insights into how educators interpret and adapt to the use of educational technology. Hermeneutic phenomenology helps bridge theory and practice by revealing how theoretical concepts, such as connectivism, manifest in real-world educational settings. This method allows for a deeper understanding of how educators and students interact with technology while ensuring that theoretical frameworks remain grounded in the practical realities of teaching and learning. By interpreting individual experiences, hermeneutic phenomenology offers a more nuanced view of how educational technologies can be designed and implemented to meet users' needs, ultimately fostering more effective and meaningful learning outcomes.

CONCLUSION

The study offers valuable insights into how educators perceive and anticipate the changes in teaching methods due to technological advancements and the increasing focus on connectivism in higher education. The main findings reveal that educators consider integrating educational technology, such as learning management systems (LMS), AI-driven platforms, and collaborative digital technology as essential for creating adaptable, personalized, and interconnected learning environments. Educational technologies are seen as necessary for promoting student-centered approaches, enabling learners to actively, adaptively, and collaboratively construct knowledge. Additionally, educators recognize that digital technology is reshaping their roles, transitioning from being the primary sources of knowledge to facilitators who navigate students through intricate digital information networks. The implications of these findings for higher education are substantial, which emphasizes the importance of integrating technology to enhance student engagement, learning outcomes, and academic achievement to equip students for the demands of a rapidly evolving world.

The research study contributes significantly to the field of connectivism theory by expanding its application in modern educational contexts. While connectivism traditionally emphasizes learning through human and informational networks, this research introduces the role of educational technology and adaptive learning platforms as active participants in the knowledge-creation process. Technology, such as AI systems, can offer personalized learning paths and real-time feedback by extending the networked learning environment to help learners connect with the most relevant information and resources. The expansion of connectivism emphasizes the dynamic and evolving nature of learning in technology-enhanced settings, where students must navigate increasingly complex digital ecosystems. In practical terms, the research findings emphasize the importance of educators and institutions adopting technologies that align with connectivism principles, ensuring students acquire the skills to synthesize information from diverse sources.

To further explore the evolving relationship between educational technology and connectivism, future research should prioritize the empirical study of refining the connectivism framework within diverse educational contexts and with emerging technologies. Studies could examine how adaptive educational technologies impact students' capacity to form knowledge networks and how AI-driven systems influence the learning process across various disciplines, including STEM, social sciences, and the arts. Additionally, researchers should explore the role of virtual and augmented reality in enhancing connectivism learning environments, particularly in fields that heavily rely on experiential learning. Comparative studies across educational levels (e.g., K-12, higher education) and global regions could generate valuable insights into how technological and cultural factors impact the integration of educational technology and connectivism practices. Further exploration of digital equity and the ethical implications of digital technology in education is also critical to ensuring that educational technology fosters inclusive and equitable learning environments. By expanding the empirical base of connectivism and exploring its practical applications, future research can continue to inform both theory and practice in higher education.

REFERENCES

- Alismaiel, O. A., Cifuentes-Faura, J., & Al-Rahmi, W. (2022). Online learning, mobile learning, and social media technologies: An empirical study on constructivism theory during the COVID-19 pandemic. *Sustainability*, *14*(18), 11134. <https://doi.org/10.3390/su141811134>
- Al-Maawali, W. (2022). Integrating critical thinking into digital connectivism theory: Omani pre-service teacher development. *Language Teaching Research Quarterly*, *32*, 1-15.
- Al-Mutairi, N., & Bin Mubayrik, H. F. (2021). Connectivism learning theory to enhance higher education in the context of COVID-19 pandemic. *International Journal of Educational Sciences*, *35*(1-3), 29. <https://doi.org/10.31901/24566322.2021/35.1-3.1197>
- Aluko, R., Krull, G., & Mhlanga, E. (2022). Shaping open, distance and e-learning in post-school education and training: A call for a revised agenda. *Perspectives in Education*, *40*(1), 1-17. <https://doi.org/10.18820/2519593X/pie>
- Annansingh, F. (2019). Mind the gap: Cognitive active learning in virtual learning environment perception of instructors and students. *Education and Information Technologies*, *24*(6), 3669-3688. <https://doi.org/10.1007/s10639-019-09949-5>
- Asif, M., Thomas, G., Awan, M. U., & Asfa, M. D. (2021). Enhancing student engagement through heterogeneous pedagogical approaches: action research in a university level course in Saudi Arabia. *The International Journal of Educational Management*, *35*(1), 1-28. <https://doi.org/10.1108/IJEM-10-2019-0375>
- Astin, A. W. (1999). Student involvement: A developmental theory for higher education. *Journal of College Student Development*. *40*(5). 518-529.

- Avsec, S. (2023). Design thinking to envision more sustainable technology-enhanced teaching for effective knowledge transfer. *Sustainability*, 15(2), 1163. <https://doi.org/10.3390/su15021163>
- Babincakova, M., & Bernard, P. (2020). Online experimentation during COVID-19 secondary school closures: Teaching methods and student perceptions. *Journal of Chemical Education*, 97(9), 3295. <https://doi.org/10.1021/acs.jchemed.0c00748>
- Baque, P. G. C., Cevallos, M. A. M., Natasha, Z. B. M., & Lino, M. M. B. (2020). The contribution of connectivism in learning by competencies to improve meaningful learning. *International Research Journal of Management, IT and Social Sciences*, 7(6), 1-8.
- Barabasi, A. L. (2003). *Linked: The new science of networks*. Cambridge, MA, Perseus Publishing.
- Bolliger, D. U., & Halupa, C. (2018). Online student perceptions of engagement, transactional distance, and outcomes. *Distance Education*, 39(3), 299-316. <https://doi.org/10.1080/01587919.2018.1476845>
- Bond, M., & Bedenlier, S. (2019). Facilitating Student Engagement through Educational Technology: Towards a Conceptual Framework. *Journal of Interactive Media in Education*, 2019(1), 1-14.
- Chandrappa, P. K. (2018). Connectivism as a learning theory for the digital age. *Adhyayan: a journal of management sciences*, 8(01), 37-47.
- Chiemela, V. A., Ebube, C. A., Ugo, P. O., & Irish, M. K. (2022). Systematic review and annotated bibliography on teaching in higher education academies (HEAs) via group learning to adapt with COVID-19. *Education Sciences*, 12(10), 699. <https://doi.org/10.3390/educsci12100699>
- Dawo, J. I., & Sika, J. (2021). Higher education in evolving world: accelerating the pace of change in teaching for learning.
- Donham, C., Pohan, C., Menke, E., & Kranzfelder, P. (2022). Increasing student engagement through course attributes, community, and classroom technology: Lessons from the pandemic. *Journal of Microbiology & Biology Education*, 23(1). <https://doi.org/10.1128/jmbe.00268-21>
- Downes, S. (2019). Recent work in connectivism. *European Journal of Open Distance and E-Learning* 22(2), 113-132.
- Downes, S. (2022). Connectivism. *Asian Journal of Distance Education*, 17(1), 58-87. <https://doi.org/10.5281/zenodo.6173510>.
- Drigas, A., Papanastasiou, G., & Skianis, C. (2023). The school of the future: The role of digital technologies, metacognition and emotional intelligence. *International Journal of Emerging Technologies in Learning (Online)*, 18(9), 65-85. <https://doi.org/10.3991/ijet.v18i09.38133>
- Dziubaniuk, O., Ivanova-Gongne, M., & Nyholm, M. (2023). Learning and teaching sustainable business in the digital era: A connectivism theory approach. *International Journal of Educational Technology in Higher Education*, 20. <https://doi.org/10.1186/s41239-023-00390-w>
- Eden, J., Mirabito, T., Rogers, R., & Hoffmann, N. (2022). Impacting student satisfaction, engagement and motivation in online and traditional classrooms. *An International Journal of Pure Communication Inquiry. Kome*, 10(2), 60-75. <https://doi.org/10.17646/KOME.75672.91>
- Eshelman, T. C., & Hogue, M. (2023). Pre-Service teacher perceptions on TPACK instructional design micro-course: A case study in the Northeastern United States. *TOJET: The Turkish Online Journal of Educational Technology*, 22(1)
- Ferrer, J., Ringer, A., Saville, K., A Parris, M., & Kashi, K. (2022). Students' motivation and engagement in higher education: The importance of attitude to online learning. *Higher Education*, 83(2), 317-338. <https://doi.org/10.1007/s10734-020-00657-5>
- Fox, E. M. (2019). Mobile Technology: A tool to increase global competency among higher education students. *International Review of Research in Open and Distributed Learning*, 20(2). <https://doi.org/10.19173/irrodl.v20i2.3961>
- Goldie, J. G. S. (2016). Connectivism: A knowledge learning theory for the digital age? *Medical teacher*, 38(10), 1064-1069.
- Hill, J., Healey, R. L., West, H., & Déry, C. (2021). Pedagogic partnership in higher education: Encountering emotion in learning and enhancing student wellbeing. *Journal of Geography in Higher Education*, 45(2), 167-185. <https://doi.org/10.1080/03098265.2019.1661366>
- Haris, M., Husin, S., Rosli, R., & Rahmat, N. (2023). Is there Connectivism in Online Engagement. *International Journal of Academic Research in Business and Social Sciences*, 13(8), 1412-1427.
- Huda, M. (2019). Empowering application strategy in the technology adoption: Insights from professional and ethical engagement. *Journal of Science and Technology Policy Management*, 10(1), 172-192. <https://doi.org/10.1108/JSTPM-09-2017-0044>

- Husserl, E. (1965). *Phenomenology and the crisis of philosophy: Philosophy as a rigorous science, and philosophy and the crisis of European man*. Harper & Row.
- Hye, J. K., Yi, P., & Hong, J. I. (2020). Students academic use of mobile technology and higher-order thinking skills: The role of active engagement. *Education Sciences*, *10*(3), 47. <https://doi.org/10.3390/educsci10030047>
- Jacobsen, D. Y. (2019). Dropping out or dropping in? A connectivist approach to understanding participants' strategies in an e-learning MOOC pilot. *Technology, Knowledge and Learning*, *24*(1), 1-21. <https://doi.org/10.1007/s10758-017-9298-z>
- Johnson, D., & Welsch, L. S. (2020). Three key values of Generation Z: Equitably serving the next generation of students. *College and University*, *95*(1), 37-40.
- Jung, I. (2019). Connectivism and networked learning. *Open and distance education theory revisited: Implications for the digital era*, 47-55.
- Karakose, T., & Demirkol, M. (2021). Exploring the emerging COVID-19 research trends and current status in the field of education: A bibliometric analysis and knowledge mapping. *Educational Process: International Journal*, *10*(2), 7-27. <https://doi.org/10.22521/edupij.2021.102.1>
- Kardambikis, P., & Donne, V. (2022). Impact of COVID and the emergence of social-emotional learning on education majors. *Social Sciences*, *11*(12), 584. <https://doi.org/10.3390/socsci11120584>
- Kim, H. J., Yi, P., & Hong, J. I. (2020). Students' academic use of mobile technology and higher-order thinking skills: The role of active engagement. *Education Sciences*, *10*(3), 47.
- Koh, J. H. L. (2019). TPACK design scaffolds for supporting teacher pedagogical change. *Educational Technology Research and Development*, *67*(3), 577-595. <https://doi.org/10.1007/s11423-018-9627-5>
- Koh, J. H. L., & Kan, R. Y. P. (2021). Students' use of learning management systems and desired elearning experiences: are they ready for next-generation digital learning environments? *Higher education research and development*, *40*(5), 995-1010. <https://doi.org/10.1080/07294360.2020.1799949>
- Kopcha, T. J., Neumann, K. L., & Ottenbreit-Leftwich, A. (2020). Process over product: The next evolution of our quest for technology integration. *Education Tech Research Dev* *68*, 729–749. <https://doi.org/10.1007/s11423-020-09735-y>
- Kostenius, C., & Alerby, E. (2020). Room for interpersonal relationships in online educational spaces – a philosophical discussion. *International Journal of Qualitative Studies on Health and Well-being*, *15*. <https://doi.org/10.1080/17482631.2019.1689603>
- Kraiger, K., Fisher, S., Grossman, R., Mills, M. J., & Sitzmann, T. (2022). Online I-O graduate education: Where are we and where should we go? *Industrial and Organizational Psychology*, *15*(2), 151-171. <https://doi.org/10.1017/iop.2021.144>
- Lee, J., & Kwon, K. H. (2023). Promoting sustainable learning in the post-pandemic era: Focused on the role of motivation, growth mindset, self-regulated learning, well-being, and smart device utilization. *Sustainability*, *15*(17), 13247.
- Leslie, H. J. (2020). Trifecta of Student Engagement: A framework for an online teaching professional development course for faculty in higher education. Trifecta of student engagement. *Journal of Research in Innovative Teaching & Learning*, *13*(2), 149-173. <https://doi.org/10.1108/JRIT-10-2018-0024>
- Li, D. (2022). The shift to online classes during the COVID-19 pandemic: Benefits, challenges, and required improvements from the students' perspective. *Electronic Journal of e-Learning*, *20*(1), 1-18.
- Lincoln, Y. S., & Guba, E. G. (1985). *Naturalistic Inquiry*. Beverly Hills, CA: Sage Publications, Inc.
- Lowenthal, P. R., & Lomellini, A. (2022). Accessible online learning: A preliminary investigation of educational technologists and faculty members' knowledge and skills. *TechTrends*, 1–9. <https://doi.org/10.1007/s11528-022-00790-1>
- Masenya, T. M. (2021). Digital literacy skills as prerequisite for teaching and learning in higher education institutions. *Mousaion*, *39*(2), 1–20. <https://doi.org/10.25159/2663-659X/8428>
- Matee, G. L., Motlohi, N., & Nkiwane, P. (2023). Emerging perspectives and challenges for virtual collaborative learning in an institution of higher education: A case of Lesotho. *Interactive Technology and Smart Education*, *20*(1), 73-88. <https://doi.org/10.1108/ITSE-06-2021-0110>
- Maxwell, J. A. (2012). *Qualitative research design: An interactive approach*. Thousand Oaks, CA: Sage Publications.
- Moustakas, C. E. (1994). *Phenomenological research methods*. Thousand Oaks, CA: Sage Publications.
- Njiku, J., Maniraho, J. F., & Mutarutinya, V. (2019). Understanding teachers' attitude towards computer technology integration in education: A review of literature. *Education and Information Technologies*, *24*(5), 3041–3052.

- Page, L., Hullett, E. M., & Boysen, S. (2020). Are You a Robot? Revitalizing Online Learning and Discussion Boards for Today's Modern Learner. *The Journal of Continuing Higher Education*, 68(2), 128-136. <https://doi.org/10.1080/07377363.2020.1745048>
- Palvia, S., Aeron, P., Gupta, P., Mahapatra, D., Parida, R., Rosner, R., & Sindhi, S. (2018). Online education: Worldwide status, challenges, trends, and implications. *Journal of Global Information Technology Management*, 21(4), 233-241. <https://doi.org/10.1080/1097198X.2018.1542262>
- Parker, R., & Hodgson, D. (2020). One size does not fit all: Engaging students who have experienced trauma. *Issues in Educational Research*, 30(1), 245–259.
- Patton, M. (2014). *Qualitative evaluation and research methods: Integrating theory and practice*. Sage Publications.
- Paul, M. W. (2021). Mobile Technology Pedagogy: Improved student engagement for improved self-assessment. *International Journal of Technology in Education*, 4(4), 695–707.
- Piccoli, G., Ahmad, R., & Ives, B. (2001). Web-based virtual learning environments: A research framework and a preliminary assessment of effectiveness in basic IT skills training. *MIS Quarterly*, 25(4), 401-426
- Plueger, C. T. (2024). The Lived Experiences of Educators Leveraging Educational Technology and Connectivism for Fostering Academic Achievement in Higher Education: A Transcendental Phenomenological Study.
- Olusanya, O. O. (2023). Innovative Uses of Technology for Teaching and Learning. *Journal of Specialised and Professional Education*, 7(1), 24-34.
- Rof, A., Bikfalvi, A., & Marques, P. (2020). Digital transformation for business model innovation in higher education: Overcoming the tensions. *Sustainability*, 12(12).
- Siemens, G. (2004). Connectivism: A learning theory for the digital age. Elearnspace. org, 14-16.
- Siemens, G. (2005). Connectivism: A learning theory for the digital age. *International Journal of Instructional Technology and Distance Learning*, 2(1), 3-10.
- Siemens, G. (2006). Connectivism: Learning theory or pastime of the self-amused. Retrieved from http://www.elearnspace.org/Articles/Connectivism_response.doc
- Springett, M., Mihajlov, M., Brzovska, E., Orozel, M., Elsner, V., Oppl, S., Stary, C., Keith, S., & Richardson, J. (2022). An analysis of social interaction between novice older adults when learning gesture-based skills through simple digital games. *Universal Access in the Information Society*, 21(3), 639-655. <https://doi.org/10.1007/s10209-021-00793-4>
- Suddick, K. M., Cross, V., Vuoskoski, P., Galvin, K. T., & Stew, G. (2020). The work of hermeneutic phenomenology. *International Journal of Qualitative Methods*, 19, 1609406920947600.
- Tight, M. (2020). Student retention and engagement in higher education. *Journal of Further and Higher Education*, 44(5), 689-704. <https://doi.org/10.1080/0309877X.2019.1576860>
- Tuiloma, S., Graham, C. R., Martinez Arias, A. M., & Parra Caicedo, D. M. (2022). Providing institutional support for academic engagement in online and blended learning programs. *Education Sciences*, 12(10), 641. <https://doi.org/10.3390/educsci12100641>
- Turan, Z., Kucuk, S., & Cilligol Karabey, S. (2022). The university students' self-regulated effort, flexibility, and satisfaction in distance education: Revista de Universidad y Sociedad del Conocimiento. *International Journal of Educational Technology in Higher Education*, 19(1). <https://doi.org/10.1186/s41239-022-00342-w>
- Vezne, R., Yildiz Durak, H., & Atman Uslu, N. (2023). Online learning in higher education: Examining the predictors of students' online engagement. *Education and Information Technologies*, 28(2), 1865-1889. <https://doi.org/10.1007/s10639-022-11171-9>
- Vlachopoulos, D., & Makri, A. (2019). Online communication and interaction in distance higher education: A framework study of good practice. *International Review of Education*, 65(4), 605-632.
- Wei, H., & Chou, C. (2020). Online learning performance and satisfaction: Do perceptions and readiness matter? *Distance Education*, 41(1), 48–69.
- Wylie, M. (2023). Experiences in an online learning community: The student perspective. *Quarterly Review of Distance Education*, 24(1), 15-23,92-93.
- Yin, R. K. (2017). *Case Study Research and Applications: Designs and Methods* (6th ed). Thousand Oaks: CA. Sage Publications.
- Zhu, Y., Geng, G., Disney, L., & Pan, Z. (2023). Changes in university students' behavioral intention to learn online throughout the COVID-19: Insights for online teaching in the post-pandemic era. *Education and Information Technologies*, 28(4), 3859–3892. <https://doi.org/10.1007/s10639-022-11320-0>

TOPLUMSAL CİNSİYET VE MEDYA: KADINA YÖNELİK ŞİDDET HABERLERİNDE ETİK İHLALLER

Mustafa ÖZTUNÇ

oztunc@sakarya.edu.tr

Edanur ŞAN

Sakarya Üniversitesi Sosyal Bilimler Enstitüsü, İletişim Bilimleri Yüksek Lisans Öğrencisi
san.edanur00@gmail.com

Nesrin AKINCI ÇÖTOK

nakinci@sakarya.edu.tr

ÖZET

Kadına karşı şiddet, sadece Türkiye'de değil, global ölçekte de ciddi bir sosyal mesele olarak öne çıkmaktadır. Kadınlar genellikle partnerleri veya eşleri tarafından şiddete maruz kalmaktadırlar. Bu durumun başlıca nedenlerinden biri olan toplumsal cinsiyet eşitsizliği ataerkil sistemi beraberinde getirmiştir. Cinsiyet kalıp yargıları ve ayrımcılığı eskiye göre azalmış olsa da günümüzde hala devam etmektedir. Kadın cinayetlerinin artmasıyla birlikte, kadın cinayetleri ve şiddet haberleri de medyada yoğun bir şekilde yerini almaktadır. Bu çalışmada, kadının toplumsal cinsiyet kodları içerisindeki rolleri ve şiddet haberlerinde, medyada nasıl yer aldığı konusu etik ilkeler bağlamında ele alınmaktadır. Toplumsal bir sorun olarak nitelendirilen kadına şiddet haberlerinin medyadaki sunumunu analiz edebilmek adına farklı ideolojik kimliklere sahip olan Sözcü, Hürriyet ve Yeni Şafak gazetelerinin söz konusu başlıkları Teun Van Dijk'in eleştirel söylem analizi yöntemiyle, makro düzeydeki şematik ve tematik boyutlarıyla incelenmiştir. Pek çok araştırmada temsillerin ve genel olarak kadının temsilinin, toplumsal alanda kadın aleyhine anlamları destekleyecek biçimde inşa edildiği ortaya konmuştur. Bu sorunlu temsilin temel dinamiğini liberal pozitivist yaklaşımın varsaydığı haber denilen bilginin nesnel ve tarafsız bir gerçekliği yansıtabileceğini iddia eden epistemik statüsünde aramak gerekmektedir. Haber, kadınla ilgili imgelerin ve anlamların var olan ataerkil anlam rejimini güçlendirecek tarzda oluşmasına yol açmaktadır. Söz konusu gazeteler incelendiğinde hepsinde toplumsal cinsiyet kalıpyargıları yer almaktadır. Fotoğraflarda ve haber başlıklarında görülen zanlı maktul ve yakınlarının yüzü açık kullanılması, suç aletin net olarak fotoğrafının koyulması, maktul ve zanlı yakınlık derecesine yer verilmesi, özel hayatın gizliliğinin ihlal edilmesi gibi etik sorunlar incelenen gazetelerin ortak etik sorunları olduğu çalışma sonucunda ortaya çıkarılmıştır. Haberlerin başlıklarında genel olarak yer ve zaman bilgilerine yer verilmeyerek enformasyon eksiltimine gidildiği görülmektedir. Olayın öznesinin kadın olmasından kaynaklı olaydan bağımsız özel hayatına dair detayların aktarıldığı bağlamında cinsiyet baskısının medya tarafından üretildiği görülmektedir.

Anahtar kelimeler: toplumsal cinsiyet, medya, etik, kadına şiddet, habercilik, temsil

ABSTRACT

Violence against women is a serious social issue not only in Turkey but also globally. Women are often subjected to violence by their partners or spouses. One of the main reasons for this is gender inequality, which brings with it a patriarchal system. Although gender stereotypes and discrimination have decreased compared to the past, they still persist today. With the increase in femicides, news related to women's murders and violence is also receiving significant media coverage. This study examines the roles of women within the framework of gender codes and how they are represented in violence news in the media, in the context of ethical principles.

In order to analyze the presentation of violence against women in the media as a social problem, the headlines of newspapers with different ideological identities—Sözcü, Hürriyet, and Yeni Şafak—are examined using Teun Van Dijk's critical discourse analysis method, with a focus on macro-level schematic and thematic dimensions. Many studies have shown that representations of women, in general, are constructed in a way that supports meanings that are detrimental to women in the social sphere. The fundamental dynamic of this problematic representation can be found in the epistemic status of the liberal positivist approach, which claims that the news can reflect objective and impartial reality. News about women tends to form images and meanings that strengthen the existing patriarchal meaning regime.

When the newspapers in question are examined, gender stereotypes are present in all of them. Ethical issues such as showing the faces of the suspects, the victim, and their relatives in photos, publishing clear images of the crime weapon, disclosing the degree of kinship between the victim and the suspect, and violating privacy rights are common ethical issues found across the newspapers analyzed. In the headlines of the news, there is generally a lack of information about the location and time, leading to a reduction in the amount of information provided. Moreover, because the subject of the incident is a woman, details about her private life unrelated to the incident are often included, illustrating how gender pressure is produced by the media.

Keywords: gender, media, ethics, violence against women, journalism, representation

1.GİRİŞ

Toplumsal cinsiyet ve medya ilişkisi iletişim arařtırmalarının bařında gelen arařtırma konularından biri olmuřtur. Kadına řiddet haberlerinin sunumu bu iliřkinin önemli bir yönünü oluřturmaktadır. Medya, toplumsal cinsiyet normlarının yeniden üretilmesinde ve pekiřtirilmesinde etkili bir araç olarak kabul edilirken, kadına řiddet haberlerinin sunumu, toplumun bu olguya bakıřını ve algısını etkileyen kritik bir faktördür. Geleneksel olarak, medya kadına řiddet haberlerini sunarken bu tür olayları basit bir suç haberinden öteye tařımamakta ve derinlemesine bir analiz yapmamaktadır. Bu durum, kadına řiddeti normalleřtirme ve görünmez kılma eğilimi yaratarak, toplumdaki farkındalıęı azaltabilir ve maędurların seslerini duyurmasını engelleyebilir. Ayrıca kadına řiddet haberlerinin sunumu sıklıkla cinsiyetçi stereotipleri pekiřtirebilir ve maędurları ikincil konumda konumlandırabilir.

İnsanlık tarihine bakıldığında süregelen bir çatıřma içinde olduęu ve bunu řiddeti kullanarak çözüme ulařtırmaya çalıřtıklarını söylemek yanlış olmaz. Bu noktada řiddeti uygulayan ve řiddeti gören kategorilerine bakıldığında güçlünün güçsüze uyguladıęı bir durumla karřılařılmaktadır. Bu durum yapısal bir özellik göstermekte ve řiddetin řiddet doğurmasına yol açmakta ve toplumda bir řiddet döngüsünün kendisini üretmesine neden olmaktadır. Bu nedenle ataerkil kabuller řiddetin farklı biçimlerini yeniden-yeniden üretmek besleyen bir mekanizmaya bürünmektedir. Ataerkil mekanizma, “erkeklilięi” kadına referansla tanımlamakta ve kadına ait olan her şeyin reddine dayanarak inřa etmektedir. Bourdieu’nun (2014) ifadesiyle, kadınlığın kurucu ögesi olan baęımlı olma aynı zamanda erkeklilięin inřasında da rol oynamaktadır. Bu bağlamda kadına yönelik řiddet, gücün, kaynağın ve iktidarın göstergesine dönüşmektedir. Ataerkil kültürel deęerler kapsamında erkeğin kadına zorla sözünü dinlettirmesi de kadına yönelik řiddet kapsamındadır. Bir bařka ifadeyle kadın kendi iradesinin dıřında istemedięi bir davranıřa erkek tarafından zorlandığında (örneğin kocası, babası, ağabeyi, akraba erkekler ya da tanımadıęı erkeklerin kendi sözünü dinletmek için kadına ısrarlı davranıřta bulunması gibi) kadın řiddete maruz kalmaktadır (Sallan ve Gül, 2013).

Birleřmiř Milletler Örgütü tarafından 1993 yılında düzenlenen Kadına Yönelik řiddetin Ortadan Kaldırılması Bildirgesinde kadına yönelik řiddet, “ister kamusal isterse özel yaşamında meydana gelsin kadınlara fiziksel, cinsel veya psikolojik zarar ve ıstırap veren veya verebilecek olan cinsiyete dayalı bir eylem, uygulama ya da bu tür eylemlerle tehdit etme, zorlama veya keyfi olarak özgürlükten yoksun bırakma” biçiminde tanımlanmaktadır (HÜNEE, 2010). Ertürk’e (2015) göre řiddet, dayanaęını kadın ile erkek arasındaki güç eřiřsizlięinden almakta ve güçlünün güçsüz üzerine baskı kurmasına yol açmaktadır. Gördüğü řiddet sonucunda kadın bedensel ve ruhsal açıdan acı ve ıstırap yaşamaktadır. Bu ise aynı zamanda insan haklarının ihlali anlamına gelmektedir. Kadına yönelik řiddet bir bařka açıdan tanımlandığında; kadınlara, yalnızca kadın oldukları için uygulanan veya kadınları etkileyen cinsiyete dayalı bir ayrımcılık ile kadının insan hakları ihlaline yol açan olarak her türlü tutum ve davranıřı ifade etmektedir (Sallan ve Gül, 2013).

Kadına řiddetin gerekçesi olarak; töre, namus, kıskançlık, ayrılık talebi, bořanma gibi sebepler suç normalleřtirmek için kullanılan argümanlar olarak karřımıza çıkmaktadır. Cinsiyetçi egemen bakıř açısı ve ideolojinin basın yoluyla yaygınlařmaması için gazetecilerin etik unsurlara çok dikkat etmesi gerekmektedir. Gürses’e (2017) göre; temel etik kurallara uyulması, haber söylemini belirleyerek kadına yönelik cinsiyetçi yaklařımların toplumda yayılmasını engelleyici rol üstlenmesini saęlayacaktır. Toplumsal cinsiyet, bilinçli bir kimlik olmamakla birlikte çevreden gelen mesajlar ve anlam yapıları ile sürekli olarak sürdürölmektedir (Toker ve Erdoğan, 2010).

Kadınlar farklı medya araçlarında cinsel obje olarak, geleneksel toplumun belirledięi kalıplařmış rollerde bilgilendirmekten uzak, 3. sayfa haberlerinde ise aciz ve öldürölme nedenleri de verilerek durumu hak etmiř gibi temsil edilmektedir. Medya sektörünün erkek egemen karakteri nedeniyle kadın sorunlarına duyursuz ve özensiz bir dil kullanımıyla birlikte (Gökulu ve Hosta, 2013; Gül ve Altındal, 2005), söz ve fikir sahibi, özerk, kamusal bir kimlik gerçekeřtirmiş kadın-bireyleri dıřlayan bir temsil söz konusudur (Çelenk, 2010). Ana akım medya, erkek řiddetini ancak kadına yöneldiğinde haber konusu haline getirmekte; haberlerde adli birimlerin ardından öncelikle saldırganın kaynaklıęına bařvurulmaktadır (Altun ve Bek, 2013). Genellikle failin anlatımıyla kurgulanan haberlerde řiddet bu anlatımla gerekçelendirilerek; kadın ismiyle, fotoęrafiyle teřhir edilerek ve olay münferit hale getirilerek okurun çok uzaęında konumlandırılmaktadır (Tabur ve Tümer, 2011). Cinsiyet esaslı ayrımcılıęın oluřmasında, toplumsal kalıplar önemli rol oynamaktadır. Kitle iletişim araçları, cinsiyete dayalı ayrımcılıęın tekrar üretilmesi, sürdürölmesi ve bu anlayıřın deęiřtirilmesinde önemli bir rol üstlenmektedir (Mora, 2005: 4). Günümüzde insanların iletişim araçlarına ayırdıkları zamanın çokluęu, cinsiyet ayrımcılıęı ve řiddetin yeniden üretilmesine farkında olmadan katkı saęlamaktadır (Arabacı, 2014).

2.Toplumsal Cinsiyet Kavramı

Toplumsal cinsiyet kavramı, ilk defa 1972 yılında Ann Oakley’in Sex, Gender and Society adlı eserinde kullanılmıř olmakla birlikte (Oakley, 2016) kadının toplumdaki yeri üzerine çalıřmalar daha eskilere ikinci dalga feminist hareketin yükseliře geçtięi 1940’lı yıllara dayanmaktadır (Bařtürk Akca ve Ergöl, 2016). Kadının toplum içindeki ikincil konumunu sorgulayan ikinci dalga feministler, toplumsal cinsiyet, iktidar ve cinsellik konularını ataerkil toplum yapısında sorunsallařtırmaktadır (Bařtürk Akca ve Tönel, 2011). “Toplumsal cinsiyet kavramı,

kadın ve erkeği tanımlayan biyolojik özellikleri belirten cinsiyet kavramından ayrı olarak, karmaşık toplumsal ilişkiler ağı içinde inşa edilen nitelikleri, kadınlık ve erkekliğe yüklenen anlamları, onlardan beklenen davranışları ifade etmek için kullanılır” (Akca ve Ergül, 2016). Bu anlamlar toplumdaki farklılıkların gösterebileceği gibi aynı toplum içinde de zaman içinde değişiklik gösterebilir. Bir toplumun farklı kesimlerinin cinsiyete yüklediği anlamlar birbirinden farklı olabilir. Bununla birlikte günümüzde toplumsal cinsiyet kavramı genel olarak ataerkil toplum yapısı ile ilişkilendirilerek eleştirel bir anlam kazanmaktadır. Nitekim Sakallı’ya göre toplumsal cinsiyet kavramı, ataerkil toplum yapısında kadına yönelik olumsuz davranışların yansımaları ile kadının sosyal, kültürel ve ekonomik bağlamda erkeğe göre düşük konumlandırılmasını içermektedir (Akt. Budak ve Küçükşen, 2018). Toplumsal cinsiyet kavramı, Deniz Kandiyoti’nin “Ataerkil Pazarlık” kavramsallaştırması dâhilinde de düşünülebilir. Kandiyoti (2007) ataerkil toplumların cinsiyet rollerine dair farklı bakış açısı geliştirmede ürettiği bu anahtar kavramsallaştırma ile kadınların tâbiyet sürecinde kendilerine yeni bir alan yarattığını ifade eder. Ataerkil pazarlıkta ataerkil ilişkiler ya da anlayışlar her iki cinsiyetin de rıza gösterdiği bir pratik ile korunma ve güvenceye altına alınır. Kadınlar uyumluluk ve tâbiyet gösterdiği sürece kamusal alanda kaybettikleri alanlarını özel alanda kazanmaya başlar. Bu pazarlık ile toplumsal cinsiyet ilişkileri yeniden kurulur ve kadın özel alanda daha güçlü olduğu bir konumlandırılmaya sahip olur. Bu pazarlığın niteliği, toplumsal ve kültürel farklılıklar taşıdığıdır. Kadın, hangi alanda pasif hangi alanda aktif olacağını hiyerarşik ilişki ile girdiği pazarlık boyutuna göre belirlemektedir.

Erkek, erilliğini homososyal ortamlarda yeniden üretmek toplumsal cinsiyet düzenini normalleştirir. Homososyallık, kendi cinsiyet grubuna ait kişilerin bir arada bulunduğu ve erkeklik bağının güçlendirildiği alanlardır. Bu sosyal ve fiziki alanlarda, hem siyasi, ahlaki konular tartışılır; hem de güç ilişkileri inşa edilir (Lipman-Blumen, 1976; Meuser, 2004). Hegemonik erkeklik düzeni, erkeklerin kadınlardan daha güçlü olduğunu düşündüğü ve kadınları boyunduruk altına almaya çalıştığı bir yapıya dayanır. Toplum içinde yer alan farklı erkeklik öğretileri, anlatıları ve modelleri birbiriyle yarışır. Kabul gören, kutsanan, desteklenen ve takdir edilenler, homososyal ortamlarda yeniden inşa edilir. Erkeklik özellikle iki mekânda üretilir. Bunlardan ilki erkeklere özgü olan ve kadınların dışlandığı ya da konuk olarak yer aldıkları mekânlardır: Erkek hamamları, kıraathaneler, erkek yurtları/okulları, askeri kışlalar, camiler, kamyoncu durakları. İkinci olarak ise kadın ve erkeğin ortaklaşa yer aldıkları ve mekânsal iş bölümü gerçekleştirdikleri yerler: striptiz kulüpleri, pavyonlar, randevuevleri vs. (Özbay, 2013). Bu mekânlarda üretilen kimliklere ilişkin kodlar, özel ve kamusal alanlarda pekiştirilerek toplumsal cinsiyet düzeninin kurulması sağlanır. Heteronormatif ideolojiyi tehlikeye düşürecek her olgu, eril tahakküm ile baskı altına alınır. Böylelikle, hem doğacak erkeklik krizlerinin önüne geçilir; hem de kadın ona uygulanan sembolik şiddet ve güç ile aşağılaştırılabilir. Kadının konumlandırılmasındaki en temel güçlerden biri olan şiddet, tam olarak burada devreye girmektedir.

3. Kadına Yönelik Şiddet ve Medya Temsili

Medyanın gerçekliği inşa ederek sunduğu araçların başında haber gelir. Haber metinleri yeniden üretilerek verilmek istenen toplumsal anlamlar oluşturulur. Bu egemen anlamların haber üretimi sırasında toplumsal gerçeklik ve sorunlar ideolojik seçme, kapalı metinler içine hapsedme, taraflı gibi eğilimler nedeniyle farklı biçimlerde temsil edilmektedir (Tosun, 2007). Enformasyonun akış hızının sürekli olarak arttığı günümüzde “dünyamız gerçekten de artık küresel olarak birbirine bağlı hale gelmiştir.” (Dijk, 2016). İletişimsel olayların yoğunluğu ve enformasyonun hızlı dolaşımı Mc Luhan’ın, dünyayı evrensel köy diye nitelendirmesine yol açmıştır (Sözen, 1997). Küresel ölçekte bu denli önemli olan iletişimin belkemiği olan gazeteciler; enformasyon toplamak, onu doğrulamak ve topladığı bilgiyi hitap ettiği topluma göre işlemek, yani anlaşılır ve yararlı kılmakla yükümlüdür (Charon, 1992). Gazeteciler, ürettikleri haberler aracılığıyla toplumsal ilişkileri yeniden düzenleyip, şekillendirmektedir. “Medya iletişim sürecinin anlaşılmasında önemli bir kavram da eşik bekçisidir. Eşik bekçileri, mesajları seçen, değiştiren, reddeden ve bu yolla da bir alıcı veya alıcılar grubuna enformasyon akışını etkileyenlerdir.” (Sözen, 1997). Haber, egemen ideolojinin bizlik tanımı üzerinden, söylem ve ideoloji ikilisini de yanına katarak, toplumdaki ötekine karşı önyargıları ve nefret suçlarını kışkırtmaktadır (İnceoğlu ve Sözeri, 2012). Medya, haber dilinde kullandığı olumsuz söylem ile toplumsal algıyı etkileyebilmekte, nefret söylemi ve nefret duygularının üretilmesini tetikleyebilmektedir. “Filmler, izleyicilerin toplumsal sorunlarla ilgili duygu, düşünce ve tutumlarını yönlendirebilmekte, algılarını şekillendirebilmekte ve bir anlamda kanaat önderliği yapabilmektedir.” (Özarlan, 2013).

Medyada bilerek ya da bilmeyerek kadına yönelik cinsel şiddeti meşrulaştırıcı ifadelerle çok sık rastlanmakta ve bu durum şiddetin sıradanlaştırılması, meşrulaştırılması, yanlış bağlamlarda tartışılması gibi sonuçlara yol açmaktadır. Türkiye’de medyada, kültürel alandaki üretimlerde namus, töre, inanç gibi sözde meşru dayanaklar üzerinden kadına şiddet, daha özelden cinsel şiddet kabul edilebilir düzeye indirilmekte ve mantığa büründürülmektedir. Kadının şiddetin öznesi olduğu haberlerde sıklıkla kullanılan “‘namus cinayeti’” ifadesi, tecavüz olaylarında da tecavüz ya da saldırıya uğrayan kadınlarla ilgili haberlerde, cümlelerin başına ‘gece eğlencesinden dönen kadın’ veya ‘alkollü genç kız’ gibi tanımlamalar yerleştirilerek, bu kadınların adeta kendilerine yapılan saldırıları kışkırttıkları ya da bunu hak ettikleri ima edilmektedir” (Çelenk, 2010).

Kadına yönelik şiddet, medya tarafından haberleştirilirken sıklıkla kadınların bireysel acıları olarak sunulmakta, erkeklerin şiddet uygulamaları ise genellikle kişisel sorunlar olarak lanse edilmektedir. Medya, olayları sunma biçimiyle kadın mağdurların algılanmasını derinden etkileyebilir ve şiddetin toplumsal cinsiyet eşitsizlikleriyle ilişkisini göz ardı edebilir. Kadına şiddet olaylarının genellikle üçüncü sayfalarda veya düşük öncelikli haberlerde yer alması, bu tür şiddetin ne kadar ciddiye alındığı ve toplumsal yapının bu konuda nasıl bir rol oynadığı konusunda topluma yanlış mesajlar gönderebilir.

5.Kadına Şiddet Olgusunda Habercilik Etiği

Türkiye’de gazeteciliğe/haberciliğe ilişkin etik ilkeler hem gazetecilik meslek örgütleri tarafından hem de çeşitli basın/yayın kuruluşları tarafından geliştirilmektedir. Bu ilkeler, Batı’daki benzerlerinin aksine, Türkiye’de henüz basının toplumsal sorumluluğu anlayışının gelişmediği bir bağlamda ve siyasi-askeri güç odaklarının basın özgürlüğünü kısıtlayıcı her türlü müdahalesini önlemek amacıyla gazetecilerin ödenetim arayışları çerçevesinde ortaya çıkmıştır (Akt: Çiler Dursun). Bununla birlikte özellikle 1980 askeri darbesi sonrasında basın özgürlüğünün sağlanması ve korunması için gazetecilerin belirli bir etik anlayışa sahip olması gerektiği görüşü sektörde yaygınlaşmaya başlamış ve bu durum 1986’da Basın Konseyi’nin kurulmasıyla keskinleştirilmiştir. Konsey, basın siyasi iktidarlara karşı korurken okuyucuları da basına ve gazetecilere karşı korumak ikili amacını gerçekleştirmeye çalışmaktadır. Konseyin meslek ilkeleri içerisinde yer alan etik kodlar, yine diğer ülkelere benzer biçimde dar anlamda kadına yönelik şiddet haberleriyle ilgili olmamakla birlikte, ayrımcılık ve şiddet karşıtı nitelikte olması nedeniyle genel yapısı itibarıyla kadının lehine bir temsili öngörür. Ayrıca mahremiyet ve kişilik hakları ile ilgili konulara dair ilkelerle de gazetecilere/ habercilere kadına yönelik şiddet haberlerinin yapılmasına dair dolaylı bir kılavuzluk sağlamaktadır. Bu durum, Türkiye’de var olan diğer gazetecilik meslek örgütlerinin etik ilkeleri için de geçerlidir. Gerek Çağdaş Gazeteciler Derneği’nin meslek ilkeleri olsun, gerek Türkiye Gazeteciler Cemiyeti’nin Hak ve Sorumluluklar Bildirgesi’nde yer alan ilkeler olsun, gazetecinin haberlerinde cinsiyet ayrımcılığı yapmaması ve şiddeti körüklememesi gerektiğinin altını çizmektedir. Böylelikle kadına yönelik şiddet haberlerine dair bir etik zemin kuracak ilkeler önerilmektedir (Akt. Çiler Dursun). Söz konusu örgütlerin ilkeleri şunlardır:

a) Basın Konseyi Meslek İlkeleri:

- 1. md.)Yayınlarda hiç kimse; ırkı, cinsiyeti, sosyal düzeyi ve inançları nedeniyle kınanamaz, aşağılanamaz.
- 4.md.) Kişileri ve kuruluşları, eleştiri sınırlarının ötesinde küçük düşüren, aşağılayan ve iftira niteliği taşıyan ifadelere yer verilemez.
- 5.md.) Kişilerin özel yaşamı, kamu çıkarlarının gerektirdiği durumlar dışında, yayın konusu olamaz.
- 13.md) Şiddet ve zorbalığı özendirici yayın yapmaktan kaçınılır.

b) Çağdaş Gazeteciler Derneği Üyelik ve Meslek İlkeleri:

4. md.) Yayınlarda hiç kimse, ırk, renk, cinsiyet, dil, dini inanç ya da inançsızlık, sosyal statü, sınıf, bedensel yapı, düşünce ve inançları nedeniyle hor görülemez, kınanamaz, aşağılanamaz. Haber ve yorumda, kişileri ve kuruluşları, eleştiri sınırlarının ötesinde küçük düşüren, aşağılayan sözcükler kullanılamaz.

12. md.) Gazeteci, şiddet, zorbalık ve savaş kışkırtıcılığına araç olamaz...insanlar, topluluklar ve uluslar arasında nefreti, düşmanlığı körükleyici yayından kaçınılır... İnsan Hakları Evrensel Bildirgesi’nde ve Helsinki Konferansı kararında belirtilen ilkelere bağlı kalır.

c) Türkiye Gazeteciler Cemiyeti (Türkiye Gazeteciler Cemiyeti Hak ve Sorumluluk Bildirgesi)

3. md.) Gazeteci; başta barış, demokrasi ve insan hakları olmak üzere, insanlığın evrensel değerlerini, çok sesliliği, farklılıklara saygıyı savunur. Milliyet, ırk, etnisite, cinsiyet, dil, din, sınıf ve felsefi inanç ayrımcılığı yapmadan tüm ulusların, tüm halkların ve tüm bireylerin haklarını ve saygınlığını tanır. Gazeteci; her türden şiddeti haklı gösterici, özendirici ve kışkırtan yayın yapamaz.

7. md.) Gazeteci, kamuya mal olmuş bir şahsiyet bile olsa, halkın haber alma, bilgilenme hakkıyla doğrudan bağlantılı olmayan hiçbir amaç için, izin verilmedikçe özel yaşamın gizliliği ilkesini ihlal edemez. Gazetecinin Doğru Davranış Kuralları: Çocuk: Çocuklarla ilgili suçlarda ve cinsel saldırılarda sanık, tanık ya da mağdur (maktul) olsun, 18 yaşından küçüklerin açık isimleri ve fotoğrafları yayınlanmamalıdır. Çocuğun kişiliğini ve davranışlarını etkileyebilecek durumlarda, gazeteci, bir aile büyüğünün veya çocuktan sorumlu bir başkasının izni olmaksızın çocukla röportaj yapmamalı veya görüntüsünü almaya çalışmamalıdır. Cinsel saldırılar: Cinsel saldırı mağdurlarının fotoğrafları, görüntüleri veya kimlikleri, açık kamu yararı olmadıkça yayınlanmamalıdır.

Bunların dışında Türkiye Gazeteciler Cemiyeti tarafından hazırlanan Medya ve Çeşitlilik Kılavuzu’nda ise, kadına yönelik şiddetin haberleştirilmesinde nasıl bir anlatımın gazeteci tarafından gözetilmesi gerektiği konusunda daha somut öneriler yer almaktadır:

b) TGC Medyada Çeşitlilik Kılavuzu:

- Cinsiyet ayrımcılığına dayalı şiddet hiçbir biçimde meşru gösterilmemeli, şiddetin toplumsal düzlemdeki önemini azaltacak sansasyonel kullanımlardan ve mizah malzemesine dönüştürme eğilimlerinden uzak durulmalıdır. - Cinsiyetleri ve cinsel yönelimleri nedeniyle şiddete uğrayanlarla ilgili haberlerde mağdurların onurunun korunmasına gereken özen gösterilmelidir. - Mağduru küçük düşürücü durumlarda gösteren fotoğrafların kullanılmasından kaçınılır. - Taciz ve tecavüz gibi cinsel suçların haberleştirilmesinde

kullanılan dile özen gösterilmelidir. Bu haberlerde kullanılan görsel malzeme ile anlatım biçiminin pornografik ve özendirici çağrışımlar yaratmamasına dikkat edilmelidir.

6.Çalışmanın Yöntem ve Amacı

Çalışmanın konusunu 2024 yılının güncellik açısından ilk 1 ayının kadına şiddet haberlerinin farklı ideolojilere sahip gazetelerin sunumu oluşturmaktadır. Bu yılın seçilmesinin nedeni, çalışmaya başlanmasına kadar olan sürede yeni ve güncel haberlerin işlendiği yıl olmasıdır. Söz konusu gazetelerin, farklı ideolojilere sahip ve Türkiye’de en çok okunan gazeteleri arasında yer alan bu üç gazetenin internet haberciliğinde kadına şiddet ile ilgili haber başlıkları incelenmiştir.

Bu çalışmanın amacı, kadına yönelik şiddet haberlerinin farklı yayın politikalarına sahip gazetelerin benimsemiş olduğu ideolojik kimlik çerçevesinde, haberlerin sunumunda ihlal edilen etik sorunlar, kadının nasıl temsil edildiği, söz konusu haberler yayınlanırken ataerkil söylemler kullanılmakta mıdır ve bahsedilen gazeteler arasında bu sunumların farklılık yaratıp yaratılmadığı ortaya çıkarılmaya çalışılmıştır. Bu çalışmada aşağıdaki sorulara cevap aranacaktır.

1. Kadına şiddet haberlerinde kadın hangi imgeyle sunulmaktadır?
2. Toplumsal cinsiyet kalıpları medyaya yansımakta mıdır?
3. Kadına şiddet haberlerinde etik kurallara uyulmakta mıdır?

Kadına şiddet konulu haberlerin gazetelerde nasıl sunulduğunu analiz etmek için, farklı yayın politikalarına sahip Sözcü Hürriyet ve Yeni Şafak gazetelerinde yayınlanan haberlerin incelendiği bu çalışmada, Teun Van Dijk’in eleştirel söylem analizinin kullanılmasına karar verilmiştir.

İnal’a (1996) göre; Van Dijk, haberi bir tür (genre) olarak değil, bir söylem olarak ele almaktadır. Van Dijk, ırkçılık, ayrımcılık, etnik köktencilik, mezhepçilik, cinsiyetçilik, eril dil denilen erkek egemen söylemi, sporda fanatizm ve holiganlık gibi unsurları, eleştirel söylem çözümlemesi modelinde incelemektedir (Dijk, 2015).

“Söylemlerin fonksiyonları bilgi, güç, iktidar, hakimiyet, otorite, kontroldür ve bütün bunlar, dilde hakimiyet kazanmaktadır (Sözen, 2014). “Dil pratikleri olarak söylemler, düzenlilikler, kışkırtmalar, mücadeleler, baskı, açığa çıkma, özgürleşim, müzakere, uyum, çatışma, vs. gibi birtakım sosyal durumlara; daha doğrusu sosyal bağlamlara ilişkindir.” (Sözen, 2014). Söylem çözümlemesinde ana amaç, anlamlandırma ya da yorumlamadır.

Eleştirel söylem çözümlemesinde ise, söylemin dünyayı temsil eden bir sosyal uygulama olması; zaman yer, sosyal, kültürel ve ideolojik bağlam içinde anlam kazanması dilbilgisel özellikler ve yapıların bilinçli seçilmiş ya da seçilmemiş olmasına bağlıdır (Ülkü, 2004). Gazeteci, bir yandan kullandığı dil ve farklı kodların taşıdığı çok anlamlılık nedeni ile mesajını oluştururken, diğer yandan dengelilik ve olaysal olma kaygısı ile haber kaynaklarının söylemlerinin bir yeniden üreticisi konumundadır (İnal, 1996). İnceoğlu’na (2013) göre; “Dili kullananların seçtiği sözcükler, sözcük öbekleri, konuşma biçimi, anlatımı, cümle şekilleri, söylemin oluşmasında çok önemli bir etkidir. Sözen’e (2014) göre; söylemi yirminci yıl düşünürleri keşfetmiştir. Yirmi birinci yüzyıl ise bir söylem yüzyılıdır. Potter’a (2004) göre; söylem anlamı inşa eder. Mevcut semboller ve anlamlar arasından toplumlar nasıl düşüneceklerini söylemler üzerinden kazanmaktadır Eleştirel söylem analizine dilbilimcilerinin katkısı büyük olmuştur. “Foucault’un söylem analizi söylemsel pratikleri iktidar biçimlerinin dönüşümünü değerlendirmeye yönelik sosyolojik bir analiz niteliğindedir (Şahin, 2017).

Eleştirel yaklaşıma göre, “haberler yapılandırılmış bir süreçtir ve haber üretim süreci, haberin nesnel ve tarafsız olarak yansıtılabileceği yanılsaması üzerine kurulmuştur” (Aktaran: Karaduman ve Akbulutgiller, 2018). “Teun Van Dijk’in eleştirel söylem analizi modeli makro yapı ve mikro yapı olmak üzere iki ana bölümden oluşur” (akt. Selçuk, Şeker 2012).

Bu modelde de makro yapı, tematik analiz ve şematik analiz olarak iki başlık altında incelenmektedir. Makro yapı çözümlemeleri tematik ve şematik yapı üzerinden ele alınmaktadır. Makro yapı kapsamındaki tematik çözümlemede, haberi başlığı, haber girişi ile fotoğraflar bu bölümlerin birbirleriyle olan ilişkisi ele alınmaktadır. Şematik yapıda ise ana olay ve sunuş biçimleri, artalan, bağlam bilgisi ile kaynak bilgisi irdelenmiştir (akt. Öztunç, 2021). Bu çalışmada tematik ve şematik bölümler analiz edilerek bulgular değerlendirilmiştir.

Evren ve Örneklem

Kadına şiddet haberlerinde kadının medyada nasıl sunulduğunu ve etik sorunları ele alan bu çalışmanın evrenini farklı ideolojik kimliğe sahip gazetelerin internet versiyonlarındaki kadına şiddet başlıklı haberlerin sunumu oluşturmaktadır. Söz konusu evren içerisinden seçilen ve örneklem olan farklı ideolojik yapılara sahip olan Hürriyet Gazetesi, Sözcü Gazetesi ve Yeni Şafak Gazetesi’nde çevrimiçi versiyonlarında yayınlanan kadın şiddet konulu haberler ise içerik analizi yöntemi ile Jan Van Dijk eleştirel söylem analizi bağlamında yorumlanmasını içermektedir.

Araştırmanın Sınırlılıkları

Bu araştırma Türkiye’de en çok okunan tirajı yüksek 3 büyük ulusal gazete olan Hürriyet, Yeni Şafak ve Sözcü gazetelerinin yazılı basın ve internet yayınlarını kapsamaktadır. Çalışma, 2024 yılının ocak ayının kadına şiddet başlıklı yapılan haberleri inceleme ile sınırlandırılmıştır.

Van Dijk Modelinde Söylem Analizinde Ele Alınan Unsurlar

Dilbilimin yöntemleri ve kavramlarını kullanarak gelişen, eleştirel söylem çözümlemesi, haber söylemi analizlerinde toplumsal yapı analizi yapmayı mümkün kılmaktadır (Karaduman, 2017). Van Dijk, haber çözümlemelerinde söylem analizi tekniğini kullanıp, bunu söylem kuramlarına dayanarak yapmaktadır. Dijk'ın söylem analizinin diğer söylem analizlerinden farkı, onun söylemi sosyo-kognitif bir yaklaşımla açıklamasından kaynaklanmaktadır (Sözen, 2014).

Söylem Analizinde Makro Yapılar

Jan Van Dijk söylem analizi metodunda haberin makro yapıları şematik ve tematik olarak iki ayrı grupta incelenmektedir. Tematik yapıda başlık, haber girişi ve fotoğraflar incelenmektedir. Başlıklar, alt başlıklar, spotlar ve haber girişleri incelenirken haberde yer alan temalar tespit edilerek, bu temaların birbiriyle ilişkisini içeren tematik hiyerarşi ortaya çıkarılmaktadır. Makro yapının bir diğer ayağı olan şematik çözülme ise ana olayın sunumu, sonuçlar, ardalın bilgisi, bağlam bilgisi, haber kaynakları ve olayın tarafları üzerinde durulmaktadır. Şematik yapı haberin durum ve yorum bölümlerinden oluşmaktadır. Makro yapı bağlam ve ardalın bilgilerini de içermektedir (Keskin, 2004).

Bulgular

Farklı ideolojik kimliklere sahip olan Sözcü, Yeni Şafak ve Hürriyet gazetelerinin çevrimiçi versiyonlarında 2024 yılının ilk ayında yer alan kadına şiddet başlıklı tespit edilen konu ile ilgili haberlerin başlıkları haber girişleri ve fotoğraf içerikleri tablolştırılmıştır. Makro yapıya yönelik tematik ve şematik analizler haber sitelerine göre değerlendirilmiştir.

Makro Yapıya Yönelik Tematik Analiz

Hürriyet Gazetesi Başlıkla İlgili Bulgular

Hürriyet gazetesinde yer alan haber başlıkları incelendiğinde öldüren ve öldürülen kişilerin yakınlık derecesine ve olayın nasıl işlendiğine dair bilgiler veren terimler kullanılmıştır. Bazı başlıklarda yer ve zamana yer verilmemiştir. 1 no'lu başlıkta "Samsun'da dehşet: Gönül ilişkisi yaşadığı kadını öldürdü" başlığına bakıldığında neden öldürüldüğü bilgisine yer verilmediği ve "gönül ilişkisi yaşadığı kadını" cümlesi ile yakınlık derecelerine yer verilmiştir. 2 no'lu başlıkta "Mardin'de vahşet! yeni doğum yapan Vatfa Ecevit, eşi tarafından defalarca bıçaklanarak katledildi" başlığında cinayetin nasıl ve hangi araçla işlendiği bilgisine açıkça yer verilmesi etik ihlale yol açmıştır. 3 no'lu başlıkta "Nazlı Elması Uzi ile vurarak 'şakalaşıyorduk' demişti! 'Boynundan başlayıp diz kapağına kadar çocuğumu taramışlar" başlığında cinayet betimsel olarak ifade edilmiştir. 5 no'lu başlıkta "Burcu'yu 17 Bıçak darbesiyle katletti" ifadesinde yer ve zaman olgusuna yer verilmemiştir. 7 no'lu başlıkta "Türkü evinde korkunç olay! İşletmeci kadını kablo ile boğarak öldürdü" başlığında cinayetin nasıl ve hangi yolla işlendiği bilgisine yer verilmesi etik sorun oluşturmuştur. Bu tür haberlerde özendirici olmaması ve taklit edilmemesi adına bilgiler açıkça verilmemelidir. Aynı zamanda haber başlıklarında yer verilen katledilmesi/öldürülmesi/ vahşice katledilmesi" ifadeleri haber söyleminde kadının "kurban" olarak temsil edildiğini göstermektedir.

Hürriyet Gazetesi Haber Girişi İlgili Bulgular

Haber girişleri ana tema hakkında bilgi vermekte ve olayı kısaca anlatmaktadır. Hürriyet Gazetesinde kadına cinayetleri ile ilgili haberlerin genelinde haber metnini özetleyen ve okuyucunun dikkatini çekmeye yönelik haber girişleri olduğu görülmektedir. Ancak bazı haber girişlerinde 5N 1K kuralının uygulanmadığı haber metninin içeriğinin anlaşılması zorlaştıran haber girişleri de yer almaktadır. 1 no'lu haber girişinde "Samsun'da Muradiye Terzi (31), gönül ilişkisi yaşadığı M.D. (43) tarafından tabanca ile vurularak öldürüldü" ifadesiyle ataerkil söylem pekiştirilmiştir. Kadını tanıtmak amacıyla "gönül ilişkisi yaşadığı" cümlesiyle okuyucuya yaşanan şiddetinin makul bir sebebi olduğu çabası olduğuna rastlanmıştır. 2 no'lu haber girişi Mardin'in Artuklu ilçesi kırsal Dara Mahallesi'nde cuma günü doğum yapan ve bugün hastaneden taburcu olan Vatfa Ecevit (25), eşi Şiyar Ecevit (28) tarafından 17 yerinden bıçaklanarak öldürüldü. Şiyar Ecevit, olaydan sonra haber verdiği yakınlarının ihbarı ile gelen jandarma tarafından gözaltına alındı. İlk cümlede olay yeri bilgisi yer almaktadır. Devamında ise cinayetin nasıl işlendiğine dair açık bir anlatım ile bilgiler verilmektedir. 4 no'lu girişte "Manisa'da tartıştığı sevgilisi Melike Akpınar'ı otomobilinde tabancayla başından vurarak öldüren Zübeyir Yıldız intihar etti. Melike'nin babası Necati Akpınar'ın ise 2'si nikahlı eşi 3 kadını öldürdüğü ve cezaevinde olduğu öğrenildi" olaya ilişkin kişilerin isimleri açıkça belirtilmiştir. Toplumsal yargı ve kadına yönelik toplumsal kabullenilmiş normların etkisiyle "sevgili" sözcüğü kullanılarak habere eril dilin hâkim olması sağlanmaktadır. 5 no'lu girişte "Antalya Kepez'de halı pazarlamacılığı yapan Yılmaz Gündüz (37) ile 10 yıldır birlikte yaşadığı 3 çocuk annesi Burcu Gezersoy (26) arasında dün 00.30 sıralarında evde tartışma çıktı" Kadın olgusu toplumsal cinsiyet ögesi olarak görülen normlarla temsil edilmektedir. Toplumsal kabul içermeyen makbul olmayan hayat tarzı yaşadığını vurgulanmak için "10 yıldır birlikte yaşadığı" ifadesi kullanılmıştır. Aynı zamanda anne olduğu bilgisinin verilmesiyle toplumsal cinsiyet

rollerine atf yapılmıştır. 7 no'lu haber girişinde olayın nasıl gerçekleştiğine yer verilmiş olup betimleyici olarak anlatılmıştır.

Haberler, şiddet olaylarını tarafsız ve etik bir şekilde aktarmalıdır. Mağdur ile suçlu arasında doğru bir denge kurularak, objektif bir dil kullanılmalıdır. Haberler dramatize edilmeden, magazinleştirilmeden veya özel hayata müdahale edilmeden sunulmalıdır. Ayrıca, cinsiyetçi veya ayrımcı olmayan bir dil kullanılmalıdır. Kullanılan betimlemeler ve yorumlar, haberin algılanma şeklini etkileyebilir, bu yüzden dikkatli bir şekilde seçilmelidir.

Hürriyet Gazetesi Fotoğrafla İlgili Bulgular

Kadına yönelik şiddet haberlerinde, fotoğraf ve görsellerin kullanımı da haberin anlamını derinleştiren ve etkisini artıran önemli bir faktördür. Olayı iyi anlatabilmek ve ilgi çekmek amacıyla fotoğraflar kullanılmaktadır. 1 no'lu haberde öldürülen kadının gelinlikli özel hayatına ilişkin fotoğraflarına yer verilmiştir. 2 no'lu haberde öldürülen kadının fotoğrafı açıkça kullanılmıştır. 4 no'lu fotoğrafta hem öldüren hem de öldürülen kişilerin görüntülerine net bir şekilde yer verilmiştir. Son haberde ise 3 fotoğraf kullanılmış olup bunlardan ikisinin mağdur kadına ait olurken diğer görsel ise olay yerine aittir. Haberlerde genel olarak Mağdurun fotoğraflarına, mağdur edenin fotoğraflarına göre daha fazla yer verilmiştir. Haber metinleri, seçilen sözcükler etrafında örgütlenen anlatılara dönüşmüş, fotoğraflar ise bu anlatıların destekleyicisi olarak sunulmuştur. Haberlerin tümünde mağdurların belli fotoğraflarının seçildiği görülmektedir (Gürses, 2017).

Makro Yapıya Yönelik Şematik Analiz

Ana Olay ve Sunuş Biçimleri

Haberlerde ana olay, toplumsal cinsiyet kalıpları ile işlenen kadın cinayetlerin sunulmasıdır. Söz konusu gazete girişlerde ana temayı vermiştir. Haberlerin girişi ve ana olayı sunuş biçiminde hemen hemen ortak tutum belirlenmiştir. Haberlerin sunuş biçiminde genel olarak toplumsal cinsiyet kalıpları, ataerkil söylemler ve cinsiyetçi tutumlar sergilenmiştir.

Artalan ve Bağlam Bilgisi

Hürriyet Gazetesi'nin konu ile ilgili haberlerin bir kısmında artalan ve bağlam ilişkisine yer verilmemiştir. Olayların neden yaşandığına dair bilgiler eksik verilmiştir. Örneğin Samsun'da Muradiye Terzi (31), gönül ilişkisi yaşadığı M.D. (43) tarafından tabanca ile vurularak öldürüldü" haberinde olayın neden gerçekleştiği bilgisi verilmemiştir. 4, 5, 7 no lu haberlerde ise olayın tartışma sebebiyle yaşandığı belirtilmiştir.

Haber Kaynakları

Haberlerde kaynak olayın bireyleri ya da yakın çevreleridir. Muhabirler aldıkları duyumlar doğrultusunda olay yerlerine giderek bu kişilerden bilgi almaktadırlar. Hürriyet Gazetesi haberlerinde en çok kişilerin yakınları ve olay yeri görgü tanıkları kaynak olarak gösterilmiştir.

Tablo 1. Hürriyet Gazetesinde 2024 Ocak ayında işlenen kadın cinayetleri ile ilgili çıkan haber başlıkları, haber girişleri ve fotoğraflar

NO	BAŞLIK	HABER GİRİŞİ	FOTOĞRAF
1	Samsun'da dehşet: Gönül ilişkisi yaşadığı kadını öldürdü	Samsun'da Muradiye Terzi (31), gönül ilişkisi yaşadığı M.D. (43) tarafından tabanca ile vurularak öldürüldü.	Girişte, öldürülen kadının gelinlikli fotoğrafına yerilmiştir. Haberin devamında ise 2 fotoğraf daha kullanılmıştır. Bunlarda yine aynı şekilde öldürülen kadına aittir.
2	Mardin'de vahşet! yeni doğum yapan Vatfa Ecevit, eşi tarafından defalarca bıçaklanarak katledildi	Mardin'in Artuklu ilçesi kırsal Dara Mahallesi'nde cuma günü doğum yapan ve bugün hastaneden taburcu olan Vatfa Ecevit (25), eşi Şiyar Ecevit (28) tarafından 17 yerinden bıçaklanarak öldürüldü. Şiyar Ecevit, olaydan sonra haber verdiği yakınlarının ihbarı ile gelen jandarma tarafından gözaltına alındı.	Haberde bir tane fotoğraf kullanılmıştır. Öldürülen kadının fotoğrafı yüzü net şekilde haberde yer verilmiştir.

3	Nazlı Elması Uzi ile vurarak 'şakalaşıyorduk' demişti! 'Boynundan başlayıp diz kapağına kadar çocuğumu taramışlar	İstanbul Bayrampaşa'da Eniz Kurtuluş (25) tarafından Uzi ile vurulan Nazlı Elmas'ın (19) annesi Hüsniye Elmas, "Boynundan başlayıp diz kapağına kadar çocuğumu taramışlar. Benim çocuğum 19 yaşında. Ben bir anneyim. Türkiye benim sesimi duysun. Biz burada ailece perişan olduk. Bu olayda her şeyin açığa çıkmasını istiyorum. Kızımı buradan sedyyle mi çıkaracağım yoksa ayakta mı çıkaracağım bilmiyorum" ifadelerini kullandı.	Haber içeriğine bakıldığında fotoğraf veya herhangi bir görsele yer verilmemiştir.
4	Melike'yi öldüren sevgilisi intihar etti! Korkunç "baba" detayı	Manisa'da tartıştığı sevgilisi Melike Akpınar'ı otomobilinde tabancayla başından vurarak öldüren Zübeyir Yıldız intihar etti. Melike'nin babası Necati Akpınar'ın ise 2'si nikahlı eşi 3 kadını öldürdüğü ve cezaevinde olduğu öğrenildi.	Haberde bir tane fotoğraf kullanılmıştır. Zanlı ve maktule ait yüzleri açık görseller kullanılmıştır.
5	Burcu'yu 17 Bıçak darbesiyle katletti	Antalya Kepez'de halı pazarlamacılığı yapan Yılmaz Gündüz (37) ile 10 yıldır birlikte yaşadığı 3 çocuk annesi Burcu Gezersoy (26) arasında dün 00.30 sıralarında evde tartışma çıktı.	Haberde iki fotoğraf kullanılmıştır. Girişinde zanlı ve maktule ait görseller yer almaktadır. Diğer fotoğrafta ise maktul annesinin olay yerinde ağladığı görüntüsü kullanılmıştır.
6	Sultanbeyli'de düğünde saplantılı aşık dehşeti! Kader hayatını kaybetti	İstanbul Sultanbeyli'deki bir düğün salonunda, dün akşam iddiaya göre Ahmet Taşan, önce evlenmek istediği Kader İrgören'e ardından da kendine ateş etti. Genç kızın dayısının oğlu Ferhat İrgören, "Daha önce gideceğimiz nişan ikimize de mezar olacak gibisinden tehditvari bir konuşma olmuş ama kız bize söylememiş. Saplantılı bir tip haline gelmiş. Kız daha önce istemiyordu, belirtilmişti." dedi.	Haberde iki fotoğraf ve olay yerinden kişilere ait video kullanılmıştır. Maktul ve zanlı yüzü açık bir şekilde yer almıştır.
7	Türkü evinde korkunç olay! İşletmeci kadını kablo ile boğarak öldürdü	Giresun'da İsmail Yılmaz, türkü evinde tartıştığı işletme sahibi Şengül Yeşilkaya'yı (52) kablo ile boğarak öldürdü.	Haberde üç tane fotoğraf kullanılmıştır. Girişte ve son kısımda maktul kadına ait yüzü acık ve net şekilde görseline yer verilmiştir. Üçüncü fotoğrafta ise olay yerine ilişkin fotoğraf kullanılmıştır.

Sözcü Gazetesi Başlıkla İlgili Bulgular

Sözcü gazetesinde yer alan haber başlıkları incelendiğinde olayın hangi araçla ve nasıl işlendiğine dair bilgiler veren terimler kullanılmıştır. Başlıklarda genel olarak yer ve zamana yer verilmeyerek okuyucu haberin içeriğine doğru çekilmeye çalışılmıştır. 1 no'lu "Türkü evi işleten kadını kabloyla boğarak öldürdü" başlığında olayın nasıl işlendiğine dair açık bilgi verilmesi toplumda olayı aynı yöntemle tekrarlanma olasılığını arttırmaktadır. 2 no'lu Dügünde dehşet 1 ölü 1 yaralı! Halay çeken eski sevgilisini vurdu... başlığına bakıldığında fail ile maktulün yakınlık derecesine yer verildiği görülmüştür. 3 no'lu Antalya'da kadın cinayeti: Üç çocuğunun annesi Burcu'yu 17 yerinden bıçakladı başlığında olayın nasıl gerçekleştiğine dair acık bilgiler bulunmaktadır. Ayrıca üç çocuğunun annesi ifadesiyle haber içeriğine çekilmiş ve bu kısımda özel hayatın gizliliği ihlal edilmiştir. 4 no'lu Kız arkadaşı Nazlı'yı Uzi ile vuran genç tutuklandı başlığında kullanılan aletin adı açıkça verilmiştir. 5 no'lu Doğum yapan eşini bıçaklayarak katletti başlığında fail ile maktulün yakınlık derecesine yer verilmiş ve katletti ifadesiyle kadın kurban olarak temsil edildiğini göstermektedir.

Sözcü Gazetesi Haber Girişi İlgili Bulgular

Haber girişleri kısaca konu ve olay hakkında bilgi vermektedir. Sözcü gazetesinin haber girişlerine bakıldığında genel olarak olay yer ve zaman belirtilmiştir. Ancak olayın nasıl gerçekleştiğine dair detaylı bilgilere ve kullanılan aletlere yer verilmesi etik sorunlar oluşturmuştur. 1 no'lu haber girişinde Giresun'da İsmail Yılmaz, türkü evinde tartıştığı işletme sahibi Şengül Yeşilkaya'yı (52) kablo ile boğarak öldürdü ifadesiyle olay tekrarı ihtimali gerçekleşmiş ve etik sorun oluşturmuştur. 3 no'lu Antalya Kepez'de Yılmaz Gündüz, 10 yıldır beraber yaşadığı üç çocuğunun annesi Burcu Gezersoy'u 17 yerinden bıçaklayıp katletti haber girişinde maktule ait özel bilgilerin ifşa edilmesi etik bir sorun oluşturmaktadır. Çalışmanın yapıldığı toplum ahlakına uygun olmayan ifadelerin yer aldığı görülmüş ve bu ifadelerin okuyucular tarafından sebep olarak algılanabileceği haber yorumlarında görülmektedir. 5 no'lu "Mardin'de cuma günü doğum yapan ve bugün hastaneden taburcu olan Vatfa Ecevit (25), eşi Şiyar Ecevit (28) tarafından defalarca bıçaklanarak öldürüldü" haber girişinde olay aleti belirtilmiş ayrıca defalarca ifadesiyle olayın işleniş bakımından detaylı anlatımı yapıldığı görülmektedir. 2 no'lu Sultanbeyli'de iddiaya göre davetlisi olduğu düğüne gelen Ahmet Taşan, eski sevgilisi Kader T.'yi silahla vurduktan sonra kendi kafasına ateş etti." haber girişinde eski sevgilisi ifadesiyle yakınlık derecesine yer verilmiştir. Girişin sonunda zanlının kendisini öldürdüğü ve nasıl öldürdüğü bilgisi toplum tarafından özendirici ve taklit edilebilme olasılığı taşımaktadır.

Sözcü Gazetesi Fotoğrafla İlgili Bulgular

Kadına yönelik şiddet haberlerinde fotoğraf kullanımı oldukça önemlidir. Kullanılan fotoğraflar haberlere gerçeklik algısı katmak için yer almaktadır. Ancak bu tür haberlerde etik kurallara uyulması hem olay mağdurları hem de toplum sağlığı için önemli bir etkidir. 1 no'lu haberde kullanılan fotoğraflar maktule aittir. Bu tür haberlerde zanlının fotoğraflarının koyulmaması 'korunuyor mu' tartışmasına yol açmaktadır. 2 no'lu haberde kullanılan fotoğraflar zanlı ve maktule ait samimi fotoğraflar bulunması etik ihlal oluşturmaktadır. 3 no'lu haberde tam altı tane fotoğrafa yer verilmiştir. Verilen tüm görsellerde kişilerin yüzleri açık ve net şekilde kullanılmıştır. 4 no'lu haberde öldürülen kadına ait fotoğraf ve işlenen cinayette kullanılan aletin net görüntüsüne yer verilmesi toplumu özendiricek/etkileyecek bir duruma zemin hazırlamaktadır. 5 no'lu haberde üç fotoğraf kullanılmıştır. İki tanesi hastane aciline ait olup etik sorun oluşturmazken son fotoğraf maktulün özel ve net fotoğrafı kullanılması etik ihlale yol açmaktadır.

Makro Yapıya Yönelik Şematik Analiz

Ana Olay ve Sunuş Biçimleri

Haberlerde ana olay toplum cinsiyet kalıpları içinde sunulan kadına şiddet olayları ve etik sorunlardır. Girişlerde ana tema çoğunlukla verilmiştir. Haberlerin giriş ve olay sunuş biçimleri çoğu haberde aynı tutumdadır. Genel olarak haber girişlerinde maktul ve zanlının yakınlarının belirtilmesi vb. gibi etik sorunlar bulunmaktadır.

Artalan ve Bağlam Bilgisi

Sözcü Gazetesi'nin konu ile ilgili haberlerin çoğunda artalan ve bağlam ilişkisine yer verilmemiştir. Olayların neden yaşandığına dair bilgiler eksik verilmiştir. Yalnızca Giresun'da İsmail Yılmaz, türkü evinde tartıştığı işletme sahibi Şengül Yeşilkaya'yı (52) kablo ile boğarak öldürdü" haberinde olayın neden gerçekleştiği bilgisi verilmiştir. 2,3,4,5,6 no lu haberlerde ise olayın hangi nedenle yaşandığı belirtilmemiştir.

Haber Kaynakları

Haberlerde kaynak olayın bireyleri ya da yakın çevreleridir. Muhabirler aldıkları duyumlar doğrultusunda olay yerlerine giderek bu kişilerden bilgi almaktadırlar. Cinayet ve şiddet haberleri polisiye vaka sayıldığı için, polis adliye muhabirleri kaynak olarak polis memurlarına gelen ihbarları değerlendirmektedirler.

Tablo 2. *Sözcü Gazetesinde 2024 Ocak ayında işlenilen kadın cinayetleri ile ilgili çıkan haber başlıkları, haber girişleri ve fotoğraflar*

NO	BAŞLIK	HABER GİRİŞİ	FOTOĞRAF
1	Türkü evi işleten kadını kabloyla boğarak öldürdü	Giresun'da İsmail Yılmaz, türkü evinde tartıştığı işletme sahibi Şengül Yeşilkaya'yı (52) kablo ile boğarak öldürdü.	Haberde toplam iki tane fotoğraf kullanılmıştır. İlki öldürülen kadının net fotoğrafı diğeri de olay yeri olan türkü evinden bir görsel yer almaktadır.
2	Düğünde dehşet 1 ölü 1 yaralı! Halay çeken eski sevgilisini vurdu...	Sultanbeyli'de iddiaya göre davetlisi olduğu düğüne gelen Ahmet Taşan, eski sevgilisi Kader T.'yi silahla vurduktan sonra kendi kafasına ateş etti.	Haberde 3 fotoğraf ve 1 video kullanılmıştır. Fotoğraflarda zanlı ve maktulün yüzleri net bir şekilde verilmiştir. Video ve son fotoğraf ise olay yeri görüntülerinden oluşmaktadır.
3	Antalya'da kadın cinayeti: Üç çocuğunun annesi Burcu'yu 17 yerinden bıçakladı	Antalya Kepez'de Yılmaz Gündüz, 10 yıldır beraber yaşadığı üç çocuğunun annesi Burcu Gezersoy'u 17 yerinden bıçaklayıp katletti.	Haberde toplamda 6 fotoğraf kullanılmıştır. Girişte maktul ve zanlının yüzü net şekilde fotoğraflarına yer verilmiş, devamında ise maktulün annesinin olay yerinden iki görseli verilmiştir.
4	Kız arkadaşı Nazlı'yı Uzi ile vuran genç tutuklandı	Bayrampaşa'da, kız arkadaşı Nazlı Elmas'ı suikast silahı olarak bilinen Uzi ile 4 yerinden vuran Eliz Kurtuluş tutuklandı. Nazlı'nın annesi yaşananları anlattı.	Haberde maktule ait, yüzü net olarak 2 tane fotoğraf kullanılmıştır.
5	Doğum yapan eşini bıçaklayarak katletti	Mardin'de cuma günü doğum yapan ve bugün hastaneden taburcu olan Vafca Ecevit (25), eşi Şiyar Ecevit (28) tarafından defalarca bıçaklanarak öldürüldü.	Haberde 2 tane hastane acil önünden görseller yer almaktadır. Son olarak öldürülen kadına ait fotoğraf net şekilde kullanılmıştır.
6	Samsun'da kadın cinayeti: Evinin önünde öldürüldü	Samsun'da evinin önünde silahlı saldırıya uğrayan Muradiye Terzi, hayatını kaybetti.	Haberde, öldürülen kadına ait yüzü net şekilde 2 görsele yer verilmiştir.

Yeni Şafak Gazetesi Başlıkla İlgili Bulgular

Yeni Şafak Gazetesinin başlıklarına bakıldığında saplantılı aşık, sevgili, vahşice gibi kelimelere sık rastlanmıştır. Başlıklar okuyucuların ilgisini çekmek adına dikkat çekici olmaktadır ancak sansasyonel başlıklar yazılarak toplum infiale sürüklenmemelidir. 1 no'lu Saplantılı aşık önce halay çekti sonra dehşet saçtı: Talihsiz genç kızın acı sonu başlığında 'aşık' ifadesiyle güzelleme yapılmaktadır. Talihsiz genç kızı tanımıyla ile olaya duygusallık ve öldürülen kadına kurban temsili yapıldığı görülmektedir. 2 no'lu Sevgilisini Uzi ile dört yerinden vurdu: Savunması pes dedirtti başlığında maktul ve zanlı arasındaki duygusal bağa ve yakınlık derecelerine yer verilmesi etik ihlal oluşturmaktadır. Başlığın devamında verilen savunması pes ettirdi ifadesiyle okuyucuda merak uyandırılmaya çalışılmıştır. 3 no'lu Hastanede doğum yaptıktan sonra geldiği evinde eşi tarafından vahşice öldürüldü başlığına bakıldığında yakınlık dereceleri yer almaktadır.

Yeni Şafak Gazetesi Haber Girişi İlgili Bulgular

Haber girişleri özet olarak olayın ana konusunu vermektedir. Yeni şafak gazetesi haber girişlerinde çoğunlukla yer zaman ve olay hakkında ayrıntılı bilgi verilmektedir. 1 no'lu Sultanbeyli'de bir düğün salonunda sevdiği kız tarafından evlenme teklifi reddedilen bir kişi, yaşanan olayın ardından genç kızı silahla vurarak öldürdü. Ardından aynı kişi intihar teşebbüsünde bulunarak kendi kafasına ateş etti. Olay sonrasında şahıs hastaneye kaldırıldı ve tedavisi devam ediyor. Silahla vurulan ve yaşamını yitiren 19 yaşındaki Kader İrgören ise son yolculuğuna uğurlandı" haber girişinde olay kısaca anlatılmıştır. Reddedilme ifadesinin yer alması sebep olarak verilmiştir. Devamında olayın aracı ve nasıl gerçekleştiğinin verilmesi toplumda tekrarlanabilme olasılığını arttırmıştır. 2 no'lu Bayrampaşa'da 24 yaşındaki Nazlı Elmas, 25 yaşındaki erkek arkadaşı Eliz K. tarafından suikast silahı olarak bilinen Uzi ile 4 yerinden vuruldu. Nazlı Elmas ağır yaralanırken Eliz K'nın polise verdiği ifadede kendini 'şakalaşıyorduk' diyerek savundu' haber girişinde zanlının ifadesinin verilmesi haberin doğruluğu açısından sorun yaratmaktadır. Kadın öldüğü için zanlının ifadesinin doğruluğu sorgulanamamaktadır. 3 no'lu Mardin'de kan donduran bir cinayet gerçekleşti. 25 yaşındaki kadın, doğum yaptığı hastaneden taburcu olduktan sonra geldiği evinde eşi tarafından defalarca bıçaklandı. Cani koca olay yerine gelen polis ekipleri tarafından gözaltına alınırken, hastaneye kaldırılan kadın ise doktorların tüm müdahalelerine rağmen kurtarılamadı" haber girişinde birçok sansasyonel ifadeler görülmektedir. Kan donduran cinayet ifadesiyle okuyucuda merak uyandırılmaya çalışılmıştır. Olayda cinayetin bıçakla gerçekleştiği ve 'defalarca' ayrıntısıyla etik sorunlar ortaya çıkmıştır. Haberler toplumun doğru bilgi alması için önemli bir olgudur. Ancak haberlerde kullanılan ifadeler toplumu mental ve fiziki açıdan etkilemektedir.

Yeni Şafak Gazetesi Fotoğrafla İlgili Bulgular

Haberlerde fotoğraf kullanımı olayın doğruluğu açısından önemli bir unsurdur. Gazeteciler haber yazımında olduğu gibi kullanılan fotoğraflarda da etik kurallara uyma mecburiyeti vardır. Ancak bazı kaygılar doğrultusunda bu etik kurallar yok sayılmaktadır. 1 no'lu haberde altı tane fotoğraf kullanılmıştır. Maktulün yüzü açık olarak verilirken zanlının yüzü flulaştırılmıştır. Haberin devamında kullanılan görseller ise olay yeri ve cenaze aracına aittir. 2'lu haberde 3 fotoğraf kullanılmış olup maktulün yüzü net zanlının ise flu olarak verilmiştir. Son fotoğrafta ise işlenen cinayette kullanılan silaha ait olması önemli bir etik ihlal oluşturmaktadır. 3 no'lu haberde toplamda iki fotoğraf kullanılmıştır. Bunlardan ilki maktule ait net bir fotoğraf olurken diğeri de hastane acilinin görüntüsü yer almaktadır.

Makro Yapıya Yönelik Şematik Analiz

Ana Olay ve Sunuş Biçimleri

Yeni şafak gazetesinde olaylar genel olarak girişlerde detaylı olarak verilmektedir. Haberlerde ana olay toplum cinsiyet kalıpları içinde sunulan kadına şiddet olayları ve etik sorunlardır. Haberlerin giriş ve olay sunuş biçimleri çoğu haberde aynı tutumdadır. Genel olarak haber başlıklarında kullanılan ifadelerden dolayı toplumsal cinsiyet kalıpları ve etik sorunlar bulunmaktadır.

Artalan ve Bağlam Bilgisi

Yeni Şafak Gazetesi'nin konu ile ilgili haberlerin birinde artalan ve bağlam ilişkisine yer verilmiştir. Olayların neden yaşandığına dair bilgiler eksik verilmiştir. Yalnızca 1 no'lu Sultanbeyli'de bir düğün salonunda sevdiği kız tarafından evlenme teklifi reddedilen bir kişi, yaşanan olayın ardından genç kızı silahla vurarak öldürdü. Ardından aynı kişi intihar teşebbüsünde bulunarak kendi kafasına ateş etti. Olay sonrasında şahıs hastaneye kaldırıldı ve tedavisi devam ediyor. Silahla vurulan ve yaşamını yitiren 19 yaşındaki Kader İrgören ise son yolculuğuna uğurlandı" haberinde olayın hangi sebeple gerçekleştiği bilgisi verilmiştir. 2 ve 3 no'lu haberlerde ise olayın hangi nedenle yaşandığı belirtilmemiştir.

Haber Kaynakları

Haberlerde kaynak olayın bireyleri ya da yakın çevreleridir. Muhabirler aldıkları ihbarlar doğrultusunda olay yerlerine giderek bu kişilerden bilgi almaktadırlar. Cinayet ve şiddet haberleri polise vaka sayıldığı için, polis adliye muhabirleri kaynak olarak polis memurlarına gelen ihbarları değerlendirmektedirler.

Tablo 3. Yeni Şafak Gazetesinde 2024 Ocak ayında işlenen kadın cinayetleri ile ilgili çıkan haber başlıkları, haber girişleri ve fotoğraflar

NO	BAŞLIK	HABER GİRİŞİ	FOTOĞRAF
1	Saplantılı aşık önce halay çekti sonra dehşet saçtı: Talihsiz genç kızın acı sonu	Sultanbeyli'de bir düğün salonunda sevdiği kız tarafından evlenme teklifi reddedilen bir kişi, yaşanan olayın ardından genç kızı silahla vurarak öldürdü. Ardından aynı kişi intihar teşebbüsünde bulunarak kendi kafasına ateş etti. Olay sonrasında şahıs hastaneye kaldırıldı ve tedavisi devam ediyor. Silahla vurulan ve yaşamını yitiren 19 yaşındaki Kader İrgören ise son yolculuğuna uğurlandı.	Haberde 6 fotoğraf kullanılmıştır. Bunlardan ikisi zanlıya ait fakat yüzü net değil diğeri maktule ait yüzü net şekilde yer almaktadır. Son üç görsel ise olay yeri ve cenaze aracına ait fotoğraflardan oluşmaktadır.
2	Sevgilisini Uzi ile dört yerinden vurdu: Savunması pes dedirtti	Bayrampaşa'da 24 yaşındaki Nazlı Elmas, 25 yaşındaki erkek arkadaşı Eliz K. tarafından suikast silahı olarak bilinen Uzi ile 4 yerinden vuruldu. Nazlı Elmas ağır yaralanırken Eliz K'nın polise verdiği ifade de kendini 'şakalaşıyorduk' diyerek savundu.	Haberde 3 fotoğraf kullanılmıştır. Öldürülen kadının yüzü net şekilde verilmiş iken zanlının yüzü flulaştırılmıştır. Son görsel ise zanlının evinde, suç aletinin görüntüsü yer almaktadır.
3	Hastanede doğum yaptıktan sonra geldiği evinde eşi tarafından vahşice öldürüldü	Mardin'de kan donduran bir cinayet gerçekleşti. 25 yaşındaki kadın, doğum yaptığı hastaneden taburcu olduktan sonra geldiği evinde eşi tarafından defalarca bıçaklandı. Cani koca olay yerine gelen polis ekipleri tarafından gözaltına alınırken, hastaneye kaldırılan kadın ise doktorların tüm müdahalelerine rağmen kurtarılamadı.	Haberde 2 fotoğraf kullanılmıştır. İlki hastane acilinin önünden bir fotoğraf diğeri ise öldürülen kadına ait yüzü açık şekilde verilmiş fotoğraf yer almaktadır.

Sonuç

Medya aracılığıyla iletilen mesajlar, alıcılar tarafından kabul görmekte ve etkili olmaktadır. Kadına yönelik şiddet ve nefret söylemi, medya dilinde kullanılan ifadelerle alıcıların bilinçaltına etki etmekte, algı ve ifade biçimlerini şekillendirmektedir. Haber metinlerinde bilinçli ya da bilinçsiz kullanılan kelimeler, haberin algılanışını ve yorumlanışını derinden etkileyen kodlar oluşturarak zihinlerde olumsuz ve şiddet içeren tutumları güçlendirebilmektedir. Egemen ataerkil söylemin medya diline yansımaları, toplumda nefret söylemi ve şiddet eylemlerinin teşvik edilmesine yol açabilir. Medya, iletileriyle toplumda kabul görmüş yargıları daha da pekiştirme rolünü üstlenmektedir.

Çalışmada kadın imgesinin sunumuna dair farklı ideolojik kimliğe sahip Hürriyet Sözcü ve Yeni Şafak gazetelerinin çevrimiçi versiyonlarında 01.01.2024-01.02.2024 tarihleri arasında doğrudan kadın cinayetleri olaylarına ilişkin 7 haber incelenmiştir. Yeni Şafak gazetesi söz konusu diğer gazetelere göre çalışmanın yapıldığı süre kapsamında daha az kadın cinayeti haberi yayınlamıştır. Yeni Şafak gazetesinde “cani koca, talihsiz kız ve acı son gibi olayı duygusallaştırmaya yönelik ifadeler bulunurken Sözcü ve Hürriyet gazetelerinde oldukça azdır. Söz konusu gazeteler incelendiğinde hepsinde toplumsal cinsiyet kalıpyargıları yer almaktadır. Gazetelerin fotoğraf kullanımı incelendiğinde sayı olarak eşit sayılabilmektedir. Fotoğraflarda ve haber başlıklarında görülen zanlı maktul ve yakınlarının yüzü açık kullanılması, suç aletinin net olarak fotoğrafının koyulması, maktul ve zanlı yakınlık derecesine yer verilmesi, özel hayatın gizliliğinin ihlal edilmesi gibi etik sorunlar incelenen gazetelerin

ortak etik sorunları olduğu çalışma sonucunda ortaya çıkarılmıştır. Haberlerin başlıklarında genel olarak yer ve zaman bilgilerine yer verilmeyerek enformasyon eksilimine gidildiği görülmektedir. Olayın öznesinin kadın olmasından kaynaklı olaydan bağımsız özel hayatına dair detayların aktarıldığı bağlamında cinsiyet baskısının medya tarafından üretildiği söylenebilir.

Kadına yönelik şiddet konusunda habercinin kendi uğraşının/işinin doğasını kavrayan böylesi bir farkındalık geliştirmesi, habercilik etiğinin yeni dayanağını sağlayacaktır. Yine de bu konuda bütünüyle iyimser olabilmek için, var olan habercilik dilini besleyen hem medyadaki hem de toplumsal alandaki cinsiyetçi söylemin ve ataerkil zihniyetten besleyen (hem de onu besleyen) anlam rejiminin bütünlüğünün de dönüşmesi gerekmektedir. Ataerkil anlam rejimi tarafından ne olduğu saptanan ve sınırlandırılan gerçek, kadının kendi gerçeği değildir. Kendi dünyasının gerçeğinin ne olduğunu ortaya koyabilmesi için ise, gazetecinin/ habercinin yardımına gereksinmektedir. Bu yardım, haber medyası sektöründe kadın gazetecilerin sayısının artması ve yönetici konumlarında ağırlıkla istihdam edilmelerinin yanı sıra, gazetecinin rutin haber yazımı ve habercilik uygulamalarının dışında bir yerde konumlanmasıyla olabilir (Akt: Çiler, 2010).

Bu durumda kadınların medya sektöründe sayıca artışı, ataerkil anlam rejimini otomatik olarak dönüştürmeye kuşkusuz yetmeyecektir. Bundan dolayı asıl yardım, kadın veya erkek gazetecinin/habercinin kadın aleyhine olan cinsiyetçi ataerkil söylemin unsurlarını habere katmamasıyla mümkün olabilir. Bu yöndeki söylemsel tercihleri konusunda, gazetecinin/habercinin çalıştığı kuruluşlarda ısrarlı olmasıyla mümkün olabilir. Ve gazeteci için asıl büyük meydan okuma da budur (Akt. Çiler, 2010).

KAYNAKÇA

- Akınerdem, F. (2016). Türkiye Medyasında Kadınların Temsili: Gazete ve İnternet Haberciliği. <https://hrantdink.org/tr/asulis/yayinlar/72-medyada-nefret-soylemi-raporlari/>
- Alankuş, S. (derl.), Kadın Odaklı Habercilik (İstanbul: IPS Vakfı Yayınları, 2007).
- Arar, Y. (2017). Kadın Cinayetlerinde Şiddeti Sergilemek: Şefika Etik Vakası Üzerine Bir İnceleme, Karadeniz Teknik Üniversitesi İletişim Dergisi
- Arat, Y. & Altınay A.,(2020). Türkiye’de Kadına Yönelik Şiddet, Ankara: TÜBİTAK Yayınları
- Arslan, M. (2017). İktidar ve medyatik şiddet: özgecan aslan ve şefika etik cinayetleri analizi, Marmara İletişim Dergisi(27), 135-160.
- Aslan, Kemal (2004). Haber Nasıl Okunur? Haberde İdeoloji, Söylem. İstanbul: Anahtar Kitaplar Yayınevi
- Aydın, B., Kocagazioğlu, S. Y., Arda, Ö., & Gölge, Z. (2016). Basında kadına yönelik şiddet haberlerinin ele alınış biçimlerinin karşılaştırılması. Türk Psikoloji Yazıları(19)
- Aziz, Aysel vd. (1994). Medya, Şiddet ve Kadın. Ankara: KSGM Yayını
- Bek, M.G ve Binark, M. (2020). Medya ve Cinsiyetçilik, Ankara: KASAUM Yayını
- Belsey, A. ve Ruth Chadwick, (1998). Medya ve Gazetecilikte Etik Sorunlar, çev.N.Türkoğlu, İstanbul: Ayrıntı Yayınları
- Bingöl, O. (2014). Toplumsal cinsiyet olgusu ve Türkiye’de kadınlık. KMÜ Sosyal ve Ekonomik Araştırmalar Dergisi, 16(Özel Sayı I),
- Büyükbaykal, C. I. (2011). “Medyada Kadın Olgusu.” İstanbul Üniversitesi İletişim Fakültesi Dergisi, (28)
- Ceyhan, S. (2014). Yazılı medyada kadına yönelik şiddet haberlerinde kullanılan dilin ve görsellerin incelenmesi. Uzmanlık Tezi. Ankara.
- Çelenk, Sevilay (2010). “Kadınların Medyada Temsili ve Etik Sorunlar.” Televizyon Haberciliğinde Etik. Bülent Çaplı, Hakan Tuncel (der.) içinde. Ankara: Fersa Matbaacılık. 229-236.
- Çelik, N.B. (2000). Televizyon, Kadın ve Şiddet, Ankara: Kiv yayınları
- Çiler Dursun (2010). “Kadına yönelik şiddet karşısında haber etiği,” Fe Dergi 2, no 1 (2010): 19-32
- Dijk, Jan Van (2016). Ağ Toplumu. Çev. Özlem Sakin. İstanbul: Kafka Epsilon Yayınevi.
- Güneş, G., & Yıldırım, B. (2019). Cinsiyet temel bir savaş: kadın cinayetlerinin medyada temsili üzerine bir değerlendirme. Toplum ve Sosyal Hizmet, 30(3)
- Gürses, Fatma (2017). “Kadın Cinayetlerinin Haber Söylemi: Münevver Karabulut Ve Özgecan Aslan Haberleri Üzerine Eleştirel Bir Değerlendirme.” Ankara Üniveritesi SBF Dergisi, Cilt (72), No.3,
- Hahcı, C. (2007). Gazete haberlerinde kadına yönelik şiddet: posta ve takvim gazetelerinde kadına yönelik şiddet haberleri üzerine bir araştırma. Doktora Tezi. Eskişehir: Anadolu Üniversitesi, Sosyal Bilimler Enstitüsü.
- Karaduman, S. (2017). “Eleştirel Söylem Çözümlemesinin Eleştirel Haber Araştırmalarına Katkısı ve Sunduğu Perspektif”, Maltepe Üniversitesi İletişim Fakültesi Dergisi, 4(2), s. 31-46
- Karaduman, M. (tarih yok). Türkiye’de Yeni Medya Üzerine Bir Değerlendirme: Gazetecilik, Haber ve Etik
- Karaduman, Sibel (2017). “Eleştirel Söylem Çözümlemesinin Eleştirel Haber Araştırmalarına Katkısı ve Sunduğu Perspektif.” Maltepe Üniversitesi İletişim Fakültesi Dergisi, 4 (2),
- Kasap, F., Mırçık, A.M., & Dolunay, A. (2018). Medyada şiddetin yeniden üretimi: Türkiye ana haber bültenleri üzerine bir inceleme .

- Köker Eser (2000), “Medya Çalışanlarının Cinsel Şiddeti Yorumlama Biçimleri”, Televizyon, Kadın ve Şiddet içinde, (der.) Nur Betül Çelik, ss. 316-352, Ankara, KİV.
- Medyada Şiddete Duyarlılık, (Ankara: RTÜK Yayını, 2004). chrome-extension://efaidnbmnnnibpcajpcglclefindmkaj/https://www.medyaoakuryazarligi.gov.tr/lib_yayin/DEFF7CEA-7043-401E-9E03-EDADADA3A145.pdf
- Mora, Necla (2005). “İletişim Araçlarında Yeniden Üretilen Cinsiyetçilik ve Toplumda Yansımaları.” Uluslararası İnsan Bilimleri Dergisi, 2 (1)
- Moressi, E. Haber Etiği, çev. Fırat Genç (Ankara: Dost Kitabevi, 2006).
- Nergiz, E. Akın, N. (2021). Kadına Yönelik Şiddet Haberlerinin Eleştirel Söylem Analizi: Mutlu Kaya Örneği, Middle Black Sea Journal Of Communication Studies,, 6(1): 1-16.
- Özcan, E. Yeni Medya ve İnternet Haberciliğinde Etik Sorunlar, 2019 sayı.37.
- Söğüt, F. Yeni Medya ve Temsil : İnternet Gazeteciliğinde Toplumsal Cinsiyet Kimliklerinin Sunumu, Akdeniz İletişim Dergisi, 2019.
- Öztunç, M. (2021).’ COVID-19 Pandemi Süresince Türkiye’nin Aldığı Ekonomik Tedbirlere Yönelik Haberlerin Söylem Analizi’ Erciyes İletişim Dergisi Cilt 8, Sayı 1, s.231-255
- .Sözen, Edibe (2014). Söylem Belirsizlik, Mübadele, Bilgi/Güç ve Rafleksivite. Ankara: Birleşik Yayınevi
- Parin, S. (2007). Şiddetin fotoğrafı: yazılı basının şiddet konsepti üzerine sosyolojik bir çözümleme. Kadın Çalışmaları Dergisi, 2 (4)
- Rahte, E. Ç. (2010). Aile içi şiddet ve medya: gündüz kuşağı televizyonunda şiddetin görünürlüğü ve yeniden üretimi. İletişim Kuram ve Araştırma Dergisi(30)
- Sabuncuoğlu, A. (2006). Televizyon Reklamlarında Toplumsal Cinsiyet. Yayınlanmamış Yüksek Lisans Tezi. İzmir: Ege Üniversitesi SBE.
- Sallan-gül, S., & Altındal, Y. (2015). Medyada kadın cinayeti haberlerindeki cinsiyetçi izler: radikal gazetesi. Akdeniz Üniversitesi İletişim Fakültesi Dergisi(24)
- Samet, Ceyhan (2014). Yazılı Medyada Kadına Yönelik Şiddet Haberlerinde Kullanılan Dilin Ve Görsellerin İncelenmesi, (Uzmanlık Tezi), Aile Ve Çalışma Bakanlığı Kadın Statüsü Genel Müdürlüğü, Ankara.
- Steeves, H.L.(1994). “Feminist Teoriler ve Medya Çalışmaları”, Medya İktidar İdeoloji, derl. M.Küçük (Ark: İstanbul, 1994), 105-167.
- Şener, G., Çavuşoğlu, Ç., & İrklı, H. İ. (2016). Medya ve toplumsal cinsiyet. F. Saygılıgil içinde, Toplumsal Cinsiyet Tartışmaları. Ankara: Dipnot.
- Şahin, Yasin (2017). “Foucault’da Söylem Analizi.” Sosyal Ve Kültürel Araştırmalar Dergisi, SKAD,1
- Tanrıöver, H. U. (2007). Medyada kadınların temsil biçimleri ve kadın haklarının ihlalleri.
- Tanrıöver, H. U. (2013). “Medyada Şiddet ve Cinsiyetçilik, Erkek Şiddeti”. Erkek Şiddeti, Görünürlük ve Medya Konferansı. İstanbul: İsveç Araştırma Enstitüsü
- Tekeli, E. S. (2016). Kadın cinayetlerinin haberleştirilmesi bağlamında medya etiğini yeniden tartışmak: habertürk gazetesi örneği. Abant Kültürel Araştırmalar Dergisi (AKAR), 1
- Toker, H., & Altun, D. (2015). Toplumsal şiddetin aktarım yoluyla yeniden üretilmesi: basının televizyonlaşması bağlamında Şefika Etik cinayeti. Selçuk İletişim Dergisi, 9(1)
- Türkiye Gazeteciler Cemiyeti, Türkiye Gazetecileri Hak ve Sorumluluk Bildirgesi,
- Uçak, O. (2020). Medyada kadın haberleri üzerinden kadının temsili. Avrasya Sosyal ve Ekonomi Araştırmaları Dergisi, 7(3), 157-175.
- Ülkü, Güler (2004). “Söylem Çözümlemesinde Yöntem Sorunu ve Van Dijk Yöntemi.” Haber Hakikat ve İktidar İlişkisi. Çiler Dursun (der.) Ankara: Elips Yayınevi.
- Vardal, Z. B. (2015). Yeni Medya ve Etik
- Vatandaş, C. (2007). Toplumsal cinsiyet ve cinsiyet rollerinin algılanışı. Sosyoloji Konferansları Dergisi, (35), 29-56.
- Yazıcı, F., & Değer-Şahbaz, Y. (2020). Toplumsal Cinsiyet Bağlamında Kadına Yönelik Şiddet ve Türkiye’de Yazılı Basına Yansımaları. Intermedia International E-journal, 7(12)

UNDERSTANDING AND HELPING CHILDREN TO MANAGE THEIR ANGER DURING THE GRIEF PROCESS AFTER A NATURAL DISASTERS

Assoc. Prof. Dr. Münevver MERTOĞLU

Istanbul Kultur University-Education Faculty,
CEHAMER – Head of Research and Prevention of Violence in Schools
m.mertoglu@iku.edu.tr

ABSTRACT

The aim of this study is to understand the feeling of anger that occurs during the grief process of children exposed to natural disasters and to help them manage their anger. The feeling of anger experienced after a natural disaster is much higher and more complex than the feeling of anger experienced under normal conditions. Because uncontrollable anger behaviors lie upon pain, loneliness, sadness, anxiety, hopelessness, the needs for love and trust, and the inability to meet the most basic needs such as eating, drinking and shelter. This situation creates a serious sense of frustration, especially in adolescents and children. Children might harm both themselves and their environment with their uncontrolled anger behavior, Psychosomatic diseases may occur in children who suppress their anger. For these reasons, children and adolescents need to be understood and supported. If the feeling of anger experienced during the grief process after a natural disaster is too strong to be controlled, anger management training programs can be provided by people who are competent in their field such as empathy training, non-violent communication skills training, creative drama training.

Keywords: Anger, anger management, child, grief, natural disaster

INTRODUCTION

A disaster is defined as "the consequences of natural, technological, or human-origin events that cause physical, economic, social, and environmental losses for people, affecting communities by interrupting or halting normal life and human activities, and which the affected community cannot overcome using its own means and resources" (Ergünay 2009). Events such as earthquakes, floods, hurricanes, volcanic eruptions, pandemics, etc., are considered as natural disasters.

On February 6, 2023, Turkey experienced two earthquakes with magnitudes of 7.8 and 7.5, nine hours apart, with epicentres in the Pazarcık and Ekinözü districts of Kahramanmaraş. As of April 14, 2023, records show that 50,500 people had died, and among 4,511,000 independent units in 1,250,000 buildings, 164,321 buildings and 520,000 independent units within these buildings were destroyed or severely damaged (<https://www.bbc.com/turkce/article>).

The human and economic losses from this earthquake are very high. The physical, psychological, and social impacts on the people living in the region continue. The destruction of homes and the inability to meet basic needs have affected everyone who was a victim of the earthquake. However, the levels of impact differ among infants, children, youth, adults, and the elderly. An important issue is also dealing with post-traumatic syndromes that can occur years after the earthquake.

Reactions of Individuals After Natural Disasters

After natural disasters, there are severe housing problems, difficulties in obtaining clean water and food due to altered environmental conditions and disrupted infrastructure, and most importantly, the psychological and physical challenges resulting from the loss of parents and close relatives.

The reactions of individuals exposed to disasters vary depending on the magnitude of the disaster and individual differences. Kübler-Ross explains the grieving process after a disaster according to the "Five Stages of Grief Theory" (Ross 2010):

- Denial
- Anger
- Bargaining
- Depression
- Acceptance

In the "**Denial**" stage, disaster victims experience short-term psychological shock, which varies by age group. They try to escape the shock by denying what they have seen, as if it is happening to others, not to themselves. Accepting the events as unreal causes blunt emotions (Yıldız et al., 2023).

In the "**Anger**" stage, feelings of anger are accompanied by anxiety, blame, insecurity, loneliness, palpitations, and nausea. The significant issue is that these symptoms vary depending on the post-disaster processes (Karancı and Erdur 2012).

In the "**Bargaining**" stage, victims start to bargain with God, willing to give anything to get back what they lost. If this bargaining does not alleviate their pain, they may fall into depression.

In the "**Acceptance**" stage, resistance begins to diminish, and losses are slowly accepted. Future planning begins. However, transitioning to this stage after major disasters can take time. For children and adolescents, the process of "acceptance" and returning to normal life can be more challenging and traumatic than for adults. Children who need the attention and care of their parents need more understanding and support (Yıldız 2014).

Effects of Natural Disasters on Children and Adolescents

Children who experience natural disasters face psychological, physical, and cognitive problems depending on the severity of the disaster. Somatic complaints can also be observed due to the impact of trauma (Hensley and Varela 2008). A study showed that disaster victims are at higher risk for psychological problems, musculoskeletal issues, and respiratory problems compared to healthy groups. Another study conducted by Felix et al. (2016) revealed that young disaster-affected children are more prone to "Post-Traumatic Stress Disorder," "Anxiety," and "Depression" than their peers (Felix et al., 2016). While some children appear unaffected after the earthquake, others may face more serious problems. Especially in the early days after the trauma, sadness and anger may intensify. However, those who seem fine post-disaster should not be assumed to be genuinely well. Individual personality traits, resilience to traumatic events, upbringing styles, and the extent of the damage they suffered differentiate post-disaster reactions (Sungur and Herbert 2011, Direk and Yüksel 2018, Oğlaoglu 2018). It is crucial that psychiatric symptoms do not persist long after the trauma.

A review of the literature reveals that numerous studies have been conducted on the effects of natural disasters on children and adolescents (Karabulut & Bekler 2019, Hensley and Varela 2008). However, no specific study has been found on uncontrolled anger behaviors during the grieving process following natural disasters.

This study aims to understand the "anger" stage of the grieving process after disasters and to identify the support that can be provided for anger management.

What is Anger?

Various definitions of anger have been made. Spielberger states that the feeling of anger is based on the individual's perception of their own desires, needs, and happiness being obstructed by others. Lulofs and Chann (2000) indicate that anger arises because of the disruption of the balance state within the individual. The presence of many different causes for uncontrolled anger behaviors necessitates a more comprehensive definition of anger. Therefore, anger can be explained as one of the basic emotions that arise when an individual perceives their plans, desires, and needs to be obstructed, facing injustice, unfairness, and a threat to their self-identity, which has social, psychological, neurological, hormonal, and environmental determinants (Mertoğlu 2021).

Hunger, thirst, lack of sleep, poverty, unmet needs for love and security create a feeling of frustration in individuals. The intensity of frustration determines the severity of uncontrolled anger and aggressive behaviors. However, not every frustration results in violence and aggression. Nevertheless, responses given by individuals in situations of perceived injustice, unfairness, and threats to their self-identity are similar across almost all cultures.

Understanding Children's Anger During the Grieving Process After a Natural Disaster

The conditions that arise after major natural disasters, such as the earthquake in Turkey on February 6, 2023, which resulted in the death of 50,500 people and the destruction of 164,321 buildings, are very dire for adults and children affected by the disaster. Especially the trauma experienced by children who have lost their parents and entire families requires urgent assistance. Uncontrolled anger behaviours in adolescents during the "anger" phase of the grieving process following a natural disaster complicate the lives of both the adolescents and their family members who must care for them. The anger experienced during this process should not be confused with the anger and aggressive behaviours children and adolescents normally exhibit.

Thomas Gordon states that the underlying causes of uncontrolled anger behaviors are lovelessness, loneliness, pain, anxiety, insecurity, and sadness (Thomas 2001). Children who have lost their families in an earthquake intensely experience these feelings. Besides psychological reasons, the inability to meet basic needs such as food, drink, clothing, and shelter, extreme cold or heat, and disease due to unhygienic environments create a severe sense of frustration in everyone who is a victim of the earthquake. Feeling frustrated can lead to uncontrolled anger behaviors even in non-disaster environments. For example, research shows that even inadequate nutrition, particularly deficiencies in omega-3 and other fatty acids, amino acids, vitamins, and minerals, can lead to aggressive behaviors (Mertoğlu 2021).

The fact that lithium deficiency resulting from inadequate nutrition triggers self-harm and aggressive behaviors is also important information. The inability to meet many basic needs, such as shelter and nutrition, creates a high level of frustration. Therefore, the intense experience of anger after a disaster is inevitable. Some children may exhibit aggressive behaviors due to the intense anger they experience during this period, which can even lead to criminal aggression. Others may suppress their anger, leading to psychosomatic illnesses that harm the individual.

Similarly, economic losses experienced after natural disasters can also increase feelings of anger. Research shows that in adolescent groups with a high perception of poverty, suppressed anger behaviors lead to depression and a decrease in the expression of anger. There is a significant relationship between poverty and anger. In poor groups, the suppression of anger and the experience of depression are additional findings of the research.

One significant study supporting the relationship between poverty and anger is conducted by the Prime Ministry Family Research Institute, which found that unemployed and poor individuals scored the highest on violence scales compared to other groups (Prime Ministry Family Research Institute, 1998; Thomas, 2001; Bridewell & Chang, 1997). However, it is quite challenging to assert that every child in poverty will exhibit aggressive behaviors due to uncontrolled anger outside of natural disaster contexts. In a study conducted with 1185 first-year high school students aged 14-19, it was found that those who perceived their families as poor were statistically significantly more depressive and had a lower tendency to experience anger, with a higher propensity to suppress their anger (Özmen, 2017).

Helping Children Manage Their Anger During the Grieving Process

In the initial period after a natural disaster, providing necessary medical assistance to children is crucial. Measures should be taken to ensure they do not see the injured or deceased, and efforts should be made to keep the affected children with their families and close relatives. Because the primary need of children after a disaster is to feel safe with their families and close ones. Subsequently, providing information about the natural disaster and helping them make sense of their experiences can aid in the acceptance of the event during the "denial" phase.

Children should not be forced to talk about the disaster; if they wish to talk, they should be listened to and understood. Providing psycho-social support to children and their close ones in the early period is essential. It is expected that affected individuals will recover within a month. Those in risk groups should be monitored more frequently. Information on self-care, nutrition, and sleep, as well as meeting basic needs, is necessary (Sönmez 2022). Helping children manage their anger during the "anger" phase, which begins after the denial phase in major disasters, is much more challenging and complex than under normal conditions. Many factors negatively affect children after a disaster, including the loss of close ones, the absence of a loving and secure environment, the inability to meet basic needs, sadness, pain, and helplessness. Especially, making children feel important and worthy of love boosts their self-confidence. Therefore, individuals providing support to children, or their close ones should be experts in their fields.

It is crucial not to punish children exhibiting uncontrolled anger behaviors during the grieving process following an earthquake. Studies indicate that children who are severely punished for their angry and aggressive behaviors tend to continue these negative behaviors more frequently (Michaud, 1991). Instead, it is important to allow the child to express themselves and to help them display assertive behaviors rather than aggressive ones. Assertive individuals can express their emotions and needs without attacking or hurting others when they feel frustrated. Focusing on the positive behaviors of angry children is highly effective in reducing anger behaviors (Cummings, Vogel, Cummings, & El-Sheikh, 1989). During this process, re-establishing an environment of love and security to alleviate the children's concerns about their surroundings and future can be an effective solution for anger management.

The unhappiness and hopelessness experienced after a disaster can trigger anger behaviors. Csikszentmihalyi (2017) states that many of life's efforts are related to people being happy and prosperous and that true happiness emerges when we begin to take personal responsibility for enjoying the experiences we maintain. Thus, it is crucial for those responsible for the care and education of children to take significant measures to ensure that children can look to the future with hope and excitement, despite their substantial losses.

The support provided to children and adolescents who suppress their anger differs from that given to those who exhibit aggressive behaviors that could be considered criminal (Harriet & Lerner, 1996). It is essential not to blame, preach, command, or belittle angry children. Instead, efforts should be made to understand them. Also suggests that caregivers should lower their voice tone, avoid taking things personally, and encourage children to focus on their breathing.

Empathizing with children, possessing effective communication skills, and encouraging participation in social, cultural, and sports activities can be effective in anger management. A study comparing the anger control levels of individuals who engage in sports with those who do not found that non-athletic participants had higher "trait anger" and "anger-out" scores, while athletic participants had higher "anger control" scores (Üzüm, Orhan, Duş, Yerlikaya, Gökgöz, 2016). Some anger issues can be resolved without prolonged education and therapy support. However, for anger issues arising during the grieving process following a natural disaster, therapy and even medication support may be necessary in addition to different educational programs. In such cases, alongside professional support, individuals responsible for the care and education of children should be trained on how to properly interact with and support the children.

Anger Management Training Programs

If the anger experienced during the grieving process after a natural disaster is too intense to be controlled, anger management training programs, empathy training, non-violent communication skills training, and creative drama training can be provided by qualified professionals. Research indicates that highly angry individuals can control their anger within 8-10 weeks, depending on the severity of their anger and the programs used (Kukuoğlu, 2018). Additionally, if necessary, individual or group psychotherapy and psychiatric support can be utilized. Promoting psychological resilience, defined as the ability to survive despite the intense burden of stressful life events such as trauma, loss, and death, can be an important solution (Bugay & Kararmak, 2014).

CONCLUSION

In the grieving process, particularly after major disasters, everyone affected by the disaster experiences distress. However, the impact on children and adolescents can be significantly more intense and traumatic. Generally, the grieving process after a disaster includes phases of "denial," "anger," "bargaining," "depression," and "acceptance." The manner in which these phases are experienced varies depending on the level of impact from the disaster, and the individuals' upbringing, characteristics, age, and socio-economic status. During the anger phase of the grieving process, it is crucial to understand and support children who have difficulties with anger management, exhibit aggressive behaviors, or suppress their anger and harm themselves. The post-disaster environment and experienced losses trigger feelings of anger.

Managing anger during the grieving process is more challenging and complex for children and adolescents compared to usual circumstances. Therefore, professional support might be necessary. The hardships and losses experienced in major disasters make it difficult for children to receive help. Hence, there is a need for structured support organized by central authorities. Additionally, individuals responsible for the care and education of children and adolescents may require support. Social, cultural, and sports activities can be beneficial. If a pathological grieving process is present, combining anger management training programs with psychotherapy and psychiatric support can be effective in managing uncontrolled anger behaviors.

REFERENCES

- Bridewell, W. B., & Chang, E. C. (1997). Distinguishing between anxiety, depression, and hostility: Relations to anger-in, anger-out, and anger control. *Personality and Individual Differences*, 22(4), 587-590.
- Csikszentmihalyi, M. (2017). *Flow: The science of happiness*. Translated by B. Satılmış. ISBN 605668587.
- Cummings, E. M., Vogel, D., Cummings, J. S., & El-Sheikh, E. (1989). Children's responses to different forms of expression of anger between adults. *Child Development*, 60, 1392-1404. doi:10.2307/1130929.
- Direk, N., & Yüksel, Ş. (2018). Effective treatments in the early period after trauma: Psychotherapy and psychopharmacology. *Current Approaches in Psychiatry*, 8(1), 37-45.
- Felix, E., Hernández, L. A., Bravo, M., Ramirez, R., Cabiya, J., & Canino, G. (2011). Natural disaster and risk of psychiatric disorders in Puerto Rican children. *Journal of Abnormal Child Psychology*, 39(4), 589-600. Available from: <http://link.springer.com/10.1007/s10802-010-9483-1>.
- Hensley, L., & Varela, R. E. (2008). PTSD symptoms and somatic complaints following Hurricane Katrina: The roles of trait anxiety and anxiety sensitivity. *Journal of Clinical Child and Adolescent Psychology*, 37(3), 542-552.
- Karabulut, D., & Bekler, T. (2019). The effects of natural disasters on children and adolescents. *Journal of Natural Disasters and Environment*, 5(2), 368-376.
- Karancı, N., & Erdur Baker, Ö. (2012). Disasters and traumas: Psychological reactions and psychological first aid. *Publications of the General Directorate of Teacher Training and Development of the Ministry of National Education*, 215-243.
- Kukuoğlu, A. (2018). Traumas experienced after natural disasters and a sample psychoeducation program. *Journal of Disaster and Risk*, 1(1), 39-52.
- Kübler-Ross, E. (2010). *On death and dying*. Translated by B. Büyükkal. Istanbul: April Publishing.
- Lerner, H. G. (1996). *The dance of anger*. Istanbul: Varlık Publishing. 169-170.
- Lulofs, R. S., & Cahn, D. D. (2000). *Conflict: From theory to action*. United States of America: Aperson Education Company.
- Mertoğlu, M. (2018). *Anger management in family, school, workplace, sports, and other areas of life*. Pegem Publishing. ISBN 978-605-241-232-9. DOI 10.14527//9786052412329. 5th Edition, September 2021, Ankara.
- Michaud, Y. (1991). *Violence*. Translated by C. Muhtaroglu. Istanbul: İletişim Publishing. p.57.
- Oğlaoglu, Z. (2018). Organization and psychological assistance after mass violence incidents. *Current Approaches in Psychiatry*, 8(1), 46-52.
- Özmen, E. (2017). The effects of poverty on adolescents' mental health. Retrieved from <http://www.academia.edu/9016601>.

- Sönmez, M. B. (2022). Psychological effects of the earthquake, psychological support, and coping with fear. *TOTBID Journal*, 21(3), 337-343.
- Sungur, M. Z., & Herbert, C. (2011). Reactions and self-help methods after the earthquake. Special Edition, Istanbul: Rekmay Publishing.
- Thomas, S. P. (2001). Teaching healthy anger management. *Perspectives in Psychiatric Care*, 37(2), 41-48.
- Üzüm, H., Orhan, M., Duş, M., Yerlikaya, G., & Gökgöz, H. (2016). Examination of anger control styles of individuals who do and do not engage in sports. *Abant İzzet Baysal University Journal of the Institute of Social Sciences*, 16(9).
- Yıldız, B. (2014). Children and adolescents. In T. Doğan & Ö. Erdur (Eds.), *Disasters, crises, traumas, and psychological assistance* (pp. 25-43). Turkish PDR Association Publications, Ankara.
- Yıldız, M. İ., Başterzi, A. D., Yıldırım, E. A., Yüksel, Ş., Aker, A. T., Semerci, B., & Hacıoğlu Yıldırım, M. (2023). Protective and therapeutic mental health services in the early period after the earthquake - Expert opinion of the Turkish Psychiatric Association. *Turkish Journal of Psychiatry*, 34(1).
- American Psychological Association. (n.d.). Anger. Retrieved from <http://www.apa.org/pubinfo/anger>.
- BBC. (2023, June 4). Retrieved from <https://www.bbc.com/turkce/articles/c51kdv8d15j>.

UNDERSTANDING HOW TEACHERS MANAGE STRESS AND COPING STRATEGIES AT THE SCHOOL OF FOREIGN LANGUAGES, CYPRUS INTERNATIONAL UNIVERSITY

Bahaa ARAMEEN
Bahaar221114@gmail.com

ABSTRACT

This study investigates the factors contributing to stress and the coping strategies employed by teachers at the School of Foreign Languages at Cyprus International University (CIU). Eight teachers from CIU's School of Foreign Languages were interviewed. The data were obtained through qualitative research, and the thematic analysis method was used to analyze the teachers' responses. The findings revealed that key stressors, such as complex student needs and backgrounds, were the most frequently mentioned issues. Other stressors included long working hours and limited time between classes. To manage stress, teachers used strategies such as organization and planning, social support from colleagues, creating strong relationships with students, and focusing on mindfulness and work-life balance. The study highlights the importance of enhancing teacher well-being in order to establish a positive learning environment.

Keywords: Teacher stress, stressors, coping strategies, Social support, Complex student needs

INTRODUCTION

Stress is an unavoidable component of modern life, affecting people of all backgrounds and occupations. Within the educational setting, teaching is a rewarding profession but can also be stressful. During teaching, teachers deal with students from different cultural backgrounds, and they have to meet their students' needs. Such a job leads to significant levels of stress among teachers. Over the previous decade, teachers have experienced significantly higher occupational stress and burnout rates compared to other professions (Aloe et al., 2014; Betoret, 2009). Teachers are more receptive to stress since interacting with students and ensuring their good performance throughout the day is a demanding scenario. Teachers must perform several roles for their students, including administrator, role model, friend, philosopher, and guide, which adds to their stress (Ahmad, 2017). According to research, teachers face a variety of stressors. Major among these are: workload pressures and excessive non-teaching responsibilities, low socioeconomic status, teaching unmotivated students, experiencing difficult interactions with administrators and colleagues, and working under bad conditions (Troman, 2000; Kyriacou, 2001; Prilleltensky et al., 2016; Maphalala, 2014; Dhaneesh & Iswarya, 2023).

Stress

The World Health Organization (WHO) defines stress "as a state of worry or mental tension caused by a difficult situation. Stress is a natural human response that prompts us to address challenges and threats in our lives. Everyone experiences stress to some degree. The way we respond to stress, however, makes a big difference to our overall well-being".

Stress is triggered when an individual perceives a situation as exceeding their ability to cope with it. Stress can cause emotional, cognitive, physical, and behavioral changes. Stress can be categorized by timeline (acute, daily, life events, or chronic stressors). Acute stress is heightened when an incident is perceived as unmanageable, unpredictable, and novel. Daily issues are minor but occur frequently. Daily issues can become chronic stressors if the threat is significant and frequent enough. Life events are defined as time-limited incidents with a specific onset, such as a breakup, vehicle accident, or medical diagnosis. Life events can have long-lasting impacts and become chronic stressors if not addressed. Long-lasting stressors can last weeks or months, such as financial instability, neighborhood safety worries, or chronic disease (Knapp & Sweeny, 2022; Brown & Harris, 2012; Epel et al., 2018). Stress and burnout among teachers can have a negative influence on physical health and may decrease the commitment of teachers and effectiveness to the point where they require professional support.

Coping and Coping Strategies

Coping is whatever humans do to regulate, tolerate, or reduce the impacts of life's stressors, such as perceived dangers, current challenges, or emotional losses (Lazarus, 2000). Thus, coping is a process-oriented, non-automated adaptive behavior that involves managing stressors (Backer, 2000). Coping strategies refer to methods, techniques, or approaches people use to keep their control or manage difficult situations at work or in other contexts. In order to deal with stress and stressful situations, teachers use coping strategies, such as cognitive, emotional, and behavioral strategies, to deal with stressful circumstances and reduce emotions of distress (Admiraal et al., 2000; Kyriacou,

2001; Alhija, 2015; Knapp & Sweeny, 2022). Generally, coping means maintaining or adjusting to negative events or situations while keeping emotional equilibrium and a positive self-perception. Coping occurs in response to potentially difficult life transitions. Therefore, coping refers to adjusting to unexpected difficulties or obligations, requiring more work and energy compared to routine daily duties (Minz & Panda, 2023). Teachers employ coping strategies such as asking for advice, acting to make things better, and accepting reality (Poudel & Wagle, 2022; Nomtshongwana, 2023). Furthermore, it has been demonstrated that secondary student teachers can effectively manage their stress by using constructive coping mechanisms including spending time with their families (Dotimas, 2022).

The Present Study

This study focuses on how teachers at Cyprus International University's School of Foreign Languages handle stress and cope with job requirements. One purpose is to examine how the teachers handle the diverse pressures they encounter within their language-teaching context. Another objective is to investigate what strategies teachers employ to maintain control or deal with stressful circumstances at work. More specifically, this study aims to shed light on the following research questions:

1. What are the major challenges or stressors that contribute to stress for teachers at the School of Foreign Languages, Cyprus International University?
2. What coping strategies do teachers at the School of Foreign Languages employ to manage stress and overcome difficulties in their professional roles?

METHODOLOGY

This research uses a qualitative analysis methodology to examine the perspectives of CIU School of Foreign Languages teachers regarding how they manage stress, the challenges they face, and the coping strategies they employ to reduce stress. The study involved in-depth interviews with eight teachers at CIU School of Foreign Languages in Northern Cyprus. The sample includes male and female teachers. The teachers' qualifications range from bachelors, masters, and PhDs.

Data Collection

The data were collected through answering the research questions. The interviews were semi-structured, and the participants were able to openly discuss their opinions and experiences. The interviews with CIU School of Foreign Languages teachers were conducted at the CIU School of Foreign Languages during work hours. The duration of each teacher's individual interview was about forty minutes. The researcher asked specific questions to the teachers and immediately wrote down their answers.

Data Analysis

This study used qualitative data analysis, which may include written records, YouTube comments, Twitter (X) tweets, classroom videos, focus group transcripts, or in-person interviews (Kaiser & Presmeg, 2019). In this study, data were obtained through face-to-face interviews and, then analyzed using thematic analysis. Thematic analysis is a qualitative method for evaluating data by identifying and reporting common themes across a collection (Braun & Clarke, 2006). Thematic analysis revealed common themes and subthemes related to teachers' perspectives on stress and coping strategies. To ensure anonymity for participants, their names were not revealed.

CIU School of Foreign Languages Background

Cyprus International University (CIU) established its School of Foreign Languages (SFL) in 1997. This school serves students from various regions and nationalities, including Turkey, Iran, Tajikistan, Afghanistan, Pakistan, Arab countries, and African countries. The School of Foreign Languages enrolls approximately 500 students annually, indicating a multicultural and international environment at CIU. The SFL employs around 40 teachers, both male and female, with qualifications ranging from Bachelor's (BA), Master's (MA), and Doctorate (PhD). The SFL facility provides over 20 classrooms, each with a smart board connected to the internet. Teachers use these boards to teach from virtual textbooks, browse the internet, make presentations, and play movies.

The SFL aims to prepare students for several English departments at CIU. At the beginning of each semester, students take a proficiency exam to determine their level. The SFL offers many levels, from beginner to advanced. These courses aim to enhance students' English language proficiency for academic and professional settings. The SFL carefully plans target language instruction and aligns course levels to the Common European Framework of Reference (CEFR). Pearson Assured have accredited the English Preparatory School since January 2015.

FINDINGS

Based on the data collected from the interview questions, two themes emerged from the participants' responses. These themes are discussed in this section.

Theme One: Factors that cause Teacher Stress

A- Complex Student Needs and the Demands of Teaching

All the participants said that dealing with students causes stress in different ways. These include several aspects:

1- Students' level and proficiency levels:

According to the participants, teaching weak level of students is so stressful, one teacher said, "I think lower levels are more stressful to teach, as they still do not get used to applying English in their environment." "I remember the time that I had beginner classes, and I really was overwhelmed because no one could understand any English word. I had to pantomime everything! It was so stressful!" noted a veteran teacher.

In addition, the teachers mentioned that managing different group of students with different learning styles and personalities is challenging because students do not learn at the same speed. "The students with higher levels can be more under control by speaking with them rather than lower ones," shared another teacher. Another remarked, "Because of the weak level of the students, I have to explain the instructions in detail."

2- The challenges of teaching in a multilingual classroom

According to the participants, teaching in a multilingual classroom with different students from different cultural background and mother tongues is so stressful. The main problem is students tend to become friends with the students who speak their first language and they avoid communicating with other international students who do not speak their languages. One teacher said, "In my classes, sometimes, I hear five or more different languages; none of these languages is English! Arab students go together, African students together, Iranian, Turkish, etc. This is really makes me feel stressed!" Another remarked, "The same nationality students in the classes tend to speak in their mother tongue assuming the others will understand it. This becomes a difficulty for the teacher as we try to make them speak English as much as possible. "

3- Learners' Lack of Motivation

All eight teachers mentioned the lack of student motivation as a significant stressor. One teacher elaborated, "Some students are shy or introverted, making participation difficult." Another teacher highlighted the issue of dealing with unmotivated students, saying, "Some of my students see the class as an exam or a way to pass the level. I try to motivate them to love English, and I ask them to talk with students from other nationalities.

4- Unexpected questions from students:

While unexpected questions can be a sign of active learning and student curiosity, three teachers mentioned they can also add pressure. One teacher explained, "Some students ask questions at the last minute of the class, and this can be stressful!"

B- Long Working Hours

Long working hours emerged as a significant stressor for many teachers. One teacher, describing the relentless workload, saying, "One of my personal worries is having balance between work and personal life. As a teacher, I spend most of my time at university so I don't have time to learn another language or going to the gym".

C - The limited time of the lesson

This sub-theme was evident in the transcripts of the participants; they mentioned the difficulty of finishing the tasks sometimes on time. Teachers struggle to fit everything they want to cover within the allotted time. A teacher expressed this sentiment, saying, "I believe that the biggest challenge or stressor is being able to deliver the lesson and finish everything on time". Another said, "By the time I finish explaining a concept, there are barely any minutes left for student practice or questions."

D - The short time of the breaks between the classes.

Indeed, almost unanimously all participants said the break time between classes is too short. It is clear that many teachers struggle with the short breaks they get between classes. "There just isn't enough time to grab a coffee and breathe!" remarked one participant.

E- Midterms

Many teachers highlighted the extra stress they experience during midterms. This period usually comes by a major increase in work, as teachers are under pressure to prepare for exams while also grading a high number of student work. One teacher described the challenge, saying, "Midterms are particularly overwhelming. Checking, grading, and entering grades to the system is really stressful!"

F- Other Frequently Mentioned Stressors**1- Grammar lessons:**

Three out of the eight teachers specifically mentioned grammar lessons as a source of stress. One teacher confided, "When students are about to learn grammar, they feel a bit more stressed compared to other activities like speaking and writing. I also feel stressed, whether they have learned or not". "Grammar lessons are particularly tough because students find them boring, so I have to use many methods to explain grammar rules for them," shared another teacher.

2- Early Morning Classes:

Early morning classes seem to be a challenge for some teachers. Not all teachers are morning people! Three out of the eight interviewed mentioned early morning classes as a particular stressor. As one teacher put it, "Because I can't get enough sleep, waking up early can be stressful to me."

3- Slowness of Smart Boards

While controlling student conduct and designing engaging lessons are huge responsibilities, technology may cause stress. Three out of the eight teachers interviewed mentioned the issue of dealing with slow Smart Boards. "The smart board sometimes freezes and does not work; this makes me feel stressed," noted one teacher.

G- Occasionally Mentioned Stressors**Observations:**

While the pressure to be observed was not a common issue for most teachers, it is important to note because of the impact it can have. One teacher mentioned the stress of being formally observed and evaluated, saying, "Regular classroom observations during each term can be stressful."

Theme Two: Effective Coping Strategies for Teacher Stress Management

Another central theme was the approaches for coping with work demands and reducing stress. Based on the findings, the following sub-themes emerged:

1. Organizing and Planning

The most frequently mentioned coping strategy by the teachers was the practice of organizing and planning their work using to-do lists. Six teachers said that they write plans and follow them to manage their workload and reduce stress. One teacher mentioned, "Prioritizing tasks is one of my strategies to reduce stress." Another teacher remarked, "Having a to-do list keeps me organized, and I try to tick off each activity that I complete every day."

2. Socializing with Colleagues

The second most common strategy, highlighted by four teachers, was to take coffee breaks and engage in small talk with colleagues. "Having Coffee breaks and friendly conversations with the other teachers lets me know that I am not in this alone," One teacher said." If I feel stressed in my daily work routine, I try to drink a cup of coffee before the class begins," As another teacher noted.

3. Finding Motivation in Student Progress

Focusing on the positive results of their efforts helps teachers to find meaning and satisfaction in their job. Celebrating the achievements of students and observing their growth may be a tremendous motivation, making the difficulties of teaching easier. Four teachers mentioned being motivated by watching student improvement and successes." When I see my students learning from me and trying their best to speak English, it makes me happy and reduces my stress," mentioned one teacher. This intrinsic motivation, driven by student development, was a common theme among the teachers interviewed.

4. Building Friendly Relationships with Students

Four teachers mentioned the importance of building positive relationships with their students. Creating an entertaining and positive classroom atmosphere reduces stress levels for both students and teachers. "Every time I

see my students happy in the classroom, it makes my day perfect," shared one teacher. Such a positive environment is perfect for encouraging communication, teamwork, and better-learning experiences and makes learning fun! In addition, encouraging and being respectful of all students allows them to be more active in lessons.

5. Taking Short Breaks and Deep Breaths

Three teachers highlighted the importance of taking short breaks and engaging in deep breathing exercises as a quick and efficient stress-management strategy. One teacher said, "I always prefer to take a deep breath and stay calm; this can reset my mindset and reduce my stress levels." These breaks enable teachers to get away from the immediate stressors and refresh their mental state, which helps to prevent burnout. Furthermore, short breaks might assist teachers stay focused throughout the day.

6. Engaging in Leisure Activities

Two teachers mentioned engaging in leisure activities, such as playing games on their phones or laptops, in order to relax and distract themselves from work-related stresses. These activities offer a mental break and a fun way to recharge, which can be refreshing and help teachers retain a positive mindset. "A great way to unwind from the classes is playing games on my computer; this helps me switch off from the classroom environment," said one teacher.

The range of coping strategies presented by these teachers demonstrates the significance of adapting stress management techniques to individual needs and preferences. By adopting these different strategies, teachers can create a more balanced and enjoyable work experience.

SUMMARY AND DISCUSSION

This study aims to address:

1. The major challenges or stressors that contribute to stress for teachers at the School of Foreign Languages, Cyprus International University.
2. The coping strategies the teachers use to deal with these stressors.

Based on the data collected from the interview questions, this study has revealed that the most mentioned challenges and stressors by the teachers include:

1- **Student dynamics and demands:** This includes students' varying proficiency levels, the challenges of teaching in a multilingual classroom, students' lack of motivation, preparing for midterms, and handling unexpected student questions.

2- **Long working hours.**

3 - **Limited time of lessons and short breaks between classes.**

4- **Other frequently mentioned stressors,** such as early morning classes, the slowness of smart boards, and various observations.

The reason for this could be that the process of teaching and dealing with students and their different needs indeed causes stress in different ways. Each student brings their own set of skills, limitations, languages, cultural background, learning styles, and personalities to the classroom, which requires teachers to modify their teaching methods and approaches constantly.

This could be linked to existing research on teacher stress, such as the findings of Bottiani et al., (2019), which confirm that student disruptive behavior and high job demands are major stressors for urban middle school teachers. The stress associated with managing students of diverse competence levels is consistent with both findings, since both involve high job demands and require significant effort to maintain classroom control and encourage learning.

Additionally, this result is consistent with the work of Skaalvik (2017), who identified time constraint as a significant predictor of emotional fatigue in teachers, and low student motivation as a key stressor, particularly at higher-grade levels. The need for teachers to spend additional time and effort to teach lower-level students, while also managing various learning styles, can add to the time pressure they face, creating emotional fatigue. Furthermore, low learners' proficiency can be seen as a lack of student motivation, which increases teacher stress.

The highest level of stress reported by Tungdamnarnsawad (2019) was about the amount of workload appropriate for teaching, research, academic services, and cultural preservation, while the highest level of abilities in work performance of teachers was about facilitating student-centered learning. Vorlíček et al., (2022) found that the primary stressors perceived by teachers were problematic relationships with students and parents, student lack of motivation, student inappropriate behaviors, non-functioning policies, administrative overload, and underappreciation of education. Similarly, Axup & Gersch (2008) reported students' negative behavior as the most stressful for teachers.

Present study reveals long working hours as another frequently mentioned stressor by the teachers. Of course, long working hours, extended periods of sitting, paperwork, and managing work demands are major reasons for stress in any job. The research results were consistent with the study of Tungdamnarnsawad (2019), which asserts that long work hours outside the classroom, dealing with the students, and complying with university administration and standard criteria for education can create stress, mental, emotional, and physical anxiety. Research frequently indicates a substantial relationship between long working hours and stress (Sato et al., 2009; Despréaux et al., 2017; Goh et al., 2015; Tamunomiebi, 2021). Long working hours are linked to an increased risk of stroke, heart disease, and diabetes, highlighting the serious health consequences of this stress (Despréaux et al., 2017; Goh et al., 2015). Therefore, organizations must recognize and manage these stressors at work to limit their effect on employee performance and well-being. (Tamunomiebi, 2021). Additional stressors mentioned by the teachers included limited lesson time, short breaks between classes, the pressure of midterms, and some other frequently mentioned factors such as difficulties with grammar lessons, the slowness of smart boards, and early morning classes.

To summarize, teacher stress caused by student dynamics and demands, particularly varied competency levels and learning styles, as well as the long working hours, is a serious concern. This is supported by broader studies that show comparable stresses in many educational environments, indicating an ongoing issue in the teaching profession. These stressors represent the wide range of factors that contribute to the total stress experienced by teachers in the School of Foreign Languages at Cyprus International University.

To address how teachers at the School of Foreign Languages at Cyprus International University deal with stressors, the teachers reported using a variety of effective coping strategies, including:

1. Organizing and Planning

Teachers reported that creating lesson plans, timetables, and to-do lists helped them feel more in control of their workload and reduced feelings of overwhelm. Creating plans to manage stress levels and complete tasks is the most frequently used method by teachers at the School of Foreign Languages to reduce stress. This is supported by Austin et al. (2005) and Kepalaite (2013), who found that planful problem-solving was one of the most commonly used coping strategies by teachers in their studies. Moreover, planful problem-solving is a coping technique frequently integrated into learning.

2. Socializing with Colleagues

Social support from colleagues gives emotional recognition, problem-solving ideas, and a sense of belonging. The interviewed teachers said that talking with colleagues helps them reduce stress by sharing experiences and receiving emotional support. This strategy provides an opportunity to share experiences, seek advice, and simply relax away from the stresses of teaching, as highlighted in Jain (2021). Subair et al. (2021) also found that teachers found talking with colleagues helped them manage stress. They further explain that having a nice, approachable, trustworthy, cooperative, and warm social network can help reduce stress. Overall, social support from colleagues has an important role in preserving CIU SFL teachers from the challenges of their jobs.

3. Intrinsic Motivation and Positive Relationships with Students

Finding motivation in student progress and building friendly relationships with students emerged as interrelated coping mechanisms. CIU SFL teachers emphasized that these interactions foster a positive atmosphere for learning while reducing stress for both teachers and students. This aligns with Li et al. (2022), who assert that positive teacher-student relationships lead to higher-quality teaching. Moreover, positive teacher-student interactions facilitate increased monitoring, scaffolding, and constructive feedback for students (Reddy & Dudek, 2014; van de Pol et al., 2010).

4. Mindfulness and Work-Life Balance:

The study at CIU SFL identified two strategies that highlight the importance of mindfulness and work-life balance for teachers' well-being:

- **Taking Short Breaks and Deep Breaths:** This technique shows the use of mindfulness practices in the moment. Deep breathing exercises can help teachers manage stress by increasing relaxation and emotional control. These short breaks provide mental relief from current stresses, allowing teachers to regain their focus and may prevent burnout.

- **Engaging in Leisure Activities:** The study also found that some teachers value work-life balance as a coping mechanism. Two teachers described doing leisure activities outside of work, such as playing games on their phones or laptops, to relieve stress and remove themselves from work. This is consistent with Clipa's (2017) findings that positive strategies for coping, such as engaging in fun activities, are the most frequently used. These activities provide a mental break and a way of relaxation that can be refreshing and contribute to a happy mood.

The variety of coping strategies given by these teachers highlights the importance of focusing on stress management techniques to each individual's demands and preferences. By applying strategies, teachers can create a more balanced and happy work environment.

CONCLUSION

This study investigated the factors that contribute to teacher stress and discussed some of the coping strategies that used by teachers at the School of Foreign Languages, Cyprus International University. The study showed that teachers deal with major stressors such as managing students with different learning styles and competency levels, long working hours, and limited time between classes. To manage this stress, teachers utilized some strategies like organization and planning, social support from colleagues, developing positive relationships with students, and focusing on mindfulness and work-life balance. These findings highlight the importance of increasing teachers' well-being in order to create a good positive learning environment for students. Furthermore, these strategies not only decrease stress, but they also increase job satisfaction and productivity. Future research could investigate the long-term consequences of such strategies and other elements that add to teacher stress in a variety of educational settings.

REFERENCES

- Admiraal, W. F., Korthagen, F. A., & Wubbels, T. (2000). Effects of student teachers' coping behaviour. *British Journal of Educational Psychology*, 70(1), 33-52.
- Ahmad, J. (2017). Occupational stress among school Teachers: a review. *Int J Innov Res Adv Stud*, 4(8), 347-349.
- Alhija, F. N. A. (2015). Teacher stress and coping: The role of personal and job characteristics. *Procedia-Social and Behavioral Sciences*, 185, 374-380.
- Aloe, A. M., Amo, L. C., & Shanahan, M. E. (2014). Classroom management self-efficacy and burnout: A multivariate meta-analysis. *Educational psychology review*, 26, 101-126. <http://dx.doi.org/10.1007/s10648-013-9244-0>.
- Austin, V., Shah, S., & Muncer, S. (2005). Teacher stress and coping strategies used to reduce stress. *Occupational therapy international*, 12(2), 63-80.
- Axup, T., & Gersch, I. (2008). Challenging behaviour: the impact of challenging student behaviour upon teachers' lives in a secondary school: teachers' perceptions. *British Journal of Special Education*, 35(3), 144-151.
- Backer, J. H. (2000). *Coping with stress: Programs of nursing research*. In Rice, V.H. (ed), *Handbook of stress, coping, and health: Implication for nursing research, theory and practice*. London: Sage Publications.
- Betoret, F. D. (2009). Self-efficacy, school resources, job stressors and burnout among Spanish primary and secondary school teachers: a structural equation approach. *Educational Psychology*, 29(1), 45-68.
- Bottiani, J., Duran, C., Pas, E., & Bradshaw, C. (2019). Teacher stress and burnout in urban middle schools: Associations with job demands, resources, and effective classroom practices.. *Journal of school psychology*, 77, 36-51 . <https://doi.org/10.1016/j.jsp.2019.10.002>.
- Braun, V., & Clarke, V. (2006). Using thematic analysis in psychology. *Qualitative research in psychology*, 3(2), 77-101.
- Brown, G. W., & Harris, T. (2012). *Social origins of depression: A study of psychiatric disorder in women*. Routledge.
- CLIPA, O. (2017). Teacher Stress and Coping Strategies. *LUMEN Proceedings*, 2, 120-128. <https://doi.org/10.18662/lumproc.icsed2017.14>
- Despréaux, T., Saint-Lary, O., Danzin, F., & Descatha, A. (2017). Stress at work. *British Medical Journal*, 357.
- Dhaneesh, R., & Iswarya, V. S. (2023). Stress management intervention program for teaching staff at private engineering colleges in Tamil Nadu to improve their job performance and well-being. *Rajagiri Management Journal*, 17(3), 278-297.
- Dotimas, J. V. G. (2022). Level of Work-Related Stress and Coping Mechanism of Special Education Teachers. *AIDE Interdisciplinary Research Journal*, 3, 180-194.
- Epel, E. S., Crosswell, A. D., Mayer, S. E., Prather, A. A., Slavich, G. M., Puterman, E., & Mendes, W. B. (2018). More than a feeling: A unified view of stress measurement for population science. *Frontiers in neuroendocrinology*, 49, 146-169.
- Goh, J., Pfeffer, J., & Zenios, S.A. (2015). Workplace stressors & health outcomes: Health policy for the workplace. *Behavioral Science & Policy*, 1, 43 - 52.
- Jain, S. (2021). A study of work stress and coping among primary school teachers in New Zealand. *New Zealand Journal of Teachers' Work*, 18(1), 18-35.
- Kaiser, G., & Presmeg, N. (2019). *Compendium for early career researchers in mathematics education* (p. 532). Springer Nature.

- Kepalaité, A. (2013). Peculiarities of Teachers' Coping Strategies. *Social welfare : interdisciplinary approach*.
- Knapp, S., & Sweeny, K. (2022). Stress and coping with stress. *Stress and Coping with Stress*.
- Kyriacou, C. (2001). Teacher stress: Directions for future research. *Educational review*, 53(1), 27-35.
- Lazarus, R. S. (2000). How emotions influence performance in competitive sports. *The sport psychologist*, 14(3), 229-252.
- Li, X., Bergin, C., & Olsen, A. A. (2022). Positive teacher-student relationships may lead to better teaching. *Learning and Instruction*, 80, 101581.
- Maphalala, M. C. (2014). The manifestation of occupational stress in the teaching profession: The unheeded voices of teachers. *Mediterranean Journal of Social Sciences*, 5(1), 77.
- Minz, N. S., & Panda, B. N. (2023). Coping strategies adopted by the secondary student teachers to overcome stress. *International Journal for Multidisciplinary Research (IJFMR)*, E-ISSN: 2582-2160.
- Nomtshongwana, T., & Buka, A. M. (2023). Teachers' Experiences on Stress during COVID-19: A South African Case Study. *EHASS doi: <https://doi.org/10.38159/ehass>*, 2022411(3).
- Poudel, A., & Wagle, S. (2022). Occupational Stress and Its Coping Strategies among School Teachers of Pokhara Metropolitan. *Journal of Health and Allied Sciences*, 12(1), 29-33.
- Poudel, A., & Wagle, S. (2022). Occupational Stress and Its Coping Strategies among School Teachers of Pokhara Metropolitan. *Journal of Health and Allied Sciences*, 12(1), 29-33.
- Prilleltensky, I., Neff, M., & Bessell, A. (2016). Teacher Stress: What It Is, Why It's Important, How It Can be Alleviated. *Theory Into Practice*, 55, 104 - 111. <https://doi.org/10.1080/00405841.2016.1148986>.
- Reddy, L. A., & Dudek, C. M. (2014). Teacher Progress Monitoring of Instructional and Behavioral Management Practices: An Evidence-Based Approach to Improving Classroom Practices. *International Journal of School & Educational Psychology*, 2(2), 71–84. <https://doi.org/10.1080/21683603.2013.876951>
- Sato, Y., Miyake, H., & Thériault, G. (2009). Overtime work and stress response in a group of Japanese workers. *Occupational medicine*, 59 1, 14-9 .
- Skaalvik, E., & Skaalvik, S. (2017). Dimensions of teacher burnout: relations with potential stressors at school. *Social Psychology of Education*, 20, 775-790. <https://doi.org/10.1007/S11218-017-9391-0>.
- Subair, S. T., Oluwaseun, A. O., & Aliyu, M. O. (2021). Job stress and teachers' coping strategies in Nigerian schools. *American Journal of Social Sciences and Humanities*, 6(1), 1-13.
- Tamunomiebi, Miebaka Dagogo, and Akpobolokami Andy Mezeh. 2021. "Workplace Stressors and Employee Performance: A Conceptual Review". *Asian Journal of Economics, Business and Accounting* 21 (4):57-66. <https://doi.org/10.9734/ajeaba/2021/v21i430371>.
- Troman, G. (2000). Teacher stress in the low-trust society. *British journal of sociology of education*, 21(3), 331-353.
- Tungdamnarnsawad, S. (2019). The Stress in Work Performance of Teachers Who are Responsible for Programs Complying with Standard Criteria for Higher Education. *Journal of Community Development Research (Humanities and Social Sciences)*, 12(4), 37-56.
- Van de Pol, J., Volman, M., & Beishuizen, J. (2010). Scaffolding in teacher-student interaction: A decade of research. *Educational Psychology Review*, 22(3), 271–296.
- Vorlíček, R., Kollerova, L., Janošová, P., & Jungwirthova, R. (2022). Stressors at school from the teachers' perspective and their associations with individual characteristics and burnout. *Československá psychologie*, 66(1), 1-16.
- World Health Organization. (2023). *Stress*. World Health Organization. Retrieved May 1, 2024, from <https://www.who.int/news-room/questions-and-answers/item/stress>

UYUM SINIFLARININ HEDEFİNE ULAŞMA DURUMUNUN İNCELENMESİ

Nermin KARABACAK

Recep Tayyip Erdoğan Üniversitesi, Eğitim Fakültesi, Türkiye
nermin.karabacak@erdogan.edu.tr

ÖZET

Milli Eğitim Bakanlığı tarafından 2019-2020 eğitim yılında Türkçe bilmeyen ya da Türkçe dil beceri düzeylerini geliştirmeye ihtiyacı olan yabancı uyruklu tüm öğrencilere eğitim fırsatı sunmak, eğitim sonunda bu öğrencileri yaşlarına uygun sınıf seviyelerindeki akademik eğitime hazır hale getirmek amacıyla uyum sınıfı uygulamasını başlatmıştır. Her sınıf seviyesinden en az 10, en çok 30 öğrencinin olması sınıfın açılmasının zorunlu koşuludur. İlgili okulda yeterli sayıda öğrenci bulunamazsa öğrenciler başka bir okula uyum sınıfı için yönlendirilebilir veya ilkök, ortaokul ve ortaöğretimde ayrı ayrı olmak üzere birleştirilmiş sınıflarda eğitim görebilirler. Öğrenciler bu sınıfta en fazla iki dönem bulunabilirler. Uyum sınıflarındaki birinci dönemde başarılı olan öğrenciler yaşlarına uygun sınıf seviyelerine yerleştirilir. Bir dönem içerisinde başarılı olmamaları durumunda ikinci dönemi de uyum sınıflarında geçirerek dönem sonunda ikinci kez girdikleri TYS'den 60 ve üzeri puan alan öğrenciler yaşlarına uygun sınıf seviyelerine yerleştirilirler. Sosyal politika alanı içinde Uyum Sınıfı Programı'nın göçmen çocukların okullaşmaları üzerindeki etkisini anlamaya yönelik bir çalışma ile karşılaşılmıştır. Okul terk, yoksul çocukların okullaşması, göç, göçmen çocuklar ve eğitim güncel sosyal politika konuları olmasına rağmen alanyazında bu konu kapsamında sınırlılıklar bulunmaktadır. Bu kapsamda Uyum Sınıfı Programı'ndan yararlanan göçmen çocukların okullaşmaları üzerindeki etkisinin ve uyum sınıflarının amacına ulaşma durumunun ortaya konulması amaçlanmıştır. Araştırma nitel araştırma desenlerinden doküman incelemesiyle gerçekleştirilmiştir. Verilerin toplanmasında küresel bağlamda ve Türkiye'de göçmen öğrencilerin okullaşmasını desteklemek amacıyla Uyum Sınıfı Programlarının uygulanışı, gelişimi, sonuçları ve sürdürülebilirliği incelenmiştir. Kapsamlı bir alanyazın taraması yapılarak konuyla ilgili kitaplar, yüksek lisans ve doktora tezleri, makaleler, araştırmalar ve ilgili kurum ve kuruluşlara ait yayımlanan alanla ilgili raporlar incelenmiştir. Araştırmada Uyum Sınıfı Programı'yla ilgili tüm yayınlar toplanmıştır. Daha sonra da Türkiye'de Uyum Sınıfı Programı'yla ilgili yapılan tüm yayınlar incelenmiştir. Bu araştırma kapsamında incelenen konuyla ilgili tüm yayınlar, derinlemesine inceleme sonucu araştırma sorusu kapsamında değerlendirilmiştir. Elde edilen tespit bağlamında Türkiye'de Uyum Sınıfı Programı'ndan faydalanan göçmen çocukların okullaşmaları ve okullaşmalarının sürekliliğini sağlamada Uyum Sınıfı Programı'nın amacına ulaşamadığı, ulaşamaması nedeniyle Program'ın iyileştirilmesi yönünde yerli öğrencilerle göçmen çocukların karma sınıflarda eğitim ve dil beceri düzeylerinin yükseltilerek okullaşmalarının sürekliliğini sağlamaya yönelik öneriler geliştirmiştir.

Anahtar Sözcükler: Göçmen çocuklar, yabancı uyruklu öğrenci, uyum sınıfı, ikinci dil öğrenimi, sosyal uyum, okullaşma

GİRİŞ

Türkiye'de yapılan kapsamlı çalışmalara rağmen Suriyeli öğrencilerin okula uyumları ve akademik gelişimleri istenen düzeye ulaşamamıştır. Sorunun temeli, alanyazındaki araştırmaların ortaya koyduğu sonuçlar bağlamında dil problemidir. Bu soruna ek bir çözüm olarak Millî Eğitim Bakanlığı yeni bir yöntem olan uyum sınıfı programını başlatmıştır. Uyum sınıfları uygulamasının amacı, Türkçe bilmeyen ya da Türkçe dil beceri düzeylerini geliştirmeye ihtiyacı olan yabancı uyruklu tüm öğrencilere eğitim fırsatı sunmak, eğitim sonunda bu öğrencileri yaşlarına uygun sınıf seviyelerindeki akademik eğitime hazır hale getirmektir (PİKTES, 2020). Bu kapsamda Millî Eğitim Bakanlığı 2019-2020 eğitim döneminde Türkçe dil becerileri bakımından yetersiz olan Suriyeli öğrencileri Türkçe Yeterlik Sınavı (TYS) ile tespit edip uyum sınıfları programına yerleştirmiştir. 2019-2020 eğitim yılının başında Millî Eğitim Bakanlığı bünyesinde yer alan okullardaki yabancı uyruklu öğrencilerin topluma ve eğitim sistemine uyumunun artırılmasıyla ilgili "Yabancı Öğrenciler Uyum Sınıfları" konulu bir genelge hazırlanmıştır. Bu genelgeyle [Millî Eğitim Bakanlığı (MEB), 2019] yabancı uyruklu öğrencilerin Türkçe dil engeli nedeniyle eğitim sistemine uyumları konusunda zorluklar yaşandığı belirtilerek, bu öğrencilerin Türk eğitim sistemine uyumlarının artırılması amacıyla "Uyum Sınıfları" uygulamasını resmen başlatmıştır. Her sınıf seviyesinden en az 10, en çok 30 öğrencinin olması sınıfın açılmasının zorunlu koşuludur. İlgili okulda yeterli sayıda öğrenci bulunamazsa öğrenciler başka bir okula uyum sınıfı için yönlendirilebilir veya ilkök, ortaokul ve ortaöğretimde ayrı ayrı olmak üzere birleştirilmiş sınıflarda eğitim görebilirler. Öğrenciler bu sınıfta en fazla iki dönem bulunabilirler. Uyum sınıflarındaki birinci dönemde başarılı olan öğrenciler yaşlarına uygun sınıf seviyelerine yerleştirilir. Bir dönem içerisinde başarılı olmamaları durumunda ikinci dönemi de uyum sınıflarında geçirerek dönem sonunda ikinci kez girdikleri TYS'den 60 ve üzeri puan alan öğrenciler yaşlarına uygun sınıf seviyelerine yerleştirilirler. Uyum Sınıfları Genelgesi'nde, Suriyeli öğrencilerin haftalık 24 saat Türkçe dersi olmak üzere, 30 saatlik eğitim görmeleri gerektiği belirtilmiştir.

Uyum sınıfları ilkökul, ortaokul ve lise seviyelerinde açılmış, daha sonra sadece ilkökul seviyesi 3. sınıflarda uygulamaya devam edilmiştir (MEB, 2019). Uyum sınıflarına 3-12. sınıflara devam eden öğrenciler kabul edilmektedir. Geçici eğitim merkezlerinde veya Suriyeli Çocukların Türk Eğitim Sistemine Entegrasyonunun Desteklenmesi Projesi (PIKTES) kapsamında Türkçe öğrenen yabancı öğrencilere Türkçe Yeterlik Sınavı (TYS) uygulanmıştır. 2020 yılında MEB tarafından yayımlanan yeni bir genelge ile uyum sınıflarının yabancı uyruklu öğrencilerin yoğun olduğu illerde açılacağı, ilkökullara sadece 3. sınıflardan öğrenci alınacağı ve öğrenci seçiminin YYS yerine okul içerisinde komisyon kararına göre alınacağı belirtilmiştir. Genelge ile PIKTES kapsamında görev yapan Türkçe ve Arapça öğretmenleri ile Rehber Danışmanlar yabancı öğrenci uyum sınıfları açılan okullarda görevlendirilmiştir.

Alanyazında yapılan araştırmalarda göçmen öğrencilerin uyum sınıflarına geldiklerinde matematik, hayat bilgisi vb. derslerden geri kaldıkları ve bu dersleri öğrenemedikleri için kendi sınıflarına geri döndüklerinde akademik başarısızlık yaşadıklarını ve kaygılandıkları belirlenmiştir. Yalçın (2017) tarafından yapılan araştırmada, uyum sınıfları uygulamasından önce var olan Geçici Eğitim Merkezlerinin kapatıldıktan sonra Suriyeli öğrencilerin kamu okullarında yaş seviyelerine uygun olarak sınıflara yerleştirildiği sistemin yapısal olarak mülteci öğrencilerin dersleri anlamaması gibi problemlere yol açtığı, öğrencilerin Türkçe bilmemesinden kaynaklı ayrımcılık sorunlarının oluştuğu tespit edilmiştir.

Genelgeye (2019) göre, birinci dönemde başarılı olanların mevcut sınıflarına aktarılması bir dönem boyunca Türkçe dışında Matematik, Fizik, Kimya, Biyoloji, Türk Dili ve Edebiyatı, Tarih, Coğrafya, Felsefe gibi branş derslerini almayan öğrencilerin bu dersleri bir dönem boyunca alan öğrencilerle aynı sınıfa alınmaları hem Türk öğrenciler hem de yabancı uyruklu öğrenciler açısından doğru bir uygulama olmadığı ve uyum sınıflarının olumlu ve olumsuz etkileri alanyazındaki araştırmalarla tespit edilmiştir. Bu araştırmalarda uyum sınıflarının yabancı uyruklu öğrenciler üzerindeki olumsuz etkileri derslerden geri kalma, kendi sınıfından uzak kaldığı için geri döndüğünde uyum sağlayamama ve akranlarından Türkçe öğrenemiyor olmaları sonucuna ulaşılmıştır.

Bu araştırmada alanyazında yapılan araştırmalar bağlamında 2020 yılından itibaren Türkiye’de göçmen öğrenciler için planlanan uyum sınıflarının amacına ulaşması durumunun incelenmesi amaçlanmıştır.

YÖNTEM

Araştırma, nitel araştırma deseninde tasarlanmış olup betimsel bir nitelik taşımaktadır. Araştırma nitel araştırma desenlerinden doküman incelemesiyle gerçekleştirilmiştir. Bu araştırmada, Türkiye’de Şartlı Eğitim Yardımı Programı’ndan faydalanan çocukların okullaşmaları üzerindeki etkisinin ortaya konulması amaçlandığından (betimsel içerik analizi yöntemi) bu amaca en uygun yöntemlerden biri olan doküman incelemesi kullanılmıştır. Araştırma, çalışma konusuyla ilgili içeriğin incelenmesine, çözümlenmesine ve yorumlanmasına dayanmaktadır.

Veri Toplama Süreci ve Analizi

Araştırmada, verilerin toplanmasında küresel bağlamda ve Türkiye’de Uyum Sınıfı Programı’ndan yararlanan göçmen çocukların okullaşmaları üzerindeki etkisinin ve uyum sınıflarının amacına ulaşma durumunun incelenmesine yönelik kapsamlı bir alanyazın taraması yapılmıştır. Araştırma konusuyla ilgili kitaplar, yüksek lisans ve doktora tezleri, makaleler, araştırmalar ve ilgili kurum ve kuruluşlara ait yayımlanan alanla ilgili raporlar taranarak doküman incelemesi tekniğiyle incelenmiştir. İngilizce dilinde ve Türkiye’de eğitim bilimleri alanındaki araştırmaları yayımlayan ve uluslararası indekslerde (ERIC, Web of Science, Scopus, SSCI), YÖK Tez tarama ve ulusal alanda TR Ulakbim dizininde taranan dergilerin veritabanında sistematik bir araştırma yapılmıştır. Google Scholar ve ScienceOpen veri tabanları aracılığıyla literatür taraması yapılmıştır. Araştırmada göçmen çocukların eğitime entegrasyonlarında uygulanan uyum sınıfları ya da benzer programlarla ilgili tüm yayınlar toplanmış ve incelenmiştir. Bu araştırma kapsamında incelenen konuyla ilgili tüm yayınlar derinlemesine inceleme sonucu araştırma sorusu kapsamında değerlendirilmiştir.

BULGULAR

Yapılan betimsel içerik analizi sonucu uyum sınıflarının amacına ulaşması durumları başlıklar halinde aşağıda verilmiştir.

1) Türkçe Yeterlik Sınavının (TYS) Yetersizliği ve Dil Becerisi Kazanımı

Bulut, Kanat-Soysal ve Gülçiçek (2018) tarafından yapılan araştırmada, öğrencilerle iletişim kurulamamasının ve temel komutları bile anlamamanın temel nedeni olarak öğrencilerin dil becerisi kazanmadan okula gelmeleri olarak belirtmiştir. Kandemir ve Aydın (2020) tarafından yapılan araştırmada, uyum sınıfına öğrenci alınmada çok büyük bir kısmı yazılı olan YYS sınavına ek olarak sözlü sınavın da uygulanması gerektiğini öğrenciler tarafından belirtilirken öğrencilerin sınıflara dağıtılmadan önce dil eğitimi almaları gerektiği sonucuna ulaşmıştır. Dil engeli, öğrencilerin izole edilmelerine ve yalnızlık hissi yaşamalarına neden olurken ve daha ciddi sorunların meydana gelmesine neden olabilir.

Uyum sınıflarındaki öğrencilerin dil becerilerinin ölçülmesi amacıyla yazılı olarak uygulanan YYS, öğrencilerin okuduğunu anlama becerilerini ölçmeye yöneliktir. Alan yazında yapılan araştırmalar tarafından, YYS sınavının

öğrencilerin okuma ve anlama becerilerini ölçerken, dinleme ve konuşma becerilerini ölçmediği, okuma, dinleme, konuşma ve yazma becerilerinin tamamını ölçmekten uzak olduğu tespit edilmiştir. Bozan ve Çelik (2021) tarafından yapılan araştırmada, sadece çoktan seçmeli sorulardan oluşan TYS sınavının konuşma, dinleme, okuma ve yazma becerilerini ölçmemesi nedeniyle Türkçeyi iyi düzeyde konuşabilen fakat yazma ve okumayı bilmeyen bir öğrenci ile yazma ve okuma becerilerine sahip olmayan öğrencilerin aynı sınıfta yer almasının sorunlara yol açabileceği tespit edilmiştir. Biçer ve Kılıç (2017), Kanat (2022) ve İltar ve Dündar (2018) tarafından yapılan araştırmalarda, uyum sınıflarında eğitim gören öğrencilerin başta dinleme olmak üzere yazma ve konuşma becerilerinde zorlandıkları; okuma becerisinde ise zorlanmadıkları sonucuna ulaşılmıştır. Açık (2008), Alan (2019), Biçer, Çoban ve Bakır'ın (2014) ve Kanat (2022) tarafından yapılan araştırmalarda, uyum sınıflarındaki öğrencilerin temel dil becerileri olan sırasıyla yazma, konuşma, anlama ve okuma becerilerinde sorunlar yaşadıkları tespit etmiştir. Fidan (2016) ve Emiroğlu (2014) tarafından yapılan araştırmalarda, uyum sınıflarındaki öğrencilerin yazma ve konuşma becerileri, cümle kurma, ek ve tamlamamalar, eş seslilik, fiilimsiler, edatlar, deyimler, şahıs ekleri, iyelik ekleri, ünlü türemesi, bağlaçlar, ek eylem gibi konularda zorlandıkları tespit edilmiştir. Kanat (2022) tarafından yapılan araştırmada, öğretmenler tarafından uyum sınıflarındaki öğrencilerin en çok konuşma becerisi olmak üzere tüm beceri alanlarının geliştirilmesi için çalışmalar yaptığı tespit edilmiştir.

2) Türkçe Öğretiminde Ders Materyallerinin Yetersizliği

Kanat (2022) tarafından yapılan araştırmada, kullanılan ders kitaplarının öğrenci seviyesinin altında kaldığı ve görsel, işitsel materyallerin bulunmadığı tespit edilmiştir. Uyum sınıflarında kullanılan kitabın ön kapağında 6-12 yaş aralığı için hazırlandığı belirtilmesine karşın uyum sınıfları öğretmenleri tarafından 6-12 yaş aralığı için hazırlanan kitapların amaca hizmet etmediği tespit edilirken bu sınıflarda yeterli görsel, işitsel kaynak kullanılmadığı sonucuna ulaşılmıştır. Biçer ve Kılıç (2017) ve İltar ve Dündar (2018) tarafından yapılan araştırmalarda, Suriyeli öğrencilere Türkçe öğreten öğretmenlerin kullandıkları Türkçe ders kitaplarının içeriğinin çeşitli açılardan yetersiz buldukları ortaya konulmuştur.

3) Farklı Uyruklardan Öğrencilerin Aynı Sınıf İçinde Olması

Uyum sınıflarında göçmen öğrencilerin Türk öğrencilerden ayrı sınıflarda ve öğrenilen dili kullanabilecek eğitim ortamlarının oluşturulmamasından dolayı sorunlar yaşadıkları görülmektedir. Uyum sınıflarındaki öğrencilerin tümünün yabancı uyruklu olması (göçmen), Türkçe konusunda yetersiz olmaları ve branş dersleri yerine uyum sınıflarında sadece Türkçe öğretilmesi bir avantaj olarak düşünülebilirken öğrencilerin kendi aralarında ana dillerini konuşmalarının dezavantaj olduğu söylenebilir.

Kanat (2022) tarafından yapılan araştırmada, Yabancı uyruklu öğrencilerin sınıf içinde ana dilleri Arapçayı sık kullanmaları, hedef dili kullanan Türk öğrencilerden ayrı sınıflarda bulunmaları ulaşılan olumsuz sonuçlar olmuştur. Bu araştırmada, uyum sınıflarında öğrenim gören yabancı uyruklu öğrencilerin daha çok "Türkiye'de yaşamak ve eğitim almak" için Türkçe öğrendikleri tespit edilmiştir. Bozan ve Çelik (2021) tarafından yapılan araştırmalarda, uyum sınıfları uygulamasının göçmen öğrencileri psikososyal açıdan izole ederek, akademik olarak başarısızlığın etiketlenmesi, kapsayıcı okul ortamını çarpıtma ve dil becerilerini geliştirmesinin sınırlandırıldığı ve yetersiz olduğu ifade edilmiştir.

Alver (2019), Külekçi-Akyavuz, Gezeroğlu ve Toma (2020) ve Kanat (2022) tarafından yapılan araştırmalarda, uyum sınıflarında eğitim-öğretim etkinlikleri bağlamında karşılaşılan en önemli sorunların Türkçe öğrenmeye karşı ilgisizlik, olumsuz tutum ile Türkçe yerine ana dilleri olan Arapçayı kullanmaları tespit edilmiştir. Bu durumun uyum sınıflarında göçmen öğrencilerde, Türkçe dil becerisi kazanımının yeterli düzeye gelmemesinde etken olduğu söylenebilir. Kanat (2022) tarafından yapılan araştırmada, "Türkçe bilen veya öğrenen çocuk Türkçe konuşmamak için çabıyor, Arapça konuşmak için ısrar ediyorlar" ifadesiyle öğrencilerin kendi ana dillerini konuşmak istedikleri tespit edilmiştir.

Kapat ve Şahin (2021) tarafından yapılan araştırmada, uyum sınıflarına devam eden öğrencilerin, uyum sınıflarında daha rahat bir ortam yakaladıkları ancak Türkçe dil becerisi kazanma ve akran öğretiminde sorun yaşadıkları; sınıf mevcutları ve öğrenciler arasındaki seviye farklılıkları olumsuzlukları sonucuna ulaşılmıştır. Kanat (2022) araştırmasında, öğrencilerin çoğunluğu tarafından uyum sınıflarında ele alınan konuların basit bulunduğu ortaya konulmuş olup uyum sınıflarındaki öğrencilerin kaygı yönünden, normal sınıflara göre kendilerini daha rahat hissettikleri sonucuna ulaşılmıştır. Bu araştırmada uyum sınıflarında verilen Türkçe öğretimi öğrencilerin çoğunluğu tarafından yetersiz bulunmaktadır. Buna karşın uyum sınıflarında görev yapan öğretmenler tarafından, verilen eğitimin genel anlamda yeterli olduğu sonucuna ulaşılmıştır. Bu durum uyum sınıflarında verilen Türkçe öğretimi ile ilgili öğretmen ve öğrencilerde farklı görüşler bulunduğunu göstermektedir. Biçer (2017) ve Kanat (2022) tarafından yapılan araştırmalarda, uyum sınıflarındaki öğrencilerin Türkçe konuşma ihtiyacı hissetmedikleri için ana dillerinde konuşma eğiliminde oldukları, mecbur kalmadıkça Türkçe konuşmadıkları, ders içerisinde bile Arapçayı kullandıkları belirlenmiştir.

4) Yabancı Uyruklu Öğrencilerin Uyum Sorunları Sergilemesi

Uyum sınıfları uygulamasını desteklemeyen araştırmaların sonuçları göçmen öğrencilerin aynı ortamda sınıfta bulunmaları nedeniyle Türk akranlarıyla iletişim kuramamalarının daha fazla ayrışmalara yol açtığı belirtilmiştir. Uyum sınıflarında iki eğitim döneminde Türkçe temel dil becerilerini kazanamayan öğrencinin dil gelişimi uyum sorunları sergileme davranışları göstermesini tetikleyebilir. Uyum sınıfları oluşturulmasının ana amacının akran kaynaşmasını sağlama olurken, göçmen öğrencilerin bu sınıflarda temel dil becerileri eksikliğinden dolayı uyum sorunları sergiledikleri alanyazındaki araştırmalar tarafından ortaya konulmuştur. İcel, Ocak ve Akkaş-Baysal (2024) tarafından yapılan araştırmada, uyum sınıflarında öğrenciler arasında saldırganlık, yalan söyleme, şiddet, uyruklarına göre gruplaşma eğiliminin olduğunu, okula uyum sorunlarının yaşandığı ve ailelerin işbirliğinden kaçındıklarını belirtmiştir. Bozan ve Çelik (2021) tarafından yapılan araştırmada, göçmen öğrencilerin uyum sınıflarında aynı ortamda bulunmasından dolayı disiplin sorunlarını arttığı ve kendi aralarında ve Türk öğrencilerle kavga ettikleri tespit edilmiştir.

5) Uyum Sınıfı Öğreticilerinin Yeterlilikleri

Kapat ve Şahin (2021) tarafından yapılan araştırmada, Türkçe öğreticilerinin uyum sınıfı uygulaması ile kendilerini daha rahat hissettikleri sonucuna ulaşılmıştır. Türkçe öğreticilerinin genel olarak uyum sınıfı uygulamasından memnun oldukları sonucuna ulaşılmıştır. Çalışır (2021) tarafından yapılan araştırmada, öğretmenlerinin statü farklılığından olumsuz etkilendikleri ve yabancı uyruklu öğrencilerin Türkçe dil eğitimi alarak okula başlaması, daha kaliteli materyaller hazırlanması gerektiği, uyum sınıflarının seviye grupları haline getirilmesi, veli desteği sonuçlarına ulaşılmıştır. Uyum sınıfı öğretmenlerinin, uyum sınıflarının iş yükünün yüksek olmasından dolayı yaptıkları işi yıpratıcı buldukları ve bu yüzden stres, mutsuz hissetme gibi etkiler yarattığı sonucuna ulaşılmıştır. Uyum sınıfı öğretmenlerinin, statü farklılığı nedeniyle olumsuz durumlar yaşadıkları ve diğer meslektaşlarının olumsuz tutumlarına maruz kaldıkları sonucu ortaya çıkarılmıştır. Kanat (2022) tarafından yapılan araştırmada, öğretmenlerin yabancı uyruklu öğrencilere eğitim vermede, kültürel farklılıkları gidermede ve yabancı ailelerle işbirliği kurmada mesleki gelişime ihtiyaçlarının olduğu görülmüştür.

SONUÇ

Yabancı uyruklu öğrencilere uyum sınıflarında başka dersler yerine sadece Türkçe öğretilmesi ile bu sınıflarda öğretmenlerin daha yavaş anlatmaları ya da konuşmaları uyum sınıflarının en önemli avantajlarıdır. Öğrencilerin kendi aralarında ana dilleri olan Arapça konuşmaları ile uyum sınıflarında çevrelerinde Türk öğrenci bulunmaması ise uyum sınıflarının dezavantajlarıdır. Uyum sınıflarında yabancı uyruklu öğrencilerin ana dilleri olan Arapça dilini sık sık kullanmaları, hedef dili kullanan Türk öğrencilerden ayrı sınıflarda eğitim-öğretim faaliyetlerine katılmaları, kullanılan kaynak kitapların öğrenci seviyesine uygun olmayan basitlikte olması olumsuz durumlar olarak değerlendirilmektedir. Bunların dışında uyum sınıflarında eğitim almakta olan öğrencilerin uyum sınıflarında başarılı oldukları takdirde normal sınıflarına devam etmeleri planlanmıştır. Yalnız uyum sınıflarında Matematik, Fizik, Kimya, Biyoloji, Türk Dili ve Edebiyatı, Tarih, Coğrafya, Felsefe gibi branş derslerine yer verilmemektedir. Yabancı uyruklu öğrencilerin bu dersleri bir dönem boyunca almış bulunan öğrencilerle aynı sınıfa alınmaları hem Türk öğrenciler hem de yabancı uyruklu öğrenciler açısından olumsuzluklara sebep olması muhtemeldir.

MEB, Türkiye’de göçmen öğrencilerin Türk eğitim sistemine uyumunu kolaylaştırmak için 2019 yılında kamu okullarındaki uyum sınıfı uygulaması başlatılmış fakat süreçte sorunu derinleştiren farklı boyutlar ortaya çıkmıştır. Ara sınıflarda eğitim sistemine dâhil olan yabancı uyruklu öğrenciler için faydalı bir uygulama olarak değerlendirilen uyum sınıfları, okula Türkiye’de başlayıp 1 ve 2. sınıfı Türk eğitim sisteminin içerisinde okuyan öğrenciler açısından dezavantaj olarak ortaya çıktığı söylenebilir. Bunun nedeni iki yıl boyunca okula devam eden Suriyeli öğrencilerin okuduklarını anlamlandırmadan okuma yazma öğrenmeleri, ailelerin Türkçe konusunda destek olmamaları ya da olamamaları, kalabalık sınıflarda Türkçeyi fazla kullanmamaları gibi nedenlerle üçüncü sınıftan başlayan uyum sınıfları uygulaması başarılı olmamıştır. Bu uygulama, iki yıl boyunca okula devam eden, Türkçe okuyabilen ancak okuduğunu anlamayan ve içerisinde yaşadığı toplumun dili olan Türkçe ile kendini ifade edemeyen öğrenciler ortaya çıkarmıştır. Bu durum, Suriyeli öğrencilerin ana dilleri ile kendilerini daha rahat ifade ettikleri arkadaşlarıyla iletişim kurmayı kolaylaştırmıştır. Yabancı uyruklu öğrencilerin yoğun olarak bulunduğu okullarda, bazı sınıf mevcutlarının yarısını oluşturan öğrenciler, Türkçe anlama, yazma ve ifade becerisini kazanmadan okula başlamışlardır. Bu durum bir taraftan sınıfın okuma yazma gelişimini yavaşlatırken diğer taraftan da sınıf öğretmenlerine ciddi bir iş yükü ve sorumluluk yüklemiştir.

Öneriler

Suriyeli öğrencilere dil eğitiminin okul öncesi dönemde verilmesinin daha verimli olacağı, Türkçe Yeterlik Sınavı’nın yanında mutlaka bir mülakat sisteminin olmasının gerektiği, uyum sınıflarının daha detaylı bir şekilde planlanması gerekir. Uyum sınıflarının daha etkili ve olabilmesi için; planlamalar gözden geçirilmeli, materyal desteği sağlanmalı, Türkçe öğreticilerinin gelecek belirsizliği giderilmelidir. Yabancı uyruklu öğrencilerin okul öncesi dönemde dil eğitimi almaları, akran öğretimi yönteminin daha sıklıkla uygulanması, uyum sınıflarındaki

dil eğitiminin amacının velilere ve öğrencilere daha yoğun anlatılması, uyum sınıflarının planlamasına daha fazla özen gösterilmesi ve Türkçe öğreticilerinin gelecek belirsizliğinin giderilmesi önerilmektedir.

Gencer (2017) tarafından Suriyelilerle ilgili yapısal sorunlardan olan dil ve uyum sorununun üstesinden gelinmesinin, bu çocukların topluma uyumunu hızlandıracağı belirtilmiştir. Alanyazında araştırmalarda, planlama noktasında Biçer ve Kılıç (2017) ders kitaplarının öğrenci seviyesine göre hazırlanması, Kuzu-Jafari, Tonga ve Kışla (2018), materyal noktasında eksikliklerin olduğunu ve görsel materyal desteğinin sağlanması ve sınıf mevcutlarının azaltılması gerektiğini belirtmiştir.

Uyum sınıflarındaki öğrencilerin mülakat komisyonu ile değerlendirilmesi daha etkili sonuçlar ortaya çıkaracaktır. Mülakat sistemi ile katılımcıların da belirttiği gibi uyum sınıflarında Türkçe konuşabilen ancak okuma ve okuduğunu anlama becerileri zayıf öğrencilerin zaman kaybının önüne geçilebilir. Uyum sınıfı uygulaması yerine dil becerilerinin ayrı ayrı test edildiği izolasyondan uzak daha farklı sistemler getirilmesinin mülteci öğrenciler açısından daha faydalı olacağı düşünülmektedir.

İletişim sorunu yaşayan göçmen öğrencilerin ayrıştırılması yerine bu sorunun karma sınıflarda çözümüne yönelik uygulamalar geliştirilmesinin daha faydalı olabilir. Uyum sınıfı uygulaması kapsamında öğrencilere sadece Türkçe eğitimi veriliyor olması ve diğer derslerden eksik kalmaları nedeniyle sene kaybı yaşayacakları ortaya konulmasıdır. Bu bakımdan mültecilere verilen eğitimlerin öğrencilerin sene kaybı yaşamamaları için matematik, fen bilimleri gibi diğer dersleri ihmal etmeyecek şekilde planlanması gerekmektedir. Karma sınıflarda, uyum sınıflarına göre öğrencilerin birbirleriyle daha fazla temas halinde olmalarının göçmen öğrencilerin uyum süreçlerinin hızlanması bakımından daha faydalı olacağı düşünülmektedir. Öğretmen eğitimlerine kapsayıcı eğitimin dahil edilmesi ve daha çok materyalle öğretimin desteklenmesi gerektiği belirtilmiştir. Öğretmenlerin ikinci dil öğretimi yöntemine yönelik farkındalıklarının artırılması, mülteci öğrencilerin ihtiyaçları, kültürel olarak karma sınıflarda eğitim yaklaşımları konu alanlarında mesleki gelişim programlarına yer verilmelidir. Katılımcılar tarafından öğrencilerin Türkçe eğitimi yanında karma sınıflarda eğitim görmeleri gerektiği belirtilmiştir. Bu durumun öğrenciler için aynı zamanda kaynaşmalarına, yıl kaybı yaşamamalarına etki edeceği belirtilmiştir. Öğrenciler Türkçe öğrenirken aynı zamanda diğer derslerini takip edebileceklerdir. Bunun yanında Türk akranlarıyla sosyal iletişimde bulunmaları onların uyum süreçlerini ve Türkçe öğrenmelerini de hızlandıracaktır. Biçer ve Özaltun (2020) tarafından yapılan araştırmada, yabancı uyruklu öğrencilerin Türk öğrencilerle etkileşimlerinin öneminden bahsedilmiştir. Sarıtaş, Şahin ve Çatalbaş (2016) yapmış oldukları çalışmalarında akranlarıyla iletişim kurarak yabancı uyruklu öğrencilerin Türkçeyi hızlıca öğrendiklerini belirtmişlerdir.

Göçmen öğrencilerin uyum süreçleriyle ilgili yapılan uygulamalar, göçmen öğrencilerin ötekileşmesini önlemek ve uyum süreçlerini desteklemek amacıyla adaletle bağlılık, özel bir politika ve destekleme sistemi, kapsayıcı eğitim biçiminde uygulandığını göstermektedir (Taylor, Sidhu, 2012).

Uyum sınıfları uygulaması, göçmen öğrencilerin misafir oldukları ülkenin yerli öğrencilerinden ayırdığı için kapsayıcı ve çok kültürlü eğitimle ve bütüncül bakış açısına sahip okul anlayışıyla çalışmaktadır. Bu bağlamda göçmen öğrencilerin bulunduğu ülkeler tarafından, okul ve sınıflara yönelik özel eğitim politikaları geliştirilmelidir.

KAYNAKÇA

- Açık, F. (2008). Türkiye’de Yabancılara Türkçe Öğretilirken Karşılaşılan Sorunlar ve Çözüm Önerileri. *Doğu Akdeniz Üniversitesi Eğitim Fakültesi Türkçe Eğitimi Bölümü "Uluslararası Türkçe Eğitimi ve Öğretimi" Sempozyumu*. Gazimağusa.
- Alan, Y. (2019). Türkçeyi yabancı dil olarak öğrenen Suriyeli öğrencilerin yazma kaygılarının çeşitli değişkenler açısından incelenmesi. *Electronic Turkish Studies*, 14(5), 2059-2076.
- Altinkurt, Y. (2008). Öğrenci devamsızlıklarının nedenleri ve devamsızlığın akademik başarıya olan etkisi. *Dumlupınar Üniversitesi Sosyal Bilimler Dergisi*, 20(1), 129-142.
- Alver, M. (2019). Türkçenin Yabancı Dil Olarak Öğretiminde Esas Alınan İlkeler ile Kullanılan Yöntemler. İ. Erdem, B. Doğan, & H. Altunkaya içinde, *Türkçenin Yabancı Dil Olarak Öğretimi* (13-41). Ankara: Pegem Akademi.
- Biçer, N., Çoban, İ., & Bakır, S. (2014). Türkçe öğrenen yabancı öğrencilerin karşılaştığı sorunlar: Atatürk Üniversitesi Örneği. *Uluslararası Sosyal Araştırmalar Dergisi*, 7(29), s. 125-135.
- Biçer, N., & Kılıç, B. S. (2017). Suriyeli öğrencilere Türkçe öğretmek için kullanılan ders kitaplarının öğretmen görüşleri doğrultusunda değerlendirilmesi. *Ana Dili Eğitimi Dergisi*, 5(4), 649-663.
- Biçer, N., & Özaltun, H. (2020). Mülteci ortaokul öğrencilerinin Türkçe dil becerilerine ve okula uyum süreçlerine ilişkin Suriyeli ve Türk öğrencilerin görüşleri. *Avrasya Uluslararası Araştırmalar Dergisi*, 8(23), 348-364. Doi:10.33692/Avrasyad.668251

- Bulut, S., Kanat-Soysal, Ö., & Gülçiçek, D. (2018). Suriyeli öğrencilerin Türkçe öğretmeni olmak: Suriyeli öğrencilerin eğitiminde karşılaşılan sorunlar. *Uluslararası Türkçe Edebiyat Kültür Eğitim Dergisi*, 1210-1238.
- Bozan, M. A., & Çelik, S. (2021). Mülteci eğitiminde uyum sınıflarına yönelik bir değerlendirme. *Hacettepe Üniversitesi Eğitim Fakültesi Dergisi*, 36(2), 317-332. doi:10.16986/HUJE.2020060235
- Emiroğlu, S. (2014). Türkçe öğrenen yabancı öğrencilerin yazılı anlatımlarında Türkçenin dil bilgisi ve yazım özellikleriyle ilgili karşılaştığı zorluklar. *International Journal of Language Academy*, 2(3), 99-119.
- Erdem, C. (2017). Sınıfında mülteci öğrenci bulunan sınıf öğretmenlerinin yaşadıkları öğretimsel sorunlar ve çözüme dair önerileri. *Medeniyet Eğitim Araştırmaları Dergisi*, 26-42.
- Fidan, D. (2016). Türkçenin yabancı dil olarak öğretimi ders kitaplarındaki dilbilgisi konuları ve öğretmen-öğrenci görüşleri. *Electronic Turkish Studies*, 11(14), 257-276.
- Güngör, F. (2015). *Yabancı uyruklu ilkököl öğrencilerinin eğitim-öğretiminde yaşanan sorunlara ilişkin öğretmen ve öğrenci görüşleri* (Yüksek Lisans Tezi). Eskişehir.
- Hüseyin, E. (2020). *Pictes Projesinde görev alan Türkçe öğreticilerin görüşlerine göre uyum sınıflarındaki öğrencilere Türkçe öğretiminin incelenmesi* (Yüksek Lisans Tezi). Erciyes Üniversitesi.
- Çalışır, M. (2021). Uyum sınıfları hakkında öğretmen görüşleri. https://www.researchgate.net/publication/353620454_Uyum_Siniflari_Hakkinda_Ogretmen_Gorusleri/link/610661d4169a1a0103cd1305/download
- İltar, L., & Dündar, S. A. (2018). Suriyeli öğrencilere Türkçenin yabancı dil olarak öğretiminde kullanılan öğretim setleri hakkında karşılaştırmalı bir değerlendirme çalışması. *21. Yüzyılda Eğitim ve Toplum*, 7(20), 523-539.
- Kanat, A. (2022). Uyum sınıflarında Türkçe öğretimi üzerine öğretmen ve öğrenci görüşler. *Pearson Journal Of Social Sciences & Humanities*. <http://dx.doi.org/10.46872/pj.497>
- Kandemir, A., & Aydın, B. (2020). Yabancı uyruklu öğrencilerin eğitimi ile ilgili yönetici ve öğretmen görüşleri. *Uludağ Üniversitesi Eğitim Fakültesi Dergisi*, 497-521 doi: 10.19171/uefad.554653.
- Kuzu Jafari, K., Tonga, N., & Kışla, H. (2018). Suriyeli öğrencilerin bulunduğu sınıflarda görev yapan sınıf öğretmenlerinin görüşleri ve uygulamaları. *Academy Journal of Educational Sciences*, 134-146 doi:10.31805/acjes.479232
- Kapat, S., & Şahin, S. (2021). Türkçe öğreticileri ve okul yöneticilerinin Suriyeli öğrenciler için açılan uyum sınıfı uygulamasına ilişkin görüşleri. *Rumeli'de Dil ve Edebiyat Araştırmaları Dergisi*, 25, 169-194. doi: 10.29000/rumelide.1032424.
- Karadaş, R. (2023). *Uyum sınıflarında Türkçenin yabancı dil olarak öğretilmesinde eğitsel oyunların konuşma becerilerine etkisinin incelenmesi*.
- Küleççi-Akyavuz, E., Gezeroğlu, E., ve Toma, Ş. G. (2020). Suriyeli öğrencilerin eğitiminde karşılaşılan sorunlarla ilgili okul yöneticilerinin görüşleri. *Uluslararası Eğitim Araştırmacıları Dergisi*, 3(1), 1-15.
- MEB. (2019, Eylül). Yabancı Öğrenciler Uyum Sınıfları. *Yabancı Öğrenciler Uyum Sınıfları Genelgesi*(15).
- İçel, K., Ocak, G., & Akkaş-Baysal, E. (2024). Teacher opinions on problems resulting from individual and cultural differences in the adaptation class of students from different nationalities. *Education and Science*, 49(218), 1-22.
- PIKTES, (2020b). Uyum Sınıfları İle İlgili Sıkça Sorulan Sorular. Erişim adresi: <http://piktes.gov.tr/izleme/Uploads/rehberlik/ss.pdf> Erişim tarihi: 06/12/2020.
- Sarıtaş, E., Şahin, Ü., & Çatalbaş, G. (2016). İlkokullarda yabancı uyruklu öğrencilerle karşılaşılan sorunlar. *Pamukkale Üniversitesi Sosyal Bilimler Enstitüsü Dergisi*, 208-229.
- Taylor, S., & Sidhu, R. (2012) Supporting refugee students in schools: What constitutes inclusive education? *International Journal of Inclusive Education*, 16(1), 39-56.
- Ünal, K., Taşkaya, S. M., & Ersoy, G. (2018). Suriyeli göçmenlerin yabancı dil olarak türkçe öğrenirken karşılaştıkları sorunlar ve çözüm önerileri. *Ahi Evran Üniversitesi Sosyal Bilimler Enstitüsü Dergisi (AEÜSBED)*, 4(2), 134-149.
- Yalçın, F. (2017). *İstanbul'da yaşayan çocukların eğitime katılımları bağlamında uyum ve kültürleşme süreçleri* (Yüksek Lisans Tezi). İstanbul
- Zayımoğlu-Öztürk, F. (2018). Mülteci öğrencilere sunulan eğitim-öğretim hizmetinin sosyal bilgiler öğretmen görüşlerine göre değerlendirilmesi. *Anadolu Journal of Educational Sciences International*, 8(1), 52-79. <https://dergipark.org.tr/en/pub/ajesi/issue/35457/393879>

WOMEN'S CLOTHING COLLECTION THAT COMES TO LIFE IN THE VIRTUAL WORLD

Esma BÜKME

Talu Textile, Design Center, 3D Designer
esmabukme@taluteks.com

Şeyma CANKAYA

Talu Textile, Design Center, 3D and Graphic Designer
seymacankaya@taluteks.com

Prof. Dr. Ayşe Nuriye İŞGÖREN

Marmara University, Vocational School of Technical Sciences, Department of Design
nisingoren@marmara.edu.tr

ABSTRACT

Today, sportswear trends have become an important part of the fashion world. Nowadays, women also attach importance to sportswear trends in order to express their style and combine elegance with comfort in their daily lives. When elegance in sportswear is combined with freedom of movement and comfort, a person's self-confidence increases and his mood is positively affected.

The women's sportswear collection prepared in this study aims to make women stylish along with comfort and ergonomics in their daily lives. Elegance and comfort in sportswear have an important place in every aspect of women's lives. Sportswear is considered not only for an activity but also as a lifestyle and form of personal expression. Therefore, various daily sportswear options are offered in this project for women who want to reflect their style by keeping up with sportswear trends.

With the developing technology, the textile industry also brings innovations every day. VStitcher (Browzwear) design program, one of the 3D programs developed by software companies, is a 3D CAD software used in the fashion and textile industries. This program offers designers and textile manufacturers opportunities to design products, create prototypes and visualize their collections in a virtual environment. VStitcher (Browzwear) also offers a virtual fitting experience that allows designers to see and improve the models they design in real time.

In this study, it is aimed to revive women's sportswear designs on the digital platform by combining traditional design processes with the VStitcher (Browzwear) program, one of the modern technologies. With this digital transformation, the collection is displayed on the website, providing the end consumer with a unique shopping experience. Moreover, this digital transformation represents an important step not only for the design process but also for sustainability and efficiency in the fashion industry. Thanks to the possibilities offered by technology, the textile industry can turn to more environmentally friendly and efficient production methods. This not only supports an environmentally friendly production process but also shapes the future of the fashion industry.

Keywords: Women, Fashion and Textiles, Sportswear, Technology, 3D Design.

INTRODUCTION

In addition to the basic needs such as shelter and nutrition that people need throughout their lives, the need for clothing is also very important. Although the concept of dressing initially emerged for the purpose of protection from natural conditions, it has changed with the concepts of aesthetics and socialization until today. Clothing is a vital concept that meets the physical, mental, and societal needs of individuals.

Today, the fashion industry is undergoing a major transformation, not only in terms of aesthetics and style, but also in terms of user experience. One of the most obvious examples of this transformation is that sportswear trends are increasingly at the center of the fashion world. Now, women are turning to sportswear collections that offer elegance together in their daily lives. Sportswear is recognized not only as an activity, but also as a lifestyle and form of personal expression.

Along with the developing technology, the fashion industry is also bringing innovations to itself day by day. 3D design programs developed by software companies offer designers the opportunity to design products and visualize their collections in a virtual environment. In particular, programs such as 3D VStitcher (Browzwear) offer designers a virtual proofing experience that allows them to see and develop the models they design in real time.

The equivalent of developing technologies in the business and industrial world in the 21st century is called the "Fourth Industrial Revolution" or "Industry 4.0". In the new industrial period we are in, also known as the "Digital Revolution"; Thanks to the rapid development of computer and communication technology, innovative technologies such as cyber-physical systems, internet of things, big data, augmented reality, virtual reality, artificial intelligence, robot automation have emerged. This period is called the "Information Technology Era". (Dengiz, 2017, p.38-39) This digital transformation also ensures that the collection is displayed on the website and

a unique shopping experience is provided to the end consumer. When we look at the digital transformation in terms of the fashion industry, it is seen that important issues are covered in terms of sustainability and efficiency as well as the design process.

The Relationship Between Sustainability and 3D Design

- **Sustainability:** Digital fashion minimizes environmental damage by reducing the need for physical production, transportation, and disposal of clothing. This leads to a reduction in resource consumption, waste production and pollution.
- **Economic Efficiency:** Digital fashion offers designers the opportunity to create prototypes faster and more cost-effectively, where they can create and test new designs without the need for physical production. By facilitating the design process, it enables faster response to trends and consumer demands. Since it does not require physical materials or production costs, it is more affordable and allows consumers to reach a wider variety of styles and designs in lower price ranges.
- **Limitless Creativity:** Digital fashion provides designers with the freedom to experiment with innovative materials, textures, and shapes without the constraints of physical production. This allows for unique and creative designs that may be difficult or impossible to make.
- **Customization and Personalization:** Digital fashion allows for greater personalization and customization of clothing and accessories, allowing consumers to change colors, patterns, and fit to suit their specific preferences and express their completely different styles.
- **Inclusion and Diversity:** Digital fashion promotes inclusivity by catering to a variety of body shapes, sizes, and abilities. It enables the creation of adaptable and customizable garments that can break down traditional barriers in the fashion industry.
- **Accessibility:** Digital fashion offers designers and artists a platform to showcase their work without the need for significant financial investments or resources associated with traditional fashion production.
- **Marketing and Promotion:** Digital fashion has become an important marketing tool, with brands leveraging virtual influencers, augmented reality, and social media to promote their physical products (Dündar, 2023, p.319).

Digital Transformation in the Fashion Industry

In today's world, technological advances such as the use of computers and automation allow for the rapid exchange and flow of information all over the world. This rapid change in technology has become a necessity for manufacturing industries. The fashion industry also keeps up with these technological developments and is constantly changing. New materials, techniques, tools, and production methods are constantly innovating fashion product design, production, and presentation.

Many factors such as computer technology, light, sound, heat play an important role in the work of designers, and technology offers the designer the opportunity to create new and original products. In this context, the fashion industry is constantly adapting to changing technological developments and using these technologies to create creative and innovative products.

Technology is used in almost every stage of production in the fashion industry. Companies take advantage of the conveniences provided by developing technology in order to increase their production speed and flexibility and respond to the demands of customers faster. It is also seen that a different sector called "Digital Fashion", where people buy 3D digital clothes that do not exist in reality, has started to emerge through Computer Aided Design applications (Metlioğlu, 2021, p.1747).

Today, it is seen that digital technology is more widely adopted and the desire to integrate into Industry 4.0 in all sectors, including the fashion industry. With the change in consumer expectations in this direction, it is seen that designs that will meet the clothing expectations of consumers and technologies that will provide clothing production methods that will realize these designs have started to be offered.

In sample production, it is important to use resources at a minimum level and to maximize efficiency. Especially in samples made in low quantities and different variations, the fabrics and accessories used are often reproduced, which increases the cost for businesses. In addition, it may be necessary to produce more than the order quantity in order to account for possible waste and loss of fabrics and by-products specific to the sample. This situation negatively affects the efficiency, sustainability and time management of businesses. With technological advancements, an alternative such as a digital sample has emerged. In this method, 2D molds are combined in 3D fashion design programs and digital samples are created on avatars (virtual mannequins). After the virtual sewing and cladding works, simulation and rendering processes are carried out and presented to the buyers (Makryniotis,

2015, p.8).

3D design programs are used in three-dimensional clothing designs and offer many features such as clothing simulation and pattern proofing to their users. In addition, virtual fashion shows can be created with the designer clothes. Artificial intelligence; It provides significant advantages in the dissemination of fashion images, which play a critical role in the marketing of clothes, and in being noticed by people. Thanks to artificial intelligence applications, product photos, fashion photos, catalogs, social media posts; It can perform operations such as color, form features, filtering, extracting and classifying clothing features in large-volume visual data pools (Yıldırım, 2022, p.562-564).

Today, CAD (Computer Aided Design) systems are used in ready-to-wear enterprises, which are similar in terms of their functions but differ in terms of the way they are used and the ancillary equipment they use. CAD programs that are frequently used in the fashion industry include:

- General purpose two-dimensional graphics programs such as (Adobe) Illustrator, (Adobe) Photoshop and CorelDraw,
- 2D programs specific to the clothing industry such as Kaledo, Fashion Studio, Audaces IDEA, NedGraphics,
- Mold software such as Assyst, Lectra CAD, Audaces, Accumark Gerber,
- It can be grouped as 3D garment design programs such as 3D VStitcher (Browzwear), CLO 3D, Style 3D, Optitex, Vidya, Audaces 3D.

The general features of 3D programs used in the fashion industry are listed below.

- The use of realistic 3D mannequins that can be customized in great detail in line with various parameters,
- Preparation of 2D molds that become 3D garments in accordance with all CAD systems in industry standards,
- Fabric draping simulation opportunities based on fabric physical conditions and giving extremely realistic results,
- Visual model fit control by visualizing the pressure of the fabric on the body with colored areas and fit guides,
- With its quality texture matching feature, it ensures that the visual presentations of fabrics, stitches and accessories are of high quality.

The Role of 3D Design in Women's Sportswear

3D design enables faster and more efficient operation than traditional design processes, and can reduce the cost and time in design and prototype processes. Clothing brands using 3D design programs; They are able to design, test, and manufacture their products quickly. Through these programs, products can be presented to the relevant market more quickly. Through 3D design, it is also helped to reduce the waste generated in the traditional production process. Designs made in the digital environment can contribute to sustainability efforts by minimizing the use of excess materials.

In recent years, with the increase in the level of awareness of individuals about healthy living, their interest in and participation in sports activities has increased significantly. This situation has led consumers to buy more sportswear products and ready-to-wear manufacturers to include sportswear product groups in their collections. (Goodrum, 2016, p.145-161). 3D design has been an ideal tool in keeping up with the rapid change of trends in the sportswear industry. Sportswear brands can take advantage of 3D design to offer more diverse and technically advanced products to their customers.

The harmony of sportswear trends and 3D design leads to faster, more efficient, more innovative and more sustainable products in the sportswear industry. This alignment helps brands gain competitive advantage and increase customer satisfaction.

3D design; It also allows designers to visualize their ideas more realistically. During the concept development phase, 3D modeling and rendering techniques help designers bring their ideas to life digitally and better understand the details.

3D design plays an important role in the prototype manufacturing process. Traditionally, prototyping can be time-consuming and costly, while with 3D design, digital prototypes can be created quickly. These prototypes can be used to better understand the physical properties of the product and revise them as needed. 3D design is a powerful tool for communicating design to stakeholders and customers. Visually stunning 3D renderings can be used to clearly communicate design ideas and get feedback from stakeholders. This facilitates communication in the design process and ensures that the design moves in the right direction.

3D design is also important in that it can be used in preparation for the production process. After the technical details required for production are integrated into 3D modeling, potential problems in the production process can be detected in advance. The integration of 3D design into the design process consists of a set of techniques used at every stage of design. This integration allows design to be carried out more efficiently, faster and more effectively.

THE STUDY

Elegance and comfort in sportswear have an important place in all aspects of women's lives. In this context, it is

important to offer a variety of casual sportswear options for women who want to reflect their style by adapting to sportswear trends. The aim of this study, in which today's trends and sustainability elements are blended together; It is to prepare the sportswear collection, which aims to make women stylish with comfort and ergonomics in their daily lives, in a virtual environment.

Collection Preparation Process

It is explained as the idea phase in which the need for design is defined and a design concept is determined in line with these needs. It is at this stage that the designer defines the problem and the goal of the design project and collects data accordingly. The designer starts this process by identifying the sources from which he will be inspired. Ilhan sources; It includes various elements such as works of art, nature, cultural items, history, technology or any part of daily life. The designer researches the topics he will be inspired by in depth and determines the ideas that will form the basis of his own collection based on these sources.



Figure 1: Logo image.

The sources of inspiration for this collection are elements that reflect the strong and elegant spirit of women in today's rapidly changing world. In the streets of big cities full of energy and speed, it is necessary to understand the value of every moment and to keep up with the rhythm of time. For this reason, it is important for us that our designs are practical and versatile. The labyrinth metaphor, which also inspires our logo, symbolizes women to find their own style among the endless options offered. Each piece is carefully designed to support and inspire strong and confident women. The use of quality materials and sustainable production is to encourage conscious consumption and take steps for a better future. This collection is designed to make women feel beautiful and powerful in every moment. As we move towards the future together with the target audience, we will continue to leave a mark on each woman's own journey and take steps for a stronger future.

Design Process

It is the stage where the designer uses all his creative resources to come up with the concept by making pre-sketch drawings of the different possible forms that the project can take. It is the stage of formal three-dimensional presentation of the selected solutions.

The color palette of a collection; It reflects the overall spirit, theme and even story of the collection. Colors are one of the most basic and expressive elements in fashion design. The choice of color determines the emotional impact that the collection wants to leave on the audience. Patterns are another important element that makes up the characteristic signature of a collection. When the pattern is used on the clothing, it increases the dynamism and originality of the design. The harmony and balance of the patterns in a collection contribute to increasing the visual appeal of the design. The colors used in the collection are selected from Pantone's color palette. The colors of the collection, which consists of 3 colors, are referred to as Summer Sand, Candy Pink and Red Plum in the Pantone catalog.

Fabrics are key elements that determine the look and feel of a collection. Properties of the fabric; while shaping the posture, details and decorations of the garment and affecting the sitting on the mannequin (Şenuyar, 2009, p.28-37). The choice of fabric determines the functionality and comfort of the design as well as the aesthetic side. Features such as texture, thickness, softness and flexibility of the fabrics to be used in the collection should be suitable for the purposes and concept of the design.

In this collection, woven garni fabric was used as well as interlock, single jersey, three-thread and Thessaloniki fabrics. These fabrics have been selected to ensure that women are comfortable and stylish in their daily lives, as well as to comply with the principles of sustainable production. Each piece is designed as a demonstration of quality materials and meticulous craftsmanship.



Figure 2: Single jersey fabric image.

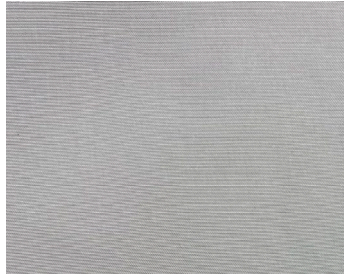


Figure 3: Image of woven garni fabric.



Figure 4: Image of fabrics in 3D program.

The fabrics used in this collection have polyester, cotton, polyamide and lycra contents. These materials provide both durability and comfort and aim to make women comfortable to use in their daily lives.

- **Polyester fabrics;** It is known for its durability and easy maintenance. The polyester fabrics used in this collection have long-lasting properties that preserve their colors for a long time.
- **Cotton fabrics;** It is known for its softness and breathability. Cotton fiber fabrics, which are the most preferred among natural fibers, have been preferred in this collection due to their comfortable and skin-friendly properties.
- **Polyamide fabrics;** They attract attention with their flexibility and lightness. The polyamide fabrics used in this collection support an active lifestyle by providing freedom of movement.

Realization Process

In the realization process, which is the stage where the designer works on realizing a prototype for the project, 3D modeling starts from the early stages of the design. Designers digitize their design ideas by using computer-aided design (CAD) software instead of traditional drawing tools. At this stage, the basic building blocks of the design are created and the design details are determined.

Until this stage, it is necessary to prepare the molds of the designs. Using 2D programs such as Assyst, Gerber, Audaces, the patterns of the clothes belonging to the collection are prepared digitally. In this study, the patterns of the designs in the collection were prepared by using the PolyPattern design program, which is the 2D program in cooperation with V-Stitcher Browzwear.

The rehearsal of the molds at the stage of turning them into products is carried out in three-dimensional cladding systems. Commonly used 3D virtual prototyping software includes programs such as CLO 3D, Optitex, Vidya, Marvelous Design, and V-Stitcher.

Once the basic framework of the design is created, designers use 3D modeling software to add details and refine the design. Colors, patterns, stitch details and other features are determined. Every aspect of the design is examined and edited in detail in the digital environment.

The molds prepared in 2D programs are dressed on the virtual mannequin in these programs and an image close to real life is obtained. The completed model is rendered from the 3D program and presented. Through the programs, the posture, balancing, sewing lines and differences in various fabric properties of the garment are controlled. In this way, it becomes easier to decide on fabric differences or the condition of the patterns. Error rates and production losses in molds are minimized and efficient use of fabric and material is ensured by these programs (Ural, 2019, p.296).

FINDINGS

Within the scope of this study, a literature search was conducted on the digitalization of the fashion industry in the context of technological developments, researches on 3D programs and the effect of 3D programs on sportswear. Mold designs of this collection, which was prepared in line with a story about women's sportswear, were prepared with the 2D PolyPattern program, and the design was dressed on the avatar with the 3D VStitcher (Browzwear) program and the collection was presented in a virtual environment.

In the modeling process, the realism of fabric simulation is one of the most critical factors that determine the appearance of the garment. In addition to the material samples in the technical libraries of the software, the properties of the materials used in the collection were also entered into the program.

This collection consists of 3 models with a total of 6 pieces. Care has been taken to ensure that the prepared pieces are compatible with each other in a way that does not disturb the integrity of the collection by creating different combinations with different matches.

Model 1: Designed to provide sports elegance, this model consists of a t-shirt with garni sleeve detail and sports-stylish trousers with garni belt detail. The garni details used contribute to obtaining a modern look while moving the model away from the classical image. With these details, comfort and freedom of movement are also offered to the user. By combining elegance and practicality in sportswear, a stylish look is offered in daily life and convenience is provided to the consumer.

Model 2: Designed as jacket and rib stitched trousers, this model has been removed from the single-color combination with knitwear strips of different colors on the sides, while gaining a difference within itself. While a dynamic style is offered to the consumer, at the same time, elegance and functionality are combined in sportswear. While the knitwear strip details attract attention by adding a modern and sporty atmosphere to the combination, the zippered jacket offers freedom of movement and comfort.

Model 3: Designed as an oversized sweatshirt and jogger model trousers, this model is based on comfort. It provides a unique adaptation to daily life. While making you feel comfortable while doing sports, it is also aimed to achieve a stylish look in street fashion. While the oversized sweat offers freedom of movement, the trousers offer a modern and stylish style.



Figure 5: View of the Model 1 study from 6 different angles.



Figure 6: View of the Model 2 study from 6 different angles.



Figure 7: View of the Model 3 study from 6 different angles.

These designs, which are realized in the digital environment, have also significantly reduced the shooting cost of the renders to be used on the website. Compared to traditional photography, renderings obtained in digital environment offered a more efficient option in terms of both time and cost, allowing the total costs of the design and production processes to be optimized. Thanks to this study, a competitive advantage has been achieved by easily visualizing the details of the products offered to the consumer at every stage of the design process and minimizing the shooting costs.

In addition, designs made in the digital environment have significant contributions in terms of sustainability. While the consumption of materials and waste generation used in traditional production processes increase the environmental impact, these impacts have been significantly reduced through the use of digital design. By reducing the use of paper, fabric and other materials, it has contributed to the protection of natural resources and the reduction of the amount of waste. This allows for the adoption of a sustainable production process and the fulfillment of environmental responsibilities. Thus, the use of digital design programs represents an important step not only from an economic point of view, but also from an environmental impact point of view.

CONCLUSIONS

The fashion industry is going through a significant transformation process with the rapid advancement of technology. Especially in recent years, clothing collections organized in the virtual environment constitute an important part of the digital transformation in the fashion world. These collections offer new and creative possibilities to fashion designers, while also showcasing the power and impact of 3D design. This article discusses the digital transformation in the fashion world and the creative potential of 3D design in the process of preparing collections.

Women's clothing collections organized in a virtual environment go beyond the boundaries of traditional fashion design and bring a new aesthetic understanding and presentation style. In this context, 3D design software and virtual fashion shows allow designers to carry out their conceptual research and design processes in a digital environment. Recently, the creative potential and advantages of 3D design have been emphasized for companies, designers and consumers.

3D design software offers designers the opportunity to plan and visualize every detail of their collections in a digital environment. In this way, the effects of colors, patterns and fabrics can be evaluated in real time, and the design process can become more flexible and creative.

However, with the use of 3D design, we also face some difficulties. Issues such as the necessity of technical skills, complex software tools, and the lack of physical touch of digital design are areas that challenge designers. To be able to deal with these challenges, the right training and experience are important.

In the digital transformation in the fashion industry, it is expected to increase the creativity of designers and offer new and exciting design opportunities. The use of 3D design software, which is a new technology in fashion design, is becoming widespread with the developing technology.

Thanks to the opportunities offered by technology, the textile industry can turn to more environmentally friendly and effective production methods. This not only supports an environmentally friendly production process, but also shapes the future of the fashion industry.

This study reveals that the use of 3D fashion design programs makes significant contributions to the design and production processes of women's sportswear collections. The design process, which was carried out in a digital environment, offered advantages in terms of both cost and time compared to traditional methods, and at the same time, it reduced the environmental impact and allowed the adoption of a production process in accordance with the principles of sustainability. Therefore, the dissemination and adoption of the use of digital design technologies in the textile industry can contribute to a more sustainable future by reducing environmental impact as well as increasing efficiency in the industry. In particular, it is necessary to make investments and support training programs in order to use digital technologies more in design and production processes and to increase their share in the sector. In this way, the textile industry can achieve a more innovative, efficient and environmentally friendly structure.

In this study, traditional design processes were combined with the 3D VStitcher (Browzwear) program, which is one of the modern technologies, and women's sportswear designs were revived on the digital platform. In the first stage, in line with the determined concepts and trends, the basic collection was created. Then, the details, scales and material properties of the selected models were determined in detail in the digital environment. In the design process, by using the different tools and effects offered by the program, it was ensured that the designs were visualized in the closest way to reality. At this stage, the digital determination of colors, patterns and sewing details has enabled the products to be presented more accurately and impressively. Finally, the completed designs were rendered on the program, realistic images were obtained and made ready for use on the website. This digital design process has laid the foundation for a sustainable production process, saving both time and resources compared to traditional methods.

REFERENCES

- Dengiz, O. (2017). “Endüstri 4.0: Üretimde Kavram ve Algı Devrimi”. Makina Tasarım ve İmalat Dergisi, 15 (1), Mayıs 2017/39, 38-45.
- Dündar, S. K. (2023). “Dijital Moda: Endüstri 4.0 Çağında Kimlik, Beden ve Kıyafet Etkileşimindeki Dönüşüm ve Kültürel Devrim”. Journal of Arts, 6 (4), s.317-324.
- Goodrum A, (2016). “The Dress Issue: Introduction”, *Annals of Leisure Research*, 19:2, s.145-161, DOI: 10.1080/11745398.2016.1169581
- Halaçeli Metlioğlu, H. ve Yılmaz, H. (2021). “Covid 19 Sürecinde Moda Tasarımında Sürdürülebilirlik Yaklaşımları”. İdil, 88, s. 1747- 1757. Doi: 10.7816/idil-10-88-04., 1752
- Makryniotis, T. (2015). “3D Fashion Design: Technique, Design and Visualization” (1st Edition), London: Batsford s.8)
- Şenuyar, Z. E. (2009). “Giyisi Kalıplarının Hazırlanması Üzerine Bilgisayar Destekli Bir Eğitim Programının Geliştirilmesi”, (Yüksek Lisans Tezi). Dokuz Eylül Üniversitesi Fen Bilimleri Enstitüsü Tekstil Mühendisliği Bölümü, Tekstil Mühendisliği Anabilim Dalı, İzmir. s.123.

- Ural, Ö. (2019). “*Moda Tasarımında 3 Boyutlu Tasarım Yazılımlarının Kullanımı*”. Çukurova Araştırmaları, 5 (2), 294-302.
- Yıldırım, M. (2022). Dördüncü Endüstri Devrimi ve Moda Endüstrisine Etkileri. Sanat&Tasarım Dergisi, 12 (2), s.559-578.

İLKOKUL ÖĞRENCİLERİNİN SABIR DEĞERİ ALGILARININ YAZILI ANLATIM YANSIMALARI

Nermin Karabacak

Recep Tayyip Erdoğan Üniversitesi, Eğitim Fakültesi, Türkiye

nermin.karabacak@erdogan.edu.tr

<https://orcid.org/0000-0001-5231-1730>

ÖZET

Değerler, bireylerin davranışlarını belirleyen rehberdir. Okul, toplumsal değerlerin kazandırıldığı sosyal bir kurumdur. Bu bağlamda bireylerin değerlerinin davranışa dönüşmesinde okullar sosyal kurum olarak yerini almaktadır. Çocuklar kazanmış oldukları değerleri davranışları yoluyla, sözlü, yazılı ifade biçimiyle ve çizim yoluyla geri yansıtmaktadır. Davranışların yansımadaki bu araçlar, çocukların kazanmış oldukları değerlerin değerlendirilmesinin bir bölümünü oluşturmaktadır. Covid 19 üzerine alan yazında yapılan araştırmalar da farklı kademelerdeki öğrencilerin sabırsız davranışlar ortaya koydukları, çok çabuk sıkıldıklarına bağlı olarak dikkatlerini toplayamadıkları tespit edilmiştir. Yapılan bu açıklamalar bağlamında, Covid 19 sürecini de yaşayan günümüzün ilkökul öğrencilerinin sabır değerini nasıl yansıttıklarının incelenmesine ihtiyaç duyulmaktadır. Nitel desenlemenin doğasına uygun olarak yarı yapılandırılmış görüşme formları kullanılmıştır. Sabır değeriyle ilgili çalışmanın uygulaması araştırmacı tarafından hazırlanan içerik ve yönerge bağlamında Milli Eğitim Bakanlığı Rize İl Milli Eğitim Müdürlüğünden uygulama izni alınan kamuya bağlı ilkökul dördüncü sınıfta gerçekleştirilmiştir. Bu amaç doğrultusunda öğrencilere içerisinde sabır değerini bulunduran senaryo tabanlı sorular sorularak sabır değeriyle ilgili düşüncelerini yansıtan yazılı anlatım yapıları istenmiştir. Nitel paradigmaya dayalı çalışmanın verileri, olgubilim deseni kullanılarak toplanmıştır. Araştırmanın yürütülebilmesi için Recep Tayyip Üniversitesi Sosyal ve Beşeri Bilimler Etik Kurulu'ndan etik kurul onayı alınmıştır. Araştırma gönüllülük esasına dayalıdır. Sabır değerinin boyutlarını ortaya koyan dört farklı senaryo sorusu hazırlanmıştır. Verilerin tematik analizi içerik analiziyle gerçekleştirilmiştir. Veriler, tema ve alt temalar altında toplanıp haritalandırılmıştır. Araştırmada, nitel verilerin ses dökümünde ve analizinde bilgisayar destekli nitel veri analizi programı Nvivo 14'den faydalanılmıştır.

Anahtar Kelimeler: Sabır, değer, ilkökul, yazılı anlatım

WRITTEN EXPRESSION REFLECTIONS OF PRIMARY SCHOOL STUDENTS' PERCEPTIONS OF PATIENCE VALUE

ABSTRACT

Values are guides that determine the behaviour of individuals. School is a social institution where social values are acquired. In this context, schools take their place as a social institution in the transformation of individuals' values into behaviour. Children reflect back the values they have acquired through their behaviours, verbal and written expressions and drawings. These tools in the reflection of behaviours constitute a part of the evaluation of the values acquired by children. In the studies conducted in the literature on Covid 19, it was determined that students at different levels exhibited impatient behaviours and could not concentrate their attention due to being bored very quickly. In the context of these explanations, there is a need to examine how today's primary school students, who also experience the Covid 19 process, reflect the value of patience. Semi-structured interview forms were used in accordance with the nature of qualitative design. The implementation of the study on the value of patience was carried out in the context of the content and instructions prepared by the researcher in the fourth grade of the public primary school, for which permission was obtained from the Rize Provincial Directorate of National Education of the Ministry of National Education. For this purpose, scenario-based questions containing the value of patience were asked to the students and they were asked to make a written expression reflecting their thoughts about the value of patience. The data of the study based on qualitative paradigm were collected using phenomenological design. Ethics committee approval was obtained from Recep Tayyip University Social and Human Sciences Ethics Committee for the conduct of the research. The research is based on volunteerism. Four different scenario questions revealing the dimensions of patience value were prepared. The thematic analysis of the data was carried out by content analysis. The data were collected and mapped under themes and sub-themes. In the research, computer-aided qualitative data analysis programme Nvivo 14 was used in the audio transcription and analysis of qualitative data.

Keywords: Patience, value, primary school, written expression

GİRİŞ

Sabır, zor şartlarda haksız davranışlarla karşılaşılınca sakince beklemektir. Sabır zaman gerektiren süreçlerin sonunda bir ödüllendirme ifadesiyle tanımlanmıştır. Sabır sahibi kişiler iyi dinleyicidir, sorumluluk sahibidir, sakin karakterlidir, saygılıdır, dirençlidir, tahammüllüdür ve hoşgörülüdür. Sabır türleri ise sabrın gösterilme türüne göre kısa süreli sabır ve uzun süreli sabırdır. Yaşamda karşılaşılan sabır durumuna göre gündelik yaşamda sabır, kişilere karşı gösterilen sabır ve yaşam zorluklarında sabır türlerine sahiptir. Sabra karşı gösterilen direnç türüne göre aktif sabır ve pasif sabır türleri bulunmaktadır. Sabırsızlığın olası sonuçları ise sabırsız kişilerin huzursuzluk duygusu vermesinden dolayı güvensizlik duygusu vermeleridir. Sabırsız kişilerin aşırı aceleci olması nedeniyle kaos ortamı oluşturmasıyla çatışmaya yol açmasıdır. Bu bağlamda sabırsız kişilerin hayal kırıklığına uğramasıyla başarısızlığa uğrarlar.

Eğitim teori ve pratiğinde sabır değerinin değişik öğretim kademeleri ve derslerde nasıl kazandırıldığı ve sabır düzeyleri, sabır eğitimi ile ilgili program taslakları, model ve yöntemler geliştirme ve uygulama, sabır eğitimi ile ilgili öğretmen ve öğrenci görüşlerini toplama, sınıflandırma ve değerlendirme, öğrencilerin sabır algılarını değerlendirme gibi çalışmalar yapılmaktadır (Doğanay, 2019; Eliüşük, 2014; Esen, 2019; Izgar ve Eliüşük-Bülbül, 2017). Türkiye’de sabır üzerinde yapılan çalışmaların toplamı bunlardır. Bu çalışmalardan biri de Doğanay (2019) tarafından yapılan “Psikolojik açıdan hayatın zorlukları karşısında dini inanç ve sabır: Nitel bir çalışma” konulu çalışmadır. Bu çalışma alandaki bir ihtiyacı karşılamaktadır. Türkiye’de sorumluluk değeri 2000’li yıllardan itibaren çalışıldığı halde sabır değeri için çalışmalar oldukça yenidir. Sabır değerini geliştirmek için pratik çalışmalar ise bulunmamaktadır. Halbuki günümüzün çocuklarının en yetersiz değerlerinden biri ve ailelerin de yakındığı sabır/sebat değeridir. Bu konuda güzel bir çalışma “Çocuklarımız neden bu kadar çabuk sıkılıyor, hayal kırıklığına uğruyor ve hiç bekleyemiyor?” (<http://yourot.com/parenting-club/2016/5/16/why-our-children-are-so-bored-at-school-cant-wait-and-get-so-easily-frustrated>) başlığıyla duyu bütünleme terapisti tarafından kaleme alınmıştır. Çocuklarla, ailelerle ve öğretmenlerle 10 yıllık bir çalışma deneyimi bulunan bu duyu bütünleme terapisti çocukların pek çok yönden giderek kötüleştiğini düşünmektedir. Bu terapist, görüştüğü her öğretmenden çocuklarda sosyal, duygusal ve akademik işleyiş açısından bir düşünüş görme ve devam etmesi mesajı almaktadır. Sabır değeri bu kadar önemliken ve sabır değerinin hem aileler hem de okul tarafından küçük yaşlardan itibaren kazandırılmaya çalışılması gerekirken akademik olarak bu konuda çalışmaların bulunmaması oldukça dikkat çekicidir.

Sosyal medya platformlarında sürekli değişen ve karmaşık içeriklerin zihnin alışmasına neden olduğu ve bireyin hayatta bu hıza ayak uydurmaya çalıştığı ancak hız yakalanamadığında sabırsız tutum sergilediği; gerçek hayatın durağanlığına sabretmeyi zorlaştırdığı ifade edilmektedir (Kırcalı, 2021). Lim (2020) tarafından, teknolojinin sabır üzerinde benzer gözlemleri olduğu ifade edilmiştir. Hızlı tempolu teknolojik ortamların, anlık tatminlere olan bağlılığı artırdığı ve sabırsızlıkla olan bağı güçlendirdiği ortaya konmuştur (Janakiraman, Meyer ve Hoch, 2011). Bu bağlamda, teknolojiye bağlı hızlı yaşam tarzının bireyin sabırlı olma durumlarını etkilediği söylenebilir.

Sabır, psikolojide bir kişilik özelliği, bir eğilim, bir durum olarak nitelenir. Hayal kırıklığı, sıkıntı ve acı karşısında kişinin sakince bekleme eğilimi (Schnitker, 2012), gecikmeye karşı bir tepki biçimidir. İçinde beklemek olduğu için sabır genelde zamanla ilgilidir. Ama bazen de zor koşullar ve kötü kişiler de sabrı ortaya çıkarabilir. Bireyin bekleme ve zorlayıcı şartlar karşısında geçmiş yaşantısındaki olumlu ve olumsuz duygularının, sabrın duyuşsal değerlendirilmesinde önemli bir yeri vardır (Dudley, 2003). Sabır bir kişilik özelliği olmasına rağmen sonradan kişinin kazandığı veya ona kazandırılan bir özellik gibidir.

Değerler, bireylerin davranışlarını belirleyen rehberdir. Okul, toplumsal değerlerin kazandırıldığı sosyal bir kurumdur. Bu bağlamda bireylerin değerlerinin davranışa dönüşmesinde okullar sosyal kurum olarak yerini almaktadır. Çocuklar kazanmış oldukları değerleri davranışları yoluyla, sözlü, yazılı ifade biçimiyle ve çizim yoluyla geri yansıtmaktadır. Davranışların yansımadaki bu araçlar, çocukların kazanmış oldukları değerlerin değerlendirilmesinin bir bölümünü oluşturmaktadır. Covid 19 üzerine alan yazında yapılan araştırmalar da farklı kademelerdeki öğrencilerin sabırsız davranışlar ortaya koydukları, çok çabuk sıkıldıklarına bağlı olarak dikkatlerini toplayamadıkları tespit edilmiştir (Altıntaş-Yüksel, 2021; İnci-Kuzu, 2020; Kurnaz, Kaynar, Şentürk Barışık ve Doğrukök, 2020; Metin, Gürbey ve Çevik, 2021). Alan yazın incelendiğinde Okçu ve Platin (2018) tarafından yapılan ortaokul öğrencilerinin sabır değeri ile ilgili algılarının resim yoluyla değerlendirilmesi ve Gökalp (2022) tarafından yapılan ortaokul öğrencilerinin sabır değeri üzerindeki faktörlerin incelendiği araştırmaların dışında öğrencilerin sahip oldukları değerlerin bir yansıması olarak ortaya konulmak üzere sabır değeri üzerine yapılmış araştırmalara ulaşılamamıştır. Yapılan bu açıklamalar bağlamında, Covid 19 sürecini de yaşayan günümüzün ilkökul öğrencilerinin sabır değerini nasıl yansıttıklarının incelenmesine ihtiyaç duyulmaktadır.

Sabır nedenleri, süreci ve süresi olarak çok çeşitlidir ve çocuklar sabrın her çeşidini öğrenmelidir. Bazı şeyler için kısa, bazı şeyler içinse uzun beklemek gerektiği öğretilmelidir (bu öğretim yemeklerle, bitki yetiştirmekle vs yapılabilir). Bazı şeylerin süresi bellidir, ama bazı şeylerin ne kadar süreceği belli değildir. Her işin kendine göre bir olgunlaşma süreci ve süresi vardır, burada kişinin kendi gücü, hazır bulunuşluğu ve dış faktörler de etkili olur. Bu bağlamda bu araştırmada ilkökul öğrencilerinin sabır değeri algı yansımalarını incelemek hedeflenmiştir. Bu araştırmanın amacı ilkökul öğrencilerinin sabır değerini yazılı olarak nasıl yansıttıklarının incelenmesidir.

YÖNTEM

Bu araştırma, nitel yöntem araştırması şeklinde tasarlanan bir çalışmadır. Araştırmanın amacına en iyi şekilde ulaşabilmek için bu çalışmada, ilkökul öğrencilerinin sabır değeri yansımaları ortaya konulmaya çalışılacaktır.

Çalışma Grubu

Araştırmanın evreni Rize ilindeki ilkökul öğrencileridir. Araştırmanın katılımcılarının belirlenmesi, amaçlı örnekleme türüne göre gerçekleştirilmiştir. Bu tür örnekleme türünde araştırmacının katılımcılarının seçimi araştırmanın amacını dikkate alınarak belirlenir. Araştırma gönüllülük esasına dayalıdır. Çalışma grubu, “Okul Deneyimi” dersinin yürütüldüğü bir okulun dördüncü sınıfındaki 24 öğrencidir. Bu sınıftaki öğrencilerin 15’ü kız, 9’si erkektir. Okul, Rize ilinde sosyo-ekonomik düzeyi orta olan bir okuldur.

Veri Toplama Süreci

Araştırmanın yürütülebilmesi için Recep Tayyip Üniversitesi Sosyal ve Beşeri Bilimler Etik Kurulu’ndan etik kurul onayı alınmıştır. Çalışmanın yürütülmesi için Rize Milli Eğitim Müdürlüğünden gerekli resmi izinlerin alınından sonra, sınıf öğretmeninin de gönüllü desteği alınmıştır. Araştırma, 2024 eğitim yılında Nisan ayında gerçekleştirilmiştir. Sabır değeriyle ilgili çalışmanın uygulaması araştırmacı tarafından hazırlanan içerik ve yönerge bağlamında uygulama sınıfında sabır nedir? sabretmemiz gereken durumlar nelerdir? neden sabır sahibi olmamız? Sorularının cevabına ulaşmak için yazılı anlatımlarla haftada bir (1) ders saati uygulamasında sınıf öğretmenleri tarafından gerçekleştirilmiştir. Öğrencilerin sabır/sebat değerini nasıl algıladıkları ve yansıttıklarına yönelik kompozisyon çalışmaları yapılmıştır.

Verilerin Analizi

Araştırmada, nitel verilerin ses dökümünde ve analizinde bilgisayar destekli nitel veri analizi programı Nvivo 14’den faydalanılmıştır. Görüşme verileri yazılı formata dönüştürülmüştür. Yapılan dökümlerin doğruluğu ve geçerliliği için ses kayıtları iki kere tekrar dinlenilerek kontrol edilmiştir. Verilere içerik analizi uygulanmıştır. İçerik analizi sürecinde takip edilen işlemler; 1) verilerin kodlanması, 2) temaların bulunması, 3) kodların ve temaların düzenlenmesi, 4) bulguların tanımlanması ve yorumlanmasıdır (Corbin ve Strauss, 2015; Moustakas, 1994). Verilerin analizi içerik analiziyle gerçekleştirilmiştir. Veriler, tema ve alt temalar altında toplanıp haritalandırılmıştır.

Araştırmanın Geçerlik ve Güvenirliği

Araştırmanın geçerliğinde konu ile ilgili geniş kapsamlı literatür taraması yapılarak çalışmanın kuramsal çerçevesi oluşturulmuştur. Araştırmada kullanılan nitel desenin ve veri toplama aracının nasıl geliştirildiği ve araştırmanın örneklemini oluşturan katılımcı grubunun seçimi, katılımcıların sayısı ve katılımcılara ait bilgiler ayrıntılı olarak açıklanmıştır. Araştırmanın inandırıcılığını arttırmak için derin odaklı veri toplama kullanılmıştır (Yıldırım ve Şimşek, 2015). Katılımcıların görüşleri doğrudan verilmiştir. Gizlilik ilkesi gereği katılımcıların gerçek isimleri kodlanarak verilmiştir.

Araştırmanın güvenilirliğinde çalışmanın araştırmacısı tarafından araştırma soruları ve görüşme transkriptleri tekrar tekrar okunarak verilerden çıkarılan kavramlara göre kodlamalar yapılmıştır. Yapılan içerik analizinin güvenilirliğini sağlama bağlamında kodlayıcılar arası tutarlılık kapsamında alan uzmanları tarafından verilerin kodlanması sağlanmıştır. Teyit edilebilirliğini sağlamak için çalışmadan elde edilen notlar, veriler ve kodlamalar daha sonra incelenebilecek şekilde elektronik ortamda saklanmıştır (Miles ve Huberman, 1994; Silverman, 2016).

BULGULAR

Bu çalışmada, ilkökul öğrencilerinin sabır değerini yazılı olarak nasıl yansıttıkları incelenerek var olan durum derinlemesine ortaya konulmuş olup Tablo 1’de gösterilen temalara ulaşılmıştır. Bu bölümde, araştırma sürecinde toplanan verilere dayalı olarak elde edilen bulgulara tematik olarak yer verilmiştir.

Tablo 1. Covid-19 sürecine bağlı eğitimde yaşanan etik ikilemler

Ana Tema	Alt Temalar
Farklı Boyutlarda Sabır	Gündelik hayatta sabır
	Kişiler arasında sabır
	Kısa süreli sabır
	Uzun süreli sabır
	Aktif sabır
	Pasif sabır
	Yaşam zorluklarında sabır
Sabırlı Kişiler	Dirençlidir
	Tahammüllüdür

Saygılıdır
Hoşgörülüdür
Sorumluluk sahibidir.
İyi dinleyicidir.
Sebat sahibidir.

Araştırmanın sonuçları, ilkökul öğrencilerinin sabır değerini yazılı olarak; farklı boyutlarda sabır ve sabırlı kişiler olmak üzere iki kategoride temalandırılmıştır. Farklı boyutlarda sabır; gündelik hayatta sabır, kişiler arasında sabır, kısa süreli sabır, uzun süreli sabır, aktif sabır, pasif sabır, yaşam zorluklarında sabır temalarında kategorilendirilmiştir. Konuyla ilgili alıntılar;

“Neden ve nelere sabırlı olmalıyız. Para biriktirmekte, yemeğin gelmesini beklerken, yerlere çöp atanlara, kavga edenlere, kitabını okurken, hasta olduğumuzda, bir şeyi temizlerken, satranç oynarken, kızmabirader oynarken, bitki yetiştirirken, söz hakkı alırken, hastanede sıra beklerken, kantinde sıra beklerken, bilet alırken, trafikte beklerken”. (K3)

“Öğretmenimizi dinlerken sabırlı olmalıyız. Olmazsak hiçbir şey öğrenemeyiz. Arkadaşlarımızın dikkatini bozarız. Öğretmenimize saygısızlık yaparız. Sınavlardan düşük not alırız. Derslerimize çalışmayız. Işıklarda beklerken sabırlı olmalıyız. Olmazsak kaza olabilir. Yolda düzen bozulur. İnsanlar ölebilir. Polisler arabalara ceza verebilir. Tartışmalar olabilir. Kendimizi tehlikeye sokabiliriz...” (K4)

“Ödevlerimin bitmesi için sabrediyorum. Kekin pişmesini sabırla bekliyorum. Kantin sırasında sıranın bana gelmesini sabırla bekliyorum. İğdir’a giderken yolculuğun bitmesi için sabrediyorum. Eğer sabırlı olmazsak istediğimiz şeyleri elde edemeyiz. Amacımıza ulaşmamız için beklememiz gerekir. Sabır olmazsa sonunda başarı da olmaz”. (K6)

“Arkadaşlar arasında sabırlı olmalıyız. Derslerimize sabırlı olmalıyız. Sınıfa girerken sabırlı olmalıyız. Kardeşler arasında sabırlı olmalıyız. Bir şeyi beklerken sabırlı olmalıyız. Yolculukta sabırlı olmalıyız. Hayvanlara karşı sabırlı olmalıyız. Sinirlendiğimizde sabırlı olmalıyız. Birini beklerken sabırlı olmalıyız. (K11)

“Allah’ın verdiği dertlere ve hastalıklara sabırlı olmalıyız. Geçim sıkıntılarında sabırlı olmalıyız. İşlerinizde sabırlı olmalıyız. Aileler arasında sabırlı olmalıyız. Cesaretimize sabırlı olmalıyız...” (K15)

“... Örneğin öğretmen sınav notunu açıklayacak. O zaman sabırlı olmamız gerekir. Ya da bir yakınımız hastaneden çıkacak. O zaman da sabırlı olmamız gerekir”. (K17)

“Sıra beklerken sabırlı olmalıyız. Olmazsak kavda çıkar. Sıra düzeni bozulur. Birbirlerinin hakkını yerler. İşimiz daha uzun sürer. (K24)

Yukarıda verilen bulgular bağlamında sabır türleri, sabrın gösterilme türüne göre kısa süreli sabır ve uzun süreli sabırdır. Yaşamda karşılaşılan sabır durumuna göre gündelik yaşamda sabır, kişilere karşı gösterilen sabır ve yaşam zorluklarında sabır türlerine sahiptir. Sabra karşı gösterilen direnç türüne göre aktif sabır ve pasif sabır türleri bulunmaktadır.

İlkökul öğrencilerinin sabır değeri yazılı anlatımında sabırlı kişiler; dirençlidir, tahammüllüdür, saygılıdır, hoşgörülüdür, sorumluluk sahibidir, iyi dinleyicidir ve sebat sahibidir temalarında kategorilendirilmiştir. Konuyla ilgili alıntılar;

“Sabır, bir insanın olumlu veya olumsuz bir davranışı beklemesine karşısına çıkan zorluklara güçlü bir şekilde dayanmasına denir. Eğer bahsettiğim gibi biri olmak istiyorsanız; soğukkanlı biri, kendini kontrol edebilen biri ve başladığı işin sonunu bitiren biri olmanız lazımdır”. (K2)

“Sabırlı insanların özellikleri ani bir durumda sakin kalabilmeleridir. Başka olarak sabırlı insan düzenli olur. Sabırlı insan planlı olur. Bunlardan başka sorumlu insan çalışkan olur. Sabırlı olursak her zaman mutlu oluruz. Ama tersi sabırlı olmazsak yanlış yaparız. Kendimize yazık ederiz. Örneğin bir yakınınız hastalandı. Kendimizi üzeceğimize sabretmeliyiz. Bunun için sabırlı olmalıyız. Sabırlı olmanın olumlu ve olumsuz yanları olumlu olarak örnek ani bir anda bir panik yapmayız bu başkalarını da etkilemez. Ama tam tersi bir an panik yaparsak bizi ve başka arkadaşlarımızı kötü yönde etkiler. “Kimlere karşı sorumlu olmalıyız?” İlk önce kendimize karşı sabırlı olmalıyız. Sonra küçüklerimize karşı sorumlu olmalıyız. Sonra büyüklerimize karşı sorumlu olmalıyız. Derslerimize karşı sabırlı olmalıyız”. (K5)

“Sabırlı olmak, bizi olaylar karşısında daha olumlu düşünmemize neden olur. Bir şeylerin olumlu olması için süre gereklidir. Beklemenin yanı sıra sabırlı olmanın bizim için ne kadar önemli olduğunu bilmeliyiz. Acele karar vererek sonucu kötü olabilirler. Bekleme sonucunda elde ettiğimiz sonucu ne kadar değerli olduğunu anlarız. Eğer her şey çok hızlı gelişseydi elde edilen sonuç belki de bizim için bir önemi olmazdı. Kolay ve çabuk elde edilen bir başarı bizi mutlu etse bile zamanla kolay yoldan elde edilen başarının değeri bizi mutsuz edebilir. Harcanan emek ne kadar çoksa başarı da o kadar mutlu eder”. (K12)

“... Karşımıza çıkan herhangi bir olay karşısında sabırlı ve sakin bir şekilde bir olayı çözmeli. Sabreden derviş muradına ermiş atasözüne uygun hareket etmiş oluruz. Sabırlı olmasak başımıza gelen olaylar daha da karmaşık hale gelir. İşin içinden çıkamayız. Başarmak istediğimiz olay sonuçsuz kalır. Kim planlamış

olduğu bir olayın sonuçsuz kalmasını ister ki. Elbette kimse istemez değil mi? Hedefimize ulaşmak için sabırlı olmak zorundayız". (K16)

"Sabırlı insanlar başladığı işi sonuna kadar götürür, sinirliiyken kendine hâkim olur, olaylara geniş açıdan bakar, daha az hata yapar, hayat başarısı yüksektir, karar alırken acele etmez ve soğukkanlıdır". (K19)

"Sabırlı insanların genelde özellikleri şunlardır: soğukkanlılık, saygı, kararlılık, dürüst, az hatadır. Sabırın amacı bir olayın ters gitmemesidir. Eğer sabırlı bir insan olursak çevremiz tarafından seviliriz, olayların önemini öğreniriz. Olayların bakış açımızı değiştiririz. Ama bunları kimlere karşı yapmalıyız? Arkadaşlarımıza karşı, ailemize karşı, öğretmenimize karşı vb. kişilere karşı sabırlı olmalıyız. Sabrımızı kontrol edemezsek pişman olabileceğimiz şeyler yapabiliriz. Sonucu kötü olabilir". (K23)

SONUÇ

Felsefede, Platon'da ve İncil'de dört temel erdem bilgelik, cesaret, ölçülülük ve adalettir. Sabır, ölçülülük erdeminin içinde yer alır. Aristoteles de, Nicomachean etiğinde sabırın bir erdem olmadığını, yaşamı iyi, mutlu başarılı bir şekilde geçirebilmek için gerekli bir karakter özelliği olduğunu iddia etmiştir (Hursthouse, 1986).

İlkokul kademesinde öğrencilere kazandırılması büyük önem taşıyan bilgi, beceri, tutum ve değerler toplum yaşamında gözlenen hızlı değişimlere koşut olarak artmakta ve çeşitlilik göstermektedir. Alan yazın incelendiğinde, öğrencilerin sahip oldukları değerlerin bir yansıması olarak ortaya çıkarmak için çizimler yardımıyla yapılmış çalışmalara ulaşılamamıştır. Bu bağlamda çocukların sahip oldukları değerlerde bir eksiklik ya da sorun varsa bunların ortaya konularak değerlerin çocuklara erken yaşlarda kazandırılması oldukça önemlidir. Araştırmada, sabır türleri sabırın gösterilme türüne göre kısa süreli sabır ve uzun süreli sabırdır. Yaşamda karşılaşılan sabır durumuna göre gündelik yaşamda sabır, kişilere karşı gösterilen sabır ve yaşam zorluklarında sabır türlerine sahiptir. Sabra karşı gösterilen direnç türüne göre aktif sabır ve pasif sabır türleri bulunmaktadır. Sabırsızlığın olası sonuçları ise sabırsız kişilerin huzursuzluk duygusu vermesinden dolayı güvensizlik duygusu vermeleridir. Sabırsız kişilerin aşırı aceleci olması nedeniyle kaos ortamı oluşturmasıyla çatışmaya yol açmasıdır. Bu bağlamda sabırsız kişilerin hayal kırıklığına uğramasıyla başarısızlığa uğrarlar.

Eğitim teori ve pratiğinde sabır değerinin değişik öğretim kademeleri ve derslerde nasıl kazandırıldığı ve sabır düzeyleri, sabır eğitimi ile ilgili program taslakları, model ve yöntemler geliştirme ve uygulama, sabır eğitimi ile ilgili öğretmen ve öğrenci görüşlerini toplama, sınıflandırma ve değerlendirme, öğrencilerin sabır algılarını değerlendirme gibi çalışmalar yapılmaktadır (Doğanay, 2019; Eliüşük, 2014; Esen, 2019; Izgar ve Eliüşük-Bülbül, 2017). Türkiye'de sabır üzerinde yapılan çalışmaların toplamı bunlardır. Bu çalışmalardan biri de Doğanay (2019) tarafından yapılan "Psikolojik açıdan hayatın zorlukları karşısında dini inanç ve sabır: Nitel bir çalışma" konulu çalışmadır. Bu çalışma alandaki bir ihtiyacı karşılamaktadır ve aynı zamanda bu projenin de araştırmacılarından biri olan Yapıcı'nın danışmanlığında gerçekleştirilmiştir. Türkiye'de sorumluluk değeri 2000'li yıllardan itibaren çalışıldığı halde sabır değeri için çalışmalar oldukça yenidir. Sabır değerini geliştirmek için pratik çalışmalar ise bulunmamaktadır. Halbuki günümüzün çocuklarının en yetersiz değerlerinden biri ve ailelerin de yakındığı sabır/sebat değeridir. Bu konuda güzel bir çalışma "Çocuklarımız neden bu kadar çabuk sıkılıyor, hayal kırıklığına uğruyor ve hiç beklemiyor?" (<http://yourot.com/parenting-club/2016/5/16/why-our-children-are-so-bored-at-school-cant-wait-and-get-so-easily-frustrated>) başlığıyla duyu bütünleme terapisti tarafından kaleme alınmıştır. Çocuklarla, ailelerle ve öğretmenlerle 10 yıllık bir çalışma deneyimi bulunan bu duyu bütünleme terapisti çocukların pek çok yönden giderek kötüleştiğini düşünmektedir. Bu terapist, görüştüğü her öğretmenden çocuklarda sosyal, duygusal ve akademik işleyiş açısından bir düşünüş görme ve devam etmesi mesajı almaktadır. Araştırma sonuçları özellikle, veliler ve öğretmenlerle açık ve net biçimde paylaşılarak farkındalık düzeylerinin artırılması sağlanabilir.

İlkokul kademesinde öğrencilere kazandırılması büyük önem taşıyan bilgi, beceri, tutum ve değerler toplum yaşamında gözlenen hızlı değişimlere koşut olarak artmakta ve çeşitlilik göstermektedir. Alan yazın incelendiğinde, öğrencilerin sahip oldukları değerlerin bir yansıması olarak ortaya çıkarmak için çizimler yardımıyla yapılmış çalışmalara ulaşılamamıştır. Bu bağlamda çocukların sahip oldukları değerlerde bir eksiklik ya da sorun varsa bunların ortaya konularak değerlerin çocuklara erken yaşlarda kazandırılması oldukça önemlidir.

KAYNAKÇA

- Altıntaş-Yüksel, E. (2021). Sınıf öğretmenlerinin Covid-19 salgını sürecinde çevrim içi ders-uzaktan eğitim deneyimlerinin incelenmesi. *Ulakbilge*, 57, 291-303, doi: 10.7816/Ulakbilge-09-57-11.
- Corbin, J., & Strauss, A. (2015). *Basics of qualitative research: techniques and procedures for developing grounded theory*. Sage.
- Dudley, K. C. (2003). *Empirical development of a scale of patience*. West Virginia University, Dissertation.
- Eliüşük, A. (2014). *Sabır eğiliminin öz-belirleme öz-anlayış ve kişilik özellikleri açısından incelenmesi* (Yayınlanmamış doktora tezi). Necmettin Erbakan Üniversitesi, Konya.

- Esen, M. (2019). *Zekâ oyunlarının, 4. sınıf öğrencilerinin problem çözmeye ilişkin karar verme becerisine, sabırlı davranış göstermesine ve okul doyumuna etkisinin incelenmesi* (Yayımlanmamış yüksek lisans tezi). Mersin Üniversitesi, Mersin.
- Doğanay, S. (2019). *Psikolojik açıdan hayatın zorlukları karşısında dini inanç ve sabır: Nitel bir çalışma* (Yayımlanmamış doktora tezi). Çukurova Üniversitesi, Adana.
- Gökcalp, A. (2022). Ortaokul öğrencilerinin sabır değeri üzerindeki faktörlerin incelenmesi. *Journal of Innovative Research in Social Studies*, 5(1), 34-50. <https://doi.org/10.47503/jirss.1103744>
- Hursthouse, R. (1986). Aristotle, Nicomachean Ethics 1, *Royal Institute of Philosophy Supplement*, 20, 35-53. doi: 10.1017/S1358246100004008
- Janakiraman, N., Meyer, R. J., & Hoch, S. J. (2011). The psychology of decisions to abandon waits for service. *Journal of Marketing Research*, 48(6), 970-984. <https://doi.org/10.1509/jmr.10.0382>
- Kırcalı, E. (2021). *Teknoloji ve ruh sağlığı*. <https://www.dokortakvimi.com/blog/teknoloji-veruh-sagligi> adresten 03.04.2024 tarihinde alınmıştır.
- Kurnaz, A., Kaynar, H., Şentürk Barışık, C., ve Doğrukök, B. (2020). Öğretmenlerin Uzaktan Eğitime İlişkin Görüşleri. *Milli Eğitim Dergisi*, 49(1), 293-322.
- Lim, C. (2020). *How technology is ruining our patience*. <https://thestute.com/2020/11/19/howtechnology-is-ruining-our-patience/> adresten 03.04.2024 tarihinde alınmıştır.
- Metin, M., Gürbey, S. & Çevik, A. (2021). Covid-19 Pandemi sürecinde uzaktan eğitime yönelik öğretmen görüşleri. *Maarif Mektepleri Uluslararası Eğitim Bilimleri Dergisi*, 5(1), 66-89. <https://doi.org/10.46762/mamulebd.881284>.
- Miles, M. B., & Huberman, A. M. (1994). *An expanded sourcebook: Qualitative data analysis* (Second edition). Thousand Oaks, CA: SAGE Publications, Inc.
- Moustakas, C. (1994). *Phenomenological research methods*. Thousand Oaks, CA: Sage.
- Izgar, G., & Eliüşük-Bülbül, A. *Değerler eğitiminde sabır. Sabır eğitiminde uygulanabilecek örnek etkinlikler*. Konya: Eğitim Yayınevi.
- İnci-Kuzu, Ç. (2020). Covid-19 pandemisi sürecinde uygulanan ilkökul uzaktan eğitim programı (EBA TV) ile ilgili veli görüşleri. *Milli Eğitim Dergisi*, 49(1), 505-527.
- Okçu, D., ve Pilatin, U. (2028). Ortaokul öğrencilerinin sabır değeri ile ilgili algılarının resim yoluyla değerlendirilmesi. *Batman Üniversitesi İslami İlimler Fakültesi Hakemli Dergisi*, 2(1), 102-113.
- Schnitker, S. A. (2012). An examination of patience and well-being. *The Journal of Positive Psychology* 7(4), 263-280. doi: 10.1080/17439760.2012.697185
- Silverman, D. (2016). *Qualitative research* (4. Baskı). Sage.
- Yıldırım, A. ve Şimşek, H. (2015). *Sosyal bilimlerde nitel araştırma yöntemleri* (9. Baskı), Ankara: Seçkin Yayınları.